

<p>AYSO Program: Referee</p> <p>Lead Instructor: Advanced Referee Instructor and Referee Assessor</p>	<h1>Referee Assessor Course</h1>	<p>Latest Revision Date: January 1, 2010</p> <p>Length: 4 ¼ hours Lesson Plan Number:</p> <p>Page: 1 of 15</p>
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Change History	
May 2004	Lesson Plan First Developed
April 1, 2005	Total revision and place in lesson plan format
January 1, 2009	Revised
January 1, 2010	Revised & PowerPoint presentation added

# Referee Assessor Course

## 1. DESCRIPTION

Train referee assessor candidates in all aspects of assessing referees for certification as Advanced Referee, conducting observations for certification as Intermediate Referee, or to conduct service assessments for any referee. Describe and encourage assessors to develop and participate in the AYSO Mentor/Advisor Program.

## 2. GOALS

To qualify the assessor candidate to perform assessments for upgrade certification and to perform service assessments and support the mentoring and observing program of AYSO. Skills include:

- A. Understanding the objectives of assessing
- B. Understand the Mentor/Advisor program of AYSO
- C. Preparation for assessment
- D. Use of assessment forms
- E. Observing games for assessment
- F. Proper delivery of assessment results

## 3. PREREQUISITES

None

## 4. STUDENT MATERIALS

- A. Referee upgrade and assessment forms package (one per student)
- B. *AYSO National Referee Program Manual*
- C. *AYSO Referee Mentor/ Advisor Handbook*
- D. Fitness Test Requirements

## 5. INSTRUCTOR EQUIPMENT AND MATERIALS

- A. Overhead and LCD projector and screen
- B. Flip chart or blackboard
- C. Overhead slides of assessor forms & scenarios
- D. PowerPoint Presentation
- E. Copies of scenarios for students
- F. Copies of PowerPoint Slide 13 for students

## 6. INSTRUCTOR NOTES

Use of PowerPoint Presentation: A PowerPoint presentation consisting of 21 slides accompanies this lesson plan. In the body of this lesson plan are cues for the slides that are marked by slide number. Many slides are animated with comments contained on most slides. The instructor should rehearse before making a presentation with PowerPoint.

## 7. ATTACHMENTS

- A. Scenarios
- B. Sample letter

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## LESSON PLAN

Class	Time
Introduction	30 minutes
Referee Assessor Preparation	15 minutes
Pre-game activities	15 minutes
Use of Assessor Forms	45 minutes
Observing the Candidate During the Game	45 minutes
Presenting Assessment Results	1 ¼ hours
Laws of the Game-Special Emphasis	30 minutes
Summary and Conclusion	15 minutes
Total	4 ½ hours
Assessor examination and discussion	60 minutes
Practice Assessment Game	2 ½ hours

- I. **INTRODUCTION** (30 minutes) (use *slide 1*)
  - A. Introduce self and co-instructors
  - B. Review AYSO National Referee Program
  - C. Review Course Goals (use *slide 2*)
  - D. Assessment: (use *slide 3*)
    1. Purpose of assessment program is to:
      - a. improve the level of officiating within AYSO
      - b. encourage referees to expand their knowledge of the game and of officiating
      - c. motivate referees to continue to improve their refereeing skills and to remain in the program
      - d. recognize and reward referees for service to AYSO
    2. Expected to be a win/win situation
    3. All activities should be done with respect toward the referee candidate and to the game of soccer
  - E. Discuss the Mentor/Advisor program
    1. Mentor/Advisor Qualifications:
      - a. Training: Successfully complete the Intermediate Referee Course class “The AYSO National Referee Program”. Recommended, but not required, that the Mentor/Advisor be an Intermediate Referee
      - b. Testing: Pass the Basic Referee Examination
      - c. Appointment: Appointed as a Referee Mentor/Advisor by the Regional Referee Administrator or Regional Director of Assessment
      - d. Authorized to: Advise U-8 Officials, Assistant Referees, and Regional Referees. When assessors are not available, observe Regional Referees for upgrade to Intermediate Referee.

