

KENTUCKY

Career and Technical Education



**Business and Marketing:
It's Not What You Think**



Information Technology programs offer so much more



Owen County Team Junior Chef Champions



Jefferson County Teachers get Lesson from Workforce Partners

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Associate Commissioner's Notes

Greetings CTE Champions!

I hope the beginning of this school year has been a good one. I know how busy you are and appreciate all that you do for the students of Kentucky.

Just over two years ago a historic event took place with the signing of the executive order that brought our then separate Career and Technical Education agencies together. The transition, while the best move for Kentucky CTE, has not been without its growing pains. I think all of us can attest to that. We knew there would be some adjustments.

The recognition the CTE community has received in being a vital part of the educational experience for all students is tremendous. CTE is contributing to the increase of students that graduate from high school ready for college and a career. CTE is no longer the elephant in the room that can be ignored.

With this new found attention comes the need to confirm what we say when we state how important CTE is to a student's educational experience. The fact remains that there are numerous ways in which a school system strives to achieve its CCR goal. Schools and districts pursue various schedules, differing career pathways, and instructional delivery methods. Each school has its own view of CTE. The differing views can create challenges in providing technical assistance related to industry certifications, KOSSA, and WorkKeys.

It makes the work of the Office of Career and Technical Education tough, but it is not impossible. We continue to seek ways to educate school administrators, counselors, parents, and students about new and emerging career pathways, employability and occupational skills, and the ever changing economy. Thus, we strive to build strong partnerships with sister agencies such as the Cabinet for Economic Development, Department of Labor, and the Department for Workforce Development. We also collaborate with organizations such as the Southern Regional Education Board and the Association for Career and Technical Education to identify best practices related to rigorous and relevant programs of study.

You are a strong advocate for CTE. Your commitment to providing outstanding skills training for all students is appreciated. I am requesting your assistance in helping OCTE build a system of continuity, a system of creditability, and a system second to none in the nation. Please share the positive impact CTE is having on students in your community. Make sure you rely on industry data to develop and implement programs of study; build partnerships with local businesses in order to understand the skills need for jobs of the future; and provide students with career guidance starting at an early age and continuing throughout their education journey.

As we work through new challenges, I see the opportunity to create common ground in our differing systems. Communication is a key ingredient in reaching our fullest potential. Best wishes as you progress through the academic year.

Thank you for being a CTE Champion, and remember, CTE impacts everybody, everywhere, every day, period!

Sincerely,
Dale Winkler
Associate Commissioner –
Office of Career and Technical Education



Upcoming CTE Events

October-November

National FFA Convention

October 29-November 1, Louisville, KY.

November

SkillsUSA Kentucky Leadership Training Institute

November 5-7, Erlanger, KY.

Central Kentucky Welding Classic, Hughes Jones Harrodsburg ATC

November 21, Harrodsburg, Ky.

December

Business Fair Henderson County High School

December 4, Henderson, KY.

Events to be listed in the Winter CTE Newsletter calendar should be submitted no later than November 30, 2014.

See below for contact information.



In this issue, read how members of the Owen County High School's Cuisine Rebels work patiently to plate their potato-crusting bacon cheeseburger quiche to become CTE champions.

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All photos and stories by Tim Thornberry unless noted otherwise.

Business and Marketing: It's not what you think

Career and Technical Education (CTE) is a very diverse educational sector dealing with many programs and career pathways. The business and marketing (BM) program areas serve as prime examples of this.

There are 22 separate career pathways (and three more in the works) within these programs. They contain dozens of courses, many of which go unnoticed by many students.

Marissa Hancock, the College and Career Readiness branch manager in the Office of Career and Technical Education (OCTE)

and former BM academic consultant, plans to change that.

Once students see how many career choices they would have through these programs, they'll have a different perspective of what they are about, she said.

"There are so many different courses to choose from, it'd be hard to imagine someone not being interested in something related to business and marketing," she said.

Some of the many courses and pathways include sports and event marketing, advanced multimedia, business law, Web page

design, international business, fashion marketing and leadership dynamics, to name a few.

"I think once the students get involved and see the opportunities, they stand a good chance of being a program completer," said Hancock.

That's important because more than 90 percent of program completers go on to postsecondary education or straight into the workforce, according to the Technical Education Data System.

Hancock also pointed out that BM students consistently have some of the highest pass rates on the Kentucky Occupational Skills Standard Assessment.

"I think all of our CTE programs are strong, but it's good to see our BM students doing so well in their assessments," said Hancock. "I think that goes to show the strength of our programs, teachers and students."

