

# Addressing Chronic Absenteeism with author and presenter, Jessica Sprick from Safe and Civil Schools

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## SPEAKERS

Marvin Franklin, Jessica Sprick, Dr. Carol Ann Paul

## SUMMARY

Chronic absenteeism is a widespread issue in schools and districts across the country. It has raised concerns about academic rigor, student behavior, and performance. In an interview with Getting To The Core, author Jessica Sprick discusses best practices that have been effective in addressing these concerns.

### **Marvin Franklin** 00:29

Hello and welcome to Getting to the Core Wayne RESA. It is such a pleasure. Today we have Jessica Sprick. She is a writer and a trainer for Safe and Civil Schools. She began teaching as a special education teacher for students with emotional and behavioral needs, and later became a Dean of Students at the middle school level. She now works as an educational consultant for Safe and Civil Schools. And as an author for and core publishing, and ASCD. Jessica is the lead trainer for Safe and Civil Schools, model of absenteeism prevention and intervention, and provides trainings across the country on this topic for 1000s of educators every year. She is the primary author of the school's Leaders Guide to tackling attendance challenges. And the Teacher's Guide to tackling attendance challenges. Is that right? Did I say that? Are those two different books?

### **Jessica Sprick** 01:33

Yeah, they're complementary resources, but tailored to two different audiences.

### **Marvin Franklin** 01:37

All right. And in addition to that, she is also the co author of the Functional Behavior, Assessment of Absenteeism and Truancy, and Absenteeism and Truancy Interventions and Universal Procedures. That is such a mouthful! You have been very, very busy. How are you and welcome!

**Jessica Sprick 02:00**

I've Been busy. Thank you so much. It's really a pleasure to be here. And I could talk about this topic for days on end, but I'm very pleased to have the opportunity to speak with you.

**Marvin Franklin 02:09**

Oh, good. Well, my name is Marvin Franklin. I'm an education improvement consultant here at Wayne RESA. And I also have Dr. Carol Ann Paul with me, and she's the manager of Oh, my goodness, she's got a new title. So I'm gonna let her say appreciate it.

**Dr. Carol Ann Paul 02:27**

Manager for State and Federal Programs and Special Populations. Jessica, it's a pleasure to see you again.

**Jessica Sprick 02:33**

It's great to see you, Carol Ann.

**Marvin Franklin 02:36**

So we really liked for you to tell us a little bit about yourself other than what I've just shared, give me some ideas about your your passion projects, or any other books or any other activities going on.

**Jessica Sprick 02:48**

Sure. So just a little bit of an introduction to myself, I grew up in a family of educators, my dad, Randy Sprick has been in the field for a long time in the area of behavioral improvements and systems of support. My mom, Maryland Sprick has a presence in the reading field. And, you know, I really found myself falling in love with the work of education, I volunteered in a classroom when I was in my undergraduate degree, which was a full inclusion support program for students with emotional and behavioral needs. And you know, just really fell in love with being students who I think in many systems would have fallen through the cracks, getting reports that they needed, and educators working together collaboratively with families to try and think about support systems for these kiddos. So that you know, really is my background is really thinking about those behavioral support systems and how that integrates with academic, related to my work with attendance. You know, this was actually something that is kind of my biggest regret from when I was a teacher and a dean is that I didn't know then what I know. Now, regarding attendance, and I look back and I think about, you know, a lot of the behavioral in the academic growth that we were able to help create support system for our kid, how much more effective would have those have been if we had gotten kids there to school every single day. So it's it's a very exciting line of work. I feel like we're kind of where we were at with behavior 40 years ago, where there was kind of the need for recognition of a shift in the way that we were approaching things from just purely punitive compliance driven models. I think that shift started happening when my dad was kind of earlier on in his career in the field. And you know, what I'm excited about in the last couple of years is just the recognition and many school systems that the way that we've been doing things, which

has been primarily compliance and truancy court system oriented, really hasn't been working. So I'm seeing a readiness in the field that, you know, even 10 years ago, when I really started doing the work that I'm doing there, there wasn't as much awareness of the need for this work. So it's an exciting time. You know, some of the other work that we're really trying to think carefully about Safe and Civil Schools is thinking about support for our youngest student. So looking at our pre K and our K classrooms, and even first grade, where we're just seeing far more students who are entering school, really needing a level of support that I think a lot of our educators have not always been prepared to provide. So we're trying to look at how do we tailor some of our behavior management and behavior support resources to focus on those early grades?