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2. Developing important to recruiting and retention
  3. Recruiting tool for assessors
- F. Qualifications of a Referee Assessor:
1. Experience: At least three (3) years of soccer experience as a referee, and must have performed five (5) observations for service or upgrade to Intermediate Referee. The candidate must be an Intermediate Referee or higher and must have the approval of the Regional Referee Administrator.
  2. Training: Successfully complete the Advanced Referee Course and the Referee Assessor Course.
  3. Testing: Pass the Advanced Referee Examination and the Assessor Examination.
  4. Assessment: Successful completion of two (2) practice assessments on referees officiating U-14 AYSO matches (or equivalent). These "over-the-shoulder" assessments must be mentored by a Referee Assessor or National Assessor.
  5. Approval: Approved as a Referee Assessor by the Area Referee Administrator or the Area Director of Referee Assessment.
  6. Authorized to: Advise U-8 Officials, Assistant Referees, and Regional Referees. Observe Regional Referees for upgrade to Intermediate Referee and assess Intermediate Referees for upgrade to Advanced Referee.
- G. Link to past: Helpful if candidates have been involved in the Mentor/Advisor program

## II. BODY

### A. Referee Assessor Preparation (15 minutes)

1. Contact the referee team before match and review ground rules, for instance should entire referee team be assessed or only the specific candidate
2. Review the goals and objectives of the assessment
3. Dress in inconspicuous comfortable clothes.
4. Have necessary material including appropriate assessment forms and accessories
5. Be well versed in the Laws of the Game, AYSO National Rules and Regulations, and any local rules
6. Be proficient in the diagonal system of control
7. Have an open mind

### B. Pre-game Activities (15 minutes)

1. Assessor
  - a. Before arrival, check and clean equipment and repair as necessary (the assessor can judge this only by the appearance and availability of the proper items)
  - b. Arrive 30 minutes prior to match
  - c. Inspect field
  - d. Observe referee team arrival

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- e. Observe but do not contribute to the officials pre-game conference
  - f. Observe but do not interfere with player pre-game instructions by referee
  - g. Prepare as much of paper work as possible, including information on the referee
2. Referee Team:
- a. Arrive early (approximately 30 minutes before the scheduled start time)
  - b. Properly dresses
    - i. Professional looking
    - ii. Wearing proper badge
    - iii. Neat and clean
    - iv. Shoes shined
    - v. Uniform of different color from both teams
    - vi. Uniformity of dress between referee and assistant referees-color and sleeve length
    - vii. Change of shirt color available if necessary
  - c. Carry out field safety and conformity inspection
  - d. Hold referee team pre game conference
  - e. Introduce themselves to the team coaches
  - f. Hold player pre game safety inspection and give brief instructions
  - g. Inspect and approve match ball
  - h. Start match on time
- C. **Use of Assessor Forms (45 minutes)** *(use slides 4-11)*

**Note to instructors:** AYSO provides one set of official forms. The only mandatory form is the Assessment Verification Form.

All other forms are provided for the use of the assessor. The method of preparing the forms is recommended but not required. Experienced assessors may wish to use all or part of these forms. *When only a portion of the forms are used they must provide the assessor and the candidate with sufficient information to support the results of the assessment.*

1. Distribute and review forms found in Referee Upgrade and Assessment Package.
2. Demonstrate the use of the Field Worksheet using the worksheets found in the Referee Upgrade and Assessment Package. Overhead Viewgraphs of the diagrams should be used. *Use slide 12 to illustrate the basic symbols used in the Field Worksheet. Use slide 13 to illustrate a typical half of play recorded by the assessor.* Offer the use of colors and symbols as recommendations. It is more important that the assessor fully understand the information on the completed form and to impart this information to the candidate than to blindly follow any preparation format. Emphasize the following use of the form

