

**ADVISORY COMMITTEE ON ACCESSIBLE INSTRUCTIONAL MATERIALS IN
POSTSECONDARY EDUCATION FOR STUDENTS WITH DISABILITIES
COMMISSION MEETING**

**TRANSCRIPT: Advisory Committee on Accessible Instructional Materials in
Postsecondary Education for Students with Disabilities--Commission Meeting. April 1, 2011
Teleconference**

APRIL 1, 2011 TELECONFERENCE

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[AIM Commission already in session. Transcript starts at 11:20a.m., Presentation by OPE Disability Project Grantees]

>> For model comprehensive transition and post secondary programs for with students intellectual disabilities. There was only grant award and she received it at the coordinating center. Her name is Debra Hart, from the University of Massachusetts at Boston and she will be sharing some information regarding her role as she carries out this process.

There should be two people – can everyone hear me?

>> Yes, we can.

>> Okay. Great. Also, are you seeing slides? I just need to
I don't have the ilinc on because it's not

>> Yes, the top one is up, Deb. So, this is Skip, if you just let me know when you want to move to you know, on the first slide, just say next slide, please, and I will move it for you.

>> Thank you, Skip.

>> You're welcome.

>> I'd like to also thank the commission for the opportunity to share some information on the

TPSID coordinating center. I'm going to try to give you a snapshot of the center, and a little more sense of what the major goals are.

Second slide, please. Okay. Our members first what we mean by access to higher education for students with intellectual disabilities.

That includes two additional slides. First slide has a picture of two girls. On the left it references Clare Bible. She is currently a student who is taking an alternate path where a lot of the admission criteria has been waived. She is a student at the Edgewood program in Wisconsin. She is taking a non traditional path to a higher education. The next picture is a photograph of Katie Apostolides. Looking at the photograph, she is in the second row to the far right. And Katie took a very traditional path. She went through the entrance criteria. This is a photograph of her at her graduation, and she received an associate's degree from Mount Aloysius College in Pennsylvania. She took a traditional path. The majority of students with intellectual disabilities at this time are taking a more alternate path a non traditional path.

Okay. Next slide. This is a graphic of the coordinating center. And so you can see the relationship of the coordinating center to the transitioning to post secondary education for students with intellectual disabilities. We really

our goal is to really support their work. And we can look at what type of outcomes both on the program level and on the student levels are occurring as a result of these grantees. Next slide. I'm going to talk to you more about the two major goals for the coordinating center. Goal one, next slide, is May's major goal is evaluation. For the first time ever. It's a very fledgling area, it's new and very innovative, but we don't have data on these students, the major characteristics of the students, these programs.

They vary immensely. So, the coordinating center really is for the very first time getting a handle on to develop an evaluation protocol or system so that we can clearly document the characteristics of these programs, what is occurring for access to academics, the social community of the college campus, and employment outcomes. So, if you can look at the program, we will have a very robust body of evidence around what is happening and what are the student outcomes over time. They'll have

we are designing a system so there will be aggregate data on the measures and all of the TPSID requirements that the grantees have to respond to in their grant proposals. Now we're going to talk a little bit about some of the characteristics and what we know about some of the current grantees. Next slide.

A map of the country and delineates where the grants are, what states, and it also delineates where the coordinating center is. That's that little blue star, if you are able to see that.

Next slide. As you know, Richard and Shedita did highlight their 27 TPSIDs across 23 of the states.

Some states have more than one like California has three TPSID grads. They have indicated that they would be working with another 31 institutes of higher education over the five years of the grant, so there's a total of 58 colleges and universities that will be impacted by this funding. There were five community colleges with the lead applicants of the 27, and they of the 27 there's another six community colleges that will be participating over the five years.

There are 22 four year colleges and universities, and all of the TPSIDs have indicated that

they are collaborating with an incredibly wide range of disability specific, like vocational rehabilitation, for example, and generic organizations and agencies, like career search.

Next slide, please. There are five grantees that serve only adults. There's another five that serve only students who are enrolled in high school but they are covered under the individual with disabilities education act in that age group 18 to 21 years old. The majority, 17 of the TPSIDs serve both adults and students who are still in high school. Currently, there are six who are providing residential support, and there will be more, approximately ten, in the future. All of these grantees are offering a career employment services. That was a major area of focus.

Okay. Next slide, please. Goal two. We're really mandate that the center is looking at training and technical assistance and dissemination. A major trust of the database that will have information

training and technical assistance information that will be contained within the database and it will be searchable, so that people can go on there and look for materials like memorandums of understanding or other training materials such as universal design. If you look at the next slide, and the one following that, you will have it in a part of our website called College Live, that will have modules on

set modules and here's an example where you will see actual training materials that individual grantees can use to acquire information, and a major, major thrust will be on course access using universal design strategies.

Okay. Next slide. Goal 3. It's really looking at coordination and collaboration of all of the TPSID grantees. We broke things up into five cohorts.

Each cohort has the liaison from the center and they meet monthly to discuss challenges and successes and to support one another in their work. We

the TPSID cross

grantee meeting eats quarterly and we also have a blog or a thread of discussion where people can post ideas and questions and help one another.

Next year we'll be starting more of a formal community of practice and special interest groups around topics like becoming an approved program for [INAUDIBLE] just as an example, we're having our first annual face to face project directors meeting in June in Minneapolis. So, we're excited about that. I have mentioned the online database and what we're also

the centers are also charged with looking at accreditation and coming up with a credentialing process for each of the TPSIDs. I just want to close with a quote from Madeline Will. I think it really captures the essence of the work across all of the TPSIDs in the community, and the coordinating center. It's really looking at ratcheting up the expectations for a population of individuals who have really had low expectations applied to them and it is really looking at presenting individuals who really are productive contributing members of society and rather than always on the other end of receiving public dollars.

I'm going to close now. I would encourage all of you, the last slide has the website. We have a Facebook page, and if you ever have any questions, feel free to email me. I'm more than happy to entertain them.

>> Thank you very much. Do any commission members have any questions?

>> Kirk Tinsley, America printing house for the blind. Who do the students on the alternative Kirk

la, what is their

what do they end up with?

>> Currently, it varies from program to program. Some have to go through an internal credentialing process or certificate and others have not. That's one of the charges of the coordinating center to develop a meaningful certificate program. So

I'm sorry.

>> A certificate of attendance type of a thing?

>> I'm sorry, could you repeat that, please.

>> So, a certificate of attendance like K through 12. Some schools use certificate of attendance. Is that what you are saying that some are offering?

>> Currently, why he. We are saying at the end of the five years, we hope that we have a much more meaningful credential that will detail the type of courses and the employment goals that a student has achieved and participated in.

>> Great. I think as an employer, that's very important rather than just the students having socialization for four or five years. The other question, can you give me an example of a [INAUDIBLE] goal? For your organization?

>> What was

something specific to what are the student outcomes in the major life domains and be employment is a major major one.

>> As far as the Government Performance Review Act, this is the government measuring how well the program is doing. So, what would be an example of one of those goals that you have set with the Department of Education?

>> That students entering into paid employment.

>> Good outcome, great.

>> You're very welcome, sir.

>> Any other questions.

>> Any other questions?

>> I do have a question. And again, it relates to if there are any of the programs that are actually working with alternate formats with the students who are in this program. Some combination of printed audio or audio only for textbooks and that sort of thing.

>> The short answer is yes, but it varies from program to program. We're hoping through the coordinates center evaluation system to have a very

next time if you ask me that question, if you ask me that question, I can tell you exactly what they're doing.

>> Thank you very much.

>> Another accommodation that you don't see in typical disabilities services is that the majority of students are supported either through mentoring, either paid or unpaid, volunteer positions, fellow students or professionals or educational coaches.

So, there's that additional level of support to insure success for students. Again, depending on the individual needs.

>> Up this is George Kerscher. I have a question on the materials. Are you finding that alternatives to print are taking on the form of videos? Extensively are videos used in the educational materials side of things?

>> I can tell you in my own personal work in Massachusetts, we have major reliance with getting a lot of the participatory action research and they're using a lot of video and still cameras which

actually students are doing the research themselves, and they are using it also in some of the did to create greater access to the academic content of courses. So, the answer is yes, but again it varies from grantee to grantee. We'll have a much better handle on that by next year, and then the remaining years of the project.

>> Thank you.

>> You're welcome.

>> This is Jean with AHEAD. I do have a question on the remaining modules that I think college is developing using emphasis on universal design. Do you see the incorporation of alternate or accessible materials as a major component to the LEARNING modules which would then you know, be informing for this commission?

>> Absolutely. In fact, the whole website is enabled so that someone's learning style is not reading text, it will read it to you. Absolutely. The learning modules will be critical to approach learning in an accessible manner.

>> Thank you.

>> You're welcome.

>> This is Dave, if it's possible, I'd like to introduce the next speaker and I wanted to thank Miss Hart for her very thorough presentation and the excellent answers to the questions. I'd also ask if it's possible and works with your schedule that you remain on until the other presenters have gone. Because I

there may be some additions at the other questions at the end that we could get input from all three of you. If that's possible, we would really appreciate it. Thank you.

>> Absolutely. Thank you.

>> Thank you.

>> Thank you.

>> Yes. Thank you, Debra, for that excellent presentation. I'd like at this time to introduce our next presenter, Miss Cathy Schelly from Colorado state University. She is also a recipient of one of our TPSID program grants. So, I'd like to turn it over to you, Cathy.

>> Thank you, Shedida. Can you all hear me.

>> Yes, we can.

>> Loud enough?

>> I am the P.I., the principal investigator for the OPF project which stands for opportunities for post secondary success for students with intellectual disabilities.

We're in occupational therapy at Colorado state University. Next slide, please. We are the service and outreach arm, the center for community participation which is where this OPS project has been implemented and we're the arm of occupational therapy and we have been here since 1985, supporting youth, adults and community members as well as college students who have different types of disabilities and our mission statement, you see it there is supporting the inherent dignity, potential and full participation of all people. You can move to the next slide, please. OPS, our grant at a glance. We're doing UDL, universal design for instruction, technical assistance and research and we're also incorporating instruction on student self advocacy with students that ID that we're working with. As far as our UDL instruction. As we teach, faculty here at the University and colleges and universities across Colorado and Wyoming, as we teach them about universal design for learn, we include in that information about the importance multiple modes of representing or presenting the information, course couldn't tent, including alternative instruction, instructional

formats and also encouraging and teaching faculty and high school teachers as well on multiple ways that students can become engaged in the content, and certainly a variety of ways that they can express their learning, which is certainly helpful for students with intellectual disabilities.

