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INSTITUTE FOR EDUCATIONAL LEADERSHIP
CAST: ACCESSIBLE INSTRUCTIONAL PRACTICES, REACHING ALL LEARNERS
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>> ERIC CLINE: Hello, everybody, this is Eric Cline.

Thank you for being here. I will give you a quick orientation to our webinar platform. You will see the largest window to the right is the slide deck and it's kind of on top of that slide deck are two polling questions. So if you haven't had a chance to fill those out, please go ahead and do so.

On the left side, you will see a files pod in which I will upload -- it looks like I didn't but I will, as soon as we start the presentation, the full slide deck so you will be able to download it immediately, or afterwards and the recording.

Below that the Q&A pod. So you will be able to enter questions you have, either technical questions for me or content-related questions for the presenter Skip.

Farther down the next one below that is the chat window and so that's -- those -- any messages you type into that will appear to everybody or to individual people, depending on how you set it.

And then the final window in the bottom left-hand corner is our caption stream pod where we are doing live captioning for this webinar. You are able to manipulate the size and the font and the color to make it more readable to you if that's something you want to do. I will go ahead and pass it over to Mindy.

>> MINDY LARSON: Great, thank you, Eric. My name is Mindy Larson. I work at the Institute for Educational Leadership in the Center for Workforce Development and as some of you may already know and others may be just learning about us, we are a national nonprofit that equips leaders to work across boundaries to build effective systems so we can prepare children and youth for postsecondary education and careers and citizenship. IL houses the national collaborative on workforce and disability for youth which is a National Technical Assistance Center, funded by the US Department of Labor, it's the Office of Disability Employment Policy.

We have been housing and leading the national collaborative since 2001, and our focus is providing technical assistance, and creating resources that are aimed at assisting state and local workforce development systems to better serve all youth, including youth with disabilities and other disconnected youth.

In the past year, we begun to focus on assisting postsecondary education institutions with building capacity and strengthening capacities to increase student retention and success. This includes raising awareness about strategies to better support students with disabilities in postsecondary education, giving us their growing segment of the student population and higher education.

So today's webinar is the second in a series that we are targeting to postsecondary institutions. We are pleased to have Skip Stahl from CAST presenting today about accessible instructional practices. It's for postsecondary education professionals to increase success.

I'm going to go ahead and advance to the slide, Skip's first slide and let him tell you a little bit about himself as he gets started. So Skip?

>> SKIP STAHL: Yes, great. Okay. Let's see, Eric, I've got

the two poll questions up in front of us. This we go. All right.

Okay. Good afternoon, everybody. Thank you for joining us and I appreciate IEL to give me the opportunity to talk to you all, and I'm going to move on to the next slide as Mindy said, we are focusing today open accessible instructional practices, reaching all learners and I'm actually representing a number of projects today. I'm from CAST, which is Center for Applied Special Technology, but we are known these days primarily as CAST. And then the two organizations -- the two centers that I'm currently working with the open professional education network, which is targeting support for the TAACCCT Grantees, which is the trade adjustment, assistance community college and career training program which is funded by the Department of Labor and then the other project is I'm codirector for the National Center on Accessible Educational Materials which used to be the AIMS, which is now AEM, and we are also involved in supporting postsecondary institutions and workforce development organizations in making sure that -- or ensuring that materials provided to learners of any ages and technologies made available to those learners are accessible and built in, have built-in supports for them.

So those are our two kind of sponsoring.

So let me tell you a little bit about CAST. CAST is the home of Universal Design for Learning and accessibility is a component. CAST is a research and development nonprofit organization. We basically leverage science and technology to create products, practices and policies to expand learning for all learners. We have a particular interest in learners with disabilities, because if we can provide resources, supports and strategies for those learners, then we go a long way towards meeting the needs of everybody else kind of in between. So if you think about it as a typical bell curve with individuals with disabilities at the margins or at the edges of that curve, if we meet the expectations and needs of those students and learners, then we go a long way to meeting everybody else in the middle.

UDL is something that we have been working on for the past nearly 30 years. It's a structure for thinking about how to improve and optimize teaching and learning for all individuals. So, again, benefits that are achieved to support individuals with disabilities end up being providing substantial flexibility and alternative needs for everyone. And today, I want to talk a little bit about one of those components which has to do with accessibility and that really is providing

multiple representations of information which is one of the core -- three core UDL principles. That's one of them.

So my goal today is threefold. First, to define accessibility within the context of UDL. So accessibility as being a component, aiming towards learning. Ultimately providing access to information is not the ultimate goal of an educational institution, providing access to skills, achievement and expanded knowledge is, but as someone once said if you can't reach them, you can't teach them. So having access to instructional material strategies, expectations, assessments, all of those things are really critical.

The other thing I want to talk about, excuse me, as a concept of variability. So we consider disability as a contextualized within the concept of the variability of all learners and by all human beings. Again, disability often appears at the margins within the context of educational practice and often we think about, you know, what is the average student and the reality is increasingly, as we discover through neuroscience research and through educational practice, that average is a kind of mythological concept that can get us in trouble at some point. So I will talk some about that.

Finally, I want to provide with you some basic strategy for creating and acquiring accessible materials relevant to instructional practices. For the most part, I will be talking primarily about digital content and strategies for using digital materials. Print-based instructional materials, there are kind of a host of approaches for dealing with those materials in today's campuses or on today's campuses, and in contrast to the kind of rigidity that print presented 20 years ago and the challenge that was associated with making print instructional materials accessible, these days, most institutions have the capability of retrofitting print materials of scanning them, using flat bed scanner or optical scanner or turning them into an alternative format or acquiring a braille version of those materials. In contrast, digital content is much harder to retrofit, and in many instances, if the materials are not designed for the widest possible use from the very beginning, they end up creating, ironically, a significant barrier to a very large group of students and individuals. So that's why I'm going to be focusing primarily on digital content today.

So let's talk a little bit about accessibility. Accessible as defined by the Office of Civil Rights means that an individual with a disability has the same opportunity to acquire the same information, engage in the same interactions

and enjoy the same services as a person without a disability, in an equally effective and equally integrated manner, with substantially equivalent ease of use. So the goal here is really equitable access, providing support, scaffolds, alternative media types, any mechanism that allows an individual to gain -- with a disability to gain access to the same materials as someone without a disability.

So a little bit about UDL. I wanted to give you some background on Universal Design for Learning, where our thinking and our research, what it's based on, where it's come from, and the activities that we're currently engaged in.

