

RTCC
Electrical Technology
Spring Advisory Board Video Transcript
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advisory board meetings. And our advisory boards are supposed to be made up of five people who represent the industry in some way. Cool. And really what why you're here is to help guide me and actually maybe Brandon is going to play in on this a little bit because he also has this requirement is we just like to hear what people in the industry what their needs are. And part of that is also um, you know, letting us know if there's some kind of special tool we should be teaching our students. Right. You know, a hydraulic bender or splicing fiber optic cable, something like that. Right. Um, when it's a big ticket purchase item, um, we have federal money called Perkins grant. Um, but they don't just like to give that away freely. Um, and so when my advisory board um, has is a good recommendation for something really expensive. It's easier for me to get that for my students. Right. Um That's great. Um and a lot of things that I buy are just, you know, regular electrical supplies, but I am in the process of buying this um AC DC training board um and um with hopes that I'll give another hands-on piece to what I teach. Right. Cool. As you can imagine, there's a lot of electrical theory stuff that we explain but it's hard to do a hands-on project with magnetism you know there's a few things that we can do but for the most part it's hard to do that. Cool. Brandon feel free to jump in at any time. Yeah, I don't mind. We we had ours as well. You know we met with Benoyin Electric and and the inspector as well. And then some of the supply houses like Green Mountain and Granite City, you know, they mentioned the hydraulic bender. We're doing some one inch bending as well for service lines and I showed Peter earlier some of that. Some of the strut work we're working on. We do residential the the Romax project we do is the kitchen project project. The reason we do that is, you know, as you guys may know, the kitchen has a lot of code circulation you got to do. Like, you know, the moral like does the fridge need to be on its own? We need to have two counter counter circuits, you know, make that judgment call on the on the microwave being on its own. So that that's a good project for them to dive into the codebook and put it to some real world knowledge. Um, yeah, I mean the Perkins thing makes sense. especially budgeting and making sure what what is like what do we want to go for for best best purchase. Um, you know, we know those arc-fault breakers aren't cheap. So do we want to talk about them instead of buying each student five to 10 breakers, you know, because that's that's an expense that maybe we don't need to do and maybe we can talk about just the function and make them aware that it should be arc-fault, you know, I know for my students like I had them label it. So, again, at at 50 60 bucks a piece, I didn't want to buy each student 20 students a \$50 breaker um when we need 10 of them. So I had them label them AFCI or GFCI when was needed. So again, we're using regular breakers but they understand what it should be and what it can be. Um, with that being said, it's always good to have a couple so we can show them what they are. just so they're not going in blind you know as they come out working for some of you guys as well. Right. That's good to have a few the plug-on style and the the tail style. Yeah. So, I'm just going to go ahead and just give a little background again. So especially for Ryan who's new to this. So my program is a one-year program and and I get students junior mostly as my first year

students. And I teach them all the basics that you would learn in the first year of the Vermont State apprenticeship program. And the state has basically told us that they want us to teach the NCCR year one curriculum. Are you familiar with NCCR? No. It's basically just an organization that's come up with training for all types of trades and they have one called the core and that breaks down like job site safety, hand power tool safety, some like employability skills. Right. It's a group of eight or nine modules and when you complete all of them, you get this credential. Yeah. Um so they have one called core and they have one called electrical one. Um and the idea is that my students are getting these industry recognize credentials. And um on top of the electrical one, we also offer the Vermont State apprenticeship year one test out exam. And so often times students who I feel are going to be totally into the trades, they're going to stick with the apprenticeship. I have them take the Vermont year one exam. The other ones, I've got a couple of students who came from CVCC last year construction trades. They did electrical this year they're probably going to go up to VTC either next school year or they're going to take a gap year and then go the year after and do like construction management. I have them do the electrical one because they're probably not going to stay in the trades. Right. But they still meet that requirement that I'm supposed to give um for these IRCs. And so a lot of our year is learning the fundamentals of electricity, residential wiring and then working on these IRCs through NCCR. That's good. Now it's unfortunate that the state makes us do these NCCR credentials because nobody in Vermont really knows what they are and they don't recognize them. In other parts of the country down in the south companies recognize that and they're giving people who have them a couple more bucks an hour because it's extra training that not every first year apprentice who comes off the street has. Right. Um, so it is a good thing, but it's not a great thing here in Vermont because nobody understands what they are. Um, and then so that's pretty much our year is just getting them ready to take this test out exam at the end. Um, so