**Marvin Franklin** 05:29

I love it. I want to tell you before we go any further we share a common bond. My both of my parents were educators. My mother...

**Jessica Sprick** 05:39

It runs in families!

**Marvin Franklin** 05:42

And and my wife was a special ed teacher. She's a special ed consultant here at Wayne resa now, so we have kindred souls for sure right now. And here at RESA, I've been working as attendance resource team. And our schools are having some of those same issues like all like everyone across the nation. And so that's part of the reason we wanted to bring you in to to talk about some of those resources and some best practices and some ideas to help catapult our, our schools and districts into a different trajectory. And a lot of the things that you just mentioned are some of the issues that we are seeing, there's absolutely a shift in the behavior. And the behaviors. Also, I think, the way that our parents, and our students look at school, it's different today than what was before. And I don't know if it's part of the pandemic, we've got a little bit of a hangover from that. But definitely, I'd love to talk to a little bit further about how we move forward in this work.

**Jessica Sprick** 06:52

Absolutely, yeah, you know, what you were mentioning about kind of a shift and norms. I think that something that, you know, I remember my mom talking about how when she was a kid, she knew unless she was, you know, basically bleeding out of her eyeballs, her mom was gonna make her go to school. And I think that over time, we've seen some of those norms shifting, but then also is as the COVID pandemic happens, and, you know, there was a, I loved your phrasing of sort of a hangover from that where, you know, even that concept of, you know, if you're having mild sniffles, you still are expected to come to school, what were we telling people during the early stages of the pandemic was if you have any symptoms whatsoever, please stay home from school. And so it is trying to help shift kind of back into practices that might have been norms before, but even before the pandemic, we had major problems with absenteeism. So how do we start shifting those cultural expectation?

**Dr. Carol Ann Paul** 07:50

Jessica, you had mentioned that Hindsight is 2020. Right. And so, so based on some of the experiences that you've had, and in your travels and working across, you know, many different school

systems? How do you believe that schools and communities can kind of work together to address and improve student attendance collectively?

**Jessica Sprick 08:10**

Yeah, you know, I love the idea of a collective focus, because what I have found is that, you know, in many cases, attendance has largely been viewed as, you know, counselor, fix this problem for us, or social worker deal with our issues with chronic absenteeism. And even within the school, recognizing, you know, it really does take a village to raise a child. But even beyond that, looking at the system that I've seen, where they've most effectively been able to create change with this issue, they are looking at working across, you know, how do we get our staff all invested in involved? How do we get our families involved in collaborating with this issue? How do we think about involving our community leaders and community organization, so that we're all sharing the same method, that school is important, that attending school is important, and that our, you know, our kids will be stronger, they'll be healthier if we're all working together for those goals. So I think that idea that really being a community based effort is critical in this work.

**Marvin Franklin 09:17**

So I know, I want to say I know building relationships is one of the things that we've talked about in our schools and districts, as one of the main cogs is an integral part in developing those relationships to help forge that, that bond between all three parties, the teacher, the parents, and the students. I really would like to know are there any existing initiatives or support systems you find helpful and promoting good attendance in all of these veins of what we're talking about with those relationships?

**Jessica Sprick 09:58**

Absolutely. Well, I You know, I think one of the the big ones really is that idea of just making sure that every student in every family feels noticed, acknowledged and valued. You know, every student who walks through our door has strengths that they bring to the school system. But unfortunately, I think for some of our kids, and for some of their families, they feel like we don't see or acknowledge that, or we don't create the opportunity for their kids to shine. And so you know, just, for example, looking at things like your ratios of interaction with kids, and that's, you know, a real prominent behavioral principle. But the idea that, if we pay more attention to kids, when they're not meeting expectations for some kids, that's the behavior that we're going to see flourished. Now, when I think about that, from an attendant perspective, a lot of times the only time kids and families hear from us about attendance is when there's a problem, right. But we have lots of kids, we have lots of families who are walking through our doors every day that they're not seriously ill who are getting to school on time. So you know, some really simple practices that can start shifting that narrative are things like if administrators randomly select five or 10 families that I'm going to send a postcard home to five or 10 families every week, or I'm going to make a quick little 22nd phone call and just say thank you, and acknowledge those kids and families when they're meeting that goal. That's where we can start seeing some shifts in the perspective that number one, yes, this is important. Number two, we are paying attention. And we really do want to make sure that we're giving that that feedback and that acknowledgement, when there is that effort. You know, by a similar token, I think we may have some students where we we are concerned about the level of the attendance and we try and build that positive relationship, but then when it starts to

improve, are they hearing that from people are they hearing that, you know, that we see them making that effort, all of those are little things, little investments of time, that can make a huge difference.