So I mentioned learner variability at the beginning, and what's important to consider here is that learner variability is the norm, not the exception. And that really goes back to the myth of the average learner, which has driven our expectations in education for a number of years and now we know because we can chart student progress, or we look at where students are at different levels of academic achievement, that we realize that everyone is significantly different. I often say that thinking about variability, if singing on key had been a requirement for high school graduation, a lot of us, including myself, would probably be in different professions these days. But luckily we didn't have to sing on key in order to graduate, and so we managed to dodge that particular bullet.

Accessibility is baseline for larger idea of creating flexibility curriculum and when I talk about curriculum, I'm talking about four aspects of curriculum, and that includes goals, methods, materials, and assessment, that each one of those needs to be approached from the perspective of knowing that you've got a wide range of variability in the learners that will be addressing those goals and methods to reach out to those learners, the materials that they are using and the assessments that you are actually asking them to engage in to document their achievement.

So UDL is on three key principles. UDL is the first and that's the most associated with accessibility. Action and expression is the second, how we can demonstrate, interact with our environment to demonstrate achievement or knowledge or competency, and finally engagement. What is it that pulls us in? What allows us to persist in the face of challenge. So I'm going to tease this apart for a little bit and keep in mind that what I'm about to do is a little artificial, and I will explain that to you on the next slide.

UDL really emerged from what we know about cognitive neuroscience and how learning occurs in the brain. The brain

is a nice, malleable, incredibly complex organ, and it's made up of a series of networks. The three primary networks related to the acquisition of information, the development of skills and engagement factors really have to do with recognition, strategic and affect. So recognition is being able to identify the information that's presented to you. Strategic networks have to do with action and expression, what you are capable of actually doing, how you act on your environment, and affect really has to do with what you care about, what's important, what drives you or drives any learner to face a challenge, overcome it, and then be able to move forward to the next challenge.

So recognition is really the what of learning. What is it we are about to tackle? What how can we recognize it? What is it associated with? It's really located primarily in the hind portion of the brain or occipital cortex. Strategic is in the frontal lobes and the neocortex and then affective networks are deeper in the brain structure, closer to the limbic system, the amygdala which is older portions of the brain. This separation -- what I'm about to do is somewhat artificial because I'm going to kind of tease out a little bit each of these networks and what they're associated, with their specific tasks as they were. But keep in mind that these networks never really work independent of one another. They are all working simultaneously. But sometimes separating out how these three networks operate independently is helpful in considering the neuro foundations of learning.

So principle 1, multiple means of representation, it's targeted towards recognition networks. How can we present information to individuals in ways that allow for a very broad range of flexibility so that we address the inherent variability of all of us?

So we want multimodal representation of materials. The more ways you can present information, the better the chances are that somebody is going to get it. It could be by text, by images, by symbols, by audio, and for each one of us, they are going to be kind of different levels of connection, different levels of resonance. For some of us, it will be graphical information. For some of us, it's going to be auditory. For some of us who are comfortable with text, that's the way you like it.

Some of us like graphic organizers. Prior to engaging in a task, they like to see things laid out. I personally like hierarchical text-based outlines because that's what I have been trained in and that's where I'm most comfortable. So if

I'm give and choice between a graphic organizer and a text-based outline, I will always choose the text-based outline. But we are all different in how we prefer to access information. And for some of us, those with disabilities, this difference is essential and that alternate representations of information is essential for us to get the information.

For the rest of us, it's really preferential, but accommodations made for one subset of the organization tend to benefit everyone. We want to provide items, like captioned and transcribed items.

If they are good idea, it's a good idea to have text equivalents for those, whether it's simply a text description or a transcription of a video. Similar for an audio file, having the transcription available provides an alternate means of getting to that information.

The other aspect of this that's important is prior knowledge influences interaction with content. So the depth of your prior knowledge in a particular area is going to be brought to bear in representing or identifying new information. So if you have a lot of background knowledge coming into a new task and that knowledge is associated with the particular content that you are being asked to address, it's likely that you will be able to knit that new knowledge in fairly easily. If you have limited background knowledge or none whatsoever about a particular task, then, in fact, it will be much more of a struggle. So you may need supports to support background information.

And finally, meaning making, understanding what's being presented to you is really a critical component in that. Those are all aspects of multiple means of representation. They all relate to the recognition systems in the brain, and just a -- by the way, there's a lot of detail related to Universal Design for Learning, in particular there's a set of UDL guidelines that are broken down according to the three principles and then further broken down into check points and those are available at the National Center on UDL, UDLcenter.org.

So I will go in now to principle 2, multi-means of action and expression. So, again, each of us -- and this was kind of the reference I made earlier to singing on key. Each of us have different capabilities and one of the things that always struck me when I was teaching, which was a number of years ago, was that I often knew more about what a student couldn't do than what they were really good at. And it -- I would realize that I was asking them to demonstrate competency in a narrow

area in narrow ways, and then if I could expand the ways I was asking students to demonstrate their achievement or their understanding, the chances were likely that I was going to get a much more authentic picture of that student's strengths, as well as their weaknesses. To providing multiple means of action and expression, supporting learning processes. This has to do with setting goals at the very basic level, being able to plan, strategize, and so all the things we think of as executive function, of being able to build in supports. This is where things like syllabus for a course with detailed information about what was due when and what types of communication was available with the faculty member and where courses were being held, et cetera, all of them provide functional support and serve as a resource and reference point for students.

Another area that actually is probably a bit more challenging, but is increasingly available with digital media and technology is allowing students varying methods of response. My daughter was taking a chemistry class recently and it was a survey class with 180 students and she's not particularly prone to raising her hand in a group of 180 people. Since she had access to online polls that she could get in touch with, vis-a-vis phone or clickers and she could send text messages all of a sudden she had a way that contributed to the discussion that did not butt up against her natural shyness in that size of a group. Technology is a benefit and a curse. The more way you provide with students to respond to something, the more ways you have to monitor, but the reality is having those ways is a clear benefit.

Finally for individuals with disabilities, the content and activities should be available in assistive technologies that amplify, magnify or navigate the curriculum. That's something I will come back to. It's something to keep in mind.

If students with disabilities who navigate text by voice or who are unable to use their hands and therefore unable to manipulate a mouse and are using kind of a switch access or a basic keyboard control, that you should be able to navigate through a web page, for example, by pushing the tab key and significant items like links and buttons and so forth should highlight sequentially and then if you push the enter key, you should be able to select that. And those things as alternatives to just using a mouse or a touch screen should be built into the materials to begin with.