juniors, they do all this and um some seniors who this would might be their first year. Then my my juniors come back as seniors and we they can't really stay in the classroom because they learned everything. And so we get them a job with someone like you. Um, and so they spend four four to four and a half days a week working, getting paid, they become employees of you. Um, and then you basically set them up as a registered apprentice. Um, hopefully you'll pay them decently. Most of them are making 18 to 20 bucks an hour. Um, they're going through through the second year apprenticeship classes. Right. Um, and then they at the end of the school year, they're graduating and they're staying in the trade and they've had their first two years of the school part done. They don't have all the hours. Uh, what do we do Brandon? Like three or 400 hours? Uh, yeah, the state recognizes uh, I think it's 300 hours of on the job. So, you know, they don't get a ton of hours out of the 2,000 you need each year, but they get some. Right. Um Um, and when we're kind of done here, I'll show you my shop. Um, my shop and my classroom used to be the same room, but I had 15 students this year. Um, and there's no way I could make that work. Um, thanks to Brandon's full program. I I took some of his students um, because the way this works is that um, the Randolph Technical Career Center has a service region. And our service region is White River Valley students. So, like Bethel, Royalton, Chelsea. Yep. The Randolph school districts, Northfield and Wilmington. Yep. So if you're a student at any of those high schools, you can come here no problem. Um, now for Brandon, he had he has lots of big bigger towns. He's got, you know, uh Montpelier and Barry and that whole area. And so he his classes filled up really fast. There were some extra students because

the electrical program there was full, they were allowed to come here, which boosted up my numbers. So, it was kind of nice that that happened. They've hired a second teacher and even that is pretty much full. Wow. Um, and I'm going to be I think I've got 16 students on the roster for next year, which is the max that you can have without hiring a pair of professionals. Yeah. Um, and so, you know, between the first years and the second years, I think I have eight seniors this year. Um, no sorry, seven seniors and I have one junior who I let go out on co-op. So, uh, amongst all of those students, um, literally half my class is out working every day, um, and the rest of them are in here learning all the first year material. Cool. So, the people in the field count towards your total 16 students. Yep. Yep. Uh, not it's a little bit different with Brandon. I think you your students. You have 16 and then you have five extra who are your co-op students. Yeah, yeah. So we this year we have 20. Um, and then I have five that are out in co-op. So we we have to keep them all year long. Uh, you can't co-op out that first year. The second year, you're allowed to work four days a week and you come in one day a week. Um, so it's it's a little different but it works out well for us. Um, it's just how we've built it. And and our requirement is is that if you're a first year student like a senior you have to be here for the first half the year and then once you've completed a half a year then you can go out on co-op. And I'm actually this is a great time to segue Brent just joined us. He is our work-based learning coordinator and he came in tonight to talk to us a little bit about his role and how he can serve you and you can serve him and so forth. So take it away. And we met. Yeah the BTS, you know yeah, Brent. Yep. Good to see you again. Good to see you again. Later Ryan. Ryan? Yep. Nice to meet you. So, uh, like Peter said, I'm work based learning coordinator here. So, I got, uh, some hand ups for you guys just kind of talk about what we what work based learning will looks like here and the different options we have available. Um, and like Peter said, um, you know, our second year students after they've completed the year of the program to come back to their senior year. That's what we were trying to get them out on at co-op, those paid experiences. We also do first year students, uh, if they're like a junior or a senior in the first year, after they've gone through a half of half a year so a semester and they got a recommendation from their instructor like, yeah, this kid is on it, he knows his stuff. Um, we can get those get those folks out under our co-ops as well. Um, we do a couple of different things, right? We do, uh, job shadows, we do unpaid work experiences. Um, the unpaid work experiences what I've used at a couple times this year is students come out for a couple of days and it's like a two-day job interview where they can come to you get a sense of if they like what's going on there, if they're doing well at work, you get a chance to check them out. Um, and I've had a couple of students have gone through that process and end up getting a job out of it, which is pretty cool. So, that works out pretty well for folks. Yeah. Um, again, I they'll have a kid on on site for a couple days and give him a little trial run. It's awesome. I've had a a site where I've had two students go out and pretty much beat for a job. If they'd do two days at a at a place and the employee comes back and say, "Hey, I really like this kid a lot." Love to love to offer them a job. Right. So. Yeah. And you know, all the students want that paid co-op, that paid job experience. And with electrical it's a little bit easier because you guys are set up that apprenticeship level. Um, but you know, I try to impress upon my kids like just getting out there and getting some experience whether you're getting paid or not. Like go see the work, get your name out there, get your foot in the door and go from there. Yep. Yep. Um, so I also gave you a thing. We're having a job here on May 4th. Um, if you have the ability to come down and participate math, that would be awesome. Trying to get as as