**Marvin Franklin 11:55**

And those differences make a difference with us to you know, I'm I'm seeing, um, there's also, you know, teachers, we're losing teachers at a rapid rate right now. And I think, collectively, we've got to wrap our arms around everyone in our art community. And that thank you goes a long way I remember back at school, just a little note by a kid, a picture really was payment enough, you know, I didn't think a whole lot of money. But if you got a birthday card made by one of the students, if you've ever had one made before, you know, that just it touches your heart, it's the best thing ever. And I don't know if we've just gotten to a point where everyone is just so worried about all of the things going around with us when we're talking about just evaluations, and in testing, and all those things that we have put the main thing a little bit behind a little bit, maybe not a lot, but I just I wonder if everybody's just so stressed out about those measurements and those, those numbers that were more infused with that. And we are with making sure that we build positive relationships, and we make school a place where the kids want to come and learning is a part of something that you're excited to do not, you know, not a rigid element.

**Jessica Sprick 13:34**

Absolutely. And that's, you know, I think one of the things that's so interesting about this work with attendance is it's not purely focused on the attendance itself, right? It's like once you start really investigating causes of why kids are absent, oftentimes, the absenteeism is more of a symptom of something else that's going on. So if there is a lack of engaging instruction, or if kids and families feel like the only reason we're coming to school is to pass some sort of test, or because it is related to compliance rather than authentic engagement, and you know, meaningful relationships with peers and other adults in the building, that is going to be a place where you're going to see a ton of problems get worse. So you know, we're, again, we've seen the most powerful impact with this work, is when you're able to create that messaging about why this is important. But then that's supported by the kids are actually doing meaningful work. They are actually building meaningful positive relationships with the adults in the building, and especially with teachers. But you know, and another thing that I think is so important is the idea of really empowering all of the adults that are in the building, whether it our administrators, our interventionist our teachers, or custodians, or lunchroom workers, that every single one of them can play a powerful part in making kids feel welcome and making kids feel like they have a person in the building who notices when they're gone. And I think that also goes back to Marvin what you were saying about giving us purpose and the work that we do you know, if I am coming to school. And I know that I have a kid who is relying on me to be there, because I'm the person that makes them feel safe or make them feel like they're excited to come to school, that's going to make me more excited about coming and doing my work as well. So it really can create this wonderful vicious cycle for all of all of the people involved.

**Dr. Carol Ann Paul 15:20**

So it sounds like building relationships is key. Do you have any success stories that you can share with our listeners, about ways in which maybe a relationship was built in that student felt connected to school, and therefore they came more frequently or had some success? Absolutely,

**Jessica Sprick 15:42**

you know, there's a couple of different ones that come to mind. You know, one intervention that I've been very excited about getting to work with school on in both our behavioral work, but also in some of our attendance work is the idea of creating like a meaningful jobs program, where you're looking at a student who, you know, maybe you have a student who's needed meeting more of a meaningful connection with an adult in the building, or you have a student who's needing to learn some self regulation built or a student where the attendance is a concern. And you're trying to say, how do we create within this system, a meaningful job opportunity for them that it's going to help fulfill that need. So one wonderful example that I can remember, there was a school where there was a student who lived like just maybe a block or two away from school and was coming an hour late every day, having lots of absenteeism problems. And so what they did is they had a wonderful custodian who built great relationships with kid, I call those people kid with birds, you know, the ones that like kids just gravitate towards them and want that attention. So they created a bit of a mentoring opportunity where the student and the custodian, got to play some game together got to make that connection. And then they made the students the school door on locker with the custodian where every morning, he got to go around before school and unlock all of the doors. There was actually one wonderful story that went along with it, where the student actually had like 102 or 103 fever, and the mom was calling the school and saying, Can you please tell him that the doors will be unlocked, and he won't be letting the custodian down if he doesn't come to school for his job, you know, so again, like when we can find that that book for the kid. And oftentimes it is through a meaningful relationship with an adult or here, it can make a major difference. I

**Marvin Franklin 17:30**

had a custodian named David, who was just like one of the kids and sometimes I would have to say, David stop. But kids really enjoyed his authentic self. He ended up starting a chess club at our school, they won and they continue to win, I'm gone. They're still there. They continue to win chess championships. And you can't become a great chess player if you're not coming to practice and practices after school every day. So I, I can't agree more than what you're saying completely. It takes a community of people, everybody has a particular person, I had a teacher who I felt like was that person who brought me in? And I know we've kind of talked about it a little bit. But I'd like for you just to give me a little bit more about whose voice Do you believe would be most crucial and promoting good attendance? And why?