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- (a) Location of the referee on:
    - (i) Fouls & Misconduct
    - (ii) Goals
    - (iii) Balls crossing the goal line
    - (iv) Other critical times during the match
  - (b) General location of the referee on the diagonal
  - (c) Other match information
3. Provide students with a copy of PowerPoint Slide 13 and discuss general referee positioning e.g. distance from fouls.
  4. *Emphasis-* These forms are for the use of the assessor. To the extent they are meaningful and understandable, they may be shared with the candidate. However, it is not necessary to share these forms with the candidate, except for the Assessment Verification form.
- D. Observing the Candidate During the Game (45 minutes)**
1. The assessor is observing the **COURAGE, CHARACTER AND CONSISTENCY** of the referee. (*use slide 14*) These characteristics are expressed by:
    - a. The referee must demonstrate a willingness to call fouls equally for both teams without regard to time or location on the field
    - b. Be capable of recognizing and dealing firmly, but fairly, with any challenges to authority on or off the field. This includes cautioning or sending off players or team officials as necessary
    - c. Makes decisions in a timely manner
    - d. Maintains emotional control under pressure
    - e. Must not be affected by sideline distractions
    - f. Demonstrates the use of advantage
  2. Activity
    - a. Divide the class into groups of no more than six candidates.
    - b. Ask each group to select a discussion leader (or if there are enough instructors assign one to each group), a scribe and someone to present their ideas to the whole group.
    - c. *Show slide 15.* Assign each group a number of topics from the **KEYS** noted below. In some cases the topics should be combined so that both referees and assistant referee requirements are being considered. If there are only two groups assign both groups all the topics.
    - d. Ask each group to come up with a list of things they would look for under their topics when assessing Advanced Referee candidates.
    - e. After approximately 10 minutes have each group present their ideas to the whole class with each group taking a particular topic in turn. After a group has presented their ideas have the other groups briefly comment and add ideas.
  3. Summary:
    - a. Assessor should observe the entire game.

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- b. Assessor should not disrupt the referee during the match.
- c. No discussion between referee team and assessor should take place during the half time interval.
- d. Assessor should move to different positions around the field for proper observation.
- e. The “three C’s” should guide the assessor’s evaluation.

### KEYS:

The following are sub headings taken from the “*Observing the Advanced Referee*” and the “*Observing the Advanced Referee as an Assistant Referee*” narratives. These can be found in the “AYSO National Referee Program Manual”

Number	Referee	Assistant Referee
1	Appearance	Appearance
2	Pregame	Pregame
3	Fitness	Fitness
4	Attitude	Attitude
5	Courage, Character, and Consistency	Courage, Character, and Consistency
6	Positioning, Mechanics, and Signals	Positioning, Mechanics, and Signals
7	Accuracy of Decision	Assisting: Offside, Goal line, and Touch line
8	Game Control	Assistance: Fouls and Misconduct

### E. Presentation of Assessment Results (1 ¼ hours)

1. Performance expectations: *(use slide 16)* Assessors must understand that candidates for upgrade are at the upper end of the skills required at their current certification level and at the lower end of the skills required for the level they are being assessed. As such, candidates should not be expected to perform at the highest possible level of the certification for which they are being assessed. An Advanced Referee candidate with a total of 50 games experience with 10 games at the U-14 level should not be expected to

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perform with the same level of competence as an Advanced Referee with 90 games experience and 30 games in U-16 games.