Rachel Walters Kahly is the BM teacher and DECA adviser at the Jessamine Career and Technology Center. Her program is indicative of the many choices students in a BM program have.

"Here at JCTC we offer a fashion marketing pathway, sports marketing pathway, advertising and promotions pathway, travel and tourism marketing pathway, and a marketing management pathway," she said. "All of our students start with introductory courses such as principles of business, principles of marketing and/or computer applications, then move up in to their pathway of choice."

Kahly, who is also the Kentucky Marketing Educators Association president, said the organization wants to increase awareness of the new business and marketing curriculum/standards as well as the MBA Curriculum Connection that is available to all Kentucky teachers.

"We also hope to increase membership so that we can increase our network of information and experience," she said.

For students trying to decide whether a BM program is right for them, Kahly said, many of the pathways would be valuable to all students regardless of their college or career direction.

"The business and marketing pathways help develop students' problem-solving skills that enable them to make informed business decisions, which is essential in any field they pursue in the



Students in Rachel Walters Kahly's BM program at the Jessamine Career and Technology Center operate a small cafe and coffee shop as part of their marketing activities.



JCTC Business and Market teacher Rachel Walters Kahly works with two of her students during class. Kahly, who also serves as the school's DECA advisor said there are a number of different BM classes offered at the school.

future,” she said. “I think that students need to be counseled about their pathways on a one-on-one basis. It is difficult, but from my experience that seems to be the only way to make sure students understand their options.”

From a student’s perspective

Jocelyn Hodges, a BM student at Estill County High School, is state treasurer for the Future Business Leaders of America. She said she discovered many surprises about the program when choosing her career pathway.

“All of my previous business-related classes played a major role,” she said. “After having Banking and Financial Services and Consumer Economics, my interest was sparked by finance by choosing to take Financial Literacy my senior year. Math was always one of my greatest subjects and a subject to keep me busy. Finance was surely the pathway for my career.”

Hodges was surprised to find such a diversity of courses available.

“There are an infinite number of different course choices that you are able to take within the financial program,” she said. “Each course will help you prepare for the future, as well as your career, if you plan to go into finance and even if you do not. There are everyday actions that are covered in financial classes, such as banking and public services relating to the economy, that you will run into when reaching adulthood.”

The FBLA connection

As is often the case with CTE programs, the corresponding student organizations supplement and enhance learning opportunities. Hodges said her experience in FBLA has helped guide her future.

“After running for FBLA state treasurer and holding the present title, it has influenced me to choose the financial pathway for my



Jocelyn Hodges, a BM student at Estill County High School goes over a lesson with her teacher and FBLA advisor Connie Witt.

career,” she said. “FBLA is one thing that I love to be involved in. From making new friends to helping my local community to traveling from state to state, it is truly a great experience for me. My involvement as state treasurer gives me the opportunity to take action. I can help lead Kentucky members to a successful future in a business career while having fun and completing community projects.”

Hodges added that being involved in FBLA has helped her de-

velop other skills, as well.

“Giving speeches has helped me improve my public speaking skills when I speak with individuals or in large crowds,” she said. “Making new friends has helped me work with my social skills, and completing community projects and competing in competitions has helped me think quickly and help those in need. FBLA will definitely play a role in my future, no matter what career path I choose.”

Information Technology programs offer so much more than computer basics

The technology world changes almost daily, it seems, and keeping up with all the new innovations is a daunting task.

But in order for students to stay current with the newest trends, secondary Information Technology (IT) instructors are kicking on the afterburners in an effort to make their students attractive to the postsecondary world as well as the workforce.

The aim is to help more students become college and/or career ready.

"Kentucky has made great strides in reaching its goal of 67 percent of students graduating from high school college/career-ready by 2015," said Kentucky Education Commissioner Terry Holliday. "It is ultimately

our mission to ensure that all students are empowered with the skills, knowledge and dispositions necessary to reach proficiency and graduate from high school college and career ready and prepared for success. Programs like IT and many others in the Career and

Kentucky Education Commissioner Terry Holliday has been a proponent of CTE and noted the role the sector has played in helping to raise college- and career-readiness levels.



From right, IT students Conner Nelson, Dylan Ruble, Noah Fields and Aaron Basham work on web pages as part of their Web Design class at the Franklin County CTC.

Technical Education sector are helping achieve these goals."

Teachers like Dwayne Hancock are on the front lines. Franklin County Career and Technical Center's IT instructor has made that program into something students want to do, and when they want to do it, he said, they seem to achieve more.