many as and poor as we can. Um, we go from there. And I'm hoping to have maybe about 100 kids run through here. We're going to get students from RTCC. I've invited students from uh Randoff Union High School as well. And I figured doing that in the springtime is going to be good because kids will be graduating middle of June. Right. And our seniors will be looking for work. And then also ideally our juniors, um, who finished up the first year of their program, if they can get a job in the summertime within their program field, then we can just roll that right into a call in the fall and they come back. That would be the most ideal easy thing to do. True. Yeah. Thank you, Brent. Yep. So I got my my cards there, reach out to me. Uh, if you have any questions or if you have any interest in uh being part of the job fair or hosting students for some type of a work experience. You know It doesn't always have to be a full-time job. Um, you know, if you have like a big wirepull and you need a couple of strong young men who you just want to have come help for a few hours or a day, you know, you could always reach out to us and we could set that up. Yeah, if you just look for some kids you grant some workout like that. That's that's what we call that career work experience where they go there. They get their hands on, they're doing stuff. Um, helps you out, helps them out, helps us out and and then I say gets the foot in the door and introduction to into the into the field so I think that's kind of a win-win. for lots of folks. Yep. How does the insurance work on that? Are they insured through the school or through Well, if it's if it's an unpaid work experience, then they're covered through their their parents or their family's insurance first and then the school after that. With the co-op where they're actually being hired as your employee and being paid by you, then they would be under working with a compact insurance. Yep. Yeah. Yeah, um and so in order to do these things we have training agreements and training plans where people sign everything and and talks about that it kind of outweigh outline that stuff. Yep. Yep. So Yeah, so if you guys get to that point, like I said, by means reach out and or reach out to Peter and um and get that. Cool. All right. All right. I can cruise on to the next the next set of folks. All right. Yeah, thanks. Have a good night guys. Um, and so back kind of back to my um where my students are at, you know, I have these seven seniors and eight juniors. Um, three of my seniors are students that I had last year and they passed the the uh year one one exam and they're enrolled in the second year. Um, and then I have another student who's a senior who did some co-op earlier in the year. He's back in the classroom. He's also in the second year um apprenticeship class. Um, and I have one female student. So every year I try and push really hard to get some non-trade traditional students in here. I've had a female student for the past couple of years. It doesn't look like I'll have one for the next year. But I have talked to a young lady who's in ninth grade I think this year. She she coming here to do we have a pre-tech program. So pre-tech is for 10th graders and they kind of come and they do a lot of 10th grade stuff, but they also are learning about all the programs here that we have and try to get them interested in joining one of those. And she's already expressed a lot of interest in doing my program. Um, and so a lot of my students have stayed in the trades in one way or another. I always have a couple of students who go to the military, um, and do maybe something trade related in the military. Um, so other than my first year, my last three years have been pretty positive with the with what the students decide to keep doing. um, staying in the trades of some sort or another. About you Brandon, same? Um, yeah, yeah, I would I would say so, you know, I I can recognize that not everyone's going to be an electrician, so I don't know about you Peter, but I have them build the structure every year. Uh, that might open the door for some to look into carpentry. Um, I just got my EPA uh 604, so

possibly looking at at some heat pumps maybe. Again, we we just want to make people mechanically inclined to go wherever they want to go. And being a big group of 16 or 20, um, we're shooting for them to be electricians but we also want to make, you know, their their futures break kind of thing. Um, so I know that's been a helpful thing for me. Um, and I I don't know about you guys but this is super beneficial in the sense of uh like you being able to say I think you should be introducing this or possibly be looking at this or we've been doing this a lot. Um that that might be super beneficial for us Peter included uh to build a couple projects surrounding that too. Which is kind of um you know the whole point of tonight like you know you're you're starting a new business. Um what what kind of things do you think you'd be looking for specifically if anything other than a body who wants to be there doesn't sit on their phone all day with their earbuds out, you know, like Right. Do you have any thoughts on that? Uh I mean I think that's the most important part. Well, you said of them showing up, wanting to work, actually being productive and being interested. Yep. Um, which can be a challenge with young kids. Yeah. Um, I worked at Brookfield Service for almost 10 years and we did a lot of programs like this and had the young guys come in. Yeah. And uh Grayson. Yep, Grayson. He was one of my students. Yep. And Maddox. Yep. Yep. Yep, they both apprentice under me there. Yep. Um so those are two good success stories for sure. Um my apprentice now, Quinn, he was uh my apprentice at Brookfield as well. So I mean it's