

VCU Center on Transition Innovations

Indicator 14 Q&A

March 21, 2022

>>Liz: Again, I'm Liz Getzel and I've been doing the Indicator 14 collection for a number of years for the Center on Transition Innovations and I wanted to welcome you here today for this Question and Answer. Please do put your questions in the chat because I would like this to be more of a conversation, if you will, than just a straight presentation.

I also wanted to introduce my colleague, Judy Averill who is on. Judy, would you like to say a couple of words.

>>Judy: Good afternoon, everyone. It's great seeing you. You're in for a really, really good presentation. Liz does a nice job.

>>Liz: Thanks, Judy. Judy is the current Director of CTI. We're happy to have you on. Judy, if there are any comments or things that you would like to add, please feel free to do so.

So, we are here and this is sort of a question-and-answer if you will about Indicator 14 and just want to give a few points that will hopefully help with your data collection or when you talk to folks who are working on your data collection. Next slide, please.

So, today I'm just going to do a very brief overview of Indicator 14 and also, I want you to see where on the CTI website where all the resources will be for Indicator 14. Today is a brief overview of the indicator, but there will be a webcast that will be coming out hopefully in early April, that's when I'm shooting for, that goes a little more in depth about the survey instrument, so you'll receive notification and we'll advertise that widely. It will be archived, so you know folks can go on at any point in time to review anything.

So today we're going to look over sort of what materials, resources are on the CTI website and then there will be a webcast or webinar about the survey instrument itself that will be posted to the site.

Frequently asked questions, over the years there are particular types of questions that get asked and I just want to cover a few of those just to give you a little more information. And then, of course, questions from Zoom participants, and I encourage you to feel free to ask any particular questions. Next slide.

>>Jan: Liz, just want to let you know that Marianne has joined us if you want to introduce her.

>>Liz: Perfect. I was going to ask before I went to the next slide. I would like to introduce Marianne Moore from VDOE. Would you like to say a few words?

>>Marianne: Hello, everyone. Thanks for listening in. We appreciate all the work that you're doing to get ready for your collection for Indicator 14. It will be interesting, Liz, to know how many collections people have been involved with since we've been involved with, I don't know, maybe 10 or more, 10+ and leave it at that.

>>Liz: Yeah, 10 + would probably be the best to say. (Laughing). Yes. I recognize several names of individuals so I know there are several folks who have been along with Indicator 14 for a few years as well.

So just to review very quickly, Indicator 14 as with the other Indicators, is an annual follow-up that is required by Federal law. The important thing is that it's students who exit secondary education on an IEP. We collect information one year after exit by a telephone survey, typically. I don't know, some school divisions do use other methods if needed, but it is primarily collected by telephone, and results are reported to the Federal Government every February, and again on competitive employment, higher education, two or four years, and post-secondary education/training participation or some other employment. This is what is reported to the Federal Government but the survey itself has a lot of really rich information in it for transition planning and looking at statewide what's happening as well as in your localities.

I will say that sometimes collection years get a little confusing when we ask for school exiters because we're always a year behind because we have to wait that full year when a student is completely separated from secondary education, and I do get some questions about this from time to time and, yes, it's not a post high situation with the school but, yes, it is they are completely separated from secondary education for a year.

Completion of the Indicator is always due September 30th and just to let you know that that is a constant and that is the date that, that we look to make sure all the student files are taken care of and totally, that everything is submitted that needs to be submitted by September 30th. I do get questions from time to time and I know that in some of the other Indicators, school divisions need to submit a report but there is no report that's submitted to VDOE. I do encourage school divisions if they would like to email Marianne and myself to say they have completed the Indicator. I know some school divisions like to do that to have a record to DOE that they have submitted their Indicator or completed it, if you will, so I remind folks of that as well if you would like some record once all files are in, all student files are in, that you can send an email to say that you've completed the Indicator.

VCU checks the database close to the due date and we alert divisions through Marianne, we let Marianne know of some divisions where files are still on the edit list and not completed, of any incomplete files on their site, and I know that Marianne then notifies schools and we keep her up to date in terms of how many files still exist and when it looks like we'll be closing the database.

>>Aaliah: We do have a question. Sherry is asking if there is historical data available for review?

>>Liz: Historical data available?

>>Aaliah: For review?

