

>> My name's Tanya Regli. I'm the executive director of the Arc of Philadelphia. My background is in secondary transition. This is a presentation about the program preparing transition-aged youth with autism for employment. Just real quick, the butterfly is actually a photograph taken by Dr. Robert Naseef. And we chose it really inspired by SAP's choice of the hummingbird for the symbol of autism at work and Specialisterne's symbol of the dandelion, that nature themes seem to work for us. So for us, the monarch butterfly is really special because of how much it travels. It travels. It migrates all over the world, from the Americas, from North America down to a really remarkable place in Michoacan, Mexico, where I actually got to go one time with my children. And the trees at the top of these beautiful mountains are laden with so many butterflies that they bend with the weight of the butterflies. And in the early morning, they're actually gray. And it's not until the sun warms the air and they start to move their wings that they start to fly. And they fill the air with beautiful color. It's quite remarkable. And it's hard to even imagine. And for us and for our team, part of what we're trying to do is create the environment where our young people can stretch their wings and fly. This is actually an example of an agenda of the one-day training we've been doing and the type of work. I'm gonna go through it real quickly. Most of the training today will be done by our wonderful guests from SAP, Jose Velasco and Peg Monahan. We also have been presenting with Michelle Borman, who does a tremendous job. She's a wonderful trainer with OVR. And they're not presenting with us today because they are actually doing components of a lot of what we've been talking about throughout this conference. So hopefully, you're getting a chance to go to some of those. There's some very exciting changes happening in OVR around youth and transition. We're gonna be talking about Autism at Work, which is a wonderful program at SAP. And it's a global initiative. We also presented at Souderton, which is what you just saw. And they presented about their transition programs. So it's been a really fabulous partnership between OVR, PaTTAN, the Arc of Philadelphia, SAP. And here we see a little visual. The reason we got involved in this is we've been working with SAP around recruiting and supporting the employment of people with autism, adults with autism. And we were finding that there were a lot of things that still needed to be worked on that probably would be great to start working on in high school. So there's a number of things we're doing. So there's an increased focus on youth employment, new pre-employment transition services because of WIOA, new workforce needs. And all of that really comes together beautifully to create the, I would say, exciting environment that we are currently in. Sometimes we don't always recognize it when we're in the middle of it. Our objectives with the work that we're doing is to share practical strategies and lessons learned to be used by guidance counselors, secondary transition coordinators and teachers to better prepare students on the autism spectrum for the workplace. We highlight new initiatives with Pennsylvania employers including the participation of industry representatives who have created successful workforce programs. Share a curriculum tool kit for students on the autism spectrum that has been demonstrated to work successfully with SAP, the global leader in enterprise software. So I'll be presenting later, looking forward here, it's at 2:30, "Exploring Social Skills for Successful Transition for Youth on the Autism Spectrum." We're gonna be looking at the Soft Skills curriculum that we developed that will be rolled out and shared with schools in Pennsylvania. Identify collaborations among schools, employers and Office of Vocational Rehabilitation, OVR, which may be used to facilitate employment and on-the-job-training experiences throughout high school. Trying to speak quickly, and it's not my forte. Partners and presenters, so our partners and presenters have been the Pennsylvania Department of Education, the Arc of Philadelphia, which is me and some of my staff. We're one of the original advocacy organizations founded in 1948 by parents of children with developmental disabilities who were interested in keeping their children out of institutions and then also interested in getting them into education. And Pennsylvania was actually really key in establishing that all children had the right to be in school with the [INAUDIBLE] consent to create Pennsylvania Arc. So my background is 25 years in education advocacy, mostly in the Latino community. I'm originally from Venezuela. And I worked in Olney High School as a transition coordinator. I've also founded a couple

organizations and am very involved in parent groups. So OVR has been a phenomenal partner in all of this. And we're really excited about all the new initiatives that are being developed based on a tremendous amount of experience in our state. Michelle Borman has been collaborating with us. She's not presenting today. But I just wanted to mention the fine work she's been doing. And then SAP is a world leader in enterprise applications in terms of software and software-related service revenue. It helps companies of all sizes and industries run better. And we're really fortunate to have their US headquarters in Newtown Square right here in Pennsylvania. Empowers people and organizations to work together more efficiently and use business insight more effectively to stay ahead of the competition. Enables customers to operate profitably, adapt continuously and grow sustainably. The Autism at Work program was established in 2013. And their vision is to help the world run better and improve people's lives. I'm going to take a moment to introduce you to Jose Velasco. He's the vice president of operations and strategy at SAP. His 28 years of IT software career spans public and private sectors and companies ranging from start-ups to Fortune 50 enterprises. He co-leads the Autism at Work program globally at SAP. So we're really lucky to have him here in Pennsylvania, because he's been traveling all over the world. During his tenure of more than 18 years at SAP, Mr. Velasco has occupied positions in product management, consulting, development, strategy, go-to market and HR diversity functions. He has an MA in technology commercialization from the University of Texas at Austin, which is where he lives, and BS in computer science from Technology of Monterrey in Monterrey, Mexico. And it's been extraordinary to get to work with Jose. He brings a wonderful engineering mind to the planning process. And Peg Monahan from Autism at Work, she's the Autism at Work fellow and global storage coordinator for SAP. She has 35 years of IT experience, including 8 years adjunct faculty teaching computer science. She's been working at SAP for 10 years in infrastructure services and global storage coordinator. She has been a mentor and buddy through the Autism at Work program since the program's inception in 2013. A 2016 Autism at Work fellow focused on programs for high school and college students to develop their creativity and learn collaborative skills. We're actually working with them on that right now. And Peg brings an amazing vision and energy to this. Her brief points up here don't really capture the depth of her own personal understanding and learning that she's pursued around supporting people with autism. She has an MBA in management of information systems from La Salle University and MS in virtual management from Brandeis University. So any questions right now? We'll get started with the real speakers in a minute. Okay. Thank you for being here. And, Jose?

>> Thank you. Thank you. Am I on? Can you guys hear me? It doesn't sound like it's on. Is it? Well, it's on here. Okay. I'll just ...

>> You want to use this?

>> Yeah. I'll just use this one.

>> Oh, you wanna do the video first, right? Do you wanna talk first or ...