"I have found that getting the students involved in an interesting, hands-on activity improves their chances of success," he said. "Because there are so many different things to do and learn in the IT classroom, the students seem to really be drawn to this type of a program."

That interest is likely to increase with a couple of new projects, directly related to IT, on the drawing board at the FCCTC.

Plans are being made to create two distinctly different ventures utilizing IT students and their diverse knowledge of how computers work and the many graphics that can be generated through computer technology.

Franklin County CTC Principal James Hardin said the first project will involve a group who will serve as a help desk of sorts for computer needs for the local schools.

"Our district's vision is to create the 'Tech Necks' so that all day long, we'll be staffed with at least a minimum of six students who will be rotating every period," he said. "They will be receiving job tickets from all over the district. As those work tickets come in and as there is a need for a technology update or if something is not working, the students be deployed to those schools."

Hardin emphasized that the students will work within this project as if it were a real IT job, first taking care of the request, closing out each ticket and making sure the customer is satisfied.

"We're also setting up a secondary program that will take care of all things media arts related," he said. "It too will be staffed





Franklin County CTC students Angelo Cordones and Trevon Bleasdel work with IT instructor Dewayne Hancock during their classroom time. The students took a computer generated design and transferred it to wood with the use of computerized devices.

with a minimum of six students all day for teachers or administrators who have a need for something such as a poster or any type of design project related to course work, curriculum support, clubs or whatever the case may be.”

Again, students will work as though this were a business: taking orders, creating the design, getting approval then delivering the finished product.

Hancock said that while the IT students will be getting practical experience using the skills they have learned in his class, they will also get a lesson in business and marketing technology.

“Just by virtue of the students working these projects like a real job, they will get a first-hand look at other components of the workplace such as following instructions, working in a timely manner and satisfying the customer,” he said. “I think at the end of the day, it will improve their chances of reaching their college and/or career readiness goals and give them a head start in understanding the real world of work.”

Carole Frakes, the IT academic consultant with the Office of Career and Technical Education, said IT courses provide students with the tools necessary to develop skills needed in today’s diverse global market, reinforcing academic and workplace competencies to achieve success in business and in life learning.

“The information technology pathways integrate academic knowledge with technical competencies through rigorous curriculum and work experiences in order to meet the demands in today’s economy,” she said. “IT courses offered also follow the national and state standards and expectations to ensure students acquire the necessary skills and business knowledge to prepare



FCCTC IT instructor Dewayne Hancock helps sophomore student Aaron Basham navigate an issue on a Web page being designed as part of the Web Design class offered at the school.

them for continued education and employment in a highly competitive job market.”

Frakes added that students who plan to pursue higher education will find IT courses extremely beneficial as they acquire skills, knowledge and attitudes needed to function effectively in today’s high-tech society.

Hancock said that no matter which path his students may take

after high school, their experience in IT will be a plus at the next level.

“Whether these students go to a four-year or two-year college, into a certification program, or into an on-the-job training program, having been involved in IT will be a huge benefit to them and make that transition from high school much easier and increase the likelihood of their success.”



Owen County team takes state title in Junior Chef Competition

Winning a state championship in any sport or activity is a difficult task, as competing teams face the best of the best in reaching that milestone.

That was the case for Owen County's Cuisine Rebels, who recently claimed the state title in the Kentucky Farm to School Junior Chef Competition held during the Kentucky State Fair.

The tournament is fashioned after Kentucky's "Sweet 16" high school basketball tournaments, with the top team in each state region coming to Louisville to vie for the Junior Chef honor. In only its second year, the competition has gained much attention across many sectors, especially agriculture and education, both within Kentucky and nationally.

Samantha Benjamin-Kirk leads the Southeast Regional Farm to School program and served as one of the judges for the finals. She said this was the first event of its kind she had witnessed.

"This is something that really could be spread across the nation," she said. "It really shows the interaction between the students in becoming engaged with Farm to School and incorporating the educational piece with the math and science used in creating the recipes. It's a lot more than just cooking."

Benjamin-Kirk added that the Farm to School programs promote healthier eating habits and educate people while creating economic stability within rural communities.

Teams must adhere to a set of rules, including following nutritional guidelines for the recipes they create.

The winning dish was a potato-crust bacon cheeseburger quiche made with 13 Kentucky Proud products. Contest rules call for the use of at least five Kentucky Proud ingredients made or grown in the state.

Cannon Goodrich, a junior on the team and its only male, competed after being asked by Kim Webster, his family and consumer sciences teacher.