Principle 3, multiple means of engagement. This really has to do with affect. Each of us can probably remember being in a

course where it was not something that you wanted to spend time really learning about. It was simply a gateway course that you had to pass in order to go through it, but there are times when those courses can be made much more engaging by thinking about how can we adjust things like novelty, actions, capacity for interaction within a course that allows students to engage more fully, and actually -- and actually persist. One of the kind of descriptors I often talk about is thinking about the range of individual students in a class with regard to a concept like novelty. Novelty being the introduction of new material at any given time. So a student who tends towards ADHD or attention deficit, tends to be a novelty seeker. They are mostly interested in new things, and so the more novelty that you can provide those students or the ways they can seek out novelty with April instructional setting tends to benefit them, because they tend to be curious, at times impulsive, somewhat distracted but they do cue quickly to novelty.

In the same class, you may have a student on the autism spectrum and for that individual -- pore that group of individuals, novelty tends to be the last thing that they are drawn to. Predictability is much more comforting. Novelty can be seen as a threat for individuals who struggle with autism or on the autistic spectrum. So you may have individuals on both ends of the spectrum in regards to novelty and then a bunch of individuals in between. So I often fantasized about a learning environment where you had a slider for novelty. You can go, oh, let's put novelty at level one but for this student, let's crank it up to level ten. It doesn't exit yet, but who knows. It could be coming.

So engagement can be factored and supported by a number of things. Self-assessment, critical reflection, and giving students clear guide posts as to where they are in the course of study, what their current achievement is, what the expectations are, those are all really important. Having content be contextualized to experience and interests. Again, flexibility in connecting something new and unfamiliar to things that students are drawn to, to begin with, can result in increased motivation, increased persistence and certainly retention and, of course, I was working with a large university a number of years ago and they had a survey course on introduction to biology and it was designed to encourage students to encourage incoming freshman to select biology as a major. When they did an analysis of student attitudes following the course, they discovered that if a student took this particular intro to biology course, the chances that they

would emerge as a biology major went down by about 30%. It was because it was basically a lecture lab, lecture lab structure, and so they made a minor adjustment to the course which was students could attend the lectures and attend the labs as an individual or if they came to the graduate -- the graduate teaching assistant or to the professor as a group, say five of them, they could choose how they wanted to go through the course. They didn't have to attend the lecture. They didn't have to attend the lab. And what evolved was the students who worked in groups, and each student was asked to demonstrate their contribution to the group effort. They always attended the lecture because that was where the -- the direction for what they were about to be assessed on and what their expectations -- their achievement areas were. Some of them, as a group, would skip the lab because they preferred to do it by themselves and then when they surveyed the students at the end of the semester, they found that the students who had voluntarily chosen to work together in a group had a much higher potential for emerging as biology majors.

When they were interviewed, they said they felt like they were able to construction the course for themselves as they moved through it, and as a result, they were much more motivated because they were allowed to find their own kind of level of balance and achievement expectations as a small group and as a consequence they made the course theirs.

So even thinking about large survey courses, there's some interesting strategies and techniques out there for increasing student motivation and getting all students to meet a set of high standards.

So one of the mantras that we often think about in regard to Universal Design for Learning is you want to maintain high expectations but flexible means for achieving those expectations. So firm goals and flexible means is one way of thinking of it.

That's a quick summary of UDL's three principles, representation, action and expression, sorry, and then engagement. We often present engagement as principle number three, but in our current research, and certainly over the last five or six years, we are starting to more aggressively move engagement to be principle number one. Primarily because if students aren't engaged in a task, frankly, it doesn't really matter how you ask them to demonstrate their achievement or how you present information to them. If they are disengaged, you are not going to get the full benefit of their capabilities. So engagement is really kind of moving towards the forefront as

kind of being a key factor if not the key factor in many way. UDL was codified in the higher education opportunity act in 2008. So if you notice down under near letter B, provide appropriate accommodations, supports and challenge, and maintains high achievement expectations for not only students with disabilities, but students with limited English proficient. We hoped to see after that, and all learners because, again, the target here is the large population of learners and really benefiting from accommodation supports and scaffolds that have been presented to students.

So we have a statutory reference which is the higher education act. So I mentioned this earlier. Myth of average. This is kind of typical bell curve. I would say, 20, 25 years ago, we were teaching towards the middle orange block, hoping that we would be able to hit some of those folks on the far edges, and what we have learned in the intervening years is that the capacity to do all of these things, read, write, speak, gesture, select, demonstrate, it's dependent upon the individual which has a lot of variability or who has a lot of variability. Each one of us is quite different in our capacities. It also depends on the context under what circumstances are you asking a student to do what task, using what tools and then finally, what's the goal?
Oftentimes -- and this was particularly true in earlier large scale assessments, high stakes testing, assessments, some of those tools actually confused the goal with the means. So it's important, particularly as instructional designers, which is where I'm increasingly thinking about both secondary faculty that it's not just teaching anymore but it's also designing how a course is delivered, how it's structured, what are the supports and scaffolds to address the greatest variability among the students. So the key here is building in -- building in flexibility and not confusing the means with addressing a goal with the goal itself.

So an example from early childhood, I remember seeing academic standard for first grade years ago that said the student will write his or her name in the top left-hand corner of paper. And I realized that the goal there was not writing. The goal was identification and that standard ended up being rewritten, will identify his or her work in a consistent manner. If you include writing as a part of goal, then that's fine, as long as writing is a part of the goal. But if writing is discreet identification of the work. Then it doesn't matter if they write his or her name or stamps it there or draws it or whatever. Thinking about how goals are written and how

assessments are occur, it's important not to confuse the goal with the means of achieving it.

One other thing about kind of myth of average, I was in an eighth grade classroom this past fall and it's -- it was a competency based system, and I came into the classroom and there was a young woman there. She was probably 13 or 14, and I said, so tell me about your class. She said, well nobody here is average. I said, well, that's interesting. Can you tell me more? She said, yes, you are either emerging, you are below proficient, you are proficient or above proficient. So the students could chart their progress in English language, arts and mathematics and the whole concept of average did not exist because they were on different levels of proficiencies with those concept goals. So an important lesson to be learned there, even 13-year-olds can recognize that variability drives things and that there really isn't an average that we can effectively address in an instructional setting.