>> Let me [INAUDIBLE] quick intro, and if you don't mind helping me with the video here in just a second. All right. Well, thank you so much for being here. This is always great to get a room full of people and share the program and some of the things that we have learned and continue to learn. We're extremely thankful for the partnership that we have with the government of the state of Pennsylvania as well as partnerships with the Arc and a some other non-profit organizations that are making our program possible. Let me see a quick show of hands if you guys had heard about SAP before. Okay. Well, that's great. That's wonderful. All right. So one of the interesting facts about SAP, a little piece of trivia, is that we run through our systems about 75 percent of the world's gross domestic

product, the GDP, okay? So that's an enormous amount of responsibility. We are second/third largest software company in the world. We basically focus on enterprise solutions. So many of the companies that you go to when you check out or when they are paying their employees or when they are buying materials or when they are basically doing any of the business functions that they do, they're relying on SAP systems. So there's quite a bit of a footprint out there in the enterprise world. So again, my name is Jose Velasco. And with me is Peg Monahan. And we are part of the SAP Autism at Work program, which, as Tanya said, I co-lead on a global basis. Every one of the countries where we implement the Autism at Work program has a local lead or a country lead. So I play into a role. I also manage the implementation of the program in the United States in addition to supervising, overseeing some of the other implementations around the world. So let's talk a little bit about the program. How many of you are familiar with autism, if you get what I ... That's wonderful. Okay. So I don't have to enter into a lot of detail here as far as definitions. Autism is a developmental disorder that impairs the ability to communicate and interact. That's a very, very broad definition. As I continue with my talk here, I'm gonna give you some examples of some individuals who are on the autism spectrum who work for us that make that statement somewhat invalid. Okay? Incredible communicators, incredible interacting with people, right? People who have formal education and degrees in communications. So they are probably much better at communication than many of us are. Okay? One in 42 boys and one in 199 girls is the accepted incidence rate by the Center for Disease Control. And in the United States, the cost is about \$250 billion per year of treating the condition and addressing it from various different angles. It is expected to have an impact of about \$1 trillion in the economy by the year 2030. So these are big, big numbers. One of the bigger issues that we see is in the area of unemployment, where 85 percent of people are unemployed. And about 60 percent of people on the autism spectrum have cognitive abilities that would allow them to get a job. Okay? So there's a significant gap here in that space. And I think it makes the autism spectrum disorder one of the highest level of unemployment amongst all disabilities. What you see below here is an opportunity for all of us. About 2 years ago, I run into this magazine, a Forbes magazine, that cited 50,000 open science, technology, engineering and math, STEM, jobs in the Bay Area, another 50,000 in the New York metropolitan area, another 50,000 in Washington. And very recently, I live in Austin, Texas. I read a number in a magazine about 300,000 unfulfilled jobs. I have seen jobs with people that are perfectly qualified to fill those positions sitting at home unemployed. Why? Because they probably cannot get past the first interview. So we have a problem with supply and demand. The supply is there. The demand for the job is there. But we, as enterprisers, have not been able to create a bridge for this individual to have the right of vocation who really have the ability to participate in the labor market. And that's what this presentation is about. So the program was announced in May of 2013. We launched the program in five locations on a worldwide basis, pilot programs. And our objective is to help 1 percent of our workforce, back then of 65,000 employees, represented by people on the autism spectrum, which signifies about 650 jobs for people on the spectrum. As we continue to grow, we're gonna try to catch up with that objective. If we have 80,000 employees, we will try to get to the 800 number. But for now, the stake we put in the ground was the 650 jobs that we need to meet. We'll talk a little bit about the current numbers in a little bit. This goes along with SAP's vision to make the world run better and improve people's lives. Like many other companies, we have visions and missions. This is something that we take very, very seriously at SAP. For us, it's extremely important that the vision is reflected in programs like this one. But I wanna make one thing clear: This is not a corporate social responsibility program. This is about business value because what we are seeing is that the folks that we're bringing from the autism spectrum are really performing really well. And I'll talk a little bit about objectives and KPIs in my next few slides. So why do we hire people on the autism spectrum? The first reason is because we wanna attract the best talent in our industry. High-tech is a very, very competitive space. There's a lot of people that have skills and abilities that meet the needs that we have as a company. We wanna bring a different perspective to our creative

process. There's a gentleman, a computer scientist, very famous one. His name is Alan Kay. And Alan Kay once said that a different perspective is worth 90 IQ points. We have 310,000 customers in 190 countries. So the diversity of our customers has to be represented in the diversity of our employees. If we are not able to do that as a company, it would be impossible for us to provide them with rich and rewarding solutions. For us, it's important to incorporate the autistic perspective as well. Tap into underutilized source of talent, what I was mentioning earlier, very, very important, is that there is the talent that's out there. And it's a source of talent that has not been traditionally utilized. Capture special skills of people in the autism spectrum. Many of our colleagues bring in addition to being computer scientists or business majors or communications or whatever formal education they have, they also bring skills that traditionally have been associated with people in the autism spectrum: very strong memory, in some cases, the ability to recognize patterns or deviations in systems and data, the ability, perhaps, to focus or hyperfocus for long periods of time in areas of interest. All of those things are extremely important for us. So you have an engineer that is coming in and has not only the engineering skills but also those extra abilities, it's valuable from a business perspective for a company like ours. So we created a roadmap of 7 years. We said, "If we're gonna hire 650 people in the autism spectrum, we cannot just open the floodgates and hire everybody in 190 countries." So what we decided to do was to kick off a number of pilot programs. The idea was to learn via pilot locations worldwide and to create the basic practices that we needed in order to run the program. So we hire five people in one country, another five people in a different country. And our objective was to learn via these implementations about the local labor laws, the talent pool. Because I can tell you that running the program in the United States or in Germany is not the same as running the program in other locations around the world. There are locations around the world where autism is not even recognized yet as a disability. So in those locations, the challenges that we have is that there is not the support systems, not even at the school level, that will allow people to go to college and get a degree. So we have to address all of these things in a different way depending on where we are, country to country. But we learned quite a bit over the last 2 1/2 years. We are right now in the process of taking all those learnings that we have from seven countries where we implemented the program and taking it to a next level. We're distilling the practices, what went really well in some countries. We're picking up those practices from there. And we're creating two or three different models that we plan to deploy worldwide in the years to come. We are in the process, basically, of creating and mainstreaming and creating a sustainable process that will allow us to do this on a worldwide basis in a more efficient way. Excuse me. So we are a business process company. And we're looking at efficiency all the time and how to run things better, right? So for us, it's super, super important to, again, distill, optimize and deploy. the idea is that by around 2020, we reach what we call process maturity. The idea is that it will make not a lot of difference hiring somebody who is neurodiverse, in this case, someone who is on the autism spectrum, versus anybody else. For this, as you can imagine, it takes time. It takes change because if you have a big ship like ours that runs in 190 countries worldwide, there's a significant amount of change that we have to make and culture change in the organization for it to allow us to get to 2020 and to have this type of culture in our company well-established and part of the DNA of the company. We are, as we learned, mainstreaming these practices. We are learning. We are deploying. We are institutionalizing the practice of hiring people on the spectrum. But also, we are sharing our learnings. We don't hold any intellectual property on this idea. We share them with educators. We share them with other companies. So far, we have been approached by 58 companies just alone in the United States who are interested in launching programs like this one. We are in day-to-day or month-to-month, actually, conversations with companies like Microsoft. We just launched a global agreement with Hewlett-Packard to exchange ideas on how to hire and retain people on the autism spectrum. This announcement was made at the United Nations on April the 4th during Autism Awareness Day. As a follow-up to last year's call to action by Secretary-General Ban Ki-moon to invite employers to hire people in the autism spectrum, or more generally speaking,

