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|  | Work-Based Learning Promising Practices |
| Work-Based Learning Forum | Dallas, Texas |
| **At-A-Glance**   * **Supporting Regulations** * **VR and Education-Building Strong and Effective Partnerships** * **Promising Practices at the State Level** * **Promising Practices at the Local Level** * **Resources**   **On A Side Note**  **Work-Based Learning Expected Outcomes:**   1. Increased number of students participating in competitive integrated work-based learning experiences prior to HS exit. 2. Alignment of IEP and IPE goals. 3. Student-led IEP meetings and enhanced self-advocacy skills. 4. Increased family engagement in transition planning. 5. Increase in students achieving competitiveintegrated employment after HS. 6. Increase in students participating in post-secondary training and education. 7. Improved relationships with business community. 8. Decreased duplication of service development and delivery.   ***NTACT Predictor Implementation School/District Self-Assessment***  (<https://www.transitionta.org/sites/default/files/Predictor_Self-Assessment2.0.pdf>)  **Predictor Category – Work Experience/Paid Employment**  **Operational Definition:**  **Work experience** is any activity that places the student in an authentic workplace, and could include: work sampling, job shadowing, internships, apprenticeships, and paid employment.  **Paid employment** can include existing standard jobs in a company or organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay (e.g., minimum wage) paid directly to the student by the employer.  **Essential Program Characteristics:**   1. Provide opportunities to participate in job shadowing, work-study, apprenticeships, or internships.   *\*\*Consider work study, apprenticeships, and internship environments that are culturally sensitive to students from different cultural backgrounds.*   1. Provide instruction in soft skills (e.g., problem solving, communicating with authority figures, responding to feedback, promptness) and occupational specific skills (e.g., clerical, machine operation). 2. Provide transportation training, including the use of public transportation and job-site and community safety. 3. Conduct job performance evaluations by student, school staff, and employer. 4. Provide instruction in obtaining (e.g., resume development) and maintaining a job. 5. Develop a process for community-based employment options in integrated settings with a majority of co-workers without disabilities. 6. Develop a process to enable students to earn high school credit for paid employment work experience. 7. Link eligible students to appropriate adult services (e.g. Vocational Rehabilitation, Developmental Disabilities Services) services prior to exiting school that will support student in work or further education. 8. Involve appropriate adult services (e.g., VR or job coach when needed) in the provision of community-based work experiences.   TA Resources   * [Interagency Agreement Toolkit Guide (http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/toolkit-guide)](http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/toolkit-guide) * [IDEA-WIOA Interagency Agreement Crosswalk (http://www.wintac.org/topic-areas/pre-employment-transition-services/resources/rehab-act-and-idea-regs-interagency-agreement)](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_PreETS/RehabActandIDEAregsforInteragencyAgreement.6.28.17_v02_0.pdf) * [Competitive Integrated Employment Toolkit (https://transitionta.org/cietoolkit)](https://transitionta.org/cietoolkit) * School Community Business Partnership Guide (<https://transitionta.org/sites/default/files/Partnership_Guide.pdf>) * School-Community-Business Partners and Roles (<https://transitionta.org/sites/default/files/Schools-Community-BusinessReadable.pdf>) * NTACT Quick Guides (<https://transitionta.org/quickguides>) * OSERS-Transition Guide: [A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-2017.pdf)   (<https://www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-2017.pdf>)  **WEBINARS**  **WINTAC**  The following webinars are pre-recorded and available on demand:  [**Pre-Employment Transition Services: State Implementation - Three State Strategies, Challenges, and Lesson Learned**](https://gwcrcre.adobeconnect.com/preetsstateimplementation/event/registration.html)  (https://gwcrcre.adobeconnect.com/preetsstateimplementation/event/registration.html)  **NTACT**  **VR & School Partnerships to create Community-Based Work Experience Opportunities for Students and Youth with Complex Support Needs**  **(https://transitionta.org/video/1213)**  **Innovative Pre-ETS Implementation in Schools: State Examples**  **(https://transitionta.org/video/1339)**  **Vocational Rehabilitation Outcomes for Students Participating in a Model Seamless Transition Program – Webinar**  (<https://www.transitionta.org/events-details>)  **Other webinars:** (<http://transitionta.org/webinar-details>)  TA Centers   * [Workforce Innovation Technical Assistance Center (WINTAC)](http://www.wintac.org/)   www.wintac.org   * [National Technical Assistance Center on Transition (NTACT)](https://transitionta.org/)   [www.transitionta.org](file:///D:\NASDSE%20Conference%202017\www.transitionta.org)   * [Vocational Rehabilitation (VR) Youth Technical Assistance Center (Y-TAC)](http://iel.org/vryouth-tac)   **http://iel.org/vryouth-ta**  Contact us  **Brenda K. Simmons, M.S.