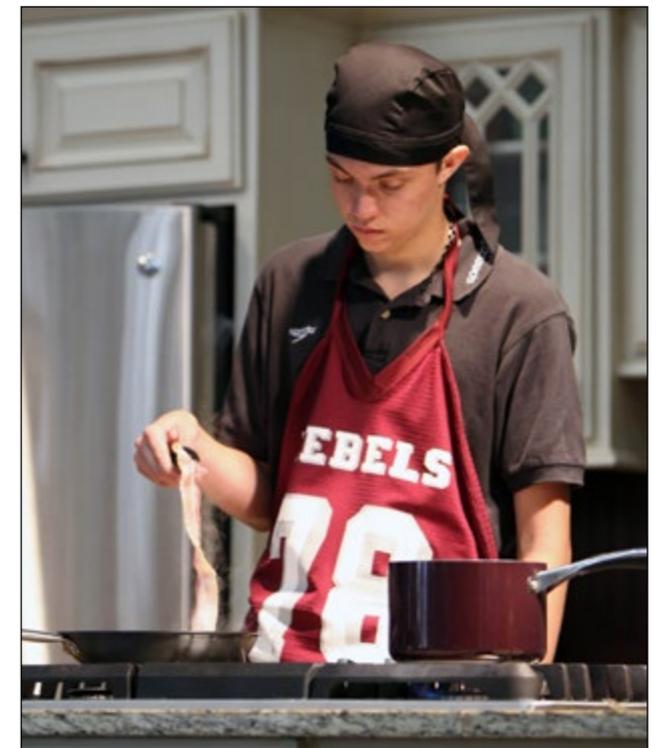
"I am in her culinary class right now and this is something I thought about doing for a living. I'm looking into different universities after high school," he said.

One of those he mentioned is Sullivan University, which offers up \$70,000 worth of scholarship money for the winners and participants. Sullivan, which has one of the most esteemed culinary programs in the country, also provides judges for the event.

Webster said she looked at putting together a team last year but didn't have enough time. But with a chance to get a better focus on the project this year, things worked out for the best.

"We looked at lots of different recipes and decided that breakfast-type food was the best," she said.

Kadee Carter, a senior member of the team, said that while she was a bit nervous



Cannon Goodrich was in charge of preparing the bacon used in the Cuisine Rebels' potato-crust bacon cheeseburger quiche.



Hailey Chappell gets a question as she prepares a plate for each judge during the Junior Chef competition. Chappell was named "Top Chef" of the event.

during the tournament, she thought having a background in culinary classes proved to be an edge in the competition.

All five team members have been involved in FCS classes at school.

Hailey Chappell, one of two sophomores on the team, not only came away from the competition as part of the winning team, she was named "Top Chef" of the event as well.

"It's awesome and really kind of surprised me because I thought we all did a good job, so it was a great honor to receive it," she said. "This is the first culinary team our school has ever had and it was fun to get it started."

The Owen County team, decked out in aprons made of old football jerseys, brought quite a hometown following with them to the fair, including their high school principal, Duane Kline, and district Superintendent Rob Stafford.

"The whole Farm to School and field to plate movement is really catching on in our schools and we're really excited about it," said Kline. "Owen County is arguably the most agriculturally reliant county, certainly in our part of the state, and not only are



Owen County High School's Cuisine Rebels culinary team won the second annual Kentucky Proud Junior Chef competition during the Kentucky State Fair. Participating in the trophy presentation were, from left: Tina Garland, Farm to School coordinator for the Kentucky Department of Agriculture; Agriculture Commissioner James Comer; Janey Thornton, Deputy Under Secretary for USDA's Food, Nutrition, and Consumer Services and a Kentucky native; team members Carley Bennett, Morgan Woodyard, Kadee Carter, Hailey Chappell and Cannon Goodrich; and Samantha Benjamin-Kirk with the USDA Southeast Regional Office's Farm to School Program.

we doing this kind of thing in the kitchens, with our FFA and ag group we've got a 128-acre farm we have started."

Kline added that with the farm project, different groups within the school are working together.

"The most valuable thing we teach students and model for them, as adults, is how we can work together, and this is a perfect example of that," he said.

Stafford said the team has worked hard on its food preparation this year and has served the recipe in the school's cafeteria. "We have students who have interest in different areas and we try to accommodate that as best we can. This is just a sample of that with these students who have an interest in the Junior Chef program," he said.

Stafford pointed out the team effort made by many to help bring this culinary group together.