neurodiverse. So as I was mentioning, we run the program in various different locations. So what you see here is a snapshot of the footprint that we have on a global basis. Currently, we run the program in India, in Germany, in Ireland, in Canada, the United States, Brazil. We are in the process of expanding the program into Australia and South Korea. And more recently, just actually 2 or 3 weeks ago, we started doing an assessment to expand the program into Argentina and Mexico. So this gives you a pretty good idea as to where we are hiring people. I can say that one of the largest locations for us from a program perspective is North America, more precisely the United States, where we hire approximately 40 percent of people in the spectrum. When we started the program, we had an idea that we would be hiring people as software testers, quality assurance-type of jobs. Why? Because of that attention to detail, ability to hyperfocus. Right? And this, for us, is money in the bank. Let's look at it this way. We are a software company. We have 310,000 customers. If we introduce a bug into our products, we're gonna get calls from a lot of customers. We have to have somebody answering that phone. And then we're gonna have an unsatisfied customer. So what we thought is, "Why don't we put these skills to work so that that doesn't happen?" And if that doesn't happen, we have some extra money to create new products instead of patching the old ones, okay, which makes a lot of sense from a business perspective. But very quickly, as we started going to the various different business units and asking them, "Would you hire someone on the spectrum for a quality assurance, a software testing position?" they would tell us, "I don't have an opening right now for a software tester. But I have an opening for a business analyst or for a graphic designer," or for any of these 18 roles that you see here on the screen. So the program grew in a very organic way, in a very natural way. And we have people who are software developers, information developers, which are technical writers. We have people who are software testers, business analysts, systems administrators, people who work in marketing. We just hired six people to work in human resources. So they are basically representing all of the different board areas, or what we call the divisions of our company. And approximately 45 to 50 percent of these employees work in what we call products innovation. That's the business unit that I am in. And that is the unit that basically creates the new products. We have 28,000 employees there. So we have approximately 45 employees who are working on the creation of new products for the company. These are meaningful jobs. These are core jobs for our company. They are not menial jobs. These are people that are adding value to our organization every day they come to work. So at the beginning, I said that this was not a charity type of situation or corporate social responsibility. This is a business transformation for us because we believe that if we are able to bring in individuals in the autism spectrum and any other in the future in the neurodiversity realm, it's gonna add value to our organization. Let me share a few stories with you about impact on talent. Here we have Patrick. And my colleagues have been extremely kind and generous in allowing me to use their stories and their names. Patrick is pictured here with our CEO, Bill McDermott, who is a huge supporter of our program. And Patrick was unemployed for the better part of 3 years before he came to SAP. He told me, "I went through dozens, close to 100 interviews." And he was always told that, "maybe next time." Or he would be told that he was coming along too monotone. He has a degree in communications. But Patrick became our representative, if you will, at the United Nations. So on April the 2nd of 2015, he issued a statement at the United Nations. So he went from [INAUDIBLE] unemployment to being a spokesman for SAP at the United Nations on April the 2nd of 2015. We have another young man here in this picture that worked on a team of four. Well, there's nothing tremendously sexy about that, just being a part of a team of four people. But what is super important here is that they participated in what we call the Hasso Plattner Innovators Award. And this is an internal competition within our organization that was established about 3 or 4 years ago. And Hasso Plattner is our founder. And this is an award on innovation. And last year, we had about 1,800 entries out of our 70,000 employees who wanted to participate in this. This group of people won the second place, which says a lot about innovation. One of our colleagues, his name is Andy. He participated as a software tester in this group. They created a new product, an internal product that we use within SAP

that is gonna save us around \$10 million per year. Then we have Elijah Martinez. He's in Palo Alto. Elijah came in, also 3 years of unemployment. He has a Bachelors in physics. And he was just being not able to get past that first interview. Just incredible to know that somebody with that talent in the location where there's 50,000 science, technology, engineering and math jobs is not able to get one of those 50,000, right? Well, within about 8 months of being in the company, he found that there were some gaps in how the products were explained to customers. Because our products have to be installed, and you have to go through a list of installation instructions and so on ... And these are complex products. They cover a lot of functionality. And Elijah found a way to describe these products in a simpler way. Also, within about 6 months, he had 6,500 downloads of his documents that he published on our public website. I can talk about customers being interested in value. And this is something that is a very tangible thing for us. He produced something that is downloaded 6,500 times. I think it has a lot to say about the value of the work. Mark Jessen, Mark was somebody who was homeless at some point before he came to SAP. He's an engineer. And it's one of those typical cases. He fell through the cracks. There's so many adults out there that are going through this. And he came to SAP. And he told me one day, "I want to be a network engineer." So I introduced him to the network engineering group. And he's been working with us for a little bit over a year. And he's not only a great individual, great spokesman, also a great engineer as well. Then we have Janice Oberman. Janice came to SAP 2 1/2 years ago. She had been unemployed or underemployed for 13 years before she came to SAP. And she participated in what we call a Hackathon. Do you guys know what a Hackathon is? Yeah? Okay. Hackathon is basically a programmer's competition. And it was an internal one within our organization in the Bay Area. And there were 60 programmers out there. And Janice got the first place with a team of two other people with an idea that she proposed. So we have to ask ourselves, why was somebody like this unemployed or underemployed for 13 years and then coming into the labor market and winning a distinction like that within 1 year of being employed? Another thing that has been important for us is the impact on leadership. We ran a panel recently during Autism Awareness Month. And we asked some of our colleagues who are autistic if they wanted to explain their story, share their story, their perspective on autism because it's one thing for me to say it as a program director, another completely different thing for them to share their own story. So what I would like to do is introduce a very quick video here, that segues into the next slide as well, that talks a little bit about the story of some of these colleagues. Yep.

[VIDEO START]

>> Finding a job was very hard.

>> Out of 100 resumes I would send, I would only get one response back. And when I did apply, they thanked me. But afterwards, I kind of discovered that because I was a bit monotone or stiff during the interview, that they overlooked me.

>> For me, the job search was stressful and in some cases intimidating.

>> I would apply for so many positions but I would rarely get a callback for an interview.

>> One of our close friends saw a news story about SAP's Autism at Work initiative and called up my father and said, "You need to check this out." So we watched the program together as a family. And my father said to me, "I want you to apply to this." And I said, "Absolutely."

>> One day on the news, I heard about SAP and how they're doing an Autism at Work program. So naturally, my dad encouraged me to browse the website, see what opportunities they may have.