- a. As with any benchmark of proficiency, continued growth through experience is expected as referees mature professionally.
  - b. Advance candidates performance is evaluated for their ability to referee or assistant referee a typical regular season AYSO U-14 game. The level of the game at which the candidate being assessed, is not the basis for the assessment rather, the referees' ability to referee the typical regular season AYSO U-14 game is the basis for the assessment.
2. Discussion of recommended actions by the assessor
- a. Allow the referee team to complete their post game routine
  - b. Greet the referee team with a smile and a friendly word of thanks
  - c. Quickly establish a cordial and professional relationship
  - d. When the referee team is ready, move to a comfortable, quiet and reasonably private area
  - e. Allow the candidate(s) to complete the self evaluation portion of the Assessment Verification Form
  - f. Using the Referee Assessment Checklist, a Field Worksheet or other notes, conduct the post game interview. Try to complete the assessment within 30 minutes
    - i. Ask the candidate his/her perception of the match
    - ii. Except for factual matters such as improper restarts, the opinion of the referee is important in evaluating performance. Rather than "You missed a trip in the 18<sup>th</sup> minute by Blue #2," the assessor should inquire, "What did you see when Red #5 when down during the challenge by Blue #2 in the 18<sup>th</sup> minute?"
    - iii. If only one member of the team is being assessed quickly identify strengths and areas for improvement of the other members of the team and excuse them from further involvement unless agreed otherwise
    - iv. Address the key strengths of the candidate. This is critical if the candidate is to perceive the experience positively. Use specific incidents in the match to substantiate
    - v. Identify no more than three areas for improvement. Again use specific incidents to substantiate. Be frank, positive constructive and encouraging. **Do not dwell on what you perceive as mistakes.**
    - vi. Try to use the interview as a teaching and learning experience. Involve the candidate in the discussion. **Do not preach.**
  - g. Close by politely stating your recommendation and with a handshake. It is important that the candidate leave the interview feeling good about the experience and ready to continue to officiate whatever the recommendation
  - h. Complete all assessment the forms, sign and give to the candidate for further processing. If your recommendation is positive sign, or make

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arrangements to sign, the candidates Application for Certification Upgrade Form. Retain the lower half of the Assessment Verification Form for your records.

- i. Follow up with letter to candidate
3. Practical exercise
  - a. Divide the class into groups of three or four candidates.
  - b. Give each group a copy of one of the four scenarios included in this class description and instruct the group to discuss the scenario. They are to divide each session into 5 minutes interview time and 2 minutes group critique. Give the results to the entire class and discuss.
  - c. Have each candidate practice conducting the interview, in turn, with respect to the specific incident(s) noted in the scenarios provided. The remaining three candidates are to play the part of the referee team and should respond based upon the technique of the candidate. After 5 minutes the group is to critique the interview process.
  - d. The groups should be reminded that this group critique is subject to the same general rules as the assessment interview and should be constructive and encouraging while pointing out areas of strength and for improvement.
  - e. The practice sessions should be monitored with little or no interference by the instruction staff.

### **Instructor Note:**

If there are insufficient instructors to perform this function assign it to a senior member of each group. PowerPoint slides 17 through 20 contain the scenarios used in this section. They should be projected to reduce the need to re-read scenarios as they are discussed.

## **Scenarios**

*In the following scenarios you are performing an assessment of the center referee in a U-14 match. Conduct a post-game interview dealing in particular with the incident(s) described in the scenario. Where necessary include the assistant referees in the interview.*

*Each group should deal with one of the scenarios while the remaining candidates act the part of the referee and assistant referees. You have no more than 7 minutes to conduct the interview and to receive feedback from the other candidates.*

*(use slides 17-20)*

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## SCENARIO 1

The referee is consistently sprinting down the field to catch up with play. Three or four times in each half he dashes down to one goal line only to find the ball, and play, going back the other direction. Toward the end of each half you see the referee tiring from all the running. Several fouls, as perceived by the assessor, are not called by the referee and frustration is apparent on the players' faces.

### Teaching Points:

1. Determine why the referee acted as he/she did
2. Need for the referee to anticipate play
3. Was the referee refereeing the game for the assessor?
4. Primary question regarding fouls—"What did you (the referee) see?"

## SCENARIO 2

The referee is obviously not observing his assistant referees. Several times in each half the assistant referee raised his flag for an offside, but the referee failed to notice the flag. On the few occasions he did recognize the assistant referee, the referee blew the whistle but did not raise his arm.