In postsecondary settings, eligibility for accommodations is not based on the existence of a disability, but it's based open the functional impact of a disability in a student's course of study. For example a student who may struggle with reading may be eligible for an accommodation in text-heavy content area, you know, history, social sciences, et cetera, but in mathematics or statistics class, they may not need that accommodation because, in fact, they may do quite well computation and with numerical reasoning and the reading and those environments may be minimized. So this whole notion of what's the functional impact of a particular degree of variability and if you think about disability as a degree of variability, then functional impact becomes really important. I will come back to this a little bit because there's some adjustment in the federal standards thinking about accessibility-related to functional impact. So in any event, accommodations are important for some students, particularly those with disabilities it may provide flexible alternatives for some students and that includes English language learners or students coming from different or impoverished backgrounds, first generation students and students who simply prefer one media type over another.

Okay. We will go to the next slide.

So here's a poll question for you. What is the most popular use of captioned video?

And the poll is coming up.

Okay.

Yes so your choices are is it by individuals who are deaf or

hard of hearing, by couples in bed at night, while one watches TV and the other one sleeps or uses in sports bars or gyms or use in subtitles in foreign language films.

So Eric, can I get a display of those results? Oh, let's see. There we go. Okay.

Okay. So let me give you a little background to this particular question. When the ADA was passed in the early '90s, Americans with Disabilities Act, the Federal Communications Commission required that all televisions have caption decoders. Prior to that, if you are deaf or hard of hearing, you had to purchase a decoder box and add it to your TV set and it might cost you anywhere from $200 to $500 to do that.

By adding decoder capability to every TV set in the country, it dropped the price to maybe 3 cents a set. So these days, it's pretty infinitesimal cost and so in the mid-'90s an organization decided to do a survey to see what was the most prevalent use of closed captioning, assuming that it would be individuals would are deaf or hard of hearing. And the surprising response was at least nearly 20 years ago in that initial survey, was it was couples in bed at night, where one wanted to watch TV and the other one wanted to sleep. The next most prevalent use was sports bars for running captions and the next was in health clubs and next was subtitles and, in fact, individuals -- used by individuals who are deaf or hard of hearing was item number nine on the list. So there was a quite successful adoption of a particular accommodation built for a subset of the population that ended up being widely used, and closed captions were the precursor to that running crawl of text that you often see on Bloomberg channel or a variety of other news channels, where you know, the talking heads are talking about something, but you are getting a bunch of information down below.

So Eric, can we drop that poll off. Great.

Okay. So this is a little chart, just looking at variability. This is kind of typical individual where we are just looking at a variety of skills and capabilities and many of us look like this. We have strengths in some areas, weaknesses in others and our capabilities tend to jump all over the place. So assuming that variability is the norm and not the exception is an important approach.

So let's talk a little bit about accessibility. Just give you some kind of statutory references. The Rehabilitation Act has a section called Section 508. And Section 508 refers to information in computer technology. So not only software, but

hardware and federal government is required to attend to specific components of Section 508 in its purchasing process.

So technology has to be usable by an individual, any government -- I'm sorry, any federal government purchases, software or hardware, have to be usable by the broadest range of individuals. And so 508 has a set of checkpoints which I will come back to in a minute.

508 is currently in the process of being -- what's the determine is being used is refreshed which is really an update to the Section 508 standards, to more align it with the kind of explosive growth in online learning and Mooks and large-scale courses and delivery of digital content over the Internet that simply didn't exist at the scale that it does now when 508 was originally developed. And it's also reconciling the 508's requirements and specifications with what's promulgated or promoted by the international web access community, which is -- which is known as WCAG, two web content accessibility guidelines. So those two set of standards and specifications are being reconciled in the new 508 refresh to a great degree and the Section 508 requirements are promoted by an agency being an independent agency called the United States access board, but then what happens is access board makes a recommendation. Those are sent to the federal government. The federal government produces those recommendations in what's known as a Notice of Proposed Rulemaking. Usually in the federal register. People have the right to comment. I believe comments on this are open, first round open until the end of May, and then there's about a year before this goes forward. The access board does not have any enforcement capabilities, but what has happened in the past is the Justice Department and the Office of Civil Rights, the United States Department of Education have taken a look at the recommendations that were developed by the access board that were published in the federal register and that usually means into a regulatory phase where justice and Office of Civil Rights then takes responsibility for seeing those things are enforced. It will formally be enforced as part of federal government purchasing requirements and a number of states have adopted 508 compliance as kind of the lowest common denominator for access or web design. There's websites to see all the glorified technological details of the Section 508 standard.

Another place to provide additional information about flexibility multimedia and digital content is the UDL on campus website which was developed if support of the TAACCCT grantees through the Department of Labor work. This is a product that

CAST put together with support from the Gates Foundation as part of their project open partnership and we're in the process of updating this pretty regularly to address new and emerging technologies, but there are a number of tutorials, case studies, examples, resources at UDL on UDL on campus.org.

This is my actually favorite part of 508 is the functional criteria definition. It used to be in the early days when accessibility of particularly instructional materials and practices was targeted that they look at individual products and they would say, well, this is a group of stakeholders saying, well, this product should do this, and it should do this and it should do that.

It became increasingly clear that as project -- as products were developed or expanded, became more complex, that the focus was really not on the product or shouldn't be on the product, but should be on the functional capacities that were provided to someone using any product. And so this is the functional performance criteria of Section 508. To me, it's the simplest, most straightforward description and you don't have to have any technical knowledge to understand this. I will read it quickly so everyone has a sense of scope. If you are using digital materials this should be one mode of operation and information retrieval that doesn't require vision. There should be one mode of operation and information retrieval that doesn't require hearing. It doesn't require speech. Or it doesn't require fine motor control or simultaneous actions and that's the earlier reference I made to not being able to use a mouse, but being able to access via perhaps a keyboard or a switch or some sort of alternative function could be a touch screen that assumed that your fine motor control was not up to one or another particular type of support like a mouse.

So this part of 508, the whole notion of functional criteria, I think is a really important way to think about if you are putting together instructional practices, materials, if you use this as a guideline or a guide post, it actually challenges you as an educational or instructional designer to think what barrier exists for a student that has no vision, and what barriers exist for a student who has no hearing. How can I provide alternative, equitable experiences for those individuals.