**Jessica Sprick 18:31**

Oh, that's a tough one, everyone. You know, I think it is absolutely critical that we get our teachers engaged and excited in this work. And something that I always feel that I want to be very protective of is our teachers bandwidth and mental health, and making sure that we're not sort of placing one more thing just on the backs of our teachers. So I really do think you know, it's a it's a holistic school and community effort. But when we're able to get teachers all on board with how important that says and you know, getting them to think about if you were able to have every kid in your classroom every day that they weren't seriously ill, you know, they're not taking extended discretionary vacation. They are coming when they have the mild sniffles, but not anything contagious. You know how much easier that would make our teacher's job and really thinking about, you know, the impact on their prep time, the impact on them having to reteach thinking about behavior management practices. So once we're able

to get the teachers on board, then having simple strategies like them simply welcoming to when they come back from an absence, Hey, buddy, you were gone yesterday and I missed you or the conversation wasn't as rich I would have really loved to have heard your voice during that discussion that we had yesterday. You know, there are lots of simple things that we can empower our teachers with well as other educators to do that, just that little informal emphasis that sprinkles on All throughout every day can have an impact across time. I also think that, you know, looking at this from a perspective of how do we get our community leaders involved in having a voice. Within that, I'll give you a couple of examples. We've had some schools where when they've connected with their medical and dental communities, and so anytime a kid is going in for their pediatrician appointment, the pediatrician is asking them questions about their attendance and kind of spreading and emphasizing that message. They're going into their dental office, and they're seeing posters from the school system that are emphasizing their attendance, logon and number of days and things like that. But also looking at you know, so my husband is from Ghana and West Africa. And he's one of the board members of our local African Association and in the community that we live in, that looking at organizations like that, or religious leaders or, you know, prominent community members and having a forum where the school can then help them understand how important this is. So that again, we're all threading that same message, it becomes a much more easy effort on the part of the schools because we've got partnership.

**Marvin Franklin 21:12**

tell me, what does that look like as as it relates to more systemic and not organic? Like? Are we talking about having some sort of attendance team together within a school district, within a school building that has a community leader, identity, dentist, or whomever? And then they meet regularly? Do they look at data? Give me a little bit on that, on that end?

**Jessica Sprick 21:42**

Great question. So much of that really differs depending on the community that you live in. So I do look at this, from the perspective of how do we have a building based team in every building that is, is driving the work forward? That building based team could be if you have an existing multi tiered system of support team that is focused on like behavior and climate, sometimes it's the Positive Behavioral Interventions and Support team, if those teams are functioning well, and they're well respected in the school community, applying attendance to it, and really looking at it from the perspective of, you know, we need to know, we need to teach the goal, which, you know, from the attendance researchers really thing, we need to be emphasizing kids missing 5% or less of the school year, usually about nine days or less of absenteeism. So, so a school based team, it could be a actual attendance team that is identified has, you know, somewhere between four to eight school team members, we usually recommend having a classified staff member on that as well as a couple of teachers, and administrator on the team. One of the things that I always recommend for those teams is because the tendency is going to be if we start talking about an individual student who had really significant attendance concerns, we could end up spending three hours talking about that students and not making a difference for the system. So really protecting that that theme, that meeting is focused on universal prevention, how are we going to be messaging out for all kids, all families and teaching that important? How are we going to be creating some classroom and school wide incentive types of systems where collectively we're working towards goals for improvement? How are we going to be putting out that

messaging to the broader community. So I think that will be seen as critical. If you are in a location that is large enough to have a district or regional team or even like an educational service district, that also creating messaging that, you know, pulling example, from the different schools and their school based teams, and then, you know, sharing it out with others so that we're not all reinventing the wheel. That's another layer of it. And then, you know, depending on where you live, I've seen some places where they've started creating like a business and community forum, where periodically we're just trying to meet with the business leaders, the mayor, the superintendent, et cetera, and coming together and all kind of collectively generating ideas. In some locations that might include like your Department of Human Services, your child protective services, and again, just having opportunities to start creating conversations about what we're seeing in the school, and how can we collaboratively work to address those concern.