### Teaching Points:

1. Determine the experience level of the referee
2. Discuss lack of experience with using assistant referees rather than club linespersons.
3. Intermediate referees often do not have a great deal of experience with AR's
4. What did the referee see the AR signal when he/she did not raise his/her arm? Off side? A foul?
5. Failure to properly use AR's will likely result in the referee being assessed again

## SCENARIO 3

The game is going strong and play on both sides is fast and very spirited. Several times the referee yells "play-on" when players collide and fall to the ground. You notice the coaches getting anxious and one or two parents are asking when the referee is going to stop the game. The players seem to be concentrating on the game and get up soon after they fall.

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Teaching Points:

1. Determine what the referee saw.
2. Players appeared to agree with the referee
3. Did the referee show an ability to exercise greater control when needed?

**SCENARIO 4**

The assessor notices the referee taking several seconds to indicate the direction the free kick should be taken. After each whistle for an apparent foul, anywhere from 6 to 9 seconds pass before the referee points one direction or the other. You see him talking to the players who seem to be hesitating before taking up their positions. The spectators are getting restless and the coaches look confused.

Teaching Point:

1. Determine the reason for the indecision.
  2. What was the referee talking about with the players?
  3. Indecision can cause the referee to lose control
  4. Failure to control the match and make decisions is likely to result in the referee needing to repeat the assessment
4. Summarize the importance of a win-win situation in the post game review. Emphasize that it is the Assessors responsibility to make the assessment a positive, learning experience for the referee.

**F. Laws of the Game-Special Emphasis (30 minutes)**

Assessors must have a thorough understanding of the Laws of the Game and various interpretations of the laws. Of special emphasis for the assessor are those laws that may cause the referee to either loose control of the match or to make factual errors that may result in an outcome of the match caused by an error.

Review:

1. Penalty Kicks
2. Kicks from the penalty mark to determine the winner of a match
3. Communications between the referee and assistant referee

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4. Understanding local rules such as “slide tackles are illegal” or All slide tackles from the rear are illegal” as exceptions to the Laws of the Game
  5. Players and Substitutes (Law 3)
  6. Misconduct-procedures and definitions
  7. Use of advantage
  8. AYSO Rules and Regulations e.g. Cast policy
- I. Summary and Conclusion (15 minutes)** *(use slide 21)*
1. Review-Include reading the AYSO Referee Assessor Creed
  2. Confirm and Bridge to future activities
    - a. Examination
    - b. Practice Assessment

### **Instructor Note:**

While it is desirable to conduct the examination and practice assessment on the same day as the course, it is not required. With the examination and game approximately 8 hours will be required.

### **B. Assessor Examination (60 minutes)**

1. Have student take the examination (approximately 45 minutes)
2. Discuss answers (Approximately 15 minutes)
3. Passing score is 57 of 61 or better

### **C. Practice Assessment Game (2 ½ hours)**

1. The instructor must make arrangements for a U-14, full-length match to be scheduled and for the referee team who will be officiating it. The referee team should be qualified to referee the match that is scheduled.
2. It is NOT recommended that the referee team be assessed for upgrade at this match. If this is done, an independent Referee Assessor should be provided to perform the assessment.
3. Pre Game (30 minutes)
  - a. Instructor outline the procedures covering the practice for the candidates
  - b. Candidates:
    - i. Observe pre-game duties and procedure of the referee team.
    - ii. Using the field worksheet note positive comments and suggestions for improvement.
    - iii. Prepare to perform the assessment of the referee team’s performance.
4. During the Game (90 minutes)
  - a. Instructor: Assist candidates
    - i. Mechanics and positioning
    - ii. Signaling techniques
    - iii. Communication between referee and assistants
    - iv. Key points which might be discussed during the post game interview
    - v. Assist the candidates to use the Field Worksheet as necessary
  - b. Candidate:
    - i. Perform an assessment of the referee team