>> My dad showed me this article from "The Economist" magazine talking about this program in particular. And I was really interested because SAP is an IT company, and I have a technical background. So I thought this fit would be perfect for me.

>> I work in HR. I support the corporate functions team.

>> I'm part of the advance investigations team here at SAP.

>> I am an IT product associate in infrastructure services project management office.

>> I am an intern at SAP's Mission Control Center.

>> SAP's program, or any program, is only as good as the people backing it.

>> Ultimately, it's the people at SAP who want the program to succeed, everyone from upper management to the mentors to the job coaches.

>> We've created a group here of people who genuinely care about these employees, who want to get to know them, who want to be their friend.

>> Every time you bring a new person into the team, and we've had a lot of people join the team in the last year, just because we've had a lot of growth of our team members, you really get that different perspective. We all have our ways of processing. And so as a manager, I'm always very cognizant around ... You know, some people process verbally, some kinetically, some they have to see it written. Some have to see it written really big. We're able to kind of create that magic of all working together.

>> Buddies here at SAP are people who work directly with the new employee in their teams. So the buddy would be the person that a person could go to and say, "I don't know what to do," or "I have a question," and get them used to their new job, help them understand what the group does and how they do it.

>> The mentor program is a team of people, employee volunteers, who have come together to help employees who are on the autism spectrum socialize at SAP. So we do that through relationship building, through monthly team lunches and also monthly team activities like bowling, pizza nights, movie nights, Phillies games, things like that.

>> So the -- the job coach sort of acts as a connector of resources, finds moments for guidance and tries to really make a work transition as best as possible and not just for the individual but for the team. It's often also coaching the team on how to adapt not just to having a neurodiverse employee but also how to adapt to multiple changing scenarios and different types of communication styles and really helping people become more direct, more clear communicators on both sides of the equation.

>> SAP's Autism at Work program is successful at what it does. It allows both the individuals working for SAP and the mentors the ability to get to know one another.

>> I think it's because the people, they look beyond the resume and the interviewing skills. I think they really put a great deal of focus on the skills, the talents and abilities of people.

>> It sticks to the standards of diversity and inclusion in that we can all be accepting of people despite their differences.

>> I've also learned that they really do embrace diversity. And they preach about building bridges, not just for people to be better workers but also to be better people overall.

>> If there's just one thing that I just have to say, it's that I think a company like SAP to give someone like me a chance to succeed, to be able to show what I can do on a day-to-day basis and be able to truly grow even better with each and every day ...

>> I love the fact that we're thought leaders in this area but that we're also jumping in with both feet. And we're actually learning as we go. But we're doing it. I'm just very proud to work for SAP.

>> I work at SAP.

[VIDEO END]

[APPLAUSE]

>> Thank you. So those are some of the colleagues, the real stories behind the story. One of the things that we have seen also is that the company identity has changed. We have got involvement from the very top of the organization all the way to people that are just entry-level individuals in the company. Here, you see a picture of our president, Jennifer Morgan, who hosted a lunch for our first five colleagues in the autism spectrum.

You may be wondering, who are all the other people? They are the employee volunteers that are known as the Autism at Work mentors. So we have great participation. We have five colleagues here pictured on the autism spectrum. And everybody else is basically support for our new colleagues. One of our colleagues went home that day and talked to his mom and his dad. And they asked him, "What did you do today?" And he said, "I had lunch with the president." And of course, the parents looked at that with a little suspicion. And they called back and asked, "Is he in trouble? Because he just started, like, a week ago." And we said, "No. No. He really did have lunch with the president." So another thing that we did, and Peg's gonna talk extensively about this, is the high school mentoring program we just started. And I'm not gonna spend a whole bunch of time on this. But the genesis of this was a special education teacher that reached out to SAP and said, "We wanna learn more about the program." And as a result of that, we organized a visit. They came to SAP. They spent approximately half a day, two-thirds of a day with us. And it was a great experience for everybody. They brought in 18 special education teachers. The

principal came in. And we invited our colleagues in the spectrum, managers, buddies, mentors, everybody to kind of share their story. And as a result of that, at the end of the event, the question was one of those why-not questions, "Would you guys consider having high school students come to visit SAP in some kind of mentorship program?" And as a result of that, we kicked off a pilot program, it's not fully [INAUDIBLE] yet, that Peg is helping us run here at SAP. For us, the employee engagement is incredibly important. And we see that in those teams where we had colleagues in the autism spectrum deployed, there's been a transformation in those teams. Here, we see some of our teams working for a children's hospital creating art as part of one of our volunteering days. For us, it's been extremely important also to find people who shared our vision. And those individuals range from teachers at high schools all the way to individuals like the United Nations Secretary-General Ban Ki-moon. Govenor Jack Markell has been an incredible supporter of the program. He's been at SAP on two occasions kicking off various types of events for us on the Autism at Work program. And then we had Temple Grandin come and visit with us in Palo Alto. She spent 1 full day with us. We shared the program with her. And of course, our interest and appetite was to learn from her whether there were things that we needed to modify or extend. One of the things that I wanted to mention also is that as a result of having this program, now as we sustain it and as we continue to improve it, we have our colleagues on the autism spectrum that are telling us, providing us some level of guidance as to how we might be able to steer the pre-employment training for the program and the support structures that we have created. So our partners, globally, we have a partnership with a company by the name of Specialisterne. They are in 10 countries. And they have an objective of enabling 1 million jobs for people on the autism spectrum. They themselves partner with the Arc of Philadelphia and with the Office of Vocational Rehabilitation. So we have a wonderful four-way partnership here between Specialisterne, OVR, The Arc and SAP to enable to program. And I'll talk a little bit about how we enable that program. This is the high-level process that we utilize to onboard people in the spectrum. All of the steps that you see here are steps that are taken before they become employees. So we start off on number one with what we call a position search. So within the organization, we found if there's an opportunity or job in a certain department that would be a good fit for a candidate. And then step number two, we do our candidate search and prescreening. For this, we rely heavily on our partners. Being our partners, of course, OVR, the ARC and Specialisterne. We ourselves receive a significant number of resumes now, people on the spectrum. But we rely on our partners to help us with the identification of talent and to be able to tell whether somebody would have a good opportunity of success at a company like SAP. Why is that important? Because we want to create successes for individuals. And our environment is very well-known to companies like The Arc. They know about our culture. They know how we operate. And by interviewing and knowing individuals, they will be able to tell whether they would be a good fit or not for an individual in a company like ours. There might be other opportunities at other companies. So maybe there's a company that's coming our way. And if that candidate may not be an initial match for us because we don't have a job maybe in their area of expertise, The Arc will be able to take that resume and refer them also to other companies that might be running programs similar to ours. So that's one of the benefits that we have of working with our partners. Step number three, we do what we call a 1-week Soft Skills training. That's the training that Tanya was referring to earlier that we do with Dr. Robert Naseef and with the help of Dr. Stephen Shore in the past. And that program is a 1-week intensive Soft Skills training with a lot of focus on socialization, interaction, communication, disclosure, but as it applies to the workplace. It's not a generic program. A lot of the topics that we do there apply into the workplace, you know, some of the workplace dynamics that we see. Then we have what we call a 1-day LEGO hangout. So assuming that there we 20 or 30 candidates that were identified to go through the 1-week Soft Skills training, the next step is for them to come into SAP for 8 hours. And the idea is that we don't run a traditional interview. The idea is for the individuals to come to SAP to spend a whole day. They have a box of LEGOs that we give each one of them and ask them to build a robot throughout the day. That provides an opportunity to get to know