working. Yeah. Yep. You guys are getting out there and sticking with it, so. Do you see any deficits that they come to the table with as somebody who came through a program like this who that you were like, "Oh man, I'm surprised they can't do this." Not necessarily. Yeah. Um, at Brookfield, they was just generators. Yeah. Um, so that kind of limits them as far as their knowledge for being a pull bone electrician when all you do is generators. That's it. Yeah. Um, you know, the Quinn, who now works for me and we're doing residential and commercial work, He's learning a lot more. Um, you know, he's eligible to be a journeyman and he probably can't wire through a switch. So, not that not to take that away from him. He's a good guy but he spent five years at Brookfield and just did generators. Yeah. Right. So, he probably knows a lot about generators. Yeah, yeah. Yeah. Yeah. Yeah. Him and I together can install generators very efficiently, very quickly, but Yeah. Um, and so like the, you know, the state has a curriculum that we to follow, and I will I I can send that to you. I I usually have some print offs but like I said we were we were at an event up at VTC today that's put on by the um Lumber dealers Association. Vermont Retail Lumber Distributor Association, I think is what it is. Um, basically Beth Mills um puts on this event. Um, it's really more designed for uh carpentry students. But I've been pushing them in the last two years to really open open it up to more electrical and plumbing as well because those these programs are growing and getting those also excited for this. That's really the name of the game is just getting these kids excited to do something in the trades. Like Brandon said not all kids want to be electricians but they do our programs, you know. And so and some of them end up in one of my programs at Rome State University, you know, mechanical engineering or construction management. and Yeah, I have three students who are probably going to head in that direction um and not going to the trades. Um they're here to get the fundamental knowledge so that when they do get to the construction program or something that they they have more of an idea of what's going on. A little bit of background. Yeah. Which is great, you know, I I would like a I would like that next, you know, not not not everybody needs to go to college, but some people do. Um and so it's nice to have a few students who want to to take that route. Right. Yeah, I did

the career program at Hartford High School. Yeah. I graduated 2000 or 2010 and building trades, it was a two-year program and we built a house off site and we built an entire house start to finish in two years. And then that's where I started the electrical stuff and out of all the things we did building the house, I liked the electrical the most and that's what I stuck with. Yeah. I I same I went to school here um and I did the construction program uh which is right on the other side of this wall. That's what I'm pointing there. Um and um you know I spent seven years in the trades um doing carpentry and then I did the electrician's apprenticeship. And about the time around 2010 I guess, I got my journeyman's license and then that's when the kind of the housing crisis was starting to happen. Um and I kept getting laid off. and I was like, I can't keep doing this. So I went to BTC and got a degree in electrical engineering and then renewable energy and I spent a number of years working in the solar industry. But I found my way here and it's you know, just as good. Yeah. A lot of people that I know who are doing these kinds of things started you know at places like this and now we're trying to get students out there. So I took I took building trades as well. So, it's funny you guys are saying that. I did building trades junior year, electrical, senior year and graduated in 2013. Stayed with electrical and eventually got my masters and came to same deal here just teaching and and also opened up my own business to be able to do residential work and small commercial in the downtime that we think we have. So, Well, what's really unique I think for me is um you know Brandon's been doing this a little bit longer but he and I try to work together to some degree to make sure that our programs are like we're kind of close teaching the same thing. I mean we're all trying to get them through the Verma apprenticeship but it's really nice there's there aren't a lot of electrical programs around the state um and some of us try to at least work together to make sure that we're successful because we're all in it for the students. Right. Um and it's it's nice that he's been able to join us tonight. And then, you know, we have these other tech meetings throughout the the year where we all the electrical teachers get together and have like a little conference at Lake Mori over in fairly I don't know like in a month or something I think it is. Um, I know Brandon, what what am I missing? Um, I don't I mean I think you hit it the the stuff we want to be able to touch on. You might want to just I know for me, I talked about how important these meetings are. Um, while they might seem a little bit like, hey, we're just talking. Um, it's super important for us to submit these to the state and be able to meet um a certain standard on how many people join. Um, I know right now this might be like more introduction, but moving forward, if you're able to come and see what you guys are doing, uh, it's nice to be able to have that input. Again, we want to build projects that are gonna, you know, you mentioned having an apprentice who he's going to be a journeyman and then you chuckle like can you can you understand how three ways and four ways work? Um, that's what we want to be able to just kind of like dig their brain exactly. So if we're thinking like hey, I want to be able to have them do basic circuitry in a house or troubleshooting like why does the top switch act as a master compared to the bottom? You know you know, understanding that your travelers might be mixed up with their common and really understanding that that common is power or control, just that simple knowledge. Um, so stuff like that is is I would say that's helpful for me to be able to have like you guys working out in the field and giving us that input and it just makes it easier for us to design those projects and essentially help you guys, right? We don't obviously you're going to be teaching them in the field, but we want to make it as profitable as possible for for you. So if we can produce, you know, great employees that are coming out with a little bit more or what your expectations might