**Dr. Carol Ann Paul 24:39**

The National Center for Education Statistics actually sent out a survey and released some data in 2022, stating that the widespread impact of COVID 19 on students behavioral, social and emotional development is evident, with 80% of educators acknowledging a decline in these particular aspects. Now, Jessica, I know that some of your work has really applied the functional behavior assessment approaches to absenteeism. Can you kind of break that down for us? How does this idea of the big five categories really might help us through the intervention process?

**Jessica Sprick 25:18**

Absolutely. So, you know there are some interventions that I would say are purely attendance intervention, you know, if a kid is having a transportation problem that they need help overcoming as the concern. So for example, a lot of the students who are in like a, you know, one mile, no busing is down, but if they're having to walk almost a mile to school, and it's really hot or really cold, or if they're having to crop unsafe traffic crossings, or go through neighborhoods that maybe are unsafe due to gang violence or something like that, then the intervention of trying to help address that barrier of transportation, that is an attendance intervention, right? But when we start looking at what are the different causes for different students with absenteeism, a lot of times they're actually academic or behavioral interventions, right. So if the kid is not coming to school, because I'm to grade levels behind in reading, and it's frustrating, and they don't feel a sense of self efficacy in school, then it's not actually an attendance intervention, it's an academic intervention, that's going to make the difference. So when we're looking at at applying functional behavior assessment, or even just function based thinking to absenteeism, it's trying to say that we understand absenteeism is not just happening, there's a root cause or causes behind it. And if we're going to be effective in changing that behavior, we have to understand, you know, what are the environmental conditions or situations or times or activities that are triggering that absenteeism? So that's that looking at antecedent time places, people activities, those are variables that we can start to tinker with, as we're thinking about supports that the student might need. But also if the behavior is recurring, if we're seeing, you know, lots of frequency of absenteeism, and despite our best efforts to intervene, otherwise, it's not working. We can also say what is the student may be getting out of being absent? Or what are they avoiding that they find aversive in the school environment? So when we do functional behavior assessment training around this issue, what we're really trying to get people to think about Carol Ann, you mentioned kind of the five big categories, we break those down into is the student missing school because there's a lack of understanding about

the importance of attending, you know, they're just missing a lot because they don't realize that that big of a deal and we haven't done a good enough job of teaching that value. Is it because there is some sort of barriers, so that barrier might be medical, it might be mental health, it might be transportation, one that oftentimes comes up is older students walking younger sibling, right. So something that is preventing the student from coming to school regularly. How do we as a system work with the students, the family, the broader community to address those barriers? Third category that we consider is the paper avoidance factors. So you know, bullying situations, highly punitive climates, boring and non engaged instruction may be relational if you are the student with adults or with peers. The fourth category being, you know, the student is getting something that they find more desirable outside of school. And that could be anything from sleep, because they don't have good sleep habits. And they're drinking monster drinks at five o'clock in the evening, and then staying up all night and having to sleep during the day, it could be something much more complex, like involvement in gang activity, or juvenile delinquent activity. And then the last category that we encourage people to take a look at, but always with kind of big caution indicators attached to it is the student, the family or the broader community, not seeing the value in either attendance or the broader school system. And that one for me is always one that I want to put big caution warnings on because I find that people have a tendency to kind of judge students and families and community too quickly, and place them in that category without considering those other factors. But also when that truly is the case, you know, and I worked with students who did not have a vision for what getting a high school diploma or college diploma was going to earn them. They didn't really sometimes see that long term vision and success because no one in their family had experienced it or they've had really negative experiences with the school system. It really was about building the relationship with the student and building the relationship with the family to kind of say, What goals do you have what What vision do you have for what you want your future to be? And how do we view school as an access point for that or you know, how do we build into your schooling experience things that will be meaningful?