As far as the student self advocacy piece, I wanted to draw your attention to that. The literature supports and we certainly believe here that the intersection where good learning can occur for all students is where UDL is being implemented but also where students have a good handle on how they learn. So, you have moved to the next slide there. This slide kind of summarizes some of the things that we have learned from our research. And we have had the opportunity to do universal design for learning research starting on that even before our TPSID grant was funded. And you can see our recent publication there at the bottom of this slide. The reason that I include this slide is because it points out some of the areas where we saw significance. The way we did this, this piece of research, was we worked closely with instructors in our gateway course psychology here at Colorado state University. Psychology course is a gateway course because most students have to take 100 level of psychology to continue with their post secondary education trajectory. And it's a worse where traditionally some students struggle. So, the way we did this research is we developed a universal design for learning survey and we had the instructors and the students in this course. Over 1600 students involved with this research, take this pre survey before we taught the instructors about how they could incorporate the principles of universal design for learning in their instruction approaches. So, then they took the pre survey and then we intensely taught universal design for learning to these instructors over the course of the semester where they then were incorporating the universal design for learning principles in how they taught and delivered the course content. Then at the end of the semester we did the survey again to see if there was a difference. The bullets that you are seeing there on the slide show where there was significance. The students said it helped them learn when the instructor presented the information in multiple formats. It helped them learn when they could actively become engaged in the course content, and then if you just cursor one, you will see the last four are bulleted, if you could just hit the cursor key, it should highlight. Maybe it's not working. The last four students said it helped them learn when the instructor would relate the key concepts to larger objectives of the course. When they began with the course outline and summarize the key points and highlight the key points of instructional videos. This may seem to you all as educators as being sort of no brainers. I'm here to tell you in higher education that many times, instructors teach in very traditional ways and they don't incorporate many of these UDL principles in the way they teach. To get significance on this with our research was really very encouraging and [INAUDIBLE] for us as we moved forward with further UDL instruction and research. As we moved forward with the research, the next step that we finished and have been analyzing the data have been around an experimental group where UDL is being taught and a core group where UDL is not being incorporated at all and the instructors have not even learned about it yet and comparing student outcomes with those two situations. Next slide, please.

So, we talk about a lot here. Universal design for learn, institutional station. We don't want to just teach instructors and have them embrace universal design for learning principles, we want it to be become everyday language. We want it to be incorporated into all aspects of education in the post secondary education environment. So, first of all, in higher education, research is the proof. If you have number, if you can show that it really makes a difference, people sit up and pay attention to that. We're working very hard on infusing universal design for learning training for new faculty

as well as for graduate teaching assistance, so they're getting this information right from the get go. This is something we're working towards that third bullet there, inclusion of UDL benchmarks and faculty annual evaluations. I can say we're not there yet but it's certainly on the table for discussion with a lot of encouragement in that area, and finally, I talked with Shedida a lot with the WIIFMs. What's if it for me. Anytime we are selling a product, we want to connect with the University and our college and even our high school's strategic plan. What's important to them and what's most important is persistence and retention of all students. So the way that we can help them achieve that and go towards what's in it for them, is connecting universal design for learn, and the other aspects of our project to persistence and retention. Next slide, please.

So, just to conclude my remarks, I want to back up a minute before I go over this slide. The self advocacy part of what we're doing. We have transition coordinators and peer mentors that we're connecting, that involve students with intellectual disabilities with. As they work with these students they're working on socialization, friendships, academic support, independent living support. We're partnering with the division of vocational rehabilitation, with the workforce center, with the state division for developmental disabilities. We're partnering with the local, city parks and recreation department. They have inclusion program for recreation inclusion for people with and without disabilities, creating and playing together. And the bottom line for the support providing with these students is for them to be successful in their post secondary education pursuits to do career exploration, and to finish post secondary education, getting a job. And us supporting them and find, getting and keeping that job using support employment methodology. As educators it's really our responsibility to support and empower these students, and so coming to college as they're seeking employment. After all, getting that job is and pursuing their dreams. We're we believe and we're you' very thankful to TPSID for helping us do this with the implement of UDL and the supports we're providing for students we're facilitating the opportunities for post secondary success. Next slide, please.

So, the TPSID money is helping with in some ways. I was asked just to point out some of them. The individualized supports that I'm talking about for students with ID. Some of these I might add, are college students already enrolled. Some of them are auditing courses at Colorado State University or they're fully enrolled at front range community college. Some of them are transitioning youth from secondary Ed, who are in internships right now, but after they finish those internships, they will be offered jobs. Some of those are taking internships will also be going on and taking college courses. We're also educating the campus communities, high school, transition programs, general education in the high school set, and certainly in higher education with universal design for learning and students self advocacy. We're getting the word out about the benefits of UDL and self advocacy and putting the benefits in context in regard to students with ID and then the last one I'd like to brag on for just a couple of seconds. We had a symposium last week. I don't think anybody has mentioned so far. There is a cost share requirement with the TPSID grants. A 25% cost share requirement and our customer has been very generous in help ugh us meet this cost share and one of the ways they have done that is they put quite a bit of cash on the table to go towards this project. They helped sponsor this symposium on autism disorders which was last

week. We had 450 attendees including college and University faculty, high school teachers, practitioner, parents of students with I.D. from several different states and Temple Grandin, the Professor at our University, was the keynote speaker the at symposium we held. Next slide, please.

Next slide. So, what is working well, we're getting great P.R. for this project. We have a few things coming up on national public radio. It featured last week on our local NPR and it will be a national story probably next week, and with this peer men touring that we're providing for students and the transition coordination and certainly that UDL train, students are indeed experiencing post secondary success last slide, please.

Last slide, please. That's it. That's all I have for you this morning. Thank you.

>> Thank you very much. Commission members, any questions?

>> I was wondering, this is George Kerscher, I was wondering if the materials developed under UDL, if there was

if they worked for people, students who are blind? Or if you are considering that.

>> Yes. Absolutely. I will say that none of the students that we're supporting right now are blind, but that is part of what we teach with our UDL instruction. One of the co PIs on our project is the director of our assistive technology resource center. Her name is Marla Roll and she is not participating in this meeting unfortunately, this morning, but she is definitely our University expert and known across Colorado as an expert in alternative instructional formats, including for students who are blind. So, that is including

included in our UDL resources and materials.

>> Thank you.

>> You're welcome.

>>

>> Any other questions?

>> This is Mark

I guess as a follow

up to George's question, I was wondering in working with teaching people about making accessible instructional materials, have you developed any particular strategies that seem to be effective in getting faculty to really implement those strategies in the classroom? In terms of in terms of materials actually created by instructors.

>> There's a big effort to help faculty understand how to do this, when we do the UDL instruction. But of equal importance there's a big effort for students who are needing alternative types of instructional formats, as far as their materials, their course materials, their books, to have them come on campus ahead of time so we can get those things ready for them as soon as possible. We haven't had any resistance at all from faculty, for the faculty that participate in the UDL instruction. In fact, they

for the most part, they are just eager to learn this stuff. Which I have Craig Spooner in the room with me here. Do you want to add anything to that, Craig?

>> Good morning. I would like to just add that one of the big emphases for our projects has been to infuse these UDL techniques into existing trainings around campus. So that I think because we saw pretty clearly from many years of trying to do stand alone accessibility training, that didn't really draw a lot of interest and attention broadly across campus, whereas people are generally attending and are finding these other general teaching and learning workshops on campus to be very popular. So, we actually are a regular part of those regular activities, those professional development

activities, and that seems to be a much more effective way of getting UDL and these good teaching practices, including acceptable course materials widely disseminated across campus.

>> Wonderful. Thank you so much. And would you like to introduce your last speaker, please.

>> Yes, Professor Schelly for that wonderful presentation. We certainly appreciate it.

At this time I'd like to introduce our final speaker. His name is Dr. Emiliano Ayala from Sonoma State University, and he is going to share his project which was a demonstration project to assure students with disabilities receive a quality education program. The last round we funded under that program was fiscal year 2008. He is going to be sharing information with you and with regard to what his project does in the area of universal design.

>> Good morning, everyone. From the beautiful state of California. Can everyone hear me okay?

>> Yes, thank you.

>> Yes, we can.

>> Thank you very much. And hopefully, I went to the website and was trying to locate where the materials are, and I found my point presentation, so I'm going to be using that as my point of reference and Skip, how you are doing?

>> I'm doing fine Emiliano, how are you?

>> Good to hear your voice. I will be
will you be adjusting the slide as we move through.

>> Yes, I will.

>> Thank you.

>> You're welcome.

>> Basically, I have prepared 12 slides here, and just in that first one, a bit of an overview of the project. Again just introducing enACT, which is Ensuring Access Through collaboration and Technology and the most recent fund was a subset of that that we entitled partnerships, technology and dissemination and so again, I just want to share with you briefly about some of the impacts or our project has had an faculty, looking at the impact on students both with and without disabilities and just pointing out some salient project outcomes as well. Next slide, please.

So, again, the funding that we received, as Shedita mentioned, was most recently from 2008 from the office of post secondary education and your federal grant award and again focusing on what we call model demonstration project, specifically to support post secondary students with disabilities.

So, what is enACT all about. Basically, it's a California effort and partnership in particular between the offices of faculty development and disability support services and our latest effort has been carried out simultaneously across seven different CSU or California State University campuses. So, the intent there that this is not just a single campus, based effort, but rather an effort that can be implemented on multiple campuses, so that really, any IHE, with similar kinds of structures and support services should be able to implement our project activities. And again we're focusing primarily on wanting to support faculty in implementing the principles of universal design for learning in higher education. As noted there, I serve as a principle investigator and one of my colleagues who couldn't join us for this call but is an important part of our project.

Dr. Christy, serves as a project coordinator. We are housed out of Sonoma state University with you our current efforts are being carried out at Sonoma state University. San Francisco state

University, San Jose state University. CSU Sacramento. CSU San Luis owe business bow. Stanislav and CSU, Monterrey bay. Next slide. The graphic here shows basically the process that the faculty engage in. You will see on the upper left hand side, a faculty member asking the question, how do I better support all students in my courses. Again, what we're wanting to do is gear them towards faculty development. The central box there shows the relation of the critical offices within any one individual campus that would be supporting the faculty, certainly, there are centers for teaching and learning or offices for faculty development. Hopefully coordinating with offices of disability services, academic and assistive technology, and a critical piece to our work is the development of a faculty learning community, and I'll talk more about that in the next slide. Beer very fortunate actually to be a part of 23 California state University campuses, so there are some what we call system wide supports and I'm sure every single member of this commission is aware of the California technology initiative. It's a major effort to really think about how we can support post secondary students with disabilities in sort of tea three primary areas, one being web accessibility across all campuses, one or two

I should say, in the one that is probably most noted for this particular commission, is the idea of developing accessible instructional materials an the third one is procurement or any purchases that we do at any campus. They must meet certain requirements and regulations. So, that's a big partner of ours in the efforts of us trying to support post secondary students with disabilities. We also have a partnership with the CSU center for distributed learning. They host a lot of our web materials, and then Merlot, which is an online resource, CATS, community of Academic Technology staff. Project elixir and projects that share interesting outcomes. Again the graphic here showing that if a faculty member goes through our process, hopefully, they can come out and you see the tiny little muscles there, they become our enACT faculty. Next slide please.

