

EP 110: Race In Tech | Talent Diversification and Development

Guest: Jennifer Carlson Host: Jeff Ton

Jeff Ton:

We'd hire candidates who are underrepresented minorities. We just can't find them. That sentiment has been echoed by hiring managers and their organizations for decades. Yet despite the pandemic's impact on jobs, many tech jobs still go unfilled or searches last for months, creating a top of funnel issue more jobs than candidates. And despite the attention given to diversity and tech, the needle has barely moved. So where's the disconnect in our continuing series on race intact today we are going to explore the top of the funnel and the ways that organizations can not only expand their candidate pool but also have a much more diverse candidate pool. Today's guest, Jennifer Carlson, is the executive director of Apprenti, an apprenticeship program focused exclusively on tech jobs and candidates. Jennifer, welcome to status. Go.

Jennifer Carlson:

Thanks, Jeff. I'm really happy to be here today.

Jeff Ton:

I'm really excited about our conversation. I know you and I had an opportunity to chat. Gosh, probably towards the end of last year. Now, um, about the work that you're doing. So I'm looking forward to our audience being able to hear about the exciting things that you're doing. But before we get started, you've been holding out on me a bit. When we first talked, you shared a bit about your background as an executive in the insurance industry. What you didn't share was that your career started in sports marketing. And you've worked for the likes of the Orlando Magic, the Sonics and the Storm. You have to tell us about your journey from sports marketing to insurance and now to the executive director of a plenty.

Jennifer Carlson:

Oh, that's a long and sordid story. How much time do you have? Yeah. So, uh, let's see, the my background in sports originates with my dad. My dad did play by play for the Royals and the chiefs, and uh, then went on to Cincinnati and was third man on the Reds in the early eighties on WLW, and I just grew up in sports, and it was kind of a natural offset for me. Um, when I went into the insurance industry, I actually started off as a media buyer. My first stop with progressive insurance in Cleveland and I went very quickly from doing media buying into running North America marketing event marketing and sports marketing, basically auditing 50 states at a stage where progressive in the nineties was trying to figure out its brand identity. And that just sort of became the tipping point or the spot where my sports endeavors began. And before the NBA, I worked for Scott Boris, representing baseball players when I left progressive and did marketing endorsements for those guys. It's sort of seesawed between professional sports and insurance, um, in a kind of weird way because, you know, insurance and car dealers and everybody else spend so much money in sports marketing. It made me a strangely hot commodity because I understood the business side of it.

Jeff Ton:

That's fascinating. I just had not made that connection. And as I was preparing for our conversation, I saw that in your background, and it kind of jumped out at me because my youngest son's background is in sports marketing. And his first gig out of college was selling tickets for the Chicago Bulls, and he just had a blast doing that. So that really caught my attention. So let's dig into a print e and share the story of how you moved from being an executive in the insurance space, too, founding this amazing apprenticeship program.

Jennifer Carlson:

Well, I think it's safe to say that the challenges that we have with talent, development, um, extend well beyond tech companies. All companies have tech departments even as far back at my career, and, uh, we're all competing for the same talent. So when I was at a I G, I was the business lead for a platform migration on the technology side, and it was sort of the first lens I had into both accommodation of lack of diversity and how much outsourcing was being done to get the work done that we needed. And it was sort of the first thing that planted the seed in my head, if you will, about some of the challenges that we have and when I moved and relocated to Seattle. This is not a insurance mecca. It is a tech mecca. So I went to the Trade association for Tech to learn the industry. Since I wanted to make Seattle home, and in meeting with the company's here and getting exposed to the tech councils across other states in the US it was clear that everybody had a lot of tactics that they were engaging in employing to try and, you know, match talent better to the industry. Create talent. But none of it was scalable, and I'm a business strategist by nature and having built multiple departments in large companies from scratch, I kind of looked at the system more holistically and met with a lot of our our board members and Microsoft and Amazon. Zero F five tableau big companies. And we had some pragmatic conversations about the challenges they had, and that led to me writing the business plan for a plenty. The funny thing is that I didn't use the word apprenticeship in my business plan, but the description that I gave was basically apprenticeship, and the state corrected me when I had that conversation with them at the time that investment was being made and expanding apprenticeship in a non traditional sectors.

Jeff Ton:

Interesting. So when you developed that business plan, who were you pitching the idea to? And how did that? How did the idea morph into what is now Apprenti?