the individuals. People relax. We bring pizza. We sit in a circle. And then we have conversations to try to understand what is the motivation for all the candidates for being there. And I think that what is important for us to understand why people want to come and work for a company like SAP or don't. I asked one young man one time, "Why are you here?" And he said, "Because my mom sent me." And he said, "I really don't like technology too much." So that would be a disservice for that young individual to bring him into an organization and transform into a software tester when he doesn't want to do that. The same applies to all of us, right? So what we try to do is get to know the individual behind the condition that day a little bit more. We provide various types of ways of have that conversation. In some cases, some people tell us, "I feel more comfortable walking." So you will see them doing walking interviews around the building. We may go to the courtyard, sit outside, if they feel more comfortable there. We may go to a cafeteria or to what we call our coffee corner, which is a very quiet area where we can have a one-to-one conversation and try to get to know each other a little bit more. It is not an interview. It is a way to learn a little bit more about the individual, his preferences and what he's looking for. Then we have what we call the step number four, the pre-employment training. That is a 5-week endeavor. And it takes place at SAP offices. The idea is that people start getting comfortable with coming to SAP. Is there a job guarantee at the end of the training? No, we don't have one because we don't know if the jobs are gonna come in 2 months down the road or 3 months down the road. Maybe there will be some jobs at the end of the training. To give an idea, the last training that we run in California, we had 11 individuals that came in. We had only 4 jobs at the end of the training. So some of these folks went home or went to their part-time jobs they had before if they had one. And then, as jobs started to appear, as they naturally appeared in the organizations, we started calling people. And within 6 months, we had everybody employed. So they were a little bit on the bench. But within 6 months, they had an opportunity to come and work for the company. That training is very important because the first 3 weeks is very structured. They come in and they learn about teamwork. People learn about Scrum, which is our software development methodology. They learn about communications, doing PowerPoint presentations, basically all the things that they are expected to do when they come to work. And we continue to enhance that training to include more communications, more workload management, more organizing and prioritizing and those things where some people on the spectrum may have deficits. The last 2 weeks are very important during that 5-week training. We invite employee volunteers, like Peg, who are very senior. They have been in the company for a while. Or we invite managers to give a project to the individuals. These projects are specific to the area of interest of the individual. So if you are looking for a software developer job, somebody from the software development department will sit with you and give you a project for about 2 weeks. And that is a really great opportunity for the individual to get to know what we do and for the manager or potential manager to be able to learn about the capabilities of the individual without the need of having to charm the interviewer, because that's one of the biggest issues that we see. The current interview process consists of charming the interviewer. We're trying to move away from that. At the end of the training, the individuals will have an opportunity to stay with SAP if there's a job. If not, as I was saying, they would go back and then come back for an opportunity 1 or 2 or 3 months down the road. This is a support circle. Thank you so much, Tanya. This is a support circle that we have established around our colleagues. And it consists of a team manager who has received autism awareness training, a team buddy. A team buddy's not so different than what you and I had on our first job, somebody to teach us how to do our job. The Autism at Work mentors, they are employee volunteers that are not part of the same team. These individuals, they say they are responsible for the fun part of the program. They go out for pizza and movie nights. They go bowling. They do holiday parties. There's all kinds of things in addition to regular lunches that they do. Then we have the job and life skills coach. This is somebody from The Arc. Remember we talked about the 5-week training? The 5-week training was delivered by The Arc. Now the trainer becomes the job and life skills coach, okay? This means that there is a

relationship with the individual. There is trust with that person. And this person just fits right into this role, the job and life skills coach. This person is also a bridge into the personal life of the employee. And that would consist of the vocational rehabilitation counselor, a personal counselor or therapist, family. Let me give you a couple of examples as to how this role of the job and life skills coach become extremely important. We had people who have graduated from college. They were maybe in the cafeteria meal plan at the university. They were part of a tuition program paid for by their parents. And they lived in the dorm. So all they had to do was go to school. And they did that very, very well because they knew exactly when things were due, very structured. They knew when the tests were and when the work had to be turned in. But now they find themselves in a situation when they come and work for SAP. And they want to move close to the company. They have to rent an apartment. They have to find transportation. They have to cook their own meals. And in many cases, they don't have the skills to do that. And what we have found is that an employee who does not have those basics covered outside of the company is not gonna be able to perform well inside of the company. And for that reason, the job coach from The Arc is able to peek into the personal life of the employee and assist them where needed to get them in a stable situation. So transitions are everything, as we know. And that's why we're here today. So transitions are managed in this way. First, candidate and SAP employee. Candidate is somebody who's going through the training, as we see below. And then the situation on the right-hand side is employment. We have a trainer here, somebody from The Arc who delivers the 5-week training. Then we have a partner or job coach. We're fortunate to have the trainer from The Arc become the job coach. So those two are one and the same. After 90 days, we have a renewable situation, where if there's a situation with this one particular individual, there will be the possibility of getting them services again. On top of this, we have the SAP body, the HR team of SAP, the team buddy as well as the mentor. And as you can see, there's always an overlap. So as people are coming in and people are leaving, there's always somebody known for our colleagues on the autism spectrum. This makes it very, very smooth transition from one face to the other. I'm gonna pause here.

>> [INAUDIBLE]

>> Yes. I show you one more video. How are we doing on time, Tanya?

>> [INAUDIBLE]

>> I'm gonna show you one more video. This video is of an event that we had earlier this year. It was the first Autism at Work Summit. We had about 200 individuals participate from 15 universities, 15 companies including Microsoft, Hewlett-Packard. We all got together here in Newtown Square to exchange ideas and to talk about these programs. And it's really the genesis of a conference that we will hopefully see grow over the years. The first one had 200. We're gonna do the next one in the Bay Area next year. And the idea is to attract more employers that we can exchange experiences with.

>> I think the mic's off for some reason. [INAUDIBLE]

>> Okay. So two mics are out.

[VIDEO START]

>> Mark Jessen used to be jobless and homeless. He went from a shelter to SAP.

>> How has SAP changed your life?

>> For the first time in my life, I'm working somewhere where I'm doing what I'm really good at in an environment that's very supportive. And I feel respected. And I have a fantastic team of people that I work with. And I work at a fantastic company. So it's been a real life-changer.