Because what you will discover is if you provide text equivalents for images or charts and graphs, that's essentially for an individual with low vision or an individual who is blind. But it also provides considerable support for individuals who are English language learners because there are

many automatic translation programs out there that allow English language learners who are fluent in another language to take that text-based information and have it immediately translated into their language of choice. And it allows for those who struggle with interpreting graphical information or link that graphical information to text-based definition or description, if there's a text equivalent there, it can benefit them. So it goes well beyond just sensory access, but really enhancing understanding and learning for a wide variety of students.

Excuse me.

So let me just give you some baseline information about creating accessible materials and I'm going to be focusing on the use of Microsoft word, basically because it tends to be the software application of choice for most of us, particularly those of us who are in academic environments, but what I'm about to share with you is also relatively consistent in any word processing program.

So the three kind of core pieces that you need to attend to, particularly if you are creating handouts, syllabus, documents, resources that you want students to be able to access and you want them to be accessible to the broadest range of student, or you are going to take Microsoft Word document and post it on the web or you are going to transfer it into a PDF for distribution, these are the three things that you really should be paying attention to.

The first one is creating meaningful structure. And I will talk about that in some detail in just a minute.

The second is to provide complete navigation. And it's tied to the first, which is meaningful structure and the third is provide alternative access to media content and there's the notion of making sure that images, charts and graphs have text equivalents that if you are embedding video into a document, particularly PDF, it should be captioned. If you can't caption it, provide a transcript. Not as good as captions but better than nothing. So let's talk about meaningful structure.

Document headings help connect content and support executive functions. So here's what I mean by document headings. Most of us will in the early days without thinking about or structuring a document, if you wanted to make something be a title on a page, you would select it and change it from times new Roman 12, to times new 24, and make it bold and underline, it which is great because you are giving it a visual differentiated style. But Microsoft Word and most word processors actually have a function called style. And what the

style function in Word does is it attaches additional information to the text that resides in the document itself. And allows for the addition of structure to a document. So the recommendation is this always uses styles when you are creating Microsoft Word document, and make sure your style provides a kind of logical reading order. So, for example, if you look at the styles layout and there's a screen shot of it on the slide, if you look at the styles layout, you see this may be a title style, there may be a heading one, a heading two, heading three, use your headings consistently. Heading ones -- heading twos and threes should always be beneath heading ones. And what that does is it allows someone to navigate the document using those particular styles. So if I were an individual accessing a document that you created using styles which gives structure to the document, and I was using a screen reader because I had no vision, I could tell my screen reader to read all the heading ones in order so I knew how to navigate through this document.

So in addition to providing kind of fundamental accessibility by adding structure to the document, the use of styles does something else for you, particularly for those of us who are sighted.

It allows to generate an outline of the document. It allows you to automatically generate a table of content. So if you go to the -- I believe it's the references tab in Microsoft Word, if you applied styles to the document and you put your cursor at the very beginning of the document, it will automatically generate a table of content. That table of con tent is clickable, which means if you jump down to Chapter 3, subheading one, you go there automatically. So this type of structure is not -- for those of us with sight, it is not a major benefit in a two-page document. But many of us are dealing with 20-page documents or 30-page documents where there are different breaks or chapters or sections, and so by adding structure, by using styles in Microsoft Word, you have a critical navigation feature for individuals who are using assistive technologies or are approaching this in a nonvisual manner. But it also provides a structure for you in an outline form, references table of contents, automatically generating these things based on the layout of the document. So if there's any strong recommendation, I could make that's readily available to each of you, who does any writing whatsoever, using a word processor is to -- particularly Word, is to use styles to get into the habit of using structured documents, just kind of automatically. The first couple of times do you

it, it takes a little bit longer because you have to remind yourself, but by the time you are on your tenth exposure to creating a structured document, it becomes second nature and it goes pretty quickly. And everybody benefits. Oh, yeah, I mentioned too, some people will create a document in Microsoft Word and they want to distribute it on the web and they don't want anyone else to necessarily modify that document, they will create a PDF from within Word and save it as a PDF. If you create structure in the Microsoft Word document, it will carry through to the PDF document. So that the PDF document automatically is generated with a degree of structure and accessibility that would not be there had you not used structure in Microsoft Word. So use structure in Word.

Providing complete navigation. Again, this goes back to the structure charge, is that you get outlines, table of contents, that all of these things can be auto generated once you have a structured document. And these suggested quick screen shot of that. But you can go to references. You can add a table of contents and that becomes a mechanism for navigating the document and I -- my recommendation is that, you know, any document that's over 10 pages should have a table of contents because it's pretty easy then to navigate through the document without having to scroll to it. You can click on the entry in the table of contents and get exactly where you want to be.

Provide alternate access to media content. This has to do with selecting an image, right clicking on that image and then if you right click on that image, you will get an option with the menu items there that says format picture. And usually -- and this is for the PC version of Word, there's an option that says alt text which is an abbreviation for alternative text associated with this image. There's two entries there. One is a title and one is a description. You should use the description box and put the text equivalent of the image in side of description box and then save it. And what's great about that is that that image, that text then will always go with that image.

And this is true if you are doing a similar thing in PowerPoint, you want to have text equivalent for all of your images so that someone who is navigating through your slide deck and not using vision can have the benefit of the information, at least know what that image is, because they have a text description of it.

In addition to which, word and power point from 2010 onward have the option of checking the accessibility of your document. It's a good habit to use the accessibility checker. You go

under the file menu to info and then there's an issue -- I'm sorry, there's selection that says check for issues and you can say check for accessibility and a box will pop up on the right that will show you, oh, you may have put April arrow in and there's no alt text, there's no text equivalent for that, so you can jump top it. It's a nice way of checking your product before you send it out into the world.

Finally transcripts and captions provide access to visual audio content and increase search entry options. If they have text equivalents, captions, transcripts, whatever, make them much easier to find because they give an anchor point, a text-based anchor point and this is some examples of transcript creation of captions and audio description, which is a more elaborate mechanism for providing audio access to visual content, but I will kind of leave that for now, and you will have access to all of these URLs in the PowerPoints available for download.

And finally, video. Just of use of captions, if you can have a collated transcript, some audio description that may tell what's going on, increasingly these approaches are becoming more important. There was recently a complaint made by the national association of the deaf to Harvard and MIT, around large-scale broadcast courses coming out of highly respected institutions but a lack of attention paid to accessibility, particularly there were no captions -- a number of the videos that were being used by Edex were not captioned and there were no transcripts available and none of them had audio description. So those things are he can rectified after the Department of Justice or the Office of Civil Rights got involved and said, you know, what Americans with Disabilities Act said if you are offering an opportunity to the public, you have to address the variability that exists in public spaces and with learners and the deaf community rightly responded by saying we are being denied access to these materials. So that's now going through Harvard and MIT and they are going through and retrofitting a number of those courses.