**  **WINTAC**  [bksimmons@gwu.edu](mailto:bksimmons@gwu.edu)  **Ruth Allison, MBA**  **NTACT or TransCen, Inc.**  rallison@transcen.org  **Caroline A. MaGee, M.Ed.**  **NTACT**  **University of Oregon**  [magee@uoregon.edu](mailto:magee@uoregon.edu)  Open Discussion | **Work-Based Learning Experiences – Supporting Regulations**  * **Title IV, Amendments to the Rehabilitation Act of 1973 of the Workforce Innovation and Opportunity Act, Section 113(b) of the Act and 34 CFR §361.48 (a)(2)** Required activities. The designated State unit must provide the following **pre-employment transition services**:  1. Job exploration counseling; 2. ***Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible;*** 3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education; 4. Workplace readiness training to develop social skills and independent living; and 5. Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment)  * **Individuals with Disabilities Education Act (IDEA) Transition Services**   **IDEA Purpose**   1. To ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, ***employment*** and independent living. [34 CFR 300.1 - Purposes. (Authority: [20 U.S.C. 1400(d)](https://www.law.cornell.edu/uscode/text/20/1400#d)]   Transition services under IDEA. [34 CFR §300.43(Authority: 20 U.S.C. 1401(34)]  (b) ***Transition services***. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—   1. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and 2. The transition services (including courses of study) needed to assist the child in reaching those goals.  **Work-Based Learning Experiences – Strong & Effective Partnerships** Vocational Rehabilitation and Education work collaboratively to ensure students with disabilities have access to meaningful work-based learning opportunities that provide an early start at job exploration and enhance successful post-school employment outcomes.  **Vocational Rehabilitation’s (VR) Role**   * *Engage employers* in developing work-based learning opportunities for students, including students with the most significant disabilities, to practice and improve workplace skills in competitive integrated work settings before HS exit. * *Work with the local education agency* to supplement IDEA transition services by developing, expanding or enhancing in-school, after school, or summer work experience opportunities in diverse career pathways, leading to more meaningful post-secondary employment and training goals in the IEP/IPE. * *Utilize VR business specialists and/or workforce partners expertise* to identify early work experiences and job opportunities outside the traditional school setting that will lead to credentialing, skills gains, and competitive integrated employment. * *Pay students competitive wages or training stipends for work performed during an employment experience.* * *Assist students in exploring multiple work experience opportunities* along a continuum of services, not just one and done (for example may start with informational interviews or job shadowing and move to an internship or on-the-job training). * *Assist with the cost of interpreter or reader services or accessible informational materials* necessary to ensure equal access to the work-based learning experience, as required by the ADA or section 504 of the Rehabilitation Act. * *Contract with an outside entity* such as a community rehabilitation provider or peer mentor to develop and support work-based learning opportunities in competitive, integrated employment settings. * *Assist with the cost of fees charged by the employer* to provide the work-based learning experience, which may include the purchase of additional uniforms for the student, the installation of screen reading software (JAWS) on an employer’s computers, the employer-provided staff or trainer who teaches the job tasks to the students; or other costs incurred by the employer in providing the work-based learning experience to the students, which are not individualized in nature.   **Education’s Role**   * *Provide the student FAPE, and transition services under IDEA*. [**34 CFR §300.43** (Authority: 20 U.S.C. 1401(34)]   + *Ensure the Course of Study* supports career and post-secondary education and training options.   + *Collaborate with VR* in the provision of transition services and pre-employment transition services.   + *Provide opportunities* *for students* to develop employment skills and participate in community experiences.   + *Provide available student information* to assist in VR eligibility determination, and receipt of pre-employment transition services.   + *Assist VR counselors* *with access* to student and school environment and identify opportunities to work with students.   + *Invite VR counselors* to the student’s IEP meeting.   + *Collaborate with VR* to determine who will be responsible for providing services that are both special education services and vocational rehabilitation services.   + *Ensure they are not contracting with an entity* for the purpose of operating a program under which a youth with a disability is engaged in work compensated at a subminimum wage.   + For students with disabilities who are seeking subminimum wage employment after HS exit, *provide VR documentation* of completion of appropriate transition services under IDEA.  **Promising Practices: State Level** **States who employ strategies for interagency collaboration** in a clear, purposeful, and carefully designed process promote cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth.  Below are some state and local examples of evidence-based and promising practices that support increased access to work-based learning opportunities for students with disabilities.  Arkansas Collaborates on Film Camp  Arkansas Rehabilitation Services and Arkansas Transition Services, affiliated with the Arkansas Department of Education Special Education Unit, jointly sponsored a film camp led by Joey Travolta’s Inclusion Films in April, 2017. The event provided 50 high school juniors and seniors with disabilities from across the state the chance to learn the ins and outs of filmmaking, both in front of and behind the camera while they created their own scripts, acted in and produced their own short films. The camp also taught students how to apply communication skills, teamwork, and self-determination techniques that can be transferred into any job setting. This event culminated in a red-carpet premier showcasing the final product from the student filmmakers in October, 2017 at Northwest Arkansas Community College in Bentonville, Arkansas.  *For more information on the Inclusion Film Camp in Arkansas, please contact Bonnie Boaz,* [*Bonnie.Boaz@arkansas.gov*](mailto:Bonnie.Boaz@arkansas.gov)*, or Maryanne Caldwell,* [*Maryanne.caldwell@arkansas.gov*](mailto:Maryanne.caldwell@arkansas.gov)  North Dakota’s Models of Collaboration  North Dakota Department of Education and Vocational Rehabilitation are collaborating to implement a data analysis process for identifying students with disabilities in need of Pre-ETS, including work-based learning.  ND’s cross-agency partners are working collaboratively with districts to implement a job-coaching curricula guide and work-place readiness guide.  *For more information on North Dakota’s Models of Collaboration, please contact Kevin McDonough,* [*kcmcdonough@nd.gov*](mailto:kcmcdonough@nd.gov)*.*  Braided Funding Models – Oregon and Nevada  Oregon is braiding funds between VR, Department of Education and Disability Determination Services to provide summer work experiences for students with disabilities.  Nevada is braiding funds from BVR, DOE, and CTE to support a Transition Coordinator in one rural LEA to improve transition programs and services for students with disabilities, supporting increased opportunities for paid employment/work experience. **Promising Practices: Local Level** California Department of Rehabilitation (DOR) Student Services Paid Work Experience  DOR Student Services Paid Work Experience is a time limited work-based learning experience that offers students with disabilities (SWDs), with little to no  work history, the opportunity to explore competitive integrated work environments  as a DOR Student Services Paid Work Experience service. The work-experience  placement is not intended to result in permanent employment. This service is for  potentially eligible and eligible SWDs.  In this work experience, the Foundation for California Community Colleges (FCCC) serves as the employer of record. It will maintain the website where consumers will log their hours, and issue wage checks after consumer hours are confirmed by the employer. The FCCC will serve only as the employer of record.  