Jennifer Carlson:

Well, I started with, um, kind of doing a landscape assessment on what it would take to get companies to the table and opted to build it as a five oh one c three a nonprofit for a variety of reasons. Um, first being, uh, the access to support systems for both employers and for prospective candidates, Um, that you can source as a non profit, but you wouldn't be able to get access to as a for profit. And second reason is because we can be the agnostic convener of multiple companies, and the companies don't see us as looking for ways to upcharge them that were legitimately creating a business solution for them based on the credentials that we had. So it's the real, the rare opportunity that you could convene a Microsoft, Google and Amazon at the same table to talk about the same issue where it doesn't start to get into competitive space. and when you pitched that you had an idea of a smaller organization. But it very quickly grew into more of a statewide initiative, right? Well, so W T I. A. The Washington Technology Industry Association as the trade association for the State of Washington. But we knew that the employers who were already at the table had needs on a national footprint. So when I wrote the

business plan, it was originally to pilot in Washington State. But And when I started building, this was 2015, and we went live with our first cohort at the end of 2016. Um, and the intent being that we would expand to two more tests states by 2018. And, you know, we built a really good system. And, um, you know, time is not always on your side. So the U. S Department of Labor kind of preempted that and said, Hey, we're putting out calls for contracts to an industry sectors, one contractor per sector to expand on a national footprint. And, you know, I discussed it with my board and the response was, go big or go home. Uh, so if we're going to be able to serve these big companies, then we need to be able to serve them everywhere, since we've made the business case that we need to be able to do something for companies that was a single solution and not one where they would have to figure out how to do it differently by geography. And so it was sort of the natural extension. And when we won the contract to be the I T sector lead, we basically put ourselves in a position of having to do a tandem roll out of Washington and elsewhere.

Jeff Ton:

And how many states are you in now? 19. As of yesterday?

Jeff Ton:

Wow! Wow. So who was the 19th?

Jennifer Carlson:

Kansas City. Well, Kansas, Kansas, Kansas City on the Missouri border. So you're straddling two.

Jeff Ton:

Yeah, well, excellent. Congratulations on that.

Jennifer Carlson:

Thank you.

Jeff Ton:

So let's click into the program itself. If you're one of our listeners, happens to be someone who would be interested in the apprenticeship. What's it look like from their perspective? How do they apply? What's the program look like? And walk us through that.

Jennifer Carlson:

Yeah. So from a consumer standpoint, the prospective candidate, um, they would go online to apprenticecareers.org, and there is an apply link there. There are no requirement for a background in Tech, Um 18 and over is the program. So the youngest person we've placed is 18. Eldest is 65 and it's open to everyone with no educational requirements other than high school and no prior work experience requirement in tech. But there is a baseline that is required for understanding enough to be able to get into this space, so you'll take an assessment online at that pretty careers. And that assessment is focused on math at an algebra and geometry, geometry level and logic and critical thinking. Are you a good problem solver and some emotional intelligence? And you need to score depending on the market above 80 to 85 on the assessment to be a candidate in the pool. It'll take you a couple of hours to get through that, but you can break it into smaller chunks, and then once you're in

our candidate pool, we work with employers. Were a pull model, not a push model, so employers come to us and say we are making room for X number of apprentices in y role, so We're going to take five software developers as apprentices, and then we go to the candidate pool and start screening candidates to be part of the curated pool that we're going to send to the company and the company gets the final interview. But it's a soft skills interview. It's Do they think that you've got the grit and tenacity, the aptitude, to learn what we need to teach you to make you successful in the job? And then they sponsor you into apprenticeship and you'll end up in class, depending on the role for between 12 and 20 weeks. And it's an immersive experience 40 hours a week for those weeks. But you have a guaranteed job with that company at the end, so you're only prerequisite at that point is to successfully complete the class, and then the company brings you on as a paid employee for a minimum of a year. While you're getting ramped up into the job with a mentor who's teaching you the skills you need. And you know the short answer is it's a train to retain system.

Jeff Ton:

So the company is making an investment in you because it's a job they needed to fill, and they want you to be teed up for attention at the end of your apprenticeship. So the companies are really looking out a year, year and a half into the future when they're saying, Hey, we want five apprentices or for however many there really looking to that future date correct?

Jennifer Carlson:

Well, they're they're looking out to that future date for retention. They're getting the Apprentice, you know, 3 to 5 months later. So when they go, you know it'll take a month for us to screen candidates and get them into a class environment. And then from there it's 3 to 5 months. So, you know, from an employer perspective, any job wreck that you had open for longer than three months is a job that should be considered as a potential for apprenticeship. Mhm.