>>Liz: Yes. This fall I think – Marianne help me remember if that’s correct, it would have been this past fall, I sent out each division is able to look at all of their legacy data is we call it and there is a web address for that and you use your administrator passcode in order to get into that. So if you haven’t received that or seen that, it went out in an email, let me know and I can send it. You can put it in the chat that you would like that email or that web address and then I’ll make sure that you get that. Yes, you can see all of your legacy data.

When you go on your school division site, you’re using your administrator passcode and there is legacy data on your school division site as well and the unique web address really gives all the years that you can go back and look.

>>Marianne: The only thing I would say if you’re not the special education director, and you’re requesting that, you need to CC your special education director and that director needs to give Liz a thumb’s up. I only say this because early on when we were doing this, we had an educator who had been part of the collection in one of your divisions and later on became disgruntled with his division and thought it would be a good idea to go in and scoop up some of that post school data and share it broadly which has potential to identify young people in your division, so that’s why we send it just to the director now. Now, if the director shares it with you, that’s up to your director. But if you’re going to send Liz an email and ask for that again, you need to make sure that your division or your special ed director is all right with that, and understands that there is data in there that will potentially identify a student and they understand how it’s going to be used because absolutely one of the reasons we always said it’s your data and we collected it the way we did is because data that is stored is worthless but data’s that looked at and starting to think gee, maybe we need to do something a little differently, that’s the value of keeping the data, to see if you’re improving and then if you’re not in an area what we can we do differently, so it’s not that we don’t want to share it. We want to not -- we want to do our due diligence and not have a problem where a student is -- or young person is identified because someone is angry with someone else, and that’s not the only reason it’s because we don’t want to identify people period, inadvertently.

>>Liz: Thank you, Marianne, that’s a great point because this unique web address was just sent to special ed directors. Thank you. Next slide. I couldn’t emphasize enough that students exit on an IEP, after leaving high school we need to be separated for a full year and one thing I wanted to note is that drop-outs are counted in your -- for Indicator 14 and dropouts are any student who leaves an IEP from 9th grade on up and I think sometimes that we may be just looking at dropouts during their senior year of that year or you know at some point almost close to when they’re exiting and but we need to be reminded that the Federal Government does want to look at dropouts on an IEP 9th grade on up.

So, I wanted to just briefly cover some of the resources on the CTI website and after we kind of go through this list, we will go on the website to look at what it looks like on the site. Actually it, won’t be right after this. I’m sorry, Jan, I know you’re thinking not quite. Right. We have a few more slides before we go on the website.

On the CTI website, there are Indicator 14 instructions and this is -- this gives you the sort of overview of who's counted in Indicator 14, what the due date is, what the responsibilities are in terms of the collection, gives a nice overview of the Indicator 14 collection process.

There is a survey instrument that we've put on the site. It follows -- it gives you a hard copy of what's on your database, on your Indicator 14 site. So, I know that some divisions like to print off a copy, do a hard copy and then enter it. Some enter it directly into the database, but you will have a copy of the survey instrument.

We have survey definitions and they are on your database that come up as pop-up windows, and can you click on them and there's a definition. It does not do that on your hard copy. Those are not active links on your hard copy, so if you wanted to print what the definitions are so you have a copy of those, as anyone is going through the survey, those are available.

The question-and-answer recordings that we're doing today and tomorrow will also be up there that individuals can go back to and listen in case some of you wanted someone to hear it who was unable to come today. Then, again, there will be a webcast that will primarily focus on the survey instrument itself, and really kind of walking through the survey instrument which can be used as school divisions as maybe training new folks that are coming on that haven't collected Indicator 14 data previously.

Essentially, the survey instrument every year, Marianne, Judy, and myself go through the instrument and look to see what changes are needed or what about questions and that kind of thing. Just wanted to let you know of some of the changes for this year, Modified Standard Diploma Option is no longer available as a diploma option. There were some additional community resources that we added that we felt needed to be put on that list where you ask, or during the record review that the school divisions in terms of where students might have been referred, and then we ask students later then, have they connected with these service organizations or resources.

We are continuing this year again, if someone is unengaged, this would be the only time they would see a COVID question, and that means unengaged to someone who did not work for a full year after high school, was not engaged in post-secondary training, was not employed, and then it goes back to the back of the survey and asks questions about any issues or challenges they faced that were challenges to entering employment or post-secondary education. We added a -- we added some COVID questions back there to see if the unengagement -- if there was an impact in terms of COVID.