Basically, we ask a faculty member to think about the course that they teach and identify threshold concepts or critical course concepts. From that, we offer them universal design for universal training asking them to think about what they teach, how they teach and how they assess student learning, what are some of the areas that requires the most attention, implement those changes, assess the outcomes and then evaluate whether or not it's making a difference in their teaching. Again, we have moved away from what we call unshot UDL faculty where we get somebody to show up and offer them the training and say, okay, go off and change your courses with respect to this idea of universal design for learning. So, one of our significant project outcomes was the development of a faculty learning community, and a faculty learning community is basically where faculty come together after they received the UDL training, and really begin to talk about their courses and begin to think about the ways that they want to change them that reflect a universal design for learning principles. What we have seen increasingly now, given that we have the CSU, ATI, the accessible technology initiative, that increasingly our faculty are looking at this whole idea of instruction materials accessibility and I will share with you some of the outcomes we have seen related to that. Next slide, please. So, here's just a snapshot from last year, we're sitting on mounds of data from this year. I just have not had a moment to collect data from all seven campuses, so I just prepared for you a little bit about what happened last year. Looking specifically at faculty. So 75% of the faculty agreed that they would more likely make changes to their courses, exposure to universal design for learning. This is the broad based training that we do, that we offer at each campus and again there's something appealing with universal design for learning for faculty. And so, again, they are reporting they'd more likely make course changes. From the broad based trainings, we

then identify five to seven faculty at each campus and actually have them join our partnership. So, technically, we should have 35 faculty. We actually have 38 because they were more who were interested in joining the collaborative. And again, 100% of the faculty made course changes, UDL course changes. Roughly two half to three changes, per course, and again looking at threshold concepts or big things that faculty and students really want to pay attention to in individual courses that are going to make a difference in whether a student is going to be successful. Again, we had 38 project faculty representing 30 different disciplines. Faculty site, that the training was very, very positive and important part of their teaching. Again, you can see the statistics there and again highlighting the faculty learning community as being the place where faculty really get the help and support and a collegial fashion to make these course changes. An interesting fact that we're starting to surface in our own research is that 85% of the faculty would have not made substantive course changes if they cannot have project support. I think faculty are overwhelmed. There's a lot being asked of them. Community college and four year colleges in the state of California. So, there is a very clear need to have some sort of support so that the faculty can begin to take a look at positive outcomes, instructional outcomes for their students, all student, including students with disabilities.

Next slide, please. I am attentive to the time and I realize we're going over, so I will move quickly through here.

Project impact on students again looking at last year. Somebody, I don't remember who it was had asked a question about the GEPR performance where Robert objectives. One of the GEPR we were looking at was wanting to see an impact, the difference between students with and without disabilities in their success at

in higher education. We have measured that in two different ways look being at GPA, grade point average between students with and without disabilities. And again in just looking at those students that were enrolled in courses that our project faculty were a part of, we can see that students with disabilities, EPGPA last we're was 2.96. We have a larger baseline data to suggest that students with disabilities were roughly a 2.90, some campuses even lower and again, we can see that's true with students without disabilities. Data from last year was 869 students. 785 were students without disabilities. 84 are students with disabilities.

The other data point is course completion rate. That's actually looking at the letter grades for students with and without disabilities. A through D means they're passing the course. Letter grade F means they fail the course and you can see that in the courses where our project have engaged in this work that we do have better success than baseline data or courses are not a part of the collaborative. Again, from the student perspective, they also see that universal design for learning changes were important in helping them succeed. 93% of students with disabilities cited UDL, kinds of changes that faculty were making, were important in their success in the course and that's also true for students without disabilities, 90%..

An interesting thing we're taking a look at is again I'm attentive to the research that's floating out there we often talk about students with disabilities, the target for UDL activities but we know that the typical figures thrown out there are figures of candidates or students who actually sign up for disabilities support services, but often at the post secondary level, they choose not to, or for whatever reason don't want to report that they have a disability. We always talk about it as an

underreporting of whatever formal statistic, and yet, when we ask students specifically how are they doing in their courses in general, 37% of all students said in general, they struggle to learn in their courses, giving how faculty teach their courses. Again, that's a pretty startling number for me, and I think Cathy alluded to this, we really need to do a better job in supporting the faculty in good pedagogy, good teaching practices and that's where we see the value of the universal design for learning.

Next slide, please. So, there were a couple of handouts associated with that. Our project specifically what we call the nine common elements of UDL and the syllabus rubric.

So there were a couple of handouts associated with that. Our project specifically, what we call the nine common elements of UDL and a syllabus rubric. I'm going to share those with you here in the next two slides and then talk about some other deliverables, some video case stories that we have developed where faculty share their stories about the work that they have done. Next slide, please.

And hopefully, this is a much better handout that I have provided to you, but this is a screen shot of it put on the slide here. This is some of the research that we're collecting in looking at the connection between UDL and what faculty do. So, on the left hand side, you will see here general elements of teaching and learning. So, course syllabi, how faculty teach. How they engage students in the learning process and how they ask students to show what they know. And one of the big calls for faculty is, that sounds great, UDL sounds wonderful and how do I do it and how do I begin. This is what we point faculty to is very specific strategies that they can turn to to begin to make UDL course changes and again later, you can at the pretty salient student from students with and without disabilities on how they rate it as very important. So, the highest rating possible on our rubric about these kinds of changes in terms of what students with and without disabilities felt was important for them. That's a helpful piece for us to begin to point faculty towards very concrete and databased changes or research based changes that help them think about universal design for learning changes at the IHE level. Next slide.

This is our newest evaluation piece, and we really wanted to focus on this whole idea of the course syllabus. The importance of the course syllabus. Everyone has a course syllabus at post secondary level. So again, how can we begin to something as simple as a course syllabus, impact faculty about universal design

in thinking about universal design for learning strategies that start with the syllabus that will help them think about implementing other UDL kinds of changes. On the left hand side, you see some basic element, syllabus who is the instructor for the class. What do they talk about in terms of textbooks, assignments, of course, calendar, resources, the format and length of the particular syllabus and then we have three columns, one being what would it look like on a traditional syllabus, the middle column, what would be an enhanced UDL syllabus and what would be an exemplary UDL syllabus. Again, there's a lot of information here. Probably best that you just take it on your own and digest it, but I'll point out at the bottom of it, you will see in the second to the last column, one of the pieces that we're hoping that faculty will be more thoughtful about, certainly because of the CSU ATI is accessibility of instruction materials.

And so, in a very traditional syllabus again, we often see faculty are just handing out hard copies of the syllabus and not being proactively attentive to accessibility related issues. Again, in the enhanced syllabus or somebody that's doing a little bit better job, they would certainly provide

that hard copy and more typically offer one electronically and create it in such a way that it is an accessible document, but only on student request.
In.

But an exemplary syllabus would be pro actively recognizing that both students with and without disabilities are really wanting you know, could benefit from an accessible document that looks like a syllabus for everyone else, but if somebody is a technology user, it's already made available and accessible to them. It isn't the, "I have to ask for it from the faculty member" but rather they're doing it proactively. Some of the recent data, this just came to my desk about a week ago, I haven't really had time to digest it, but just on first glance, when we were assessing about non project faculty based, 40% to 50% of the sill buy were not accessible for our project faculty, 80% were at the exemplary levels. So, there's something about our faculty and the work we're doing that's also encouraging them to think about accessibility related issues in terms of designing their instructional material, it's the coupling of the learning community with universal design for learning and the interplay between those two and giving them resources in places to point to so they can be more proactive in thinking about accessibility.

Next slide. These are a couple of case stories that you can again go to at your own time. Where faculty basically tell their story and students talk about the impact of universal design for learning changes. This one here is in teaching computer science. One of our faculty members here who has how the about UDL and what it has meant for her, and making our courses accessible, all students with disabilities.

Next slide. This is another faculty member who has thought about universal design for learning in her business education course and I have give you the link to elixir where our cases are hosted and they're also on the website and the next slide is just some final thoughts. Shedida asked us to talk about what is working and what needs further attention. One of the positive things from the funding that we have received is this is an effort that's going beyond a single campus effort and looking at sustainable practices it can be adopted by almost any institution of higher education. So, again, that's a primary cause that whatever we develop should be able to be implemented at multiple campuses. We have had a variety of different requests from campuses outside of California for our material, so it is gaining traction in terms of the work.

Is looking at UDL and FLC again, that's a big part that we do and certainly this idea of promoting best practices. Again, I point to the nine common elements of UDL in our newer UDL syllabus rubric as the best practices coupled with this consistent data. It does insure the appropriate implementation and valued implementation. I want to hinge on a comment that Cathy made earlier about targeting administrators. Because again they have particular ways that they see the world in terms of positive student success, reception and promotion of all students, and again it's important that we have data to show, this is something that's helpful for all student, including students with disabilities. So what needs further attention? Here's where we are stuck at this point in time. I talk about it as the carrot or the stick dilemma, and Cathy pointed this out as well. The faculty who join our collaborative are all willing to do this work. However, we have a few mandate that all faculty be developing accessible instruction materials, and unfortunately, not all faculty in the CSU think that that's an important thing to do. So, again, the carrot is, we offer faculty incentives, financial incentives or other kind of incentives to join a collaborative to help make the changes but again, is that going to get all faculty to be able to do this work? Or, do you have the stick, meaning you have

a mandate, that's an unfunded mandate across the CSU or do you just say, you're going to mandate training for all faculty that they have to participate in some kind of training, so that they're well prepared to make all of their instructional materials accessible for all students and again, we kind of go back and forth, certainly here at Sonoma State, our campus and CSU wide, this idea of how do we get faculty to join this. Do you make it an incentive or mandate it and require everyone to do it. I think one of the things that needs further attention as well is a closer relationship with the CSU ATI. We do share some of the information. I'm very encouraged that in June, 2010, there were a CSU memo, they did put the principles of universal design for learning as a key thing to think about. I think one of the things that we can do is we're lacking at wanting to target all 23 campuses is really what are some common goals that we have, and what are some common ways that we can share information so that we can impact really the goals of the CSU ATI and ultimately, our own professional goals which is to support all students including post sec students with disabilities.

I can go on forever, but I will stop and make sure there's time for questions.

>> Questions from the commission members?

>> This is Dave.

I just want to

are there any questions from the commission members? This is Dave. I just want to highlight for the commission, from the members of the public why the discussion has been so important, and that is that with the commission's charged under the recommendation section, when you finalize our report, the support model demonstration programs within the office of post secondary education and then also, as part of our overarching consideration, since we deliberate, weigh need to think about solutions that utilize universal design. So, these presentations have been extremely helpful in starting to address those topics. And I just wanted to queue that up and if I could, on behalf of the commission, I'd just like to ask our three panelists, are there model demonstration areas that in your experience, that you have come across, where you say, gosh, if we could get some funding, it would really be useful to apply that money to X or Y or Z. What are the types of areas and programs that the Federal Government and post secondary here at Department of Education, aren't targeting but we need to?

>> This is Emiliano. So, again I'm going to go back to this idea of the carrot or the stick. Bus again, I think that if funding becomes available, certainly, we will continue to get faculty who are interested in wanting to learn about instructional materials and accessibility to get the training and support necessary for that, but again, what I want is everyone to do this, right? Everyone to do this. I don't know if funding is necessarily the source, as odd as that may sound coming from a state that is in horrible financial crisis at this point in time, but it really to me is a philosophical shift about what faculty think about their role and function in supporting all student, including students with disabilities.