Jeff Ton:

So how do you decide which roles when you were looking at this? Um, I t roles were not really associated with apprenticeships, Right? Uh, they were apprenticeships. Were more for the trades. Electricians, plumbers, etcetera. So what roles and how did you map those rolls into this program?

Jennifer Carlson:

Great questions. Um, so, yeah, it's considered or had been historically considered for the United States more of a blue collar environment and in reality, apprenticeship is a training methodology. That's it's core. It's a combination of classroom and hands on experience, and it's regulated by the federal government, and there's a minimum of 2000 hours for a registered apprenticeship. Um, but it's been done in Europe and in Asia for as long as we've had apprenticeships in all occupations. So it's only new to us in the United States in Germany and we followed best practices in the United States of apprenticeship and the rules of how to engage in apprenticeship here. But, um, we looked to the finish and the German models to get some key learnings and best practices and in the U. K. Or in the UK, Great Britain, uh, Finland and Germany. The system of apprenticeship is about 70% of the populations jobs, 30% go to university and we're in a very similar position in the United States and that 30% of the U. S goes to college. But there isn't a clear outcome for the other 70%. Some used to go into the trades.

Others you know are self-taught into things. The U. S. Is trying to formalize processes around, expanding apprenticeship into every sector, from financial services to health care to I t intact.

Jeff Ton:

So let's focus on software development for just the sake of the example. How much of the classroom time is specific to an employer's methodology versus this is the baseline across. It doesn't matter who you work for. These are the skills that you need. Does that make sense?

Jennifer Carlson:

Yeah, I think so. Let me let me see if I can tackle that. The job competencies As part of apprenticeship, we have 14 roles that are filed and approved for apprenticeship right now. Um, those 14 roles in terms of the competencies and skills required to do those jobs have been created by the 77 employers that have signed on with us so far. So they review those two standardized that taxonomy and say, Yes, this is what the job looks like. So going back to software developer, the core aptitude or the skills and competencies look the same. Whether you work for JPMorgan Chase, Microsoft or Premera Blue Cross being a software developer like how the software, the language works and how the directories work and how they get set up is based on the language, not the job. So the skills look the same across the sectors. Certainly there are nuances from HEPA compliance to financial services compliance, but those are industry centric. The core of the job looks the same. So that's what we documented and filed as a standardized taxonomy for the job. The training that you're asking about the classroom training is derived from what the employer's expectations are. So there's very little off the shelf that we take our training partners that are teaching the curriculum had a good baseline for us to start with. But then the employer gets to weigh in and decide. You know, if there needs to be more of something, unless of something else to get that person to the level they need to be to meet the employer's expectations. Does that answer your question?

Jeff Ton:

So if I'm, uh, if I'm an apprentice and we'll just say Microsoft, Microsoft has agreed that I look like a candidate that they would like to nurture through this program. Am I in class with only other Microsoft apprentices, or am I in there with apprentice that might be going to premiere a Blue Cross. Yeah, so I guess. What's this? What's the specificity in that classroom?

Jennifer Carlson:

Uh, in the example that you use. Microsoft has closed cohorts with us, so it's an entirely Microsoft cohort there, uh, the curriculum is then largely controlled or influenced by them, and they're hiring enough people to close the cohort in the case of blended cohorts, because there's r C sharp cohorts, Uh, we have a lot of Java cohorts that are blended where we might have four or five employers represented in the room, and it's a cohort where they're supporting each other because they're all apprentices. But they might be going to different companies. But again, the language of Java and learning how to operate it looks the same regardless.

Jeff Ton:

So the company really has the choice of whether it's closed or blended, as you say,

Jennifer Carlson:

Correct.

Jeff Ton:

As you were working with the employers or even working with new employers today, how do you get past this four year degree hurdle that you find in so many job descriptions for software developers?

Jennifer Carlson:

Yeah, well, you know, it's funny. It's we're now getting to a point where it's a culture conversation with the company. That degree requirement, I think, has more to do with risk management or risk mitigation than actual need. And the companies that are signing on with us are largely companies that are putting a stake in the ground and saying We recognize that not all jobs require the college degree. Um, and some of that is just out of sheer necessity that we can't find enough people. But realistically, the companies large and small that are engaging are doing it because they're kind of looking across the spectrum of roles and saying If they have competency and we can train them to this level, the level that classroom standard can get them to, they can be successful in the role. And they are willing to test the idea that a college degree may not be the only pathway to getting to that kind of talent.

