Vivian Bass: Next, as we focus on advancing opportunities through best practices, I'd like to call up our powerful panel addressing and ending the school-to-prison pipeline for students with disabilities. As one of us at RespectAbility loves to say, "Every day is a school day,” so let's sharpen our pencils as these note-worthy panelists sharpen our minds. I'll now soon hand the microphone and podium over to its moderator, the one and only Janie Jeffers, the former senior policy adviser for the President's Crime Prevention Council and a member of RespectAbility's Board of Advisers. Let's welcome Janie and our panel to the table. (applause).

Janie Jeffers: Thank you. Thank you all for being here first of all and secondly, excuse me, for just the wealth of information that exists not just on the panel, although they're significantly informed, it's the value of the conversation we used to say cross-pollination I'm sure that's taking place within this room as well. So as our panelists take their spots, we are going to allow a lot of opportunity for Q&A. So there are cards on your tables and we would ask that you take advantage of that because Debbie hasn't been moving enough in this room. (Laughter) We have to keep her just as sharp as she is.

Okay. So just a word of introduction, excuse me, I'm so sorry, I was at a family reunion in North Carolina, and, it was a lively North Carolinian time, if you will. No alcohol, but good time. (Laughter). And I was the Master of Ceremonies. Only for Jennifer would I get here at 1:00 a.m. and get here this morning. That's the case, I’m sure, for many of you in this room who know about the outstanding contribution and the work that she and her staff are making. (applause)

With that I'll give a brief intro. Then we'll ask the panelists to introduce themselves and make perhaps an introductory comment. But as I said, we really will want to make this interactive and invite you to give us your challenging questions and comments. One of the things that I did in my career…I was a Commissioner in the New York City Department of Corrections which - most people won't recognize that, but because of all the crime shows, if I say Rikers Island everybody recognizes that. So when I was there, we had a population of about 20,000. I was the commissioner over all life services, health services, food services, medical services and so on.

So a lot of this information is first‑hand in terms of what we saw. But I have to say, it was through my interaction and work with RespectAbility and particularly with Jennifer that I began to just recall and focus more on those who were in our system who were disabled. And prisons and jails are not set up for those who are disabled or those who are outside of the usual curve of needing mental health, et cetera.

So RespectAbility issued a major report in December 2016, and if you're not familiar with it, I would highly recommend that you search it out on the website. And the title is "Disability and Criminal Justice Reform: Keys to Success and Challenges Ahead." And it was published in December 2016.

At the time of the Report, there were over 2 million individuals incarcerated. I also work for Justice and the Bureau of Prisons, so I've seen also what happens on the national as well as what was in New York. I'm sure it’s in excess of 2 million now. But of those 2 million, at the time of the report, that was 2016, over 750,000 people with disabilities were behind bars. That gives you just a sense the magnitude of the problem, which is also what requires a response to that.

And there is indeed a pipeline. It is through education, but many of us who have been in the system would tell you that it starts even sooner. There's some who say from the crib or at birth to the pipeline. That system has to be fed. And I won't get into the politics behind that, but the pipeline is real. And it does exist. So, having said that, let me introduce two of our outstanding moderators. Well, let me introduce ‑‑ and they will give their own introduction in terms of their bio and perhaps an introductory comment as well.

And then as I say we're going to turn it over to Q&A. On my left, let me find my notes ‑‑ that would be my right, sorry. At the end of the table, far right is Janet LaBreck who is the former Commissioner of Rehabilitation Services Administration. And closer to me, Diane Smith Howard, who is the managing attorney for National Disability Rights Network. With that I would ask Janet if she would start off with her introduction then Diane to follow.

Janet LaBreck: How is that? Okay. Thank you very much, Good morning everyone. It is a pleasure to be here and it's also been amazing to hear some of the comments and certainly the levels of expertise that you've heard from today. So I hope that you're finding the information very meaningful. As was mentioned, I am the former Commissioner for the Rehabilitation Services Administration under the Obama Administration. And in my role as Commissioner, I had the opportunity to work with multiple agencies, the disability community, to partner together to implement the Workforce Innovation and Opportunity Act, which you've heard about today. This particular topic as it pertains to the justice system and individuals with disabilities who are incarcerated in various systems is absolutely incredibly important and critical to the work that not only federal agencies, state, local, municipal agencies do with individuals and our various systems. But it's also incredibly important to the disability community.