One of those is the district's food service director, Amy Chappell, who helped with the coaching duties. She said she emphasized to the students that to do well in this competition, they had to practice.

"I had to relay to the students that we are a team and this is a competition and a sport; we have to practice," she said.

That practice paid off, and each of the winning students will be offered a \$6,000 scholarship from Sullivan. Members of the runner-up team from Thomas Nelson High School (Nelson County) will be offered \$4,000 scholarships.

The two semifinalist team members from Corbin High School

(Corbin Independent) and Apollo High (Owensboro Independent) will be offered \$2,000 scholarships.

Webster and Chappell said they would love to defend their title next year and are already looking at recipes for the 2015 competition.

Recca Carver, the academic consultant for Family and Consumer Sciences (FCS) with the Office of Career and Technical Education, said the competition is a great opportunity for the FCS teachers to collaborate with their food service directors and KDA's Kentucky Proud program.

"As agriculture communities grow the food, FCS classes teach students to prepare the food to make it aesthetically tasty, safe and sanitary. The Junior Chef competition is an additional way students can show their skills they have gained in the classroom with real-world menus," she said.

Carver also said that in addition to this competition, Family Career and Community Leaders of America (FCCLA) holds an annual STAR Event Culinary Arts competition in March for state competitors, with the winner advancing to the national conference's event.

"Both the STAR Event Culinary Arts and Junior Chef competitions provide opportunities for students pursuing the FCS culinary pathway by developing nutritious menus and gaining scholarship funds to further their education in the food industry," she said. "I am very proud of the FCS programs that competed in the Junior Chef this year, especially Owen County."

Jefferson County teachers get lesson from workforce partners

The old saying about walking a mile in someone else's shoes is true in a lot of situations, but teachers in the Jefferson County Public Schools (JCPS) took it to a new level this summer as several teachers participated in a professional development program that took them into more than 20 businesses and industries throughout Louisville.

Deborah Anderson, the engineering career theme specialist for JCPS, headed this externship effort to bring the academic and technical training worlds together.

"This training will hopefully give our academic instructors new insight into the Career and Technical side of education," she said.

JCPS already has a jump on bringing the two education entities together, as most of the high schools serve as magnet facilities for a host of Career and Technical Education (CTE) programs.

Mark McKinney, a mechanical engineer by trade and a pre-calculus teacher at Jeffersontown High School, said that while students who take his class and upper-level math courses don't necessarily want to become engineers, learning to solve technical problems is something they need to know.

One of the industries teachers visited was Atlas Machine & Supply Inc.

"A lot of the things they do here (at Atlas) require an engineer's kind of thinking to solve problems," McKinney said. "We are trying to understand and help the students see project-based learning and learn through something that is project driven."

McKinney added that learning from a project-based angle can help students understand math better, and that while a student may be able to understand a problem in the classroom, it is another thing to take that jump and apply it in a setting such as a machine shop.

Jason Stepp, an engineering teacher at Jeffersontown, also made the trip to Atlas. He said bringing the academic and hands-on programs together can help students learn how to apply what they have learned in the classroom in a real-world setting.

"There are certain students that can take apart a computer and rebuild it and are using math but they don't know it," he said. "I've learned a lot here, and it's something I can take back to the classroom and tell my students this is why you need to know this."



Mark McKinney, right, a mechanical engineer and a pre-calculus teacher at Jeffersontown High School discussed the operating procedure of this CNC machine with a machine operator at Atlas Machine and Supply Inc.,

Jason Stepp, an engineering teacher at Jeffersontown High School, looked at a computer-generated image with Tom Bibelhauser of Atlas Machine and Supply, Inc. Stepp said bringing the academic and hands-on programs together can help students learn how to apply what they have learned in the classroom in a real-world setting.



Jim Kidwell, an engineering teacher, and Adrian Armendariz, a chemistry and physics teacher, teach at the Academy at Shawnee and spent their externships at Louisville's Nth Works, a precision metal forming business.

Coming into the project, Armendariz thought he would naturally see a connection to physics, but not necessarily to chemistry, he said.

"Almost instantly, people here were telling us the kind of case problems and studies that involved chemistry, and now I'm thinking how we can use some of those case studies in my classroom to actually incorporate that problem-solving into their work," he said.

Kidwell said he can teach engineering principles and come up with examples that are real, but not as real as what was done on the job site.

"What has really invigorated me is to see how important it is to work as a team; teamwork and cooperation. Everyone is involved and everyone is vested in creating the final product and problem-solving is huge in doing so," he said.