Jeff Ton:

One of the things that I think we talked about back at the end of last year was the way that you approached the various roles and you kind of looked at him and I think I have these numbers from our conversation that when you look at a specific set of rules, about 40% needed the degree work, so that left 60% That really didn't need it. And then of that, 60 10% are the entry level jobs in Tech. That would be like help desk game tester. So you're really focused on that other 50% right?

Jennifer Carlson:

Right. And it's the fifties percent that companies are spending the most in trying to attract talent, um, and are largely having to poach, which means they're paying more to get them to leave somewhere else and come to them.

Jeff Ton:

Yeah, yeah, and when you're looking at that whole conversation the way you related, I'd never heard it quite articulated that way. About most of the time when companies requiring a college degree, it's risk mitigation. Can you expand on that a little bit? Because I think that's an important concept. As you start to talk with other companies and other people start to talk with their own companies about how do you get past that?

Jennifer Carlson:

Yeah, so we have a combination of risk mitigation in that HR departments are looking for kind of minimum thresholds to establish what competency is, but given the number of people in our sector who have a degree, that is not a a stem related degree. It's really just meeting a bar. And that bar gives kind of a baseline of acceptability from the company's perspective and not to, you know, to cry that and say that that shouldn't have a minimum standard. It's artificially setting up a requirement that doesn't

necessarily need to be there. And whether we think about some companies have H one B visas that they're trying to protect. And if they take somebody who potentially doesn't have a degree, there is a concern that they could be jeopardizing access to future H one BS. Um, you could create equity issues inside the organization. If you have a strong candidate who comes in without the degree and you have an entire department that has degrees, you start to create some paradigms internally, which is why I go back to my culture conversation of we have a number of very large companies that are saying we recognize that that degree is an artificial inflation of requirement, and we're now going to extract that from consideration and look at capacity to learn in the skill sets they bring to the table rather than the degree as the baseline. But to be candid, most companies are still trying to figure out How do we screen for that? And what does it look like?

Jeff Ton:

Right, right, Well, and I guess that's where the apprenticeship helps mitigate some of that risk because you've done some upfront screening. And as I recall, the company has the opportunity to interview the candidates before they get fully accepted into the program. Do I remember that correctly?

Jennifer Carlson:

Yeah, yeah, we So they have that baseline competency we talked about earlier that they're taking online, and I won't speak to them until they've passed that assessment. So that's, you know, kind of the qualitative and quantitative. That's the quantitative. And the qualitative is where we're screening them on a 1 to 1 basis for the skill sets they're bringing to the table. And the skills are transferable skills that the company might see value in. I've got a couple of examples I can give here in a second, and then the company, based on the curated group that we bring to them, gets the opportunity to interview them on that soft skills basis and make the selection themselves on the skill basis. If we think about what a resume typically shows, and the reason I don't give the company a resume on any of these candidates is if I saw you know Burger King manager at the top of the resume, the first thing an HR person is going to do is throw that out. It's not relevant to us, but I'm a skill set perspective. That person brings time management, supply change, management, payroll, uh, consumption and food storage like they've got a whole supply chain in their system of knowledge. And there are companies that we have jobs that are either project management or systems administrators that have to look at that kind of data in a different way. But they have the capacity because they've already done things similar to it that are just in an adjacent role. That if we talk about them in terms of a skill set and present that to the company without the context of how they did it or where they did it, Suddenly, companies are more responsive to that.

Jeff Ton:

Yeah, I assume that as you're doing that and looking at those candidates. When you're looking at someone who's just coming out of a career in the armed services and going into the civilian world, it's peeling back those layers and translating what they accomplished, what they performed in the military into the language of business and what skills that distills down to right, correct.

Jennifer Carlson:

Your M. O. S. And the military does not correlate directly 1 to 1 with any job in Tech. And so there's a difficulty in finding a role that you meet the requirements for. But again, if we talk about what you

learned, the systems that you worked on and how relevant that is, then it becomes a different conversation.

Jeff Ton:

Yeah, yeah, So I'd love to dig into the numbers a little bit because I think that the print e program has been incredibly successful, and I would love our listeners to understand a little bit about that success through numbers. Hey, we are a bunch of I t people, right?

Jennifer Carlson:

We are.