>> Mark, who's on the spectrum, is an IT technology consultant in global network services thanks to SAP's Autism at Work program. To encourage neurodiversity at other companies, the software giant hosted nearly 200 customers, execs and influencers at the inaugural Autism at Work Summit in Newtown Square, Pennsylvania.

>> SAP started the Autism at Work program in 2013. We are live now in 7 countries. And in 2016, we will be adding South Korea and Australia.

>> One percent of the world's population is considered on the autism spectrum. 80 percent of them are unemployed.

>> Today, we count 100 employees globally. We employ contractors, interns and full-time employees.

>> So I'm very thankful to be working with SAP and being a part of a team, knowing that I have support of the whole company from Jen Morgan on down.

>> Their program's become a model for like-minded companies like Microsoft.

>> I think we're all invested in changing the unemployment rate for people with disabilities. We've brought in 22 folks to campus. We've hired 50 percent of them.

>> How has SAP inspired HPE's hiring practices?

>> So it's an opportunity to collaborate. It's also an opportunity to network, to share ideas and really to look at ways in which we can grow the program.

>> Government of Delaware Jack Markell says government can help by preparing youth for the expectation of a lifetime of work.

>> The progress and the commitment that SAP has made through this Autism at Work program is extraordinary. And if other companies follow the lead, we're gonna have a very different world.

>> But more needs to be done, like pooling resources in common parts of programs with other companies to reduce cost and helping businesses understand that hiring employees with disabilities will benefit them.

>> Autistic employees are very, very loyal. They like structure. They're very meticulous. So it's not just that hiring autistic people is, like, the kind thing to do. Companies will actually benefit by having autistic people in the workforce.

>> SAP, which has operated this Autism at Work program for several years now, is now sharing the knowledge that its developed with other employers, setting an example for the rest of the business community, both here in the United States and globally.

>> SAP eliminated the traditional interview process to accommodate autistic hires. A month-long screening and workshop focuses on soft skills, etiquette. The candidate determines what form the final interview takes.

>> SAP is the first global company who has stood up and said, "We believe in this." And the Summit today is just a celebration. We're not just doing it. We're also encouraging everyone else as thought leaders in this space.

>> Mark Jessen had years of disastrous interviews. But thanks to SAP's support, he nailed a job and secured a future.

>> The talk is always about return on investment. It's there. Find out who we really are, really tap into our skill sets because we're really good. And we will return on an investment.

[VIDEO END]

>> Thank you.

>> Okay. So thank you all for coming and listening to us today. My name is, like Jose said, Peg Monahan. And I have been at SAP for just over 10 years. And for 2016, I have the honor of working with Jose on the Autism at Work program. So like he said, back on January 28th of 2014, the Souderton High School special education teachers and their principal came to visit with us. And it all came by way of a teacher walking her dog and one of her neighbors, who's an SAP employee, walking their dog, and the teacher saying to Christine, "How do we find out about this program? What do we do?" And she came in. And she came in to visit. And they spent the day with us. And out of it came our mentorship program that we piloted last school year at SAP. So some of our motivation for the program, and some of these are very common to what Jose's already talked about, to live the vision of SAP, to make people's lives better. So hopefully, we're gonna, by this program, start improving the lives of high school kids to make them better prepared for college, better prepared for work. All right? We know that innovation comes from people who think differently. So by bringing these kids in, we've learned a lot from them in the times that they've come to see us. So we're learning. We inspire the kids to pursue their passions. So when we talk in a couple minutes about some of the exercises we've done with them, we're asking them to prepare before they come every month what they would like to know about, what they would like to learn about. And we prepare our sessions around what their interests are. And we want to familiarize them about jobs. What's it like to work in a place, to work somewhere? And in a big place, not just ... Some of the kids are lifeguards this summer. But that's a big difference, coming to an office. We want to engage our employee engagement. Every month when they know the kids are coming, the mentor team starts, like, 2 weeks before, "What can I do? How can I help?" This program has increased the way our employees interact with each other and get their jobs done. We have a couple people who are in the mentor program who have said, and I agree 100 percent with them, it's made them better employees. It makes them want to do their job better. It wants to make them teach our new colleagues how to be better people too. So it really is a win-win. And bottom line is it provides hope to families. It provides hope to families that for children who have been told through their lives that, "You'll never do this. You'll never do this. You'll never do it. You'll never be able to do it," these kids are coming out saying, "Yes, we can do it." Whether it's our cohort colleagues or the high school kids, there's hope. So the objective of the program is to expand the social communication for the kids. It's about learning and having fun at the same time. So we don't want to make it so that they say, "I never wanna go back there

again. They make me work too hard." So we want to interject some fun into what they're doing as we go along. So we wanna prepare them for the future. We want them to be able to advocate for themselves, "This is what I wanna do," or, "This is what I don't want to do." We want to, again, have fun. We want to introduce them to other people who are already in the program for them to look at someone and say, "This is where I was 10 years ago. This is where you can be in the future." And then familiarize the kids with how to land and keep jobs. And the bottom line: We want to introduce them to what we do and how we do it. So we started with four students in the 2015-16 school year. They come once a month from Souderton High School. They come with their faculty members. And they were selected by their faculty members. And we ask that they be interested in science and technology because we are a technology company. So some of our rules around the way we set up the program ... SAP has a lot of mentoring programs for traditional high schools. So we went to the corporate social responsibility group who runs those programs. And we're trying to mirror what we're doing with traditional high schools in this program. There are some differences. But we want to do as much as we can to be similar. All transportation is provided by the school. And the faculty members accompany the students. And any information about the students other than their first names are kept by the faculty members. We don't know that. We don't know any additional information. So just like Jose presented the support circle for our cohort colleagues, we have a very similar support structure for the high school kids. So the high school kids, they come to SAP once a month. They come from 11 o'clock in the morning till 2 o'clock in the afternoon. So we have role models. So they're the people, those 17 employees at SAP who are on the spectrum, we invite them in to talk. And then we have guest speakers, subject matter experts in whatever topic we're gonna talk about. And then we have the mentor team. So that group of people who like to have fun, they wanna have fun with the high school kids, too. And then I act as the project manager. So I do all the interfacing to the faculty at Souderton. Every meeting, we talk about what we're gonna do before we do it. And then after every meeting, we talk about what went good, what didn't go so well, how can we make it better for next year. We already have put together a strawman agenda for the next school year with these students to move on with it. So I interface with the faculty. And then that faculty advisor works with all the teachers at the school that these four students interface with to make sure that we're moving along. Then we use a tool, an online tool, called iCouldBe. So iCouldBe is an online mentoring tool. And that's the tool that's used with our traditional high schools. And we want to use this tool so that if the kids are only with us once a month, how do we keep them engaged in the weeks in between in the communication? So this tool is gonna be used to do that to keep them engaged with us at SAP in between the times that they're not on site. So our visits look like ... for 3 hours ... Like I said, they come at 11. For the first hour, we invite, usually, a subject matter expert in whatever topic we're gonna talk about as well as someone from the program as an example of what they could be and to talk about whatever topic. And I'll show you that in a minute. Then we go to the cafeteria. And we have lunch. So they kids get the experience of going to a cafeteria where there's, on any day, 1,000 other people. And then in the afternoon, after lunch, we all know that we have a tendency to fall asleep. You get a little drowsy after lunch. We try to do some sort of interactive activity, something to keep the kids engaged. So let me skip to this one next. And then I'll go back to the other one. So this is a sample of the agendas that we have used over this school year. So let me pick February for example. So in February, we learned that ... And again, this is a pilot, so we're learning as we go along. We learned that we needed the students to sign non-disclosure agreements, which means anything that they would learn at SAP, if they learn some secret, they couldn't go share it with the world. So in the morning, we went through a whole presentation about why these documents are important to protect both the student and to protect SAP. So then we went to lunch. And then after lunch, I invited one of our colleagues in the program, you saw him in the video. Mike is a forensic expert. He does cybersecurity. And we spent the afternoon, that last hour from 1 to 2, talking about cybersecurity, why it's important to change your password, why it's important not to hold the door for someone unless they have a valid