We have all heard high-profile media stories and commentary around individuals who have died in our systems, who we all know have had many opportunities to understand who some of these high profile cases are. We also recognize that many of these individuals in fact do have disabilities and that disabilities in our justice system is really problematic for this population.

As the former commissioner both at the federal level as well as the commissioner at the state level, I've had an opportunity to engage with both systems as well as individuals within those respective systems. And it is important to note that we have such an opportunity here that we need to bring systemic change to this issue for individuals with disabilities.

Individuals who come through our systems, the recidivism rate, the impact that it has on these individuals without the services and supports that are provided at all levels to individuals with disability does nothing more than to continue to exacerbate the problem if they do not get those services and supports early on in their lives before they become apart of a system.

As a side note, when I was diagnosed as a young child as being legally blind due to a congenital degenerative eye condition called Retinitis pigmentosa. I sat in a classroom, was losing my vision and I was having difficulty with reading and seeing the blackboard. As a result of that, sometimes if I were called on to read from a passage of a book, I knew I was having those problems but as a young child you tend to want to compensate, you're confused by what's happening to you in the moment. And so, I would do things like, guess at what maybe the next word would be, or the next passage, or what was written on the blackboard.

Now that was very complex because what immediately happened was it was perceived that I was not having a visual problem, but it was in fact a behavior problem. We know that individuals with disabilities, particularly the population that we're talking about as part of this panel oftentimes are diagnosed at an incredibly exorbitant rate of having behavior problems. Had it not been for a perceptive assistant teacher in that classroom who was perceptive enough to recognize that I might be having a vision problem and made the suggestion that I go get an eye exam and see what the issue was. That's where it starts. Individuals who are obviously experiencing problems or challenges regardless of what the issue may be, oftentimes the very first person that they encounter the perception, the stigma, the mis‑identification or the mis‑labeling of an issue or what they perceive to be an issue is exactly where that starts.

And it sets the foundation for what happens to that individual that day moving forward. So I think this is a very important issue. I also want to just state that this is an issue that crosses all of our agencies and organizations. And in my work that I do now privately, it’s important enough for me to be here today to continue talking about this. I've seen and visited individuals in our systems and the work that is being done, I think is incredibly important and needs to be valued and needs to be heard and more importantly, action needs to be taken.

Thank you. Thank you.

Diane Smith Howard: My name is Diane Smith Howard. I’m the managing attorney with National Disability Rights Network. NDRN is the national membership organization for the protection and advocacy agencies of which there is one in each state. The PAAs were originally created back in the 70s to address the conditions issues of people with disabilities in institutions, primarily mental health and DD institutions. But we have now expanded our range, so we now address legal issues and rights protection issues for people with disabilities across the spectrum and from birth to death, so we have a pretty broad range.

And the reason that we are very interested in talking about juvenile justice and school to prison pipeline issues is because we provide about 30,000 cases a year of individual representation of kids with disabilities in school settings whose needs are not being met. And so, I will be talking more in a bit about those issues, but I just wanted to start with a statement that I think probably will make a lot of sense to a lot of people in this room. There are some very powerful statutes that are already out there to protect people with disabilities in schools and protect their access to community‑based services. And the failure to enforce those types of statutes are the primary reason that kids with disabilities, particularly kids with disabilities who are also members of communities of color, and/or also kids who are low-income, that lack of enforcement and the lack of provision of services is the primary feeder, in our opinion, into the school to prison pipeline. So we need to address those issues and as we were mentioning earlier, starting as early as possible to make sure that the trajectory is appropriate and positive. And that is I think the most appropriate and most effective way to resolve the school to prison pipeline issues later on down the road.

The PAAs, and of course others in the disability community, also advocate strongly for folks once they're in the juvenile justice and adult criminal system. And many PAAs also do a lot of work on conditions in those facilities. But we try very hard to focus on the early end of things because if people have the services they need, if they're properly included in school, if their rights are properly protected, a great many of these later issues are prevented.

Janie Jeffers: Exactly right. Thank you, thank you both so much. Can we thank Janet and Diane for their comments? I will start with a question while Robert is coming up and you're writing down your questions that we'll hopefully be able to respond to. I'll perhaps suggest Janet might start with this, then Diane. But I'm going the read this question, because it's so data rich that I don't want to misspeak.