Jeff Ton:

um, so let's start with diversity. What's kind of the breakdown, if you will, of underrepresented minorities, veterans, women in the program?

Jennifer Carlson:

Yeah, so we recruit not exclusively, but we focus our recruiting on diversity. So 84% of my applicants in the pool are from diverse groups. And for us, we do define it as you just said. As women underrepresented minorities and veterans and it breaks out like this. These are obviously overlapping populations, 34% women, which I would love to see More women applying to the program 58% our veterans and 54% are underrepresented persons of color.

Jeff Ton:

That's outstanding, because when you look at the numbers in Tech, they're nowhere near those percentages.

Jennifer Carlson:

That's right,

Jeff Ton:

Yeah. So even when you look at, I think the last number I saw for women in Tech was 22 23%. Something like that, Yeah,

Jennifer Carlson:

yeah, well, And this is one of the challenges I had coming from the insurance sector. When we talk about percentages of, you know, women, even in that industry or people of color or veterans, it ends up being the you know they'll declare a percentage, but it's typically in front line staff. It's customer service claims it's not in the higher ranks, the higher income ranks, let alone the leadership ranks, and so part of what we're focused on here is not just economic mobility but roles that have career progression options. And these are middle skills jobs that we're moving people into at an entry level. But their middle skills when we talk about software development, cloud administration business analysts Cyber analyst. So these are roles that pay significantly better and have a long term career trajectory behind them

Jeff Ton:

as we're looking at this. One of the stunning numbers to me when we were talking before was the ratio of applicants to job openings. And how, since we're talking about the narrowing of the funnel, how that funnel narrows as they go through the process, Can you talk us through those numbers?

Jennifer Carlson:

Yeah, we're at about 25,000 applicants today. Nationally? No, right. So there's a lot of desire pent up by the community, of course, to find an alternate pathway in, uh, that don't come from that traditional 25 to 30% that go to university. But let's come back to that one in a second as well. And as you're coming down the funnel, about half of them don't complete the assessment, which is already Step one. Um, so you know, we're now looking for people with that that grit. So of the half, the complete about half again of those, maybe a little over half finished the assessment and score. So now we're down in that 25 to 28% of the 25,000 population. And within that group, um, then there's a significant percentage that take it a second time, and and they're limited on how many times they can take it. And the questions refresh. And in that group, those are the people who are looking not only for a pathway in, but they recognize that they want to improve their score for consideration. And I jokingly referred to this last time. It should have been your cue to my sports background. I think I called up the Madden rules. Rules apply. Whoever is on the cover of the Madden game is never your best player were. So Madden rules apply. The person who scores 100 on the test and is number one. No offense because they may be wonderful candidates, but traditionally not really the best candidates, but the people who score 2030 40 50 and have some self awareness when we get to the interview conference about how they got to where they are. The median age in our program is 33 so this is not tied to college or credit. These are people who are career transitional or career opportunity movement. And these are people who have got 10 years of life and work experience under their belts, ready to make a career shift instead of a job change. Very different mentality. And they're willing to do what it takes. And they've got some self awareness about what they've done to get themselves to where they are and what they need to do differently to have a better outcome in the future.

Jeff Ton:

After they've gone through the assessment and you've narrowed the funnel, so to speak, how many finish the 3 to 5 months of classroom training?

Jennifer Carlson:

93%. That's pretty impressive.

Jennifer Carlson:

Yeah, 93% finished class and go to job, and 88% of those complete ear's from the job get retained with their employer and those that don't the 12% that don't get retained.

Jeff Ton:

What are some of the reasons that you see that they don't end up staying with that employer?

Jennifer Carlson:

Uh, it's a variety of things. You've got some folks who just decide this is not for them. And you've got some folks who may not have liked the company but aren't yet sure where they want to go. You know, it

might be that I was in a very large company and I wasn't comfortable there. So I'm now looking for a smaller company to go to and or vice versa. They were in a smaller company, and now they want to go to a larger company. Um, and then you've just got those that fall off and and go. I'm still not sure what I want to do, but it's a pretty small percentage.

Jeff Ton:

Well, one last data point that I love to dive into before we come to a close here is, um, of the candidates that go through the process. What's the percent that have a college degree?

Jennifer Carlson:

Yeah. So because I don't qualify this, um, at the start of the process, I only get to know degree attainment when they've been accepted by a company and are being sponsored into apprenticeship. Of those that are being sponsored into apprenticeship, 54% have a college degree. So about half a little little more than half a little more than half. And there are people who have traditionally are typically gone too online. College, Um, they've done at night and weekends, maybe some for profit schools. People. We, as an industry sector don't go out and typically recruit from. And before you ask it the retention rate.