badge into SAP. And I think that was the turning point for the pilot. They kids got so engaged. They were so interested. They didn't want to leave. They wanted to hear more. And I got an e-mail from the faculty after they got back to school and said, "The kids loved today. They loved it." So that, I'm going to say, was the turning point for the program where we started to realize how to engage the kids. Then in March, we did a project management exercise. So that one, we invited Patrick, who you saw in the video, and his buddy Bryan. And they didn't prepare any PowerPoints. They just came in a room that had a big whiteboard on it. And they took a couple markers on the whiteboard. And the two of them started drawing about how you manage a project. And the kids were, again, over-the-top engaged. It was amazing. Then we went to lunch. And then after lunch, we did something called the marshmallow challenge. Has anybody done that exercise? So we gave them some spaghetti, a marshmallow, some tape and some string. And I think you saw some of the video of it. You have to build a structure with the marshmallow on it. And we told the four students they needed to be the project managers. And I sent out an e-mail that morning to the SAP employees, and this is where the engagement of our own employees comes in, and said, "I need help with a project this afternoon." I couldn't tell them what it was because I didn't want them to know to start Googling it. "I need your help." Twenty SAP employees showed up in the room. And we told those four students, "You are the project managers. You have to build this structure." Two of the four teachers that were in the room left in tears. They never saw their students perform like they were or engage with other people the way they did. The one was like, "I can't." She was just frantic. She's like, "I never saw this. I never saw this before. This is wonderful." So the kids had a blast doing that. So there are the kinds of things that we're trying to do to keep the kids engaged. We already start having plans for next year. What we're gonna do is we're gonna have those same four students come back. So they were juniors last year. They'll be seniors. And then we're gonna have four juniors coming with them. So we'll have a total of eight kids next year. So we're working out how we're gonna keep the original four engaged and bring the new four in. So let me just back up to this slide. So this is the structure around the iCouldBe, the software we're gonna use to keep the kids engaged. So they have three missions. And the first one is talking about what makes each student who they are, what they like, what they dislike, how they want to be engaged. The second one starts thinking about what they want to do for their careers. And then the last mission is towards graduation and work. So this piece, we're still working on. We need to refine some of it. So I guess I can say thank you.

[APPLAUSE]

We would open it up for questions for anybody about what we're doing. I don't know whether we want to talk about the future or what we're gonna do?

>> Yeah. Thank you so much, Peg. Questions? Any questions about the professional program or the high school program?

>> Can you use this mic, and I'll take that?

>> Yes. Absolutely. There's one in the back, I think.

>> Mr. Velasco?

>> Yes.

>> Hi, Mary Heartly. I'm from Pittsburgh, Pennsylvania.

>> Uh-huh.

>> And I do know you have an SAP office there. So you talked a little bit about the future and making sure this is embedded in all of your office structures. I have a two-part question. One is, why wouldn't you conduct all your interviews that way and your process that way to attract the right employees to your business? But also when do you see this rolling out into all of the offices? 'Cause we do work directly with young adults with autism who are looking for employment, Pittsburgh.

>> It's interesting because some of our colleagues who work in what we call the Academy, we have an Academy where we bring in 100 or 200 new college graduates and they spend some time with us, came and visited with us when we were doing the presentation to Souderton about how the program works. Remember that lady that Peg was talking about that was walking the dog? She works in the Academy. And she is responsible for training "neurotypical" candidates to come and be a ... And she looked at what we're doing. She said, "I need to do that. That adds value." And some people say that what works for people in the autism spectrum works for everybody else, too. And that's what we're finding as well. So I see that innovation for us not only means innovation in products but innovation in practices as well. And I think that the program is gonna have a significant impact over the years on how we do things in other parts of the organization, that being one point. We're not there yet. We need to perfect it. We need to feel more comfortable before we roll it out to the different organizations. Regarding Pittsburgh, we are already in conversations with our offices in Pittsburgh. So it is something that I cannot give you a very precise date. But I can tell you that we started conversations 6 months ago.

>> Great. Thank you.

>> You bet.

>> Something I forgot to mention is in October, we will be presenting a full-day training at Pittsburgh PaTTAN's office. And there's a number of other ones in other locations that we're getting on the schedule in Philadelphia, Wilkes-Barre, Harrisburg. So if you're interested in a full-day training about everything we're working on, those are coming up. More questions?

>> [INAUDIBLE]

>> Can you tell us how you work or interact with Specialisterne?

>> The question was how we interact with Specialisterne? Yes. When we made the global announcement about Autism at Work, the announcement was jointly made with Specialisterne. They had a very long track record of expertise in providing opportunities for people in the autism spectrum. And we knew that they had the basic elements that we needed in order to launch the program in different locations. Every time that we open a new location, we have Specialisterne by our side. And what happens is we try to engage with the local community services providers and with the local government as well. And the model that we have had has been very successful here in the US. The very first implementation that we do just about anywhere is done by Specialisterne. There's some level of shadowing by a community services provider. And then after that, depending on how we see things moving along, Specialisterne helps us more on the continuous improvement of that location while the local partner, in this case, for example, The Arc, helps us a lot with the ongoing supports that we need. If we have a new version of the training, for example, we also work with Specialisterne in crafting that new

version of the training and then roll it out to the other locations. So they are our trusted advisor on a world-wide basis.

>> If I can add to that from The Arc's perspective in Philadelphia, Specialisterne has also helped us develop relationships with other companies, like Ernst & Young and Willis Towers Watson, where we're now also placing people who are coming to us who are on the autism spectrum. And then it also allows us to connect into the network across the country. So Microsoft, other places that are also looking for employees we can refer and help make the connection.