Again, the survey logically skips to the appropriate section based on how the individual responds, and I will certainly be going through this on the webcast. What you are given in terms of a hard copy is sort of the questions from front to back, but know that for those of you who have been doing this for a long time, you know that depending on how the -- what they respond in terms of higher ed, determines what the next step is. Everybody lands on employment, but except for those unengaged. It's either higher ed, post-secondary training, everyone be lands on employment, and then if they're unengaged, they go to the back of the survey.

Any questions at this point? I can stop for a moment.

>>Aaliah: No new questions so far. I do have a note from Marianne that this is also available on the VDOE website so there are multiple places to find this information.

>>Liz: Thank you, Marianne, you are my memory today and I appreciate it. Next slide, please.

So, the instrument on the website, again, is your hard copy. It looks like your data-entry site if you will, in terms of what you're going to be entering your data into. Again, we'll look at that and they are not active links. They are active on the data-entry site and so there are pop-up windows in terms of the definitions and can you see the list on the CTI website and we can go there now to look at that to see how that looks.

So, as you can see, could we put the direct link in the chat as well for folks, that you can see that the first is the Indicator 14 question-and-answer sessions. This is where these recordings will be posted. Then there are documents. Jan, can you click on the Data Collection Instructions?

So, these are the instructions, and again, this might be helpful for those collecting the data that you may be overseeing several people that would be collecting for your division, and that this really gives a nice overview of the Indicator 14 process.

And then this is the survey instrument. This is a hard copy. You can print this off, and again, it looks like what's on your database so that once they transfer the information to the database, it follows all of that. You can see that there is a blue What Is This next to the STI number? That is a pop-up window and it's not active on the hard copy of the survey, but it is active on your database. When you're entering anyone that wants to quickly look at what a definition means, we have it for like workplace learning, you know, all kinds of definitions and it is active on your database.

I want to go back to the site again, Jan. For just one minute. Then we will be putting up either a direct link to the webcast or a link that takes you directly out of CTI into where the webcast will be archived, but that is -- that will be posted on this site as well.

We can go to the next slide, please. I wanted to talk a little bit about some of the common questions that I receive and Marianne as well through the collection. At times you will get an error message, and an error message may say "unable to log on" or unable to and it gives you a bunch of code. It's extraordinarily helpful to alert me that there is an error message and if you could make a copy of it, then I could send it to our database manager, and it makes it a lot easier for him to see what might be going on. Sometimes people email me or call me and say, I can't get on. It can sometimes just be something on your end, and sometimes it is something on our end. It's very helpful to know if anyone is having difficulty getting on because we want to troubleshoot that right away.

If you have a particular question, if one of the collectors or yourself has a particular question that you want to ask me about, please send me when you send your question, please tell me what school division you're in. It's amazing how all of these email addresses for the school divisions are maybe one or two letters different, so I can look it up. It takes me a little bit of time, but I can more quickly respond to you if you identify where you are, what your school division is. Next slide.

Another error messaging that can come up is, and especially after you enter someone's STI number is that the student file is already in the database. There could be several reasons for this. It's happened to me before that a collector in the same division has already finished the file and the other individual was unaware of it, so it's really on your database. So sometimes you have to just look in your completed file just to make sure that it's not in the completed file on your school division's database. Sometimes it's within the same school division, but the individual was followed a year previously and then came back and reenrolled in school, and that does happen more frequently than -- it does happen frequently, I should say. So, if that's the case, I will ask, would you like me to delete the old file and enter the new data? And sometimes that's very good to do because maybe they earned a higher diploma or they're employed and that kind of thing. So, we're happy to delete that file. If the file is on our big database, only our data manager can delete it. So sometimes it happens within a school division that someone comes back and reenrolls and then a new survey -- the school division asks for a new survey.

Another case or scenario is that the student did leave your division and enrolled in another school division, and it is that other school division that is contacting me and asking to get further information.

I will tell you that if it's not a completed survey, meaning survey questions were not answered, so it wouldn't be counted as a completed survey, or if survey questions weren't answered or if -- and that was it and there wasn't any other information provided, meaning a completed survey is that survey questions are answered or the student is deceased or incarcerated. So, a completed survey is if they're deceased, incarcerated, or survey questions were answered.

If we find that the survey was not completed, we will delete it and let that school division know. If it is a completed survey, we ask the new school division to contact the school division who completed the survey and ask if we can delete it. We will not delete completed surveys of a school division until the school division tells us that that's okay.