Jeff Ton:

You knew where I was going.

Jennifer Carlson:

I knew where you were going. The retention rate on non college versus college is identical.

Jeff Ton:

I think that's an amazing stat in and of itself because, as you said, one of the reasons why companies have that requirement is risk mitigation. They see if someone's gone through a degree program, they've got the grit. They've got the determination to stay with it. This really underscores that this apprenticeship program is also that same level of risk mitigation. Mhm.

Jennifer Carlson:

Yep, it is part of the risk mitigation, but it's interesting, Um, that if you really talk to the C I or the C T. O, they will come back with. Typically, I only care if they can do the job. Their focus is about getting the work done, and then you know other areas of the business are focused on that risk mitigation, and this is a way to bring those two pieces together because it's still a lower risk opportunity. And there are ways that we can coach the company through some of the more challenging risks. Um, pay bands, not aligning to apprenticeship or h one B visa issues. Or, you know, we have, uh, an attorney on staff focused on employment law who can help a company through those

Jeff Ton:

we are all about action here on status. Go. And so we're at that time in our discussion in our conversation, Jennifer, where I'm gonna put you on the spot and ask you what are one or two things that our listeners should do tomorrow because they listen to us today?

Jennifer Carlson:

Well, if you are interested in tech and you are looking at, how do I get into the role and you're on the consumer side? Go to a plenty careers dot org and apply and get into the candidate pool? That would be the first and only thing I would say to them on the company's side. It's actually, I think, a simple exercise, but it's not a tactical one because it's emotional. Sit down as in a leadership team within your organization, and get really pragmatic about the jobs you have posted. And look at those to see which ones truly require the college degree or higher and where you're putting the college degree on merely because it's That's the way it's always been and reevaluate those middle skill roles to see if there are other ways you can be on boarding talent that would open the door to more opportunity and diversity that would be one and then second would be. Now that you've done that exercise, what can you create additional roles if you have going back to that comment earlier, more than 3 to 4 months per job posting and those rules be recreated as junior level roles. And do you have enough staff 1 to 1 that you can bring somebody on as an apprentice that you have a mentor for on staff that can be coaching them, and you might find that not only can we create net new talent that way, but you can onboard them into your company the way you want them to behave and grow, so they are going to be better employees in the long run because you're making an investment.

Jeff Ton:

I think that's great. I love the way that you approached it both from a candidate perspective and for a company perspective. And it's a great way to widen the top of the funnel as you're looking at the candidates, evaluate what you're requiring of those candidates coming in and and the other thing that struck me and what you were saying there was. If you're searching for job roles for three or four months, why not have a junior role that you can fill quicker and then bring them along so that they're ready for that senior role that you've been trying to fill in? Can't That's fantastic advice, Jennifer.

Jennifer Carlson:

And you know that's it's as much a philosophical one for the company as it is a tactical one. But one thing we didn't talk about, that I would just kind of put a finer point. Two. We can't create more talent out of the college ranks. Tomorrow we graduate 75,000 computer science degrees a year in this country. At the four year level, we posted three million jobs last year. Yeah, something is going to have to give in the system. And if we continue to go back to the same well, looking for diversity that wasn't there in the first place, that problem will persist. Yeah, it goes back to, uh what was the quote from Einstein? Whoever that over is the definition of insanity. Yeah. Doing the same thing over again. Expecting a different outcome.

Jeff Ton:

Yes. Absolutely, absolutely. Well, Jennifer, I thank you so much for taking your time to talk with us today. I really appreciate it. I feel like every time you and I talk, I come away with two or three different insights into the problem as well as the solution to the problem. So thank you for sharing that with our audience today.

Jennifer Carlson:

Thanks, Jeff. I really appreciate being here to our audience.

Jeff Ton:

If you have a question or want to learn more, visit inter-vision.com. The show notes will provide links and contact information and we'll be sure and provide links to some of the data that Jennifer shared with us today. This is Jeff Ton for Jennifer Carlson. Thank you very much for listening. You've been listening to the status go podcast. You can subscribe on iTunes or get more information at inter-vision.com. If you'd like to contribute to the conversation, find inter-vision on Facebook, LinkedIn or Twitter. Thank you for listening until next