There are over 6 million students with disabilities in public schools in this country. About 1.1 million are African-American students with disabilities and 1.5 million are Latino students with disabilities. According to Understood.org, minority students and English language learners are not only disproportionately labeled as needing special education services, they're also more likely to be placed in restrictive settings, and I think we all know what we mean by that. What are some of the things, Janet, that we can do as leaders and advocates to address this issue? And if there's some best practices out there as well?

Janet LaBreck: I think it's important to reflect back for a moment when we talked earlier, and you've heard others mention it as well, the issue of early intervention, strategies around making sure that individuals and their families have the appropriate access to both resources and tools, so that they understand what the issue is, and what options they may have for decision making.

I think also looking at our educational system and what provisions of services and supports are available to these individuals with disabilities and their family members as well is very important. Providing mentors and access to individuals who can support these individuals as they're navigating their way through various systems early on, and getting to these individuals before they become a part of the justice system.

That is probably the most important tool that we can arm individuals with: information, access to individuals that can be mentors, the tools and strategies and resources that they can access, and the support around making sure that these individuals not only know about the resources and tools, but they in fact can feel comfortable with engaging in them and utilizing them.

Janie Jeffers: If you wouldn't mind introducing yourself to our audience, and if you had a brief introductory comment, and then we have a couple of questions as the audience also develops some Q&A to come up. And welcome.

Robert Stephens: Hello everyone. Please, please forgive my tardiness. My name is Robert Stephens, I serve as the Director of Government Relations for the National Center For Learning Disabilities. I've been involved with special education and working for over 12 years now, starting out as a teacher teaching special education in Charlotte, North Carolina. It really felt like people making decisions for the students that I served never stepped foot in a classroom. That bothered me. It bothered me tremendously. So I left the classroom, moved here to DC to pursue a Master of Public Policy degree.

I thus worked on President Obama’s reelection campaign. I worked for Congressmen John Lewis. I’ve ran for office myself, and now I’m here working to make sure that individuals who understand what it's like to be inside of a classroom, have thoughts, feelings and are able to gather and provide input on the policy process.

Janie Jeffers: Thank you, thank you so much, great. Okay. One of the other questions that I'll skip a little bit, perhaps Diane you might want to take this. According to DREDF, African-American students with disabilities represent almost 19% of the special education population, but only about 49.9, we'll say 50% of special education students in correctional institutions, facilities. Research shows that 85% of children in juvenile detention facilities have disabilities that make them eligible for special education, yet only 37% receive services while they're in school. Yet laws like the Every Student Succeeds Act, or ESSA, has introduced new policies to ensure that justice involved youth with disabilities get special education support so they can do those things they need to succeed in their preparation. Can you comment on that and then I had a brief comment.

Diane Smith Howard: Sure, I'll talk actually about two parts of the question. First is the diversion piece and the second is the conditions piece, because we work on both. One of the nice things about being a national organization is you get a lot of information, one of the negatives is you get a lot of information about what's going on. So one of the things we see enormously across the network is the use of informal removal and other techniques to remove kids from school who have primarily behavioral disabilities and/or put them in poor quality alternative schools. And those are conduits into the school to prison pipeline. And so as we have started to measure and report on the number of suspensions and expulsions of kids with disabilities from school, other ways have been found to get them out. So we’re seeing the same struggles we had in the early 7O, but now it’s done a different way. Kids are put on shortened school days, they’re sent home, their parents are called to come and get them, because they're having a bad day, or sometimes because they're having a good day. We want to keep that day going well. There's any number of ways that people with disabilities are removed from school. And of course, being in the classroom and being in your least restrictive setting is where you're going to get the best quality instruction and also the best quality social interaction. So that's why the law requires least restrictive environment. And so anytime you remove a child from that, you increase the likelihood that they're going to end up in some other part of the system.

And the other piece of that too of course is the access to community‑based services. If a child needs mental health services in the community, if they don't get them, they're more likely to end up informally removed. So within our network we're working very hard on informal removal. It's a very significant issue. And we often see it most likely to arise in situations where the school district feels the family is disempowered and is unlikely to raise the issue. Because it's clearly an enforcement problem, the IDA does not allow it. And so that's a huge issue.