It is so much easier to build these resources in at the beginning than it is to go back and retrofit and so much more efficient and a lot less costly. So keeping these things in mind is pretty important.

Finally, the whole notion of executive functions is becoming a really critical component as a lot of instruction moves online. We hear more about blended learning and flipped classrooms and personalized learning and badging for credentialing. Each one of these things anticipates or

presumes that the student is actually spending more time online, interacting with curricular materials and as a consequence students need to develop much better, much stronger executive function skills, being able to set goals, prioritize, use strategies on problem solving and how they focus and avoid distractions which on the Internet are paramount and all over the place and how they monitor their own progress. So each of the components that we have talked about of providing structure, of providing alternate representations of information, each of those things a student can really use as a hook to help support their executive functioning. And what we are also seeing increasingly particularly related to online learning is an increase in prompts and kind of self-monitor tools built into systems where the acknowledgment is that students are being asked to self-regulate in their own learning in a way that didn't exist before.

And so the systems -- the online learning systems are beginning to embed tools and supports that help the students stay focused, give them strategies for not getting distracted and for moving forward. And a lot of those are based on basic accessibility policies.

So I have another poll for you.

So the question has to do with: Which of the following strategies have been the most effective in supporting student executive functions?

Captioned videos of lectures posted online. A comprehensive course syllabus with assignments and due dates. Pairing asynchronous online activities with synchronous meet ups. And consistent routines, read chapter. What do you think is the most helpful in student executive functions?

Great. Oh, we've got captioned videos of lectures posted online is at zero. Comprehensive core syllabus, 33%, around there, 30%. Asynchronous online with synchronous 40%, and consistent routines 30%.

Boy, nobody chose the one that research says is paying off big time. So here's the surprise. Captioned videos of lectures posted online turns out to be a major focus for supporting student executive function, organization, problem solving and prioritizing.

(Chuckles).

And it's the one that mostly makes postsecondary faculties' air stand on end because the worry is if I post my lecture videos and put them online, and then, you know, get them captioned, why would a student come to class? And won't they just ignore me and not show up? And so some of this research

evolved out of a nursing program where second-year nursing students had to take a course on anatomy and physiology and it turned out to be the course that knocked out almost a third of the potential nursing candidates, mostly because it was a lecture course. It was incredibly dense with enormous amounts of information that students had to process and retain. It was difficult for the students to figure out what they had to focus in and retain. The faculty got together with some of the tech support folks and said, let's try. This let's videotape the lectures and caption them and put them online.

And what they discovered was this was a direct relationship between the number of times a student watched the lecture following the class and a successive increase in the students' grade on quizzes and, of course, exams. So there was a positive correlation if a student watched the same lecture three times, they did significantly better on the subsequent quiz than if they didn't watch the lecture or only watched it one or two times.

And so the research in this area has been pretty interesting, that a lot of us present a lot of information and we expect in many circumstances students to prioritize what they think is important based on our inflection, or our statements or whatever, and if we could only go back and relive that, maybe two times or three times, we would get a much clearer picture of what's -- what an instructor is valuing and what are the key parts of that and the use of recorded lectures or recorded video is certainly documenting that that's the case.

So the captioned videos of lectures posted online is a strong one. All the other ones are also strong components that can assist a student in developing some strong self-regulation skills and executive function.

Quick just references here content creation resources. The things that I have talked to you, about creating structured documents in Microsoft Word are available at webAIM and FLOE, flexible learning for open education is a terrific project out of Office for Inclusive Education, the University of Toronto. It's a free tool for creating open educational resources and attending to accessibility in the creation of that and web accessibility for online learning, project onecannect.org.

If you are going to be teaching online, how the course should be structured to address maximum variability and then the BC open textbook authoring guide which creates open education resources that could be remixed, reused but also reused by almost every student.

Finally, I just want to touch base on the selection of accessible materials. Many of you are going to create your own resources. Some of you may want to actually create, you know, a major open education resource because if you create it once, you can use it mull. Times or share it with -- multiple times or share it with other institutions at other institutions. And many of you will be selecting materials out there.

And so it's important to consider resources that both address learner variability and have addressed some of the legal requirements for accessibility, and that gets too the whole what's required under the Americans with Disabilities Act and Section 504 of the rehabilitation act and Section 508, which relates specifically to computer technology, hardware and software. The thing to keep in mind is that institutions of higher education or considered public for the most part places whether, they are public schools or private schools and that opportunities available to any student need to be available to every student and so having -- paying attention to accessibility is quite important.

The UDL on campus flexible multimedia pages can address some of these issues across a variety of media types but I also want to give you one concrete way of thinking about instructional materials. So in looking at learning management systems or content management systems, and these are things like blackboard or moodle or angel or canvas, desire to heroin, where there's a delivery system and within that delivery system there may be chat functions and survey functions and digital content delivered by Broad Hill Pearson, Halton, any of the maimer publishers. You can ask for what is known as a voluntary product accessibility template, this is part of Section 508. It's a mechanism for addressing each of the requirements or expectations, features of Section 508 criteria. So in this case, on this particular table, criteria is a text equivalent for every non-text element -- I almost said elephant -- should be an alternate text or description in the elements context. So this template is called a VPAT, voluntary product accessibility template and it's incumbent. The key is it's voluntary. It's upon the vendor to show how they meet their expectations. Are their videos captioned? Is this access to the screen that doesn't require the use of a mouse? Are interactive simulations usable by an individual who is hard of area, that sort of thing.

It is to everybody's benefit, including the vendor for them to be as honest as possible and the nice thing about requesting VPAT or looking on the product website for the VPAT, some of

them out there are quite good. Apple products have great VPAT, desire to learn has a great VPAT. I'm trying to think Moodle, Canvas Blackboard all have nicely detailed voluntary product accessibility templates and the nice thing about using this approach is one, it's a standardized approach that the federal government uses in its procurement processes and it's an indicator of applying some due diligence in selecting instructional materials that. As a faculty member or course designer, you are taking the time to say, you know, how usable is this content for whom does this create a barrier and, you know, then I would like to have documentation that there's -- that these accessibility features being addressed. So just from a con tent creator perspective, a content selector perspective, it's easiest way that I know of, the most concrete, specific, right up front way of saying, you know, to a product vendor, have you actually addressed and created a VPAT for this particular product?