How do you get people to have a sill for Cal change about what they should be doing and taking greater ownership and responsibility for themselves as teachers and doing what they need to do in order to support all students, including students with disabilities.

[Philosophical]

That's where I feel we're stuck at this point in time. I don't know if that answers your questions

>> What's that [INAUDIBLE].

>> Can members please mute their computers or their phones. I'm sorry. Thank you.

>> This is Cathy Schelly again, I wanted to respond to that question from a moment ago. We talked a lot about the research that we're doing, and as you have noted, these projects are demonstration project, and we chose to have a rigorous research piece of our demonstration projects in the past, as
can you hear me?

>> Yes, I can.

>> Okay. So, that would be my recommendation, that there's more of a push from the U.S. Department of Education that we do the projects and that there is a research component. Because truly, the reserve and the

as I said in my remarks earlier, that that's what gets the attention of administrators in post secondary education is research results. And publications around this, so that

that don't just anecdotally tell how wonderful it is, that you know that the implementation of UDL but probably prove that it really does have an impact on persistence and retention.

>> This is Emiliano, one of the things also related to, that the national center on universal design for learning we're really trying to focus more as Cathy is mentioning on the research base and implementation case of UDL and what Cathy is doing in looking at post secondary as well a that is an area, and I would concur with what Cathy says in terms of additional funding for the research. Because if we are trying to get the attention of folks who are making critical decisions at post secondary level we have to find a way that is on their radar, in order to support these kinds of efforts.

>> This is Shedita from OPE. Debra Hart, do you want to say something?

>> No, I think my colleagues covered it.

>> Okay. And I did want to also say thank you to Dr. Ayala. I wanted to thank all three of our great presenters for their wonderful presentations. I really appreciate it. It's very informative to everyone on the call.

>> Absolutely. Thank you all so much for taking your time to speak with us today. I want to remind commission members that in the dropbox, you do have copies of the slides. We are going to be going into a lunch break, and I'm not going to shorten the lunch break because we do need I think the full half hour for that, but if

we may end up having to make up the time a little bit this afternoon, because we are running a little bit behind. Skip Fall, I'm wondering do you have a slide that says "lunch break" that we can put up during the break so anybody who logs in the public during the lunch break that they have duly got us, it's just that there's no sound because we're on a break. Again, please come back in a half hour, so that will

it will be quarter to 10, my time, or

yeah, quarter to 10:00 my time. Whatever that works fought for you guys on the east coast.

>> Thank you. And someone is not muted by the way. We're hearing a personal conversation in the background. So, be careful.

>> So, we're coming back at 10 to the hour?

>> Yes.

>> Is that right?

>> Yes.

>> I'm sorry, George. Yes, 12:53. East coast participants.

>> Thank you.

>> I will have a cup of tea then.

[Lunch break.]

>> Are you still on the line?

>> We are.

>> Okay.

>> Are you hearing that as well?

>> Someone's got to queue their speakers closer to their phone, I think. They're listening to the recording

to the broadcast on ilinc and that's coming through back through the phone.

>> Sounds as if we're better?

>> I don't hear anymore. This is Jim Wendorf. Sorry I couldn't be there earlier this morning. But I am here. Gaeir, Thank you so much for chairing, as always, and I think we are moving on. George is going to take us forward, and is Maria on the phone?

>> I'm Chris here for Maria.

>> Chris, if you could kick this off with George so that we can address some of these issues that you and Maria have been working on. George does that work with you?

>> I'm flexible, totally flexible. We have the document that was distributed with the recommendations, and my goal was to walk through that and get feedback from the whole commission, and anybody else on the recommendations that we are kicking around at this point, discussing. So, the opportunity to discuss these recommendations is my goal. Chris, do you have what are you thinking?

>> I think that's a good approach. I understood you wanted us to comment on the provisions in here, specifically the pilot projects. I think it might make sense to proceed as you suggest, and I can chime in as necessary or if you have questions or other members have questions that come up in that course, I'm happy to respond to those.

>> David, did you want me to start with those questions about about derivative works and a pilot project, or I'm I heard that earlier today.

>> Right, no, George, I think we can just go ahead and just follow the structure on the document that was circulated, and as Chris said, he can jump in as needed.

>> George, Jim here, do you want to take questions as you go through this or hold. How would you like to run it?

>> There are different recommendations, and what I thought I would do is start out with a little bit of background information, just so we're all on the same page and coming from the same perspective, and take questions then, then start going through the recommendations, and I would give, you know, a minute or two on each one of the recommendations, and then discuss each one individually. If that sounds okay with you.

Okay? Okay. I'm going to go ahead and start. So, I want to start by thanking all of the members of the market model group. We got Bruce Hildebrand, Lisa Tessler, Andrew Friedman, Maria Pallante and Chris Reed, Ashlee Kephart, Jim Wendorf was on that's Stephano. Sorry. Gaeir Dietrich. Glinda Hill, David Berthiaume. Liz Shook. Okay. Great.

So, first of all, there's some preliminary remarks there about the focus of materials, and we

are intending to focus on all of the educational materials, not just textbooks. Many times people, you know, focus about what textbooks are, and how to make them accessible, but the educational experience today and moving forward is going to include a lot of different kinds of materials. It certainly should include the library that we have, and we're

our focus is on all of these materials. Journals are especially important, and for many years they have been out digitally, but the text of the journal articles haven't been accessible. They're in a database and then you get images of articles that come from print. There's a few terms that we wanted

I wanted to go through. One is that higher education publishing is not only the commercial companies, but the Professors that are producing materials. It's open educational resources. And so, there's many different mechanisms for putting content into higher education that I would classify as published materials. So, that's one term. We're not singling out commercial publishing as the only thing we're talking about here.

Then there's the divide between digitally published materials, and those things that are targeted more as traditional print, and so digitally published, by that, we're talking about especially the new era of products that are coming out in publishing that are targeted for handheld devices, cell phones, for being read on your computer, versus the products that are targeted more toward print. Now, we know that publishing has been using computers for a long, long time to help facilitate their print predicts, but we want to make the distinction between products that are targeted for print and products that are targeted for digit publishing. More and more today publishers are looking at processes so that they can publish into many different markets in many different formats. And digital publishing is really in a transition mode at this point in time, and I think we want to focus on the new digital publishing paradigms we move forward.

We all have seen things about the Kindle, about the ipad, and various products like this. And there's a whole range of them from different sources. Another point that is important to understand is that publishing is beginning to coalesce around the epub standard. And epub 3 which is out as a public draft at this point in time looks like the target that publishing is going to use as their format for digit publishing. It's not an approved standard yet. It is expected to be approved over this summer. And another important item to

that I want to bring out is that the daisy standard, which has been the gold standard for publishing for many years now will be merging converging with the epub 3 standard. So, essentially, we're looking at a single standard that encompasses both accessibility and commercial publishing, and understanding this

this climate right now is important in helping us shape our recommendations moving forward. So, any questions at this point?

>> George, Bruce Hildebrand. One question. You just said that the epub is a combination of the commercial publishers, how is it pulling into these others that you are talking about? The OER producers, folks of that ilk. I have no idea what's happening out in those groups.

>> That's a great question. OER publishers produces a materials

boy, somebody's got an awful echo, if you could mute your phone, that would be great.

So, what I'm seeing in OER is they're coming from different places. There's some that are just using things like Microsoft Word or Open Office, to produce materials and putting them out, and others are more sophisticated and going to book. Materials are targeted either at web based

publishing or, you know, printing. This is what we're seeing right now what I think we expect is that OER will start to move into the digital publishing platform, and want to take advantage of these devices, especially if you can produce one format epub 3, and expect to have it presented on your Kindle or your ibook or your Sony reader or your Leo, or your Barnes & Noble Nook. That's just a small listing of some of the products out there. So, I think OER is going to follow the digital publishing mode. Another thing I should mention is the importance of HTML 5 in all of this developments.

Here, too, we're seeing convergence around HTML 5. The epub standard and the Daisy standard for distribution is looking at HTML 5 as the base standard. And HTML 5 is more and more being incorporated into every single browser, into [INAUDIBLE] tools, and so we're seeing more convergence there as well. Any other questions. And the person with the barking dog is not muted. Any other questions?

>> Okay. So
moving on

>> We need

>> May I

this is Dave Berthiaume. Can I repeat George's request. If it's possible, can you recheck your phones. Mute them if you're not speaking. Perhaps there's an issue with a headset or something. It will really help us with the echo and help members of the public be able to hear commission members and we really need that. Thank you.

>> Skip, I think on this service star mute and unmutes you? So, if you don't have this on your phone yourself, you can use star 6 to mute yourself.

>> I believe that is the case. And the other

the other challenge is it may be that someone on the phone call is also listening through the ilinc system and if you're not muted, that's going to cause an Eckco back. Please, everybody, mute their phones if you're not speaking.

>> George, just one thing, in your opening comment about make sure we're all coming from the same perspective, I am concerned that, you know, that quote, all publishers are coalescing, you may be getting there with the top end, but once you get below the top ten out of 10,000, you may have another thing coming at you. I think that we need to get that on the record that we need to examine that more carefully. In fact, I have got some requests for data going out that we're putting together and it may take me three or four weeks to get it back. But let's see who is coalescing around there and see how far it goes down, okay? That's what I'm worried about is we can't say from a perspective that this represents all publishers, because I don't think it does. Okay?

>> Great. I know Peter

Peter is not on the call today unfortunately, and I?

I the publishers that he represents are absolutely critical in this respect. So, but it's great to hear, Bruce, that the top ten publishers that represent 80 to 85% of all of the commercially published materials are focusing on pub 3.

>> They're moving there, George.

>> Wells it's not a standard yet, so we know that they're not there right now. But it does provide the kinds of features and functions that the textbook publishers that are really focused on heavy, heavy

layout, complex design in their layout, it provides them more capabilities than was available in e pub 2.

>> Why you, but we're back around to what you pointed out to everybody earlier, and that is Adobe in design, when we get to that, I'm glad. I did check with some of my members in the last 48 hours and it is a problem.

>> Right. And there is a new creative suite coming out, but let's talk about that when we get to that recommendation.

>> Okay.

>> So, I guess this first recommendation is that we want to recommend incentives, is one of the things that overarching here in that if we can figure out based on our recommendations, we know that there's going to be

we're asking for change. And if there's incentives that we can figure out, and I'm I don't think we should limit the types of incentives in our thinking, but really look at how we can incentivize organizations, companies, going to accessible digital publishing, that would be great. So, I think that the commission should be making recommendations. I don't know if there's specific things we should be saying in our ultimate recommendations, or simply that these are things that should be considered with as a result of this report.

So, any thoughts on this

I don't think it's controversial. Any thoughts on this?

>> George, it's not controversial. It may be wrong, except for the incentive part. We don't know what we're incenting. That's all. You know, we get so wide, it just scares the heck out of me. Okay?

>> Okay. Let's talk about some of the things that we want to incent. Starting with NM02.