We also have a grant presently from the Ford Foundation to look at ways to divert kids with disabilities directly from the juvenile justice system through probation department agreements. So Probation Departments in certain parts of the country will call the PAA or other advocacy organizations and say, “I’ve got a kid here who shouldn't be out of school. The problem was, the suspension, not juvenile justice, this child does not belong in our system. He needs the services he didn't get in the community. Get those services for him and hopefully he'll never darken our doorstep again, because he doesn't really belong with us.” So those are folks whose know that the juvenile justice system is not the place for kids with disabilities. These are not criminally involved youth. And they just need services.

So those kinds of forward‑thinking mechanisms, I think, are really the way to go for the majority of the kids that we encounter. Now when PAAs also monitor juvenile justice facilities and prisons and jails, and so while we're there we work on the conditions issues we see. And one of the primary condition issues we encounter is the lack of educational services basically of any kind, and certainly the lack of Special Ed. So if the kid comes into a facility with an IEP, the IEP may be stripped from the record, which means that first of all, he won't get the Special Ed services he needs for the 3 or 4, or 5 years that he's incarcerated. But it also means there's no record when he gets out that he ever had those needs. So all of the work that his family did to get him those services all the way through the years is gone. And so he will then be placed out in the community, and often school districts do not accept kids back from juvenile justice even though they're not legally permitted to do so. There's a lot of advocacy work to be done there. In addition, many young people qualify for Special Ed in the adult facilities, in certain states you qualify for Special Ed up to age 26 or 21.

So there's a huge need for advocacy in those areas, too. And then the last point I'll make really quickly is, re-entry services. Just like any other facility, coming out of juvenile justice or an adult criminal system, you need a reentry plan, otherwise you're likely to recidivate. You need to make sure that you’ve got medications in place, you’ve got a place to live, the services will continue when you come out, and some forward-thinking systems do a good job with that, and some do not.

And then those people just end up back in the system again. So really making sure that the transition plans like IDEA and 504 transition plans are put in place for kids whose are transition age who are in the system. And that they are therein connected to the community when they return is vitally important to their success.

Janie Jeffers: Thank you. Robert, did you want to add a few comments?

Robert Stephens: Absolutely. I think I would also add Diane did an amazing job as she always does. I think one thing that's important to also take into consideration is a lot of individuals who are justice involved also need supports while they're inside. So when we think about workforce development, working with the bureau of prisons to make sure that individuals have access to collegiate classes or trade programs so that when they come out they're not involved in that. And I remember working here in the House, and one thing that we really tried to do, we noticed that Bureau of Prisons would place individuals whose are justice involved 5, 600, sometimes thousands of miles away from home, and just kick them out. So they have no access to support. And so one thing that we really try hard to do is advocate to make sure that they're placed somewhat close to their home location. Number two, we're working to make sure they receive supports in terms of workforce development and job training while incarcerated. But I think the biggest thing we need to do is to make sure we prevent them from being incarcerated. That's the first step. So those are some of the things we're doing, and I think it's very important that we take note of that as well.

Janie Jeffers: Thank you, I can affirm. I mentioned I worked at the BOP for about five years, spot‑on, spot‑on. Just very briefly, a comment. My son when he was in middle school was having reading difficulties, and his dad and I were called in to have an IEP conference, which I had not even heard that term.

But they were prepared to put him in Special Ed with very little notification to us because he was falling behind in reading. All of his other scores or grades were up to par. But he was fortunate because he had two parents who had the resources that we could do the things we need to do. I joined and became the Vice President of the PTSA to ensure that at least not that one would be treated in a manner.

So advocacy is so - sometimes misunderstood that you've got to to have a huge platform.

Change can begin at the end of an out‑stretched hand. Each of us or all of us who are advocates in our own professional ways also as - I’m not telling you anything you don't already know. But making that one difference, challenging that one principal, challenging that one counselor to really defend their position as to why those particular kids who happen to look more like me need to go into those structures.

Janet LaBreck: I would just add to that also, I think it's also important to make those networking connections on behalf of these individuals when they're in systems. As I said there's still too many barriers, internal barriers in different systems that really exacerbate and limit the ability of these individuals to receive the maximum level of support, whether they're actively in a system or preparing for re-entry back into their respective communities. And so it’s important to really make sure that they’re networked with the appropriate services and supports. Even if they can't actively engage at that point in time, what’s important is that they know the resources are out there and they can prepare while they're in the system, preparing to come back into their community, individuals can receive vocational rehabilitation services. There are many organizations, some represented here, who have a vested interest in supporting individuals and making sure that they have access to different services and supports.