Kidwell and Armendariz said this kind of professional development should be done much more often.

Once teachers see these types of applications, Anderson said, the hope is that they can give students a better understanding of what they should expect in the workplace.

"We piloted this program last summer (2013) with 43 teachers from five high schools and it was overwhelmingly successful in regards to teacher acceptance, saying it was the best professional development they had ever been involved in," she said.

Anderson added that businesses leaders also love it because they felt a real connection to and a partnership with what goes on in the classroom in helping teachers understand the skills students need.

The program brought 100 teachers into local businesses representing career pathways from agriculture to welding and everything in between, Anderson explained.

"This is a part of an implementation plan through the Ford Next Generation Learning (NGL) Initiative and is on the books to be the way we do business at the high school level," she said.

According to information from Ford, NGL "mobilizes educators, employers, and community leaders to create a new generation of young people who will graduate from high school both college- and career-ready – an emerging workforce prepared to compete successfully in the 21st-century economy."

James Reddish, vice president for economic and workforce development at Greater Louisville Inc., said plugging the business community into the educational sector has been a big part of implementing the NGL plan for the community. He and Anderson served on a committee that oversaw the implementation of NGL.

"I've not met one business leader who said this was not worth their time," he said. "I think a lot of manufacturers are leading the way in terms of understanding what it's like to be a teacher in a public school system and see how we can help."

He added that the business and industry sector should supply teachers opportunities such as these externships because it is the teachers that have to make a connection with the students. "They are our lifelines," Reddish said.

Anderson said what makes this project work is a connection created between the workforce sector and the education community.

"We live in the hotbed of business and industry here, and fortunately our partners abound. But on top of that, we've developed such a relationship that our partners are ready and willing to help us and that can happen in any community no matter what the size," said Anderson. "It's about developing relationships. Schools can't do it alone, businesses can't do it alone. It is an economic development issue and we've got to work together."



Tim Foree, an English teacher at Atherton High School, looked over machining equipment while participating in a summer externship program at Nth Works, a precision metal forming business. This year, 100 teachers visited local businesses as part of the project.



Teachers from Jefferson County Public Schools who participated in an externship program this summer visited local business and industries in an effort to better help their students understand the connection between the classroom and the workplace. Pictured here from left are: Adrien Armendariz, chemistry teacher at Shawnee High School; Paul Meshke, plant engineer at Nth Works, a local precision metal forming business; and Jim Kidwell, engineering teacher at Shawnee.

General assembly funds helping to fill CTE teaching vacancies

For anyone in the teaching profession, cuts in budgets over the last few years have been a fact of life, with many Career and Technical Education (CTE) programs left vacant due to a lack of funding for new teachers.

But this year's General Assembly budget contained about \$3 million to hire 34 new CTE teachers and help pay for program supplies. The funding has enabled most of those vacant CTE programs to get back up and running.

Laura Arnold, director of the Division of Technical Schools and Federal Programs in the Office of Career and Technical Education (OCTE), said the added funds have helped get many students back into the CTE classrooms.

"Hundreds of students will have the opportunity to enroll in the CTE classes we now have available because of the additional funding," she said. "I think this helps in reaching our college- and career-readiness goals in addition to giving students options they have not had over the last few years."

Arnold added that the system's CTE instructors work hard every day to help students meet their goals.

"We truly have a group of teachers and administrators who take the time to make sure our students are on the right path in making the most of their education," she said. "They should all be commended for their tireless energy devoted toward our CTE system."

With more than 140,000 Kentucky public high school students enrolled in CTE programs, those new and existing teachers are proving invaluable in providing the skills these students will use once they have finished school and entered the workforce, Arnold added.

"At the end of the day, we are helping our state's business and industry sectors fulfill their ever-growing needs for a highly trained workforce," she said. "Our CTE teachers are at the forefront of this effort and we appreciate all they do."

According to Bureau of Labor statistics, most of the jobs that are connected in some way to CTE's career pathways are projected to see growth within the 10-year period from 2012 to 2022, some by as much as 20 percent.

"With this overall growth and our attention to the state's sector strategies initiative, which has identified the areas of workforce growth specific to Kentucky, the value CTE brings to the table regarding a trained workforce is obvious to me and I know our teachers realize the connection, as well," said Arnold. "We have embarked upon a new revitalization of CTE in this state and we are poised to take the lead nationally in bringing our CTE and academic sectors together, not only to meet but hopefully exceed state college- and career-readiness goals and expectations."