be, um, it it helps you in the end too. So that I would guess that might be my two cents on the end but Yeah. I've had I've worked with uh dozens of apprentices, probably 50 plus. Um, and there's you have almost two different types of apprentices. You have the guy that you say connect the red wire to the black screw and that's what he's going to do every single time and he's going to do it right because that's how you told him to do it. And then you have the other guy that says why I why does the red wire go on that screw, you know, and to understand the circuitry and kind of map it out in their head, that guy is going to be the better electrician at the end of the day. Yeah. Because when you run into a situation where it's not working they're red wires on the black screw. I don't understand what's going on here and they're totally lost because they're not envisioning the the the full circuit trigger it. Yeah. So you want somebody who's more analytical essentially, right? Somebody somebody who's willing to go deeper and understand the reasoning behind things. Right. I think that's a personality thing too. I mean that's just how some people are. Some people are book people, some people are hands-on and that just may be a character of person a little bit, but I don't know. I I I think I think you want to strike a balance, right? I think I think you want the the worker of the future that looks something like both, right? Somebody who's a little bit book savvy, right? But also somebody who knows how to work and show up on time and all of those Right. very basic things, right? You can do those hand on things. So I I don't know. You know what I think? Think we need to get to a point where we have like certain essential questions like you develop questions or are different things that are done out in the service industry or in in electrical and and come up with those essential questions so that we can then pose those questions to these students. Real what life scenarios that they can be given like assessments on and have them do it not just on paper but in person. Right. And and unfortunately the state doesn't really have anything like that. You know, what what they've provided in terms of benchmarks and standards is very limited and And, you know, I think I think this is the time to make something that's a little bit more comprehensive and that can be used across the state utilizing different key stakeholders like you guys. Yep. I also might want to just add to is like, you know, you said you're working out on the field now. Something that's been super beneficial for me is when I'm ripping out a multi-family meter socket. I'm bringing that to my class and I'm having students hook that up and understanding like we're coming in on 350s and we're downsizing to 100 uh because we got a five head meter socket. You know, that meter socket alone is 13, 1,600 bucks that, you know, the school essentially we're going to throw it away and the benefit of the school being able to make a service project out of that has been uh tremendous for me. So, that might be something you guys might want to look at too because this might be something that you're going to throw out anyways and it might be super beneficial for Peter to do. Like maybe it's a disconnect. You're just, you know, we're pulling out a disconnect because we're everything's new. That might be beneficial for you and you can make a I've been able to make projects out of that um, and not have that burden of spending two grand and I can spend the extra two grand on the pipe that's going into the project. Um, so just, you know, something we might want to think about too. Yeah. I just got a donation from GreenTech today. They uh they sell renewable energy supplies um and they had a whole big crate of stuff they were taking to the dump, some like motor contactors and some some kind of a fusible disconnects. I haven't even really dug through the box yet, but it showed up today while we're at BTC and everybody was oh, what's all this stuff? I got a donation of stuff that was for the landfill, so we'll pick through it and see what we can use and yeah, that's a good

thought. There's something you think that's reusable keep us in mind because you know, the we're budgets are getting tighter as you know, education becomes more expensive. So anything that we can reuse we're happy to play with. Yep. And then you know the kind of the other piece is just finding meaning beautiful field trip experiences. So, you know, we will go out and visit some job sites um just to kind of see some stuff. More or less, what we do now is we travel with the construction program to big like PC construction, Duke Construction, Nagli and Chase. They just built that apartment complex by Walmart and Barry, you know, places like that just to go and visit stuff. So, they can actually see real electricians and carpenters doing real meaningful actual work. So, again, if you ever are on a big job where you think there's something interesting letting us know, that kind of stuff. Yeah, definitely. Um, and like Brandon said, just, you know, keeping um, keeping with us and you know, we we we have these meetings