So, I hope this isn't confusing. I will go over it again. If school division B is starting to fill out a survey and they get notification that it's already in the database, and you contact us, we will look to see if survey A completed a survey. If they didn't, we will delete that survey. If they did complete it, we will get back to the division B and say that it is a completed survey and we aren't able to delete it unless division A says it's fine. We don't delete completed surveys that are completed by a school division.

>>Aaliah: We have a question, Liz.

>>Liz: Okay.

>>Aaliah: So, Sharon asks, upon trying to contact the previous student four times and we do not receive an answer, do we still close the file?

>>Liz: Okay. Sharon, can we hold that question for one moment? Because I do really want to cover those and I want to talk a little more in depth about that, but I will make sure that your question is answered.

If you have a response and you're not quite sure where it fits into a particular category, please let me know and I will work with you to find the best category possible. I do make note of these types of situations to let Marianne know so that when we're reviewing for possible updates for next year's collection, we look as to whether something needs to be added to the survey in light of that.

And often times when someone asks me something, if I'm not quite sure, I will immediately contact Marianne and we discuss and then get back with the school division.

I do want to talk just a bit about our statewide Virginia statewide Indicator 14 data. We have a very strong response rate – we have for a number of years. I mean we have always had a very strong response rate which is due to your hard work. On any given year, we have 10,000 or more student files that come on the database, and we have typically always been in the 60th percentile, if you will, 60-66 percent, 61%, between that range of response rate which is a really, really strong response rate. We want to make sure that we are maintaining this strong response rate because we can say things about Virginia, transition, when you're looking at your transition data because having a strong response rate provides us with a representative sample.

So, we can say this is what's happening to students in Virginia, or this is what's happening in terms of transition planning, so a strong response rate is very, very important.

There are three categories of non-respondents that are impacting even a higher response rate. I have to say that one thing we do, we do an absolute amazing job of sort of meeting -- you guys do, I don't want to use the royal "we," in terms of respondents. Around 80 some percent of the respondents of completed surveys are family members and students which is really the gold standard and just amazing.

We have three categories that are really starting to -- can impact and I just have been watching them over the years and I thought that I needed to talk with you about it. Unable to contact after four attempts. This is the biggest category of nonrespondents for Indicator 14. And I know that it can be difficult, you know, to reach folks but I do want to remind you that if a teacher and another educator might know either contact information or know what the student is doing, that can be -- that information can be used. If an agency like DARS, if a DARS counselor either contact information or might know what the student is doing in terms of employment that's another. Relatives, aunts, uncles, grandparents are also another source that could be looked at in terms of collecting information.

So, this Unable to Contact after 4 attempts. We have set 4 attempts as sort of that point where you can close the file, but if you are seeing -- and I think what's important is to start -- when you go on your completed list on the database and you would get to that using your administrator pass code that's provided. If you go to the completed list, it lists the files and what the status is. Meaning completed survey, unable to contact after 4 attempts, so if you start looking down that and you're seeing a number of unable to contact after 4 attempts, you might want to look at that and make a decision as to what you think your division might need to do.

Incorrect contact information, you would think it would be higher than it is, but it still impacts. We feel, I think often times we feel that probably incorrect contact information would be one of our higher categories, and it's not as high as unable to contact after 4 attempts. That one is definitely significantly higher. And family/student decline to be interviewed. Now, this is a voluntary survey, so students and families can decline. But that number is starting to creep up over the years, and it's a little concerning to me to see that number. It's not as high as incorrect contact, but it's getting closer to that. So, what I would suggest for this is what we've talked about in previous years of a year before the student leaves, talking to the families and students about the school's calling, what Indicator 14 is, how important it is. Obviously, the message is getting out there because students and families are very high in terms of their response rate for us, but what I want to caution, which is just a caution, is that these three categories can impact if they continue to increase and we really would hate to see that happen because we've had such an incredibly strong response rate across the years.