>> Yes. George, I just have to ask one more time. There's someone who is not muted. Again, if you are not speaking, could you please either as George suggested, use the star 6 or if you have a button on your phone itself, please insure that you are muted so that others can hear. Thank you. Sorry for the interruption.

>> Okay. So, MM 02 is about publishing must be delivering accessible versions of materials into their retail distribution chain. We know that some companies are doing an XML publishing in the work flow, but companies that aren't there can still produce digit products by asking third party companies to assist them in converting normally they're PDF targeted print publishing and converting that into a digital product. That's a perfectly legitimate work flow. But we want to see that those digital products that are accessible is the product that's going in a retail distribution chain. One of the key words here is must. And this is what I see as a very important recommendation that we have going forward. With that little bit of an introduction, I'm ready to hear from all members of the group.

>> George, this is Mark [INAUDIBLE] Bono. I think this is a wonderful recommendation, and I think will really help facilitate what some of the other things that you talked about earlier with the standards. I think having this sort of benchmark is a wonderful thing for us to put forward as a recommendation.

>> George, you mean that

when you say "into the market" let's make for clarification. What's not mentioned in any of this, stem to stern, which Gaeir brought up at the opening statement about our objectives, is that we have to look at low incidence, high cost material. Now, depending on how if it goes into the retail market, or is offered for sale, then we could probably have a pretty good

bet, that it would be accessible, otherwise, it wouldn't be out there publishers wouldn't be out there trying to compete with it. If it's, say, something that Chuck is going to wind up producing, because nobody else can afford it and produce it, that how could we accommodate that?

>> So, in the market model discussion, you know, we're not looking at necessarily copyright exception or Chaffee

type usage. We're looking at products that are for sale or that anybody could buy. And in the technology group, they came up with a functional definition of accessibility.

And in my mind, this is what we're talking about here is that anybody who is publishing digital products must meet those levels of accessibility. And that's the that's the digital product.

>> Okay. So

>>> There is clear need for other materials that go beyond that product, and down toward the bottom here, we're talking about derivative works that go beyond what that digital product that's used on a ibook or you know, a Kindle or whatever would do. And that is what I would call a derivative work that provides more functionality.

>> Okay. But now at this junk tour, what we're saying is if

let's say some small house puts out a digital work and it's not quote, fully accessible to a level that it can go out and be sold as an accessible work.

>> Right.

>> That would infer then that the institution or the faculty, one, couldn't adopt them, unless you could return them to a paper and pencil operation which we're saying, okay, if you will take your digital and convert it to print, then we will accept it and we'll get the DSS to chop and scan or no student can use these materials under any circumstances. So, those are our options, right?

>> That's pretty confusing way of looking at things. So, here's a publisher. He produces a digital product without regard for accessibility.

>> Let's say if the individual faculty or tech expert who does a journal piece. Let's don't go after a big publisher, because that's not relevant here, George.

>> Okay.

We have got casual publishers, somebody's producing a journal criminal. They don't know anything about accessibility and they go ahead and publish this, right?

>> Well, publishes his

they put it out there on the net and it's a really cool piece because it has an arcane map theory that of maps that faculty thinks is really interesting, let's say, but they developed it from an accessible standpoint. It's an opinion piece but it's now into the educational stream somewhere.

>> Right. So, it just

he hand

writes this thing and takes an image of it and puts it out there and publishing. So, we have got this picture of a manuscript. I would say that's going to be

if people want to start using these kinds of things in education that they're going to have to rethink what they're doing because that digital product is not accessible to people with disabilities. I would say don't use it in the in school.

>> This language doesn't give them that out, George. That's what we were talking about the other day. There's no out. It's all must, and if there's no out, then you have got to exclude the materials no

matter how good they can be towards the educational process. That's what we're afraid of.

>> Right. Okay. We

on our last call, we did talk about the people with disabilities, in my opinion do not want to stop progress and development in any way. We want to see science, technology, and everything moving forward at light speed for the benefit of mankind. We do not want to slow anything down because we have a disability. At the same time, when you are developing systems and processes, and you can build accessibility from

at the beginning, then we should be doing that in order to provide the greatest amount of access possible to people with disabilities.

So

>> The other day the George pushed you back to where you started from. I agree with the sentiment

I got a comment from one of my members after having read that that said, we hire the best consultants in the world and we struggle when it comes to math and science. How can George expect us to do this? That was the question that was sent to me. I'm asking it to you on in a very nice way. They don't know how they can do what this "make or require" would ask for and that's why I'm looking for an out, George. Because

>> Okay.

So, I would say if this person who published this document did due diligence in trying to make their document accessible and they just couldn't do it. The only way they could express the information is withdraws and extreme handwriting, you know, and you can do a lot, which is perfectly legitimate. That would be the domain where you take those files and make them available to a company who wants to produce a derivative work.

>> Six people in the world have taken this path course that we're talking about, George. Nobody is going to do it as derivative work. It's one of those weird exceptions that Gaeir pointed out at the beginning. We need to give some room in here for low incident, high cost and frankly, arcane or unusual materials that are not produced with the intent to be used in a classroom setting because of the reach of the internet, may wind up there. We cannot

have absolutes, George.

>> What do you recommend here, that this fall back to the to like a DSS office to make it accessible?

>> I don't know. The if the faculty member is on the campus and because some really brilliant guy in China writes a math piece and he sees the farm Ia and wants to use it in the math class at one of Gaeir's community colleges or CSU or Cal Berk or whatever, what are we going to do? What is that faculty member going to do because they can't expose their students to the greatest mind, for example, in a certain kind of math?

>> Gentlemen, gentlemen

I think at this level of discussion, really, we should refer this back to the task force. You're both on the task force and you can kind of take it back to that level. The point has been made in the full commission, and I'd like to move on now for the sake of time. Thank you.

>> Thank you.

>> Okay. Gaeir. I'm with you.

>> So, we have got MM03 here, which is a counterpart to number two, is that the institutions will only be purchasing publications that are accessible, so it's the same flip

side as number two, and this is a requirement on the
on the institution.. questions?

>> Sounds like a great idea, George.

>> George, this is Mark and I'd also point out, I think this is consistent with, you know, other parts of federal a law. So I think it just strengthens the point which is really something that we continue to need to emphasize, that the law urges this already and I think it's very important point for the commission to make.

>> Right.

>> Okay. We have got 04, and this came out from Gaeir at our last call where she was saying that, you know, I think we all know this is that many different software applications are use on a campus and many of them are instructional materials themselves.

They're alternatives to traditional print materials, and these kinds of things are not accessible. And I don't think it's particularly easy job to make all of these types of software accessible, but I think the situation is right now, that software companies are building these products without any regard to people with disabilities, and our commission has an opportunity here to provide meaningful direction in terms of tools that are developed that are going to be used by everybody on the campus. So, this relates to all that software that's sitting out there in the labs today. I also mention in this

software that it's embedded into books, and so, in the pub 3 standard, for example, java script is something that's going to be enabled and we're going to be seeing a lot of different new and innovative, creative ideas in how to present information by using java script.. and the companies that are building this, I think need direction that they do need to concern themselves about the the implementation of these applications within books.. any other comments.

>> George

or Gaeir, I need to ask this question

this is Bruce, by the way for those out there. That instead of bogging this thing down, but I'm on the record already on item 3, that we are highly concerned about that point, that you are going to run into all kinds of barriers to doing that by directing faculty and everybody else about what they can adopt and how it can be used and all of that. It's a really going to eliminate a lot of the stuff that you use in the classroom. And also point out that institutions actually buy very small percentage of the stuff. Most of it is paid for by the students.

This is irrelevant except for institutional purposes which represents only a tiny percentage of the materials used in the school.

>> That's completely not correct.

>> I don't know. When I go to a school, when I sell to the bookstores, they run about 80
75 to 80% of the materials through there, even when the libraries are brought in.

>> Okay. But if you're a student and you need to use the course system that's bought by the school which is used for every single course in the school, that's not relevant?

>> I'm sorry. Unless it goes on through, you're talking about through a BlackBoard?

>> Sure. Something like that.

>> So, anybody that buys anything else, they buy directly and they didn't get from myriad sources, and that doesn't count? That's okay then?

>> Right. I thought we were discussing recommendation of what higher education institutions could or couldn't buy, not who else could buy something else.

>> No.

>> We are talking about the

that's you're greatly limiting yourself by restricting it to only the institutional purposes. I'm actually talking about expanding the realm here, not narrowing it.

>> This is Jim Wendorf. This

we may need to clarify this. I know I'm not quite following Bruce, what your disagreement is. You said you were on the record, the recommendation 3, as opposing it, and

>> It's

if you could get to a point, Jim, where when we go into all, and go back to the case where we are talking about it 02, and when you use the word "all", you end up backing yourself into a corner that's

there is going to be

there are going to be materials obtained from whatever places that are going to have to wind up in the hand of the DSS office at some junk tour or somebody else to make them available. And if you just tell all of your faculty of all of your schools in the United States that if it's not immediately accessible, and the DSS office cannot help you, you're going to start eliminating broad swaths of information and educational material. I just don't think that's wise.

>> Okay. So, I hear that, and I guess I would ask a question, George, of you. As you look at the third recommendation here, what I'm hearing is that Bruce feels that the disability offices are going to be cut out of a role

>> No. They're going to have to be brought in to make sure as much as possible the educational materials

this is not going to happen overnight, gentlemen. The world is moving in this direction. And we don't have a magic wand. My biggest company don't have magic wands. Let's not throw the baby out with the bathwater. The ultimate goal is education for everybody.

>> We're in agreement. So, you know, Bruce, a better description or a way for you to present this would be here you have got some very visual material. You have got this book where you have got these incredible visualizations that communicate the information to the student, and it's the most effective way of learning. And you have no known way to make that accessible. And you're saying that I'm

that I'm saying that we can't sell it or use it or develop it.

>> That or I

>> The example that was shown to me by a guy at a meeting yesterday was a math formula that covered four pages.

>> Okay. Cool.

>> He said, I could not make this accessible at this time. I said, you really can't? He said no, this guy is one of these tech companies that you are looking to be the third party, and he told me, he literally hasn't come up with a way yet to make it accessible. Well, are we supposed to throw it away?

>> Absolutely not. So, we got baseline functionality that the tech group has developed, and so, this math formula is embedded in a

in a document. The

the surrounding portions of the document are accessible, the text, the introductory texts, the headings, the navigation, the prologue, the introduction. All of this meets accessible criteria, and then you slam into this formula that defies even representation using math ML and it's presented as a graphic. That's okay. And we will need to

here's a
and we will need to
here's a place where DSS office or derivative work would take it upon themselves to make that
themselves to make it as accessible as possible.

>> You just precluded it from coming on the campus, George.

>> No, we didn't.

>> Yes, you did. You would have to pay the author of it a penny. Look, must only purchase digital
publications that are accessible. It is in fact not absolutely accessible.

>> It doesn't have to be absolute. You never get absolute accessibility for all people. You have
been pushing this point and we are trying to be reasonable in terms of what are
what we're calling accessible based on the definition that the tech group did. Jim, you're lead of
that group. I think you're on the call now.