**Marvin Franklin 29:55**

I love all of that. Jessica, you just hit on so many things. You just touched my heart in quite a few areas as what I would consider myself to be as an urban educator, I taught, and I was a principal in Detroit for almost 20 years. And many times the students who weren't coming to school, it was a behavior or academic issue. And many of those kids I just brought in, and I gave them hugs. And we just had some conversations about some things. And there's a one little story I'm gonna tell really quickly, there was a student whose behavior was very questionable, he was a middle school student. And I made it my mission to help him see what tomorrow could potentially look like. And so we, as a school, not a district, but as a school created a mini college tour. And this young man hadn't seen from his community, people who look like him about his age, with backpacks, and on their way, going to the library. When I tell you, he did a complete 180 his behavior change that quickly. It was the exposure. And it was not anything as his teacher could tell him about science, social studies, arithmetic, it wasn't anything that it was just being able to see that. That's what helped him. And so what you're saying really touches my heart. Now, I'll also say, my, my question is gonna lead into my question, my future thought for what schools will look like, I was so excited about what I felt like the shutdown was going to provide for our, our families, I thought, for sure, shutdown was God's way of saying, we're not doing things the right way for our schools and our children, let's come back with something that's a lot better and more inclusive, which included some levels of hybrid, maybe online offline. That's more considered of the day, instead

of just in between, you know, 7:30, to 3:30, just some additional options and thoughts. None of those things, in my opinion, at least here occurred. So my question to you is, what is your hope for the future regarding attendance, and your hope for this work as we move forward?

**Jessica Sprick 32:39**

Oh, that's a really wonderful and very complex question, you know, I think that what you were hitting on Marvin, I also saw some, some glimmers of hope, just in conversations that were happening. And even, you know, one of the hopes that I had was seeing so many families that I think for a short period of time, we're really saying, like, you know, thank you so much educators, you're our heroes. And unfortunately, as things have progressed, you know, we've only seen further distance and further distress from families to the school system, and from school systems with families. I think one of my biggest hopes is that we keep working together to try and approach attendance issues. But there's also school in general, as we're all in for wanting what's best for kid, we may have different visions about how we get there. But the blame and the distrust, and the unwillingness to come together at the table to have those conversations, just continue to drive us further apart. And so, you know, that is something that I really try and emphasize in the work that I do with educators is that, you know, we really never have the right, I don't think, in education to start making value judgments about families, oh, they just don't care about their child's education, or they just don't care about kids. You know, I'm always hoping that we can operate from a position of we're all doing the best that we can with the toolkit that we have. And when we are having these differences of viewpoints, then it really is about that relationship building piece and continually being consciously Invitational, trying to work towards to a communication and chipping away at this. You know, I think that would be attendance work. I do reference it as like this is marathon work, not sprint work, where we just have to keep reinvesting with what is that next little thing that we can layer in to create that station or to help people understand what the goal is, or for us to be listening to the community about what are the barriers or challenges or concerns that you have within the school system that we can be working to try and reform across time?

**Dr. Carol Ann Paul 34:51**

Well, speaking about the next little thing, I wanted to make sure that our listeners had an opportunity to find more information about you work, latest publications, where might they be able to find that.

**Jessica Sprick 35:04**

So the two places where you'll find the majority of the work that I do, as well as our company, Safe and Civil Schools is the name of the company. And if you're interested in learning more about our resources, our training opportunities, we try to provide information there. And we do also have a newsletter where if you go to the contact page on Safe and Civil Schools, you can sign up for that. And we try to periodically put out information about, any new resources that are coming out any public training opportunities, but also, just information about success stories and things that we're seeing in the field. The other thing that if you're interested in looking at some of our resources, like the functional behavior assessment about the DSM influence the or the school leaders guide, our the publishing company is called and Antora publishing, which is A N D O R A publishing. And we are potentially going to be putting on a public attendance conference somewhere probably in the middle of the country to try and see if people can join us from other locations sometime in the fall or the early winter. So if that's something that you're interested in, sign up for the newsletter, and we'll try to get you information.

**Marvin Franklin** 36:16

That sounds wonderful. I was hoping that you were going to say the conference was going to be like in Florida, Hawaii, Jamaica. But wherever it is, I'd love to attend. I think you really have shown a lot of sunshine for us today. I'm really glad that you were able to spend some time with us. I thank you so much. And I'm looking forward to all the rest of the success stories that we can start to create with this conversation today.

**Jessica Sprick** 36:50

Thank you, Marvin. Thank you, Carol Ann. It's really a pleasure.

**Marvin Franklin** 36:52

Have a wonderful day. Thank you so much, Jessica.