But also, more importantly, under the Workforce Innovation and Opportunity Act, these individuals now have access to resources. Organizations have access to resources to really support helping to reengage, re‑entry programs and helping these individuals as they prepare to come back out into the community so that they can in fact participate in services and supports that are really going to help them to navigate their way into their community and into education or into employment opportunities for them.

Janie Jeffers: Thank you, thank you so much. One more question for our panelists, Robert, and then we will ‑‑ we have a few questions up here as well. So let me just read that as well, this question to make sure I state it correctly. The national high school - according to the Department of Education the national high school graduation rate for students with disabilities is about 67%. However, when you look deeper, the outcomes for students of color and disabilities, the picture is a lost worse - not a surprise there, I suspect. Only 57% of black students and 59% of Latino students with disabilities graduate high school as compared to 79% of Latinos mainstream if you will, without that disability. What can be done differently to increase the high school graduation rates and better ensure the success of these students, Robert?

Robert Stephens: I think this is an important question. And I wish I had a better answer, but this is what I spend my everyday thinking through. I think there are a few things we can do to increase the graduation rate. I think the first thing we can do is work on parental involvement. The number one indicator for how well a student will do is not how good of a teacher is in the classroom, unfortunately it's how much a parent makes - it's income. And so when we deal with increasing graduation rates I think we have to tackle poverty. Because as a former teacher, one thing that I noticed - we hold parent/teacher conferences on Mondays at 12:00.

Janie Jeffers: Exactly.

Robert Stephens: If you are a parent at 12:00 on Monday and some of ‑‑ there's a direct correlation between ‑‑ there can be a direct correlation between individuals who are lower income and some individuals who are involved in special education programs sometimes. Right? They try to make that link. But I think one thing that is important - at 12:00 on a Monday, you know, I'm from a low-income background. I can be very transparent with you all in this room. At 12:00 my mother was at work trying to keep a roof over our head and food on our table. And I think that's real for so many parents. So I think the first thing we can do is parental involvement, and I think one thing we can do is let's look at having parent/teacher conferences on Saturdays, right? So that you can have more individuals around and talking to parents. I think the second thing that we have to understand is we have to really learn how to teach and provide for the whole child. Right? The whole student, so we're talking social, emotional learning, we're talking about making sure that they have access to resources. As a former teacher, one thing I did - I kept a pantry in the back of my class because I realized I can't teach a kid who's hungry. Right? And I think there are so many ways that we can address the graduation problem via a few outside parameters. Like I said, poverty is so important. Addressing poverty.

So I think one thing we can do is have some of our schools partner to provide workforce development and job training so that parents aren’t working - people don't have to work two and three jobs just to keep a roof over their head. We can provide them access to skills so they can learn better jobs. Number two, we can make sure we're teaching the entire child. We’re creating a climate and within the classroom and the schools that children feel safe, that children feel like they can provide ‑‑ that they can learn. I think number two, we can provide more counselors in schools, rather than more security officers.

And I think that that's super important. So if we want to learn - so if we want to learn how to teach and close this graduation rate, the loopholes and disparities that exist, those are some very good first steps.

Janie Jeffers: Excellent. Thank you so much. We got some really good questions up here, one of them I think you already answered. They asked about how can we provide additional resources to mothers and fathers in low income areas who don't have the wherewithal to be at a teacher conference at noon or any other time when they're working, so thank you for that.

One of the questions, let me just read this. Can either of you talk, or the three of you, talk about the role of charter schools in educating students with disabilities? Or the lack thereof in the school setting, in the school to prison pipeline? Can you talk about admittance, accommodations, discipline, and things on that end?

Diane Smith Howard: I can start. I don't want the take up all the time. Many charter schools do an absolutely fantastic job of meeting the needs of children in their community. Charter schools are public schools, so all of the laws that we were just talking about apply in charter school settings. Not all charter schools are prepared to comply with all of those statutes.

And so we do see, unfortunately, situations where kids with disabilities are not permitted to enter or where they're permitted to enter and then they are removed from school by October 1, for example, which is the beginning of the expulsion season in many school districts because that's when they count heads, and so school funding is determined by October 1st, so starting that week afterward we start to see a lot of kids with disabilities leaving school. And then in the same way that voucher programs can be probably very positive for many families but for many families they are not because the child may be included into a public school, the voucher may be used for that child, that child may be removed from school illegally, and then the family has no recourse at that point. So there are ways in which innovation is always a positive but it's really important to make sure that all of innovation applies to all kids and that the laws are enforced equally for every child.