>> Gentlemen, gentlemen
again, I want to be

>> I'll defer to our Chair.

>> I want to be sensitive to the time and welcome, Jim, for joining the call. I want to be sensitive to
our time. I think there is clearly a concern about some of the languaging in the way that these are
presented, and may be looking at languaging in a slightly different way, that would not be so
exclusionary. Again, I think that's something that we can take back as a recommendation for that
task force to look at more carefully. There's certainly examples out there such as the language in
section 508 where it uses words like "technically feasible" and that is certainly something that be
can looked at for inclusion in this language, but I think at this point, we really do need to move on.

>> And Gaer, Jim Wendorf here. Just thanks for saying that. I would just add something for
George say this, I believe, which is that, yes, there are some musts, and requires language of that
sort in these draft recommendations that needs to be looked at, of course, but I'm also hearing that
some of the definitions themselves

you know, may be a way of allowing greater latitude than what might first be apparent in some of
this language. Did I hear that right, George?

>> Yeah. And you know, the base ideas are what I'm trying to get across, and what I think our
group is trying to get across here in terms of putting this before the whole group for discussion, and
where there are fully accessible to all people or you can't sell it, is a clear area where we're going to
need modification. Of course.

>> Let's go

let's look at the definitions. Okay?

>> Okay. So, we have got MM 5, and this is akin to the W3 C's authoring tool guidelines work
where you want to have tools in the hands of people so that it can make it easy for them to produce
accessible material, and this is a recommendation moving as I see as very important that this
commission can recommend. And there's a whole range of different authoring tools that we could
be looking at here, there's the Microsoft Word, the Open Office and then on the publishing side, in
design quirk, Illustrator, these different products would want to

hope would eventually be producing accessible material. Any comments?

Okay. Number six, this is a counterpart. We want to recommend the purchase in
government and higher education only of authoring tools, and of course, only is exclusionary and
people would say, oh, but there's some cases where people need to have tools that don't produce

accessible output and I'm sure that's an area where we could focus on, but generally, the material the authoring tools that are used to produce large bodies of information for people need need to be purchased if they're accessible.

Okay. Any other comments? Okay. Moving on to a different part, this is where we're talking about derivative works. Where the basic accessible work that's accessible to all does not meet the full needs of everybody. We already have in our current laws the ability for organizations that have a primary focus of serving people with disabilities and they're non profit, could use the copyright exception to produce materials and make them available. We also know that DSS offices right now are producing materials, but what we would like in terms of the market model, we would like to look at materials that would go out for sale into into the mainstream market. Not just available through Chaffee and exception, to a very small portion of the population, but actually be made available to other, wider groups. And these materials would go beyond the digital product or the print product that the publisher created, and would be sold as a derivative work. So, it's not just a transcribed work like Braille is transcribed but it could go way beyond that and some things would be and I have listed just a few things here audio recordings, detailed descriptions of graphics. Tactile graphics. I don't know how big of a market there is for that. But and alternative presentation of the in the language, simplification, scaffolding, things like this could be produced in in that material. You might call it universal design for learning version of this material that's available for sale generally. Now, in order to do that, and sell it into the market, the companies would need to have a license from the publisher to create that derivative work. And I think what we're recommending here is the exploration of a a licensing approach that would be voluntary, and but quite well organized. Each company, right now, has an opportunity to just go to a publisher and say, I want to negotiate a license with you, and for a derivative work, and you know, you can go through that process, but I think what we'd like to see happen is that become much easier for companies to do. And so, the focus of this first let's see, number MM07. And we're looking at a systematic way of doing this, and this would probably be through a licensing society.

So, thoughts and concerns about this systematic approach? Or about derivative works in general?

>> This Chris from the copyright office. I just wanted to point out that the derivative work is defined in section 101 of the copyright act. While I'm not disagreeing with MM 07 or MM 08, I would caution us to be careful about the use of that term, because it does have a defined meaning.

>> And this

isn't that exactly what we're talking about here?

>> Yeah. I mean, it's tough to

the examples you described are all certainly types of derivative works. I guess my point is just if so the extent we're making recommendations about, you know, language or statutory language, we want to be careful to be mindful of the sort of existing definitions of those phrases.

>> It is incredibly complex where you are right now, George, and derivative works, there is no exception in Chaffee, for example, on copyright for derivative works, am I correct.

>> That's correct. That brings me to another --

>> Right, Chris?

>> That's right, but I think what George is talking about is a [INAUDIBLE] and that actually brings me to another point I was going to make, which is that the legal framework exercise for doing this exists now, but correct me if I'm wrong, George, you are talking about license, so you would be proceeding with permission of the copyright owner to create the derivative work?

>> Absolutely. I don't. Yes. That would be -- I believe that these types of materials need to enter the market. And this type of voluntary [INAUDIBLE] systematized to make it more possible for organizations, companies that want to produce these marks and get them into the market generally make it easier for them.

>> Sounds like you're talking about trying to develop a type of collective licensing regime or organization similar to what we discussed in Jacksonville when we talked about it with the ask app or BMI model that exists for music performance licenses. Again, I would say that the legal framework exists to create that now. It's a matter of getting people organized to do it, and you know, as we said in Jacksonville and say again now, we think that's a great idea. And I would just point out that one of the things that often comes up and these sorts of proposals is funding and we heard this morning about grant opportunities. This type of thing strikes me as tailor made for some sort of

grant funding type framework to get something like this going.

>> Jim, [INAUDIBLE] would like to speak.

>> Go for it.

>> I would kind of echo some of the comments from Christopher, because I think we're using derivatives here in a sweeping way that leads to a couple of misleading conclusions. Some of these will be derivatives and if you want to sell the derivative in the market model, then you would need a license, I'm pretty confident that that's true. There are other ways to meet the accessibility needs than creating a derivative. For example, if you have a graphic of a concept, you know, like a triangle, describing a triangle, you know, or describing the Pythagorean theorem is not necessarily creating a derivative work. Some of these will be derivatives and some of these won't, because describing a concept in general is not something that's under copyright control. It's an idea that you are trying to embody in your description. You don't have to get permission to describe what the heart looks like, but if you take a photograph of the heart and you blow it up, that's almost certainly a derivative. The second thing I heard Bruce say something very scary, which is that Chaffee does not cover the creation of derivative works, and Chris agreed with him, and I am stunned to hear that, because what that means is that it will be illegal for us to

let's say, tactile graphics. And I don't think that's actually the practice in the United States today, or the interpretation of Chaffee that we need a license to make tactile works accessible from photographs.

>> Not as long as you're within the exception, Jim.

>> And if you mean the exception, and I'm looking at it now, and I'd have to make a closer take a closer reading of it, but it does

this is what I was sort of cautioning about, is that a derivative has a very specific specifically defined definition. Chaffee, to my knowledge, and again I'm just skimming it now, doesn't refer to that. It refers to certain types of versions that you make which may be derivatives. It does not blanket give permission to create derivative works.

>> I agree. Great.

>> Ride and it does not give you permission to sell it into the market, of course.

>> So, I guess what I would just say is that in 121 of the Chaffee amendment is very, very narrowly prescribed, and the law stands out to do anything beyond that, you would need a license. I think that's what George is producing and what the task force is proposing.

>> If there's other language than the derivative work that's better

better here, you know, I'm happy to see that, but the essence is this we need an easy mechanism to get licenses to produce works that go beyond what a baseline accessible version would be. And I believe that those works will be appealing to a very broad range of people, who do not have disabilities. And once we have materials entering our market, that serve the disability community very well, and are appealing to the broader audience, we then begin to get a real market. And that's what this recommendation is intended to do.
intended to do.

>> I think that this is Jim [INAUDIBLE] I think that's great. I think that's central to this. I think we have heard

referring back to the task force, that we're going to have to make sure that we use derivatives correctly, and we have the legal resources obviously to make sure that we really understand that. I think that's one sort of thing going forward. I think the other thing is are there ways to make things accessible other than creating a derivative. For example, we could create an entire library of creative commons license descriptions of the fundamental things that you would have in a geometry book, and that wouldn't be a derivative of the 100 geometry textbooks out there. Just as long as I think there will be many cases in education, but you want to create a derivative and the market model, you're going to have a licensure of some kind to do that. So be did be did

>> For both of those concepts in where we're going in the end.

>> This is Gaeir. I want to take off my Chair hat for a second here and just make one comment coming from the perspective of the colleges. Which is as Chris alluded to, there are certainly legal frame, would be in place for all of this, but one of the early issues that we ran into in the colleges in we were looking at these issues of copyright and making these works is the whole issue of timeliness. So, as we write this up, I think we really need to underscore the fact that I like this idea. I like the solution, but if it's not timely, it's not going to solve the problems for the campuses. We have something that if it's fast enough so if a campus need as book for a quarter term course where they just have a few weeks that they can actually turn it around and get what they need.

>> Gaeir, I think you're saying that rights clearance or getting copyright permission can be a time consuming process and I absolutely agree. I think one of the virtues of this proposal is it would create a framework that would hopefully speed that up a little bit and creating common standards for licensing.

>> Think that's the whole thing, this is Andrew, I'm sorry, by the way. We are getting stuck in language.

The concept is to produce a license clearing [INAUDIBLE] and I love the concept of actually putting some money mind it. That actually speeds it up and makes it easier to get product out for the students.

[Device]

And benefit them, and benefits the publishers. It benefits the students. And hopefully, these speeds up the ability for everybody to produce this because there's incentive to get it there. And I agree. We have got to play with the words to get there. I think everybody seems to be gying into the concept. We just street to get cleaned up.

>> Until we're

you won't find me opposing a licensing thing. I think when you get at least Chris gets in here, for example, in the second paragraph when you are talking about statutory, that gets awfully Constitutional. We dealt with this heavily in a couple of states under a Constitutional prohibition of government taking. So,ing you have to be very, very careful on that one, too, Chris, if would you weigh in, please.

>> That's exactly why statutory licenses are very narrowly prescribed. I would refer back to the task force for the document that we circulated before Jacksonville about licensing. One of the types of licensing we discussed with statutory licensing. And these are almost always used in situations where there is some defined failure. So, with the

oversimplifying a little bit, but let's suppose that we have a novel such as the one proposed here today. It doesn't work. Buyers don't meet buyers in the market and Congress has identified that there's a population that's still being underserve.

That is the point at which it might be appropriate to consider a statutory license. But it is extraordinarily, those are tailored to be extraordinarily narrow.

>> I hope that I express that exact sentiment in number eight.

>> But we need to monitor

if these materials

I don't know what

how long we need to give it before we

identify that there's some market failure, but I would think it's going to take a number of years before we see

see the success of the licensing model.

>> Which it will be largely on a product by product basis, we may be working with a half million or a million products.

It's like anything else. The zillions of dollars whether it's bubble gum or textbooks. People are out trying to market it and find a market for it if they can figure any way to make a nickel off of it and we is publishers spending \$10 million on a pie tech text book and it doesn't sell and they have to eat it. So, it's not really doesn't lend itself very well to 5 federal statute, for example.