As far as ebooks go, where you are buying or recommending an ebook that's outside of a learning management system, again, if it's a standalone product from a special publisher, look for VPAT or look for some sort of statement around the product's accessibility. These are the things that you logically would like to have to make sure that ebook is pretty accessible, text is available in a logical reading order and the navigation is there. The images are described and the page numbers are present. I don't have to read all through this. There's a structure for these things M. ebook providers will provide an accessibility statement or a VPAT and, again, that whole notion of as a course designer, curriculum developer, educator that you want to be exercising due diligence in the way in which you select materials much in the same way that you would apply and create material.

A couple of content selection resources that are available. This' a product VPAT table in another project I'm involved in which is centerforonlinelearning.org. This table is particularly targeting K-12 products, but there's a -- because we are also charged with addressing transition and online learning, we tend to bleed over into postsecondary. So there's a number of references there, documenting where VPATs exist for various tools and products associated with online learning and that expands the K to postsecondary environment. The American foundation for the blind has a nice collection of accessible online tools and then both access text network and bookshare.org are data sharing between colleges and universities and individuals, students with what's known as

print disabilities to get electronic versions of core course material.

So conclusion. Instructors need to be informed so they can be equipped can tools to create and select meaningful accessible content. That's the whole due diligence peace. It goes back to variability. There's some statutory expectations there and it's helpful to pay attention to those things and to be fairly knowledgeable.

Accessibility is really just a baseline. It's the lowest common denominator. It's something that instructors, curriculum developers course designers should ensure that all of their educational content is accessible. Instructors should plan for learner variability. UDL is a framework and emphasizes learner variability in the design of curriculum and instructional practice.

And in addition, there are a whole suite of flexible multimedia tools to support the creation and the selection of accessible learning content. Many of those tools are free. I have given you a number of references for either online or downloadable tools to create accessible content and those can be taken advantage of.

So I'm going to stop right there and see if anyone has any questions.

>> ERIC CLINE: Hey, Skip, this is Eric. We had a question come in a little bit earlier. So I will encourage people to keep thinking about your questions. Type them into the Q&A pod. It's the easiest for us and you can put them in the chat window if you want to post something to the whole group but Scott Campbell earlier, when you were talking about the higher Ed act had asked about that UDL is required in college? I think that's kind of a short question but I think it could impact kind of broadly. Could you give us the outline on that one?

>> SKIP STAHL: Yeah, great. So UDL is not a requirement with the exception of there are two grant programs where UDL is specifically required to be addressed in the -- in the teacher training and I would have to go back to the actual statute itself to isolate what grant programs there were. I know that there were two programs where specifically targeting teacher training, where UDL was a requirement and -- but as far as overall requirement of Universal Design for Learning, no, there's no built-in requirement for it. I will say that in the TAACCCT grant program out of the Department of Labor, that program has put $2 billion in roughly 1,000 community colleges across the country to develop open educational resources for

primarily certificate granting two-year programs in the skilled trades. And the goal being that the Department of Labor would foster the creation of a lot of resources that could be reused and remixed. In that funding opportunity, Universal Design for Learning is required to be addressed, but that's a discreet funding opportunity or project out of Department of Labor.

So it was a long-winded answer to your question. So not required, but preferred, let's put it that way.

>> ERIC CLINE: Thanks, Skip. We have some people typing right now. So if we want to wait just a little bit. Oh, this is Ann, who says I believe is Alice is saying hello, Pellissippi State and Onedaga are the ones involved in UPEP.

>> SKIP STAHL: Yes.

>> ERIC CLINE: Just while we are waiting for additional questions, again, the slide show is available in the top left corner of the webinar platform and it says NCWD-youth-CAST and then the date. All the links will be available and live from there. We will send out a recording to everyone who registered from the webinar. And the links should be able to be navigated that way as well.

I see, Ashlee is typing something. Maybe not. Mindy, do you want to go ahead and move into kind of the wrap of the slides and if there are any questions that pop up. Oh, I see Ashley said that she typed one into Q&A. Let me see what we have here. I am not seeing it, Ashley. It's not popping up. I'm not sure why. Let me dig around a little bit.

>> MINDY LARSON: While we are waiting for the question to come through, I just wanted to say how great this has been because I think this presentation, Skip, really helps to illuminate the reasons and the ways that we want to address learner variability, as you said, because there are going to be a lot of differences in the way that the students in postsecondary education, as well as in other learning environments, formal and informal, are going to be able to process, engage with, information that we are really trying to reach them with, and if we are not thinking ahead about some of the different -- the different ways that individuals are going to need to receive information, and be able to engage with it, then we are missing an important segment or many -- possibly even many different small groups of individuals that will add up to potentially a large proportion of the students we are trying to reach. So --

>> SKIP STAHL: Right.

>> MINDY LARSON: I appreciate the clear explanation and the clear examples you provided and all the resources that folks

can use to look at how they can make their own materials and instructional practices, able to address that learner variability.

We wanted to let folks know a couple of resources that are also available on the national collaborative website. We have two information briefs highlighted here on the PowerPoint screen, briefs that focus on using Universal Design for Learning in one in workforce development program settings and one that's more focused on education settings where when you know that you are working with some students with learning disabilities, that this brief talks about making sure that you are designing your instructional practices to make them as accessible as possible for those students.

Okay, Eric? I think you said you found two questions?

>> ERIC CLINE: I do. Actually, we have three questions, but two are very related. So I will start with the one that's kind of a little bit different. This is from Ashley, and she wants to know, I know some classes that my university used blogs for classroom assignments. Is there a blog platform that is particularly accessible or uses UDL.

>> SKIP STAHL: I'm trying to remember whether Word Press is accessible. I would have to check. The easiest way to check, actually, would be to, you know, have a blog page where you can have access to the UDL -- to the URL, to the address -- the web address and then go to webAIM.org. They have a tool called wave w-a-v-e, where you can simply enter in the URL and Wave will do a quick analysis of the web page that you have provided to determine whether it has any accessibility violations or errors or cautions.

So if I was -- you know, if this were a blog on Word Press, for example, that I wanted to students to access and I was unsure, I would do a quick check for something like Word Press and VPAT, and Word Press accessible and if I couldn't find anything, I would try to get to a copy of the URL that I wanted students to use or a representative URL or check it out with the webAIM Wave tool to determine the accessibility.