Janie Jeffers: Thank you. Any other comments?

Janet LaBreck: I think it's also important to emphasize here again as we talked earlier about arming the parents with tools and information. And this is where those resources and access to organizations that can provide mentors either to the family or to the individual with disabilities so that they understand what their options are. Education is a powerful tool. And teaching those advocacy skills so that the individuals involved have an opportunity to make choice, to decide, to make decisions not when they're faced with having to put their individual loved one in the system, but before that happens so they understand. Which system is best for my child? How am I going to make that decision? What is the decision going to be based on? What should I expect as outcomes from my child going into whether it's a public school setting or whether it’s a charter school system. What is important is that they have the tools that they need to be able to help them successfully matriculate through those respective systems. And again, early access and getting those individuals involved with outside organizations and supports so that when they run into or encounter these specific scenarios that whether or not it's a legal question or whether it’s an advocacy question, that they can have somebody there as a support system to help them understand what their decision making means for them in the future.

Janie Jeffers: Great. Thank you. I think we have time for one more question. This is a term I've not ‑‑ am not familiar with. I perhaps learn a new word here today or concept. The questioner writes: I recently learned the term "twice exceptional" - 2E. Children with disabilities who are also gifted. So what is being done for those kids in the system who are twice‑exceptional? Anyone?

Robert Stephens: Yes, so I can speak a little bit to that. So, NCLD is a national organization very similar to NDRN. We do have a young adult council where we bring in individuals who are young and they come here to the Hill and they lobby. And we have some individuals who identify as twice exceptional. I think what we have to do for those to continue to identify them and support them, is we have to make sure we battle this culture of low expectations that we see happening all over our country. And I think that that is probably one of the greatest things that we can do to assist them.

And I want to share with you just, very very brief story about Ramone. Ramone was one of the students I taught. And Ramone came to me in the seventh grade, and Ramone was reading on a 2nd grade level. And I'll never forget going into Ramone’s language arts class and seeing his teacher providing him with very, very low rigor work. And so I snatched the work and tore it up and I told his teacher that we need to hold Ramone accountable, we need to grow Ramone, but we cannot allow low expectations to stunt his growth. And so what we see is individuals whose are twice exceptional - they may not perform as highly as their peers in one area, but they're off the charts in other areas. Right, so language arts may not be good at all, but math and dealing with concepts and numbers, right?

So those are some of the things that we have to push them and grow their self esteem so that we address the stigma that exists in the community. Support them in math, help grow their language arts and you will see a counter balance happening soon. But that's how we address - counter twice‑exceptional, and I think that's a good way to address it.

Diane Smith Howard: Can I just add one quick thing and that is I think it's really important to look at the capacity for young people in particular communities to have access to advanced placement courses, gifted courses, and honors courses, lab sciences. I've certainly ‑‑ I don't have a lot of experience on the national scale in this, but I have had many student clients who were young men who were in all sorts of trouble at school because they were bored. And once we finally got them tested you could see why they were bored. (Laughter) And they had no access to anything - to that more enriched curriculum that would have kept them engaged in school.

Janet LaBreck: And I'll just add to that as well. I think that it’s important to recognize and really think about issues like labeling. And that really does set the stage for individuals who are in our various systems, and that, regardless of what that label is, it really does determine what the next course of action is for that individual and their family. And that as long as they don't have a plan moving forward, then they end up becoming those next ‑‑ that next generation of disconnected youth who, once they fall out of view in a system, that it's very hard to get them back. It's very hard to think about that their next step in their journey in life is going to be a positive one. Because typically it is not. They go backwards. And so how we set the stage for them to receive those services and supports and moving forward and helping them and labelling can be a benefit. But it also can be an incredibly negative impact on individuals. And it all depends on how those labels follow them in those respective systems.

Janie Jeffers: Exactly right. Thank you so much. If there were a couple of other questions we weren't able to get to, I'm so sorry. I think I'm being told to end. But hopefully the panelists will be here and available. I think we're going to lunch and perhaps you can have some conversation and personal discussions. But please join me in giving them an amazing round of applause. Amazing speakers. Thank you.