>> I think a lot of it is how the statute is worded, though.

>> Yeah.

>> It will have to be, but basically, it's going to come back down to where we are. What are the rights holders and can the government facilitate access to those rights holders. Maybe so, that they can be in negotiation. But the reality of it, is, too, is that there may be

there may be win company that a publisher or a maker of any product wants to license to, but there may be somebody else that walks in the door that, you know, well, will freeze over before they license to them for whatever reason continued it could be as subjective as you want.

>> George and Gaier, Jim Wendorf here just doing a time check. We're coming up on 2:00. We started on this a bit late, about 20 minutes late, and guyer,

Gaier just in terms of running on from here, are we extending this session to 2:20 eastern time, or not?

>> We need to have the student panel start at 2:00 because there's an expectation by the speakers that they just have this window of time. So, I think at this point, we can just see whether this discussion actually needs to go on or we can just refer it back into the task force?

>> I have got two items that I would like to bring up, in eight minute, hopefully, could cover it.

>> Great.

>> And so, in terms of the derivative work, we want to look at language that, you know, in and Chris and Maria and folks can help out here where we're encouraging the licensing systematic licensing that would create a product that comes into the market for general sale. That may or may not be a derivative work and so we need to focus on that. I'm that's one point. I just wanted to emphasize that. I think we have agreement, right? Okay. The two points, then, are number one, I don't think that we want to endanger people working on under Chaffee that are producing, say, an audio recording with text, and making that available to the Chaffee population. We don't want to threaten that successful work, that is going on today by somehow end up calling it a derivative work and not falling under Chaffee. Okay? Any we're in agreement on that?

>> Of course

did I'm really not sure [INAUDIBLE] I understand where you are going, but I don't I still don't think you're articulating the way you want, but nobody is going to I know you're addressing the R & D generally, there, but nobody they're not being threatened by what you are talking about, because if they can reach an agreement under current law, to have a license for a product, to produce it any way they're capable of producing it, then they can go forward. If that license were to go to Jim or it would go to eight yen, or go to Dave or whomever else, then that's where the license resides.

>> I'm happy there. The place that I'm a little worried about is that we don't inadvertently shoot shoot our copyright exception in Chaffee in the foot.

>> I don't think you're going to get there.

>>

>> Okay.

>> I think we're okay, George. And we support the heck out of that.

>> The next

the final item before the top of the hour, I think gets at some of the discussions that Jim Jim was talking about, and so, what kind of mechanism, what recommendations could we make and think about that would allow descriptions to be made available, generally, certainly, a concept and a description out there is safe. You know, it can be used with a creative [INAUDIBLE] but I'm wondering about the actual descriptions of graphics in books, those detailed descriptions that are needed where where that fits in our recommendations. I don't have a clear concept of a recommendation at this point, but I wonder if we should be putting that on the table in terms of our overall discussions, and whether that fits into the market model discussion or somewhere else, I'm not sure.

>> How does that currently work under long dis [INAUDIBLE].

>> The long desk type thing.

>> Long desk. Yeah. Long desk. How does that work under that? Does that violate any copyright?

>> I have never seen anything controversial about it, but most of these materials are distributed under copyright exception and there's the expectation that you are you're putting out descriptions. If you have got a digital book that you have published, and it's got this image in it, and it somebody needs a description of it, and you post it up on the internet, are you a bad person? Have

you done anything wrong? Is there

is there legal precedent. How can we insure that those descriptions continue to be made without getting into legal trouble?

>> I have no idea. Anybody else got any experience on that question?

>> Well

in be did

and I think we can anticipate that those kinds of things happening in the university, and it would be nice if this commission came down with recommendations regarding that.

>> Okay. Wait a minute, George, one thing. RFB & D has been providing descriptions forever.

>> Right.

>> Does that mean. What your question is, if you are outside of the Chaffee universe, what happens if you provide a description.

>> Right. What if you post that description on the internet and link to it.

>> You could probably do that under a license. That's part of the cloud concept that's out there now that's being discussed is that different people would be able to provide different services won the cloud, and then if you picked up, let's say, a file that was an accessible for renewable Braille but you wanted some descriptions to go with it, and if somebody put them up there, you could grab them both and pay for them both.

>> No. We're having a hard time. Is that Glenda.

>> We can hear you!

>> Clearly.

>> We can hear somebody.

>> Can all members mute their phone, please. If you are not speaking, please mute.

>> George, let me look into that one. I'll get you an answer. Or try to.

>> There's a monster delay on somebody's internet connection.

>> Is that what that?

>> Yeah. We're listening to their internet connection in the background because they're don't have their phone muted.

>> Okay. Thank you for the technical consultation, George. Oh, lord.

>> Glenda?

>> There you go.

>> Well, you know, we were wondering what our April fool's joke was going to be.

>> No, I thought, this is Jim Wendorf, I thought I heard Linda it'sler's voice. I could be wrong.

Linda, if you are listen, could you mute? Okay.

>> All right.

>> Are we going to do one of those Gaeir's famous biology breaks before we start this 2:00?

>> Well, we actually have our break coming up at 3:00, and we do need to start this next section at 2:00, because we have already told the speakers that it was going to be specifically from 2:00 to 3:00.

>> I'm sorry about that.

>> I hear my grandfather clock here chiming the top of the hour.. let me thank the commission members for their input, and thank you for the help in trying to craft these recommendations, and getting them to the point where we're all proud of pushing them forward in our reports. So, thanks for all of the help, and I need all of the help that I can get.

>> Thank you, George.

>> I'm done.

>> Thank you.

>> Okay.

>> Well, thank you. Thank you, Jim, for taking that section, and thank you to the task force for all of the work that you have done, and it is a lot to get together all of the members of the task force and to get them to come to any sort of points that everyone is willing to take a look at, and I really appreciate George that you taking the lead on that and working with great solutions. I'm now going to turn this over to Dave Berthiaume who is actually going to run the roundtable with the post secondary students.

Dave, please.

>> Thank you, Gaeir. I appreciate it. And thank you, George, for leading a good discussion from the market model task force. We appreciate it. I just wanted to make a couple of quick points before we begin to call on the students who I think have all joined us within the last five minutes as you have heard the different beeps as they joined. But, just a couple of housekeeping matters. One is that I'd like the students to have an opportunity to present their story, and to talk about their experiences, and then when they're done, if there are any questions for that from the presenter, that would be a good time to go ahead and ask them, and then we'll move on. We put this panel together to try to cast a wide net on a variety of experiences, and as you can see, the agenda, our students range from grad students who are in law school and graduate school, to freshmen, sophomore and a junior who are in college. We have also got individuals who are pursuing bachelor degree areas, Stacey Montebello is interested in design and is at an art school. [INAUDIBLE] he will start shortly. He is working on pursuing a

graduate degree in online education. We tried to cast a wide net to get a variety of experiences to share with the

with the commission, and one other thing is that I wanted to thank Andrew Friedman and his staff at RFB & D for their assistance in identifying students and putting

helping to put the group together. I really appreciate your input on that.

Kyle, I know that you are on. Because you have emailed me. If you would like to begin, that would be absolutely super.

>> Great. Thank you, Dave. Can everyone hear me?

>> Yes, we can.

>> Great. So, I'll briefly just tell you a little bit about myself so you know where I'm coming from. Dave mentioned, I'm pursuing a doctorate right now at Boston University, and my area of focus is educational media and technology, and

a part of that certainly does encompass online learning. And I also did my masters at Boston College, and I worked there in IT now and I did my bachelor's at a small liberal arts college in Arkansas, Hendricks College, and I have had run the gamut in terms of size of schools and scope in that range and I'm interested in this professionally. So that's me.

I was asked to talk about my experience with instructional materials, and so, I came one four specific areas, I guess, that I work with most often and I think have most relevance with access issues.

The first one for me was textbooks. And I'm going to tell you the second was was a different course text elements and the third was library materials and the fourth was learning management systems. And so, starting out with textbooks. It's no surprise to anyone, I guess, that I'm blind, first of all, I should stay.

>> Kyle, you're fading just a little bit, if you could just speak up. I don't know if you're on your cell

or what

>> No, I'm on a land line, but thank you.

>> Thank you thank you very much.

>> So, my first thing was textbooks, and I also thought I should mention importantly, that I'm blind, and so, that

I tend to seek out text in audio and then also sometimes in Braille, when available. For different things. More for the audio and then being able to read things and look at things over and more specifically in Braille format. But

I tend to find the biggest frustration even years and years after I started this, in simply getting material. And having them in a format that's easy to read, I guess. Probably primarily from the standpoint, it's not being able to access them quickly and on demand, and having to go to the disability services office in order to chop books and scan them and make them and then they're not necessarily in a format that's easily navigable to get around quickly and actually do assigned reads and such things.

And then just going through and having to kind of in most cases spend my own money to purchase the books to prove that I have them, and then not being able to use them and they're collecting dust. I'm spending full amount on a textbook, getting a far inferior product in terms of usability and I'm out the cost of the full book. It's frustrating on that level and the other problem that I have had with textbooks in terms of getting them early and making them, particularly in grad school but even at my undergrad institution, it's very common practice to be able to attend courses the first week of class, attend, you know, if you have to take four, say, attend six, choose the four that you want to attend most, or if you are choosing between two and then get a feel for it, do the reading, see the instructor, and then choose one, and I have not ever had that ability, and I'm working on my doctorate now and still in this semester, because it takes so much time to get all of those things done, I have never had the ability with any of my sighted peers, kind of that freedom. I have to choose my courses months in advance to quote, guarantee that I get the textbooks on time. So, that's certainly a big frustration that I have found in terms of accessibility, to text. The second aspect was [INAUDIBLE]. And to me this is a huge part of my readings in most of my courses. Instructors try to get selected readings from different journals or chapters from textbooks and other things and in a similar way, I have never had one that was able to get in a format that was [INAUDIBLE] able to navigate and other such things. So, it usually required significant delays in getting materials, and then same thing, it wasn't always easy to navigate and find different sections of readings and move around and do work in a simple manner related to the accessibility of the material. And then I have recently true my work at one of the universities looked at some online course pack vendors that have been kind of shopped around, and they just haven't really built in accessibility at all, so, I was very excited, I guess with the initial, hey, we can get e course packs and they were less accessible than the ones that were chopped and scanned. So, that was something that I wanted to be sure to address. The third thing was library materials and although

excuse me. Although library materials are not necessarily course materials, or part of the syllabus, necessarily, I haven't attended or taken a serious course that did not require research paper of some sort, and so, I run into this every single semester that I'm asked to write a paper, even if it's a simple paper, no person

well, I wouldn't say no person, but it's very

rare that your course textbook is the sole source for what you write. So, no matter what, I have to

go to the library and to online journal sites, even though they are not assigned reads and try to find things of interest. And so, every as a matter of fact semester, no matter