twice a year for about an hour, you know, come in, talk and helping us decide what we want our electricians to know. Right. Yeah, um, you know, I'm interested in bringing on some students and stuff like that when my business can. Yeah. Um, and then my insight will be more valuable to you at that point. Yeah, of course. I know you're just getting started but this is uh this is a great thing for our students in this community to have and um, you know, whether we get them out to you or up to Dan at VTC doing um, some kind of a two-year degree or four-year degree. It's really that's what that's why we're here. Or even just to to see what's going on because we We have um basically like prior major days or open houses where, you know, students can come in and just see what's going on. You know, I I teach a little mini solar panel class where they take some data and you know, see what's going on with that. And you know, we have stuff in our mechanical engineering labs where we're making parts. So there's a lot that they can experience on those field trips. Do you have do you have certificates over there where where they're stackable and they they lead to a two-year degree. Uh so we we uh we basically have college credits. Okay. Um but uh but we do have some programs for high school students like we have a whole uh 3D technology camp. And I I promoted that uh I put that out there. Yeah, because it's free for for my own students, you know, and they can get uh, you know, three or six credits for work they doing during the summer and you know, they get fed and house. You know, it's a really a good deal. Sure. That was awesome. Brandon, have you ever taken your students to the Tri Major Day at VTSU Randolph? I I haven't. I don't I don't know if we knew about it. You know, I I'd be happy to to figure out what that looks like and coordinate. I'm also thinking about, you know, I set up I'm I usually go to Bennoints for a day and they set up stations. A fiber optic repair and design and test, a table bender with big four inch to be able to see how that looks. They got a speed bender, they do the it's like an eye with a robot to be able to map out the square before you start the building. So that's a cool interaction day. It might be worth trying to plan that for the two of us and maybe the two classes can mix a little bit. Again, I know you mentioned you have some spouting in U32 students so maybe that's not a bad thing. Um, I'll send you Dan's contact and he you can Yeah, I can share the information because the date's already set if you want to Yeah. Yeah. Yeah, that'd be great. It's uh we did it two years ago or last year, I can't remember. It's a great time. Sweet. Yeah, that'd be true. And uh and I know some people from Central Vermont have been there uh before visiting our labs, but you have a bunch of different programs there. I'm not sure what program it was. Yep. And I and I I think I would just add to um I don't know if someone said it but they they don't have the capacity to take on students right now. But I I just want to mention that again, these meetings are super helpful for people that are in the field

and sometimes that might be twisted like, you know, am I really helping when I can't take students but that's, you know, so far from faults. It's just being able to have your experience and be able to talk about some of the stuff you're working on and um, you know, what what might help make a better employee. Maybe it's not your employee but it's going to help that and it's going to help somebody. So, you know, that's that's always a good add-on too. Yeah, thank you for that. Peter, I I know I know a lot of brainstorming happens at these meetings but is there is there a type of living document that perhaps he thinks of something at some given point in between these days and and thinks, wow, this is really good. This could be a good contributor to his program where he can just end go in, enter into that document and that goes with every out-every other stakeholder. You have maybe an idea where you say, oh wait, there's this new technology, there's this a new thing that we're putting and then it can just go into almost a living document that can be shared amongst everybody. And so everybody sees all these great ideas, whether it's something that's project-based, whether it's something that that's value added. There's a amazing event happening at VTSU, there's some type of collaboration. And then being able to see all of that information in real time, I think that leads to even better conversations because it kind of pre-programs the next meeting so that it's more beneficial so you get right into it. Right. Boom. This is you said this back in in August. Let's talk about what that could look like and how we can get this started. Yeah, there isn't one and I'm going to make one because that's a great idea. No. Yeah, I I think I think when you have like pre-information and you can just go into it seeing the pre-information, there's no kind of you're comfortable already with what's going to be discussed, we get into it and you just start hammering it. Yes. So, that's awesome. Um, all right, well, if um, nobody else has any other comments, I think I'm going to kind of wrap this up. Um, thank you all for coming. I um, will put together that living document and um, kind of share with you the other uh, kind of stuff that I teach that I didn't actually print went off today because I wasn't here, but I will share that with you and we'll just keep at it. Cool. Yeah, and maybe we'll just go in a little tour. Yeah. Yeah, I'd like to see your show. Yep. Um, all right, well thanks Brandon. Yeah, thank you guys again. Sorry I can't be there but This is this is good. Happy to be part of it. I'll uh, I'll wrap this up and I'll I'll send this recording your way too. All right, thank you so much. Thank you guys. Have a good one. See you soon. Hello, bro. It's okay.