>> I had a two-part question. First, is there public transportation to the Newtown Square area? So if someone doesn't want to fully move there yet, they can take the Amtrak or something?

>> Yes.

>> SEPTA.

>> SEPTA, okay.

>> So there's a SEPTA bus stop right outside.

>>> Okay. Before they fully commit and get an apartment and all that ...

>> And the interesting thing is that much of our young talent at SAP lives in Philadelphia.

>> Okay.

>> And the mayor of Philadelphia is scheduled to come to Philadelphia very soon to meet with all the people, our young talent that lives in Philadelphia. And I hear all the time, "It's like a party going up West Chester Pike on the bus." And our candidates who live in Philadelphia who ride the bus back and forth join in with everybody else. They're buddies with everyone.

>> We have some people that drive, some of our colleagues. They drive their own cars. So some of them live an hour away or half an hour away because that's just where they live. And they drive to work. Some people take public transportation. Some people live very closely. Some people have elected to get an apartment close by. So we have everything, all kinds of people working in different conditions.

>> And we work with each individual figuring out.

>> It's a long room.

>> Do all of your positions in the program require a 4-year degree?

>> No. We have had people, depending on the locations as well, that vary from people who have finished a trade school, Associate's degrees. And we have had people with Masters degrees, person with PhD. So we have them in all different levels. I think what is important to recognize is that the Autism at Work program is not the creator of jobs. We go out to the various different units. We talk to the managers. And the managers are the ones that have the requirements for us that will tell us, "I need somebody with a Masters degree because this area that we're gonna be working on is gonna be very

complex, very engineering-oriented." We have had people, for example, in the Czech Republic, where they said, "No, a trade school certification would be sufficient because they're going to be working in a clerical type of job." So depending on the location, depending on the manager, depending on the function, the level of education would be different.

>> So I want to thank you for emphasizing that this is not a corporate social responsibility program. And one of your colleagues hit the nail on the head when he said, "We have skill sets. They're there." And that's really an important message as you share this process with other companies.

>> Mm-hmm.

>> And I might have missed it, but what was the original kernel of thought that started this whole process?

>> That's an excellent question. In many cases, these types of program come via intersection of people that are like-minded in ways that nobody has planned, to be honest. So the story is that in Bangalore, India, I think it was around 2010, 2011, the managing director of that location invited employees to participate as volunteers with a non-profit organization that catered to the needs of people with disabilities, more specifically, people with autism. The managing director had a personal affinity with the topic of autism. And he said, "You can go anywhere, any number of organizations to help people with disabilities." And SAP has one day where employees are allowed to go and serve. So all these people got together and helped bring iPads to this non-profit organization because there were families with low socio-economic means. And they wanted to teach them how to navigate the Internet so that they could find information about autism and get more educated. Well, it was such a great engagement that there were 10 employees, and then the engagement grew to 20 and then to 40 and then to 50 employees. And then some of the guys that were participating in that effort were software developers. And they created an app for that particular non-profit organization. And then the managing director heard about this company in Denmark called Specialisterne that was hiring people on the autism spectrum. And he said, "Why not?" So he traveled to Denmark to have a conversation with him. And while we were not in a position at that moment to implement the full-blown Specialisterne methodology, the idea was already there. And this young man who was a managing director was recognized as a young talent in the World Economic Forum before. So he was very, very active in this crossing of minds with other very intelligent people. He brought the ideas over to India. But the way that he implemented it, he implemented the program by inviting the parents, being the initial support for the individuals because they are the ones that knew the employees better. Not in every location, that would be allowed. It's a cultural thing. So that happened in India. The results were very positive. And those four first individuals that were hired in the software testing area doing this very specific type of job were successful. Then our chief diversity officer happened to be in India for a different type of engagement. But part of her agenda was to visit the Autism at Work program. And she saw it. And she said, "This makes a lot of sense." So there was a little bit of a studying period, looking at assessment. And then about 4, 5 months later, the global announcement was made. India still, of course, participates in our program, but now with the newly formed methodology that you see here. So we revamped the program in India. And we're in the process of standardizing as much as we can on a global basis based on what you see. But I think we should be very proud of ourselves here locally because a lot of the things that are happening in Pennsylvania are what we are rolling out on a global basis at SAP. Yes?

>> How would someone with autism living in rural north-central PA apply to SAP and get to where you are located for that long training, I think you said 5 weeks?

>> Yes. I'm going to answer a part of that. And then I'm going to allow Tanya to answer the other part because there's a logistics component associated with this. What we traditionally do is we receive the application. They can come to us directly. Or they go to The Arc directly. If they go to The Arc directly, it's a straight shot. They will make the necessary arrangements with the vocational rehabilitation unit of that particular area. And then we have, of course, representation of vocational rehabilitation in the area where we are housed, Newtown Square. And then some magic happens. And then they show up there.

>> That's exactly what happens.

>> I'm going to let Tanya speak about the magic.

>> We wave our wands. So when we get your contact information, if there's a resume, a resume, all that initial information just so we start a record about the person, we begin then, reaching out, figuring out what the needs are. And it's really a very individualized basis that we do this. And it's certainly not me. It's a whole team of us. And we are working with each family to figure out and each individual. And sometimes, the individuals oftentimes don't have a family for us to work with as well. It just depends. And then we also start thinking about who's a good fit for which place, which is why it's so important that we have more than just SAP that we're working with. There's a lot of logistics, especially around VR. The Office of Vocational Rehabilitation in Pennsylvania has been phenomenal. All the different regional offices have been amazing collaborators. They also refer candidates for this particular program. So there's a lot of different ways that this magic happens. And it's really a lot of teamwork as well.

I like to add one thing to that. And thank you for bringing that up because I don't think that we have anybody here from OVR in the room. We have some people.

>> David. And David, too.

>> It's wonderful to have you. I want to thank you guys.

>> David, too.

>> Thank you for raising your hand. Thank you for being here.

>> David.

>> David DeNotaris. Okay. Well, I had not seen David. But I wanted to make a statement here about David because the level of support that we have received at SAP from OVR, the level of can-do attitude ... We have right now a cohort, the group being trained as we speak right now. They've been in training for 2 weeks now. The majority of these individuals are from out of town. And the majority of them are college students that are gonna go back to university. We're trying to collectively, between David, between the Arc and between all these organizations, make it work. And sometimes, we have to be very creative, all of us. But I must say that the support that we have received from David's organization, from OVR, has been fabulous. And we're looking to continue to build on this partnership. We are doing high school-related programs also with support of OVR. And as Peg said, they are very, very successful. I had an opportunity to meet with the principal of Souderton High School. And there's continued interest to bring more students into the organization. So a big, big thank you, David. And a big thank you to ...