>> ERIC CLINE: Thanks, Skip. And to add on that, I'm not endorsing any particular product and I don't have the scope of everything but I know that word press is a platform that we use for the national collaborative on workforce disability blog and I have had no major accessibility issues with it and that's one of our big focuses.

>> SKIP STAHL: Yes, I think that's right. That's why that particular one jumped to mind was that I think it's pretty accessible.

>> MINDY LARSON: I'm putting those links in, the Wave and the webAIM.

>> ERIC CLINE: And Ann and Alice have two related questions. How would you respond to faculty who say with regard to access and universal design that only 10% of the units cause all of this work. Like, how do you justify that?

(Laughter).

>> SKIP STAHL: Yeah, I mean we have certainly heard that before. I mean, that's why the message needs to be about variability and thinking about disability as a continuum. I mean, I often will come back and say, okay, so we're dealing with the individuals wore currently disabled and those who are not yet disabled. It's not a we or them situation. I think that -- I tend to go the variability route to talk -- does every student in their class come from the same cultural linguistic religious racial background? You know, because the faculty is really saying we have a homogenous group here and you are bringing in these outliers who need the specific things.

Reality is their sense of the homogeneity of the group is mistaken. You have to lead them to it by asking the key questions and challenging the perception that what they think is homogeneity is a cursory approach to a process that is far more variable than they are recognizing.

So I tend to go in that direction of -- because behind that criticism is often you are asking us to give these students an unfair advantage by providing them with accommodations and support that others don't have access to, right?

And the argument, I think, the comeback to that is let's provide everybody with these flexibility options because for some students, it's going to be essential and required and for other students it simply gives them an opportunity to demonstrate what they know in the best possible way.

>> ERIC CLINE: One of the things we talk about here is just like the metaphor, well, maybe you have a store and it's wheelchair accessible and you have another store that's not wheelchair accessible and you have somebody who goes and -- you know, why don't you have a ramp to get into your store and the person says, well, you know, I never had any complaints with people who use wheelchairs. Well, no, because they can't get into your store. Are you going to get a broader range of students into your classroom and will you have more equity to what you are doing?

And a follow-up, how would you respond to faculty -- this is the other side of the faculty, how do you respond to those that

they need relief time to retrofit their materials?

>> SKIP STAHL: That's less a technology and more a human resources issue. I don't know what's in the faculty contract with the course creation requirements and what faculty -- you know, what time they are required to put in or not.

One of the ways around that is actually a more systemic approach, not for necessarily existing faculty, but for either new faculty or new courses moving forward that there was a survey done a couple of years ago and it was clear that institutions and organizations, particularly -- I'm sorry, postsecondary institutions that had a policy requiring accessible content and materials for all of their instructional classes, particularly those classes that were using digital content and online materials that in those environments, it took a couple of years to get everybody on board, because there was some retrofitting required. But as an institutional policy, that helps drive instructor practice. As to the extent of which instructors need release time, that's an individual institutional question.

>> ERIC CLINE: I think Ann provided a little clarification in chat. It could be who is required to or who are different people that can be making these changes to the materials? Does it necessarily have to be the professor? Can you have, you know, other individuals who are --

>> SKIP STAHL: Sure.

>> ERIC CLINE: I think it's -- I mean from what you were saying, I hear that there's a contractual issues and there's human resources issues and there's the resources the university that kind of need to be fit to that individual scenario.

>> SKIP STAHL: Yeah, and I will tell you that some -- a couple of large institutions a few years ago just realized that there are a number of their faculty were putting up resources that were not accessible. So they instituted an accessibility policy and they gave faculty 18-month window saying within this 18-month period, you need to -- you know, we will help you analyze your courses. We will provide support for designing alternative resources that are accessible and then as far as students went, they kind of let students know that they were going through this process to make sure that 18 months or 24 months in the future that everything -- that the websites would be accessible. Of course this would be accessible but they also put in a caveat that said if a student complained about -- you know, if an active student and an active course complained about a particular resource that was to the accessible, they would work to retrofit. That would move to

the top of the list, because the last thing you want is the student being -- a student's process being impeded because they couldn't get access to the materials.

>> ERIC CLINE: Great. There's one more Mindy. We are able to take it real quickly?

>> MINDY LARSON: Sure.

>> ERIC CLINE: This is from Sheila and then we will go over to Mindy. We hit our hour and a half mark. But she says that she has not been working in the disability space for long but it's gratifying. What perplexes her is the huge supports that disappear once you transition to adulthood. What is your thought about the lack of support for adults with disabilities?

>> SKIP STAHL: Yeah, it transitions out of postsecondary and what you are concerned about is the earth is flat, that people fall off. The offices of vocational rehabilitation tend to step in at some point, but because those tend to be either state or regional resources, the resources will vary place to place. I think part of the problem is there's not then institutionalized environment that offers support beyond kind of structured institutions like higher education, et cetera. So I think that's an area I share your concern. I don't have a particular area of expertise in that arena. The whole notion for me -- I mean, I'm somewhat new to the workforce -- the actual work space issues as opposed to workforce development and postsecondary. But I share your concern.

>> MINDY LARSON: I was just going to say, what we are seeing is the availability attendant to these issues and the availability of sort of personnel to attend to these issues in the spaces where the law has sort of elevated it to a priority, and made resources available to attend to it or really is enforcing civil rights and that isn't happening in enough places. And so it's -- it becomes an advocacy issue to continue to press for more attention to this in all spaces.

So that's a great reminder that the Americans with Disabilities Act anniversary is coming up and it's important at a time like this to reflect on how we can continue to advocate and make change.

So thank -- I want to say thank you to Skip for all the time that you put into preparing and being available for this presentation today. I think it was an excellent overview and I believe we are talking about how we can work with you on a second presentation.

>> SKIP STAHL: Yes.

>> MINDY LARSON: That may go a little deeper on some of these issues. I hope that folks will stay tuned for -- and be

on the lookout for announcements about our additional webinars in this series and feel free to contact us at the national collaborative on workforce and disability for youth. Our contact information is there. The phone number and email addresses for both myself and Curtis Richards, our director. So thank you, everyone, for joining us and thanks again to Skip.

>> SKIP STAHL: Great. Thank you.

>> MINDY LARSON: Everyone, have a great afternoon.

(End of session)