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- ii. Apply the lessons learned during the classroom section of the course
  - iii. Use the criteria found in the “Observing the Advanced Referee Candidate and Observing the Advanced Referee Candidate as an Assistant Referee” sections of the *AYSO Referee Mentor and Assessor Manual*.
  - iv. Make use of one of the Field Worksheets found in the Referee Upgrade and Assessment Forms Package to make notes and to diagram the referee’s field positioning.
5. After the Game (20 minutes)
- a. Instructor
    - i. Select two candidates to conduct the Post Game Interview. One to do the first half and another the second half. Instruct the selected candidates as noted below.
    - ii. Select two candidates to critique the post game interview techniques of the candidates conducting the interviews. Instruct the selected candidates as noted below.
    - iii. Guide the interview process to make it a win/win situation.
    - iv. Involve the remaining class members by asking for comments.
    - v. With 5 minutes remaining close the interview thank the referees and conclude the course as noted below.
      - (a) Selected interview candidates- Using the techniques learned in the classroom section of this course conduct the post game interview.
      - (b) Selected critique candidates- Carefully critique the candidates conducting the post game interview.
6. Conclusion (10 minutes)

Emphasize the need for consistency in AYSO assessments by reading the AYSO Referee Assessor’s Creed:

*“When performing my duties as a Referee Assessor I will evaluate referees based upon the standards established, approved and set forth by the AYSO National Referee Program. My assessment will take into account the referee performance I am witnessing only and I will endeavor, to the best of my ability to not be influenced by my own biases and expectations or the views of others.”*

Remind the candidates of the remaining Assessor requirements and of the importance of assessors to the National Referee Program. Distribute and collect the course evaluation sheets.

Thank the Staff and the students

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## **ATTACHMENT A**

### **Scenarios**

#### **SCENARIO 1**

The referee is consistently sprinting down the field to catch up with play. Three or four times in each half he dashes down to one goal line only to find the ball, and play, going back the other direction. Toward the end of each half you see the referee tiring from all the running. Several fouls, as perceived by the assessor, are not called by the referee and frustration is apparent on the players' faces.

#### **SCENARIO 2**

The referee is obviously not observing his assistant referees. Several times in each half the assistant referee raised his flag for an offside, but the referee failed to notice the flag. On the few occasions he did recognize the assistant referee, the referee blew the whistle but did not raise his arm.

#### **SCENARIO 3**

The game is going strong and play on both sides is fast and very spirited. Several times the referee yells "play-on" when players collide and fall to the ground. You notice the coaches getting anxious and one or two parents are asking when the referee is going to stop the game. The players seem to be concentrating on the game and get up soon after they fall.

#### **SCENARIO 4**

The assessor notices the referee taking several seconds to indicate the direction the free kick should be taken. After each whistle for an apparent foul, anywhere from 6 to 9 seconds pass before the referee points one direction or the other. You see him talking to the players who seem to be hesitating before taking up their positions. The spectators are getting restless and the coaches look confused.

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### ATTACHMENT B

#### Sample Letter

Mr. John Referee  
1309 W. Main Street  
Anywhere, USA

Dear John,

Thank you for participating in the AYSO assessment program for up-grade certification to Advanced Referee. I have enclosed copies of my worksheets for your information. As I said when we discussed your game after the assessment, your composure and demeanor were two of your strong points. Good foul recognition demonstrated by several good “no calls” was also one of your strengths.

While you were close to play during slow periods, like me, you do not possess a great deal of speed. It is important that you concentrate on anticipating play, especially on re-starts. You should position your self where the ball is likely to land on a free kick. Moving closer to that spot will allow you to be in a better position for dynamic play.

Game control can be a problem in more aggressive matches. There were several instances where players collided during play. While some may be considered trifling, failure to call some of the situations can lead to a loss of control. When play become rough, it is important to take control of the match and let the players know what you expect from them. This can also be done effectively by varying the use of your whistle on foul calls.

As we discussed, your diagonal was shallow. Part of the shallowness can be attributed to the slow paced game. None the less, you should practice going deeper in the diagonal from time to time to get use to shifting positioning.

Overall your performance was good and I am pleased to recommend you for upgrade to Advanced Referee.

On behalf of the kids, thank you for participating in the AYSO referee program.

Sincerely,