>>Marianne: Liz, can I add one more thing. One of the things we discovered this year is some of the students -- well a number of the students that are placed in outside settings, so the school division through the IEP process has placed a student outside of your division; however, they are still under your division's IEP. That host school, we're finding that there is a number of divisions that are unable to contact those students for whatever reason, and it's important that you also make every effort to contact and interview or get information about those young people that you have placed in outside settings, and that is something that we learned because the legislatures started to look at that and we noticed that the numbers should be higher than what they are. And, again, if you just can't contact or maybe because you haven't had any contact with that family or student, it doesn't mean that you placed them there. They could have been placed outside of your division in middle school and have remained placed outside, so they don't feel particularly compelled to provide information to you because they don't even see themselves maybe as part of your division. But it's important that we make a lot of effort to get that data and find out how things are going a year after because you're still paying for that student to be in that outside placement. That's it.

>>Liz: Thank you. Marianne, did you have any additional thoughts in terms of some of the information we went over? I don't mean to put you on the spot, but just wondered if you might have any additional thoughts?

>>Marianne: Well, I think that I agree with Liz that I think that we do a really good job and we're kind of, in fact, more and more states are going to teacher interviewing past students. In the past they paid vendors to do that and they feel that's why they had poor response rates, so they follow -- we had a lot of states call and want to know what we're doing because we've consistently had a good response rate and in large part, I agree with Liz, that's because you all care what your students are doing, what your past students are doing after they leave school. It makes a difference. I know teachers do things like if school has already started and you haven't completed the survey and that student has a friend in 10th grade or 11th grade, they ask hey, I'm trying to get in contact with this student, do you have their contact information? Maybe they've moved or changed their number, and so they use a lot of different methods, and sometimes they know that the student is on Facebook and the teacher knows that because the teacher is on Facebook and there was some connection, so they know they're out there. So, they've

used a lot of different techniques to find students and I think one of the best one though, like Liz referenced, as you provide that summary of performance a student, is to talk to them about in about a year we're going to contact you, because we want to know what you're doing, what we did in school that helped or didn't help, and we really want to know where you are. And sometimes I know that you can refer students if their plans haven't worked out, referring them back to an agency that maybe they didn't follow through with meeting or you know maybe it wasn't the most pleasant meeting, but still can you always refer them back to an agency that's able to assist. And, typically, that's DARS. But there are other agencies as well. That's it.

>>Liz: Thank you.

>>Aaliah: Liz, we do have another question. Is now a good time?

>>Liz: Yes, please.

>>Aaliah: So, Jennifer says, hi, we have a student who already has a record through Indicator 14. This student graduated with an applied studies diploma in 2018 and then came back. Do I complete another survey?

>>Liz: Yes, you can. Definitely. If the student came back and worked further, you know, it's a school division decision, but often times coming back and then maybe exiting, maybe they're employed now in post-secondary Ed or they worked for a standard diploma, so again, it's a school division decision and that's what I tell folks, but we can certainly with the name and STI number, we can delete the 2018 survey and have you submit a new survey if you all decide to do so.

>>Marianne: Don't you think it depends -- I mean you think about if that student came back and now has a standard diploma, that's a better outcome for you to -- for your division to report than the student that left with the applied studies diploma. Because that's our ultimate goal, that students will figure out that I need to stay longer because I can earn a standard diploma because it gives them more options. They might have tried to find work or go to a workforce program and discovered that I have to have a diploma or do the GED program and pass that and have that certification or I can't get into a CDL program, that's the license to drive trucks. But, anyway, so they come back to school because that's a better option. So, I would think that you would want to at least get some credit for that.

Remember that your students who have applied studies diplomas and say they exit but then they come back, they're not -- and that was the plan that they walk across the stage and have that the graduation but they come back, they are not post-grads. They are counted in our data as DOE as continuing students. A post-grad is a student who is working for that standard diploma and maybe they did part 1 of a CTE course that's a two-part. They can come back and complete the second part of that two-part career and tech-ed course. That's what's -- that's what we call a post-grad. At least our -- when I call it Big D, the big data above me on the 24th floor that's how they count it, so sometimes we're using incorrect terms so you have to sort of think about that a little bit, too. That's it.

>>Liz: I do want to mention about the webcast, but what happens as you all know, every year I send out a memo along with Marianne that gives you your -- you know, the estimated number and again that's just an estimation of what your count is at that point, and you can contact me at any time and that number can change and sometimes school divisions get back to me and say 504 students were in the count and we had to take them out and this is what our count looks like. It's not a problem. I change it on my spreadsheet. So, you get your estimated number that someone has, and I do get questions sometimes from folks saying who submitted the number, and I have to say that someone from your school division came up with that number and that's what we received. So, on it is that plus your pass code to get into the data-entry site, plus an administrator pass code. And what I will be talking about during the webcast is this administrator pass code allows you to manage, if you will, your database. We want to make sure that folks are fully aware of how to use the administrator pass code in order to, again, manage it and pull some files back up to the edit list if they're completed, if you were able to reach someone, there are a number of ways that the administrator pass code can be used and I'll make sure to cover those as well.