DOR Business Specialists, as well as CRP and Co-Op partners, will reach out to local, statewide, and national businesses to develop work experience opportunities for their consumers. Once a business has agreed to be a work site for a SWD, the Business Specialist or vendor negotiates the details of the work experience. The student will be paid the state minimum wage rate for hours worked. When the hours and schedule have been arranged, the DOR counselor will create an authorization to the FCCC to serve as the Employer of Record for the number of work hours agreed to by the Business who is hosting the SWD.  *For more information on this program in California, please contact: Sylvia Hoggatt, M.S., CaPROMISE Project Manager, Staff Services Manager, CA Department of Rehabilitation at* [*Sylvia.Hoggatt@dor.ca.gov*](mailto:Sylvia.Hoggatt@dor.ca.gov)  Transition Partners Provide Pre-Employment Transition Services in Rural Alaska  In collaboration with local education agencies and other partners, Alaska DVR developed a multi-prong approach in providing students with disabilities, including those in remote areas of Alaska, pre-employment transition services to help them prepare for employment. The following are a few examples of those Pre-ETS focused on work-based learning:   * **PATHWAYS School to Career**: DVR partners with Northwestern Alaska Career and Technical Center, EXCEL AK and Voyage to Excellence Career and Technical Education program to offer an intensive array of courses that combine Pre-ETS activities with “hands on learning” in specific career fields such as culinary, carpentry and welding. These courses offer exposure to the stepping stone credentials students need to be competitive candidates for postsecondary education and training towards apprenticeships. * **Pre-ETS Projects**: DVR funds nine agencies (behavioral health, developmental disability and independent living organizations) in rural and urban areas to provide an intensive array of Pre-ETS activities. Each student receives instruction in job exploration and work readiness training with 40 hours of paid work experience to practice those skills. * **Summer Work Programs**: DVR, in partnership with the Disability Employment Initiative, partnered with 11 agencies and three school districts across Alaska to provide work experiences for students with disabilities, ranging from ages 14 to 21. This program, administered cooperatively by state departments and divisions of Labor and Workforce Development; Vocational Rehabilitation; and Employment and Training Services through the Disability Employment Initiative (DEI), provided funding to agencies throughout the state allowing them to combine workplace experience with an instructional component exposing participants to career pathways and workplace expectations. Over 65 Alaskan businesses supported the program by providing employment and work readiness training in a variety of industries that included childcare, customer service, janitorial, and landscaping.   *For more information on Pre-ETS in Alaska, please contact: Jim Kreatschman at* [*jim.kreatschman@alaska.gov*](mailto:jim.kreatschman@alaska.gov)*.*  South Carolina Commission for the Blind  The South Carolina Commission for the Blind has created a 3D Printer Career Exploration Lab used to help transition students to explore careers using tactile models. In partnership with a team of Astrophysicists and Engineers from NASA’s Goddard Space Flight Center, San Jose State University, the Space Telescope Science Institute, Edinboro University of Pennsylvania, and the International Astronomical Union, the Commission for the Blind hosted its first Science, Technology, Engineering and Math Career Exploration week June 19th through June 23rd 2017.  Using 3D printed tactile models of galaxies, constellations, craters, and other astronomical phenomenon, nine blind or visually impaired transition students learned about STEM careers and interacted with three blind professionals in STEM careers to discover how STEM careers are great options for blind and visually impaired individuals. Students learned from Dr. Wanda Diaz-Merced, an Astrophysicist who is blind and studies the universe using sonification techniques that turn data into sound. Students learned from Kenneth Silberman, a NASA Engineer and Patent Lawyer who is also blind, about his experience pursuing an engineering education, the self-advocacy that was necessary to obtain accommodations, and the perseverance and problem-solving necessary to succeed in STEM careers. Students were introduced to 3D printing as each student was able to use a scanner to scan and print a meteorite.  The Commission is repeating the program again during the summer of 2018. For more information, contact the team lead Dr. Thomas Madura at  [*Thomas.madura@sjsu.edu*](mailto:Thomas.madura@sjsu.edu), or Kyle Walker, Director of Consumer Services for the South Carolina Commission for the Blind at  [*kyle.walker@sccb.sc.gov*](mailto:kyle.walker@sccb.sc.gov).  *For more information on South Carolina Commission for the Blind Pre-ETS, please contact: Kyle Walker, at kyle.walker@sccb.sc.gov*  Missouri Vocational Rehabilitation Partnerships Highlight Work-Based Learning Opportunities for Students  **February Groundhog Job Shadowing Month** - Sponsored by the University of Missouri Pre-Employment Transition Services and Missouri Vocational Rehabilitation, Missouri schools have worked to provide opportunities across the state for students with disabilities to visit workplaces and see first-hand what it takes to be successful on the job and in college. Last year, during the inaugural year of the event, over 736 experiences occurred. This year, Missouri is on track to surpass that number. Research indicates a strong correlation for successful post-secondary outcomes for students with disabilities is a positive work experience while still in school. Working together, students, parents, schools, and agencies are providing opportunities to explore careers and practice pro-social skills. Many of these job shadowing opportunities have resulted in job offers for the students either after school or during the summer months. For more information go to the following video clips:  <http://www.koamtv.com/clip/14113129/mercy-shadowing-9-2-8>  <http://dailyjournalonline.com/farmington-press/news/local/article_021d6d0f-09f3-53b6-b7f6-1b3c1242f131.html>  **Horizons: Work Experiences for Students with the Most Significant Disabilities** - University of Missouri Pre-Employment Transition Service Specialists provide pre-employment transition services to potentially eligible students in 26 Missouri State Schools who have significant challenges. They focus on work readiness and work-based learning, and pair each student with hands-on work experience in their school or community. These services help students build a portfolio of work-based learning experiences, to include the results of their hands-on job exploration and interest inventories, as well as their individual skills and strengths, as identified by the school. The portfolio can travel with the student beyond graduation as a tool to help them and their families advocate for positive post-secondary employment and independent living outcomes.  **Summer Work Experience Program with Community Rehabilitation Programs (CRPs) –**  Students with disabilities who have been determined eligible for VR services and are entering their final year of high school, may participate in a competitive/integrated work opportunity through a six-week paid summer work experience, offered throughout the state, in partnership with participating CRPs, and host businesses in the student’s local community. The work experience includes 16 hours/week performing work at the business, and 4 hours/week learning workplace readiness skills using multiple soft skill resources around the six core areas outlined in the ODEP Soft Skills Curricula.  *For more information on Pre-ETS in Missouri, please contact: Kim Gee, Director of Transition and Section 511 Service at* [*kim.gee@vr.dese.mo.gov*](mailto:kim.gee@vr.dese.mo.gov%20)  **Resources - *Work-Based Learning Experiences***   * **New Ways to Work** – <http://www.newwaystowork.org/qwbl/tools/sl_complete.pdf> - a how to guide for creating quality work experiences * **Working with Employers, Workplace Success Quick Reference Guide** – <http://www.ncwd-youth.info/quick-reference-guide/working-with-employers> * **Transition to Work: Program Activity Guide** - <http://www.afb.org/info/living-with-vision-loss/for-job-seekers/lesson-plans-for-%20teachers-and-professionals/transition-to-work-program-activity-guide/1234> - A program guide for individuals working to improve employment outcomes for students who are blind. The activities are available as electronic braille files in the Unified English Braille Code (UEB) * **Paving the Way to Work: A Guide to Career-Focused Mentoring** – <http://www.ncwd-youth.info/paving-the-way-to-work> * **SELN – Unpaid Work Experiences, Volunteering, and Internships: What’s Allowed -** <http://www.ohioemploymentfirst.org/up_doc/SELN_Unpaid_Work_Volunteer_November_2015.pdf> * **Fact Sheet #13: Am I an Employee?: Employment Relationship Under the Fair Labor Standards Act (FLSA) -** <https://www.dol.gov/whd/regs/compliance/whdfs13.pdf> * **Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act -** <https://www.dol.gov/whd/regs/compliance/whdfs71.htm> * **Youth with Disabilities Entering the Workplace through Apprenticeship: Increasing the Participation of Young Adults with Disabilities in Apprenticeship Programs -** <https://www.dol.gov/odep/categories/youth/apprenticeship/ODEP3.pdf> |

*Open Discussion Notes:*

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