>>Aaliah: We have two more questions, Liz.

>>Liz: Okay.

>>Aaliah: The first one is from Tressa who asks if a student is parentally placed and graduates with ISP from private school, do we add them to the survey?

>>Liz: Marianne, I think I will defer to you.

>>Marianne: Can you read that again? I'm sorry. My window is next to the interstate and sometimes that's louder than you are.

>>Aaliah: No problem. I'll try to be louder. So, the question is if a student is parentally placed and graduates with an ISP from a private school, do we add them to the survey?

>>Marianne: They don't have an IEP then, right?

>>Aaliah: Tressa, if you want to give some additional information in the chat, I can read it out.

>>Tressa: I can talk if that's okay. The student was parentally placed. I write an ISP every year instead of IEP, they're not involved in it then, correct?

>>Marianne: They don't have an IEP so the answer would be no.

>>Tressa: Thank you.

>>Marianne: You wouldn't necessarily survey them. You might want to know the information for your planning for years to come, but typically if you offer a service plan and the parent has placed them, I don't know, I think it's on one of our sheets. I think

that's one of our cheat sheets, but I would say that's not being -- they do not have IEPs.

>>Liz: Yeah. It wouldn't be reported to the Federal Government because they have to be on an IEP.

>>Aaliah: Then we have a follow-up question from Beth asking, so the applied studies students, do I complete the survey on them when they come back?

>>Liz: If they do come back, you then would wait a year. You know, they have to be completely separated, so it isn't something that once they leave you immediately follow up, but it's always that they have to be completely separated from secondary education for a full year.

>>Aaliah: That's all the questions we have for now.

>>Liz: Did that answer the question?

>>Aaliah: Beth, if you want to unmute or let us know or use the chat, whichever you like.

>>Beth: Just checking because I was getting ready to type and then you started talking about it. They graduated last year and walked across the stage, and then they decided to come back another year, so I just didn't know if I completed it since they came back or not this year, or do I wait until they completely stay away for a whole year and not here at all.

>>Liz: Yes. It is that they have to be completely separated for a full year. Yeah.

>>Beth: That's what I thought but I just wanted to make sure.

>>Liz: Sure. Thank you.

>>Marianne: It's also important to recognize that graduation in Virginia, what is counted as graduation is standard and advanced studies diplomas. So, if a student walks across the stage with the applied student's diploma, they exited and we want to know a year after what they're doing when they exited, yes, they went through the ceremony but they could come back any time prior to 21 and complete a program of study or maybe come back and get their standard diploma.

>>Liz: Yeah. I think that's a good reminder that when I look at the numbers that come in, and a number of school divisions say these are the number of our graduates, and I always want to make sure that we remember that all the different diploma types but also dropouts, so it's just important that all of that is included in the estimated number.

If there are no other questions, I really, really appreciate your time. If something comes up in the meantime, please don't hesitate to email Marianne or myself. We will be -- I will be sending out the memos this week. I'm going to try to get them out as quickly as possible from those divisions that we've heard from.

>>Marianne: Liz, go ahead and finish your sentence and then I just pulled up the directions and I want to read it to clarify for the audience. I'm sorry.

>>Liz: Okay. Okay. So, the memos will be coming out. The database is open as of today, so we're going to work to get those out as quickly as possible. Okay, Marianne.

>>Marianne: Okay. On your Data Collection Instruction Sheet at the bottom of Page 1 it says, remember to include students with disabilities who have been publicly placed in a private school, day or residential, for students with disabilities. I think that kind of answers your question, right? So, if they were parentally placed, they weren't publicly placed.

>>Liz: Uh-huh.

>>Aaliah: Yes.

>>Liz: Thank you, Marianne for looking that up. I appreciate that.

>>Marianne: I knew that was an addition. Hank asked us to add that.

>>Liz: Great. Thank you. No additional questions? Thank you, again, so much for your time. We will kick off the Indicator 14 data collection season then. Hope everyone has a good rest of the day and take care.

[END]

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