I study educational, but in biology, I'm forced to look into those content areas and often bump into journal articles or other things that are kind of scanned copies and are not accessible with the text of the material. And so, that was something else. And then recently, I have found several journal articles where they will have no selectable text or no accessible text and it's a button like audio or "read aloud" or something like this, and that makes me want to pull my hair out when I read it. Because those kinds of things tend to be [INAUDIBLE] the way I like to relate it to sighted people is if I asked you to read a page of text, a full single spaced typed page, and I only reveal one line at a time, and so, then I counted to 15 and gave you the next line and counted to 15 and gave you the next line. It's such a slow process that it doesn't allow a blind user to scan the text. And I mean what you would physically do with your eyes, scanning a text looking to see how relevant it is to you. You just cannot do high level research with materials in that way. It's just

it's ineffective and what ends up happening, unfortunately, the I'm going to do this myself, it just doesn't get done. It's severely to me, limits what I can do as a researcher and a scholar, I don't have access to materials like that. And because if it takes an hour to read a ten

page article, that's simply not worth my time to do, so it gets lost and that's something unfortunate. And the final thick I wanted to address quickly is learning management. [INAUDIBLE] and both for someone who does educational technology and as a student, I constantly find that's where materials are headed. Even people who don't dramatically use the learning management systems tend to at least use it as a repositories for where documents are stored or course materials are stored, and I often find navigation problems with being able to get to into access

did and to access content and that can sometimes require me to have to go outside of that environment with the Professors outside of class doing things through email, et cetera, and then the other is with the collaborative books in terms of discussions, chat, things of ha that nature in learning management systems. Those are increasingly becoming part of if you will, the instructional materials just as a course discussion is our [INAUDIBLE] a greater body of knowledge of a course. And I have trouble accesses those types of

within the context of the learning management system, and so, I have found in general, that I have greater resources, I guess, at

I guess at some of my larger institutions that I have attended and the size of the disability office, and what they can do in a more timely manner to help get materials from any of those sources in a more accessible way. But as someone who attended a smaller undergraduate University, and they did everything that they could, but they simply did not have a large disability office, and so, you know, it was something that was limiting to me in terms of how quickly and the range of text that I could get and the formats. Actually, I just wanted to say thank you. I appreciate the opportunity to speak with you today and I can take any questions if there's time.

>> Thank you, Kyle. I appreciate that. I am

again, I want to apologize for all of the members for this just online background noise. And just please ask all member to check their phones, check their cell phones, whatever it is that they might have on. Can you please doublecheck. If you want to unplug and come back, it's making it really, difficult to get the proper a

to give the proper attention to our speakers who are spending time with us. It's very, very difficult.

>> Any questions for Kyle, please?

>> Before we go there, just maybe if you could call chorus call and ask them to monitor, and kill the line that's causing the noise. I know the conference call service I use has that feature. So,.

>> All right, I will try to do that and we'll see if we can do that, George.

>> Kyle, I understand exactly what you're talking about in terms of read aloud feature, and you need the power to navigate and read by sentence, paragraph, and move quickly through the document. Those are features that must be available in any kind of decent reading systems.

>> Thank you.

>> Were there any other questions from commission members?

>> If there are no further questions, or no questions or comments for Kyle, then I'd like to call on Alyssa Lang.

>> Okay. Hi.

>> And Kyle, if you want to stay on, and if you have the time, that would be super. We would appreciate it, and there's questions that come up, and we'll get back to you later, that would be great. We appreciate your time and you know that you have other commitments coming up shortly. So, thank you.

>> Thank you.

>> Okay. Hi. I'm Alyssa Lang. I am a finance major at the University of Notre Dame, and I am phonetically dyslexic. We found this out
my parents and I found this out when I was a junior in high school. So, it's still relatively new to me, and ever since I found I had
I was phonetically dyslexic, I have been use RFB & D to get my tape and disc. So, when I came to Notre Dame, I went to the disability center that we have here called the Fairburn Center, and it's a relatively small little building on the edge of campus. I guess there's about 160 to 200 people who use this service on average at Notre Dame, and so, there's only one person who works at disability office, Scott Allen, and he has a couple of student workers who will help him in whatever he needs done, usually. But what they usually give us the opportunity to have done is they have this online software program called Kerzwell. Basically what they will do is what Kyle said, rip up the books and scan them and what they'll do is scan them and then rip the software and have like kind of a computer narrated voice that adds the text
as the text appears on you your computer screen, they will read it to you. Personally, I don't like using it just because the computer animated voice it's hard to understand the way they split up the words. It's like I have to re
read it anyway to understand what it's trying to tell me anyway. So, I often will not use that software. But will, the disability office, they give us options of having notetakers in class, and just
I mean this he give us extended time on the exams but for the most part, for resources, I'm basically only given the option of getting these discs on the software program, Kerzwell, which usually doesn't work out very well for me. I usually go outside on my own, I go through RFB & D. Our service will help us. The disability center, if I need it, they will go out of their way and go to RFB & D and ask for the disc but usually I'll just do it myself. But a lot the times with my
in my case, a lot of my books for like finance and accounting and a lot of the higher level subjects RFB & D won't have recorded, so by the time I need it for class and stuff, they just can't physically get it all read in time. So, I usually will just be either stuck reading it myself, which is very time consuming and very tiring for me and my brain gets very tired easily just by the way I read because I read improperly. But so, I'll either read it or I just won't even get the time to read it and I will just get
[INAUDIBLE] the reading courses but for most of the time, RFB & D does have a lot of my

books and the [INAUDIBLE] classes that require lots of reading they usually will have at least one or two of my books on tape, which is great because then we'll send it to me and I can just listen to it because I'm an aural learner. It's wonderful if that respect, but a lot of the times my only option here are relatively small University with very few, I guess, disabled or anybody with learning disability, I

they just don't offer that many great options. They still offer a decent amount and they'll do whatever they can, but just because of I guess the limited amount of people here with disabilities and I guess limited I guess resources that they have, I just

kind of just do whatever I personally can. So, if there's not any other options for me, I will just read it for myself and even when I do have it on tape, and I mean, it helps

it doesn't even really cut down on reading time as much as it's just cuts down on the way my brain is able to

[INAUDIBLE] I get very tired quickly, when I read by myself, and so when I just listen to it on tapes, I don't get tired as much, as quickly, and but

but I mean, it still takes me probably like three or four hours to still just do one thing of homework every once in a while. So, basically, that's about it. If there's any other questions

I don't know if I covered everything, but hopefully.

>> Thank you so much, Alyssa. Do you know offhand how many students are at Notre Dame total?

>> Yeah, there's a total undergraduate there's about 1,000, so yeah. It's really small percentage.

>> So, [INAUDIBLE] DSS office for [INAUDIBLE] and students total and you said about 200 of the students use services regularly, so

>> Yeah.

>> It will be somebody from the football team for next year.

>> I know. I heard that. [INAUDIBLE].

>> Are there any questions from any of our members?

>> Alyssa, this is Gaier. I just have a question. Have you ever done any of your own scanning? Have you tried that at all?

>> Have I done any of my own scanning? I haven't personally because they

Mr. Howland, the guy in charge, directs that to his student workers, or usually himself and I guess they have a machine that they will just rip up the book pages and scan it. And it's not and what

when [INAUDIBLE] software reads it differently, all of the words are there, but when the program reads words sometimes, it will break up a word that shouldn't be broken up. Like in a weird way sometimes. And I mean, have I have only

after I have used it two or three times I just kind of

I just kind of stopped using it, I could probably pick it up again and try it.

>> What program were you using to read it with, do you remember?

>> Yeah. It was Kerzwell.

>> Thank you very much.

>> Any other questions or comments on anything from commission members?

>> One more.

>> I will Lisa, it's Andrew, it's our job as the commission members to try to help you, what would you ask us to do? What be the thing that we could do that would make your life considerably

easier.

>> Well, for me, personally, I really prefer people to just having my books on tape or like discs so I can actually hear somebody

a human voice actually read it to me. Because the automated voice, or at least something that's sounds human, like a human voice and not a robot type tone would be preferable.

>> The basic answer is all of your content in easily accessible format in a voice that works well for you?

>> Just not automated like robot

like, you know when you think of a robot's voice, that's what the software often sounds like, and it's very hard to interpret what it's trying to say or read.

>> [INAUDIBLE].

>> Any other comments. And Kyle, that was a really good question, and I wanted to pose it to you as well, if you are still on with us.

>> Yes.

>> That would be super. Can you take a stab at that. That can the commission do that would help you?

>> Well, I think that the first thing is probably some ability to make the accessibility native to whether it be textbooks or course packs because the to me, in addition to the hassle of getting it done and the process of actually going through, it truly limit Meese academically that I can't chose courses in the same way that my sighted peers can, because I can't get the materials in a timely manner. I can't go to the bookstore or to an online store and download them and get them in a way that I can read them successfully. And in similar ways, the accessibility of the management systems at all of my universities has in some way obstructed me to get the materials to that are there so I'm not sure specifically what the task force can speak to or do, but those sort of things are certainly

did and then the read aloud feature that I discussed, is

it's downright unusable. So, you know, when you

you are finding materials, you know, and a mechanism of accessibility that is actually usable to its intended audience.

>> Kyle, thank you. Thank you again. Can you use the term timely? Can you define what's timely for you?

>> Well, for me, simply for the average person in a course is if you're taking a course, you can walk across the bookstore and get your book and then you can read it fully. Or an E book, you can go to your dorm or even on your phone and download it and it's interest there. For me, I can't do that. To me, timely, would be ideally to be just as easy to get and as soon of a time and if it takes weeks to be in talks with publishers to get them or to have to go and chop it up and it's an inferior product, to me, that's not more equal. That's what I mean pretty much.

>> Thank you.

>> Thank you.

>> That's great. Thank you very much, Kyle. That's really helpful, and it's interesting how that ties back in with what the market model folks were just talking about at the start of the previous hour. So,

>> Just checking, any other comments or questions before I introduce Katie Salmon who is a

freshman at Syracuse University? Anything else? I'm going to turn it over to Katie. Katie, are you with us?

>> Yes.

>> Great. Thank you.

>> Hello. I attend Syracuse University and I'm currently I'm majoring in nutrition. For a lot of my books I use [INAUDIBLE] for, I recently got new Victor stream because my Victor that broke and I also go to the learning center. I find it very helpful.

>> Katie, I'm sorry. Can you explain to everybody what the Victor stream is. There's maybe some of us who don't know and people on the call who are not familiar with that. It would be really good if you could just explain that. Thank you.

>> The Victor stream is pretty much where you can download all of your CDs that RFB & D provides and it downloads on to

I guess you could say it's a large MP3 player and it downloads on to the MP3 player and you can skip to different chapters in the book, different pages, but the one problem that I find with it is that it holds a lot of information on, it and because I text it books have so many pages, it can't hold more than two textbooks at a time. So, that's my

one thing I don't really like about it. And after it gets a little bit

a little bit confusing, too, navigate, but after a while it gets easier, but I use that for most of my classes. I'm sorry, [INAUDIBLE] [INAUDIBLE]. I'll try to do it. It's for all my class, and I go to a learning services office. And I find that to be very helpful. I think a large majority of people go there. They

they really help you to find what Professors are accommodating to your needs, and then and for like if you need extended time for your exam, and they're accommodating for that as well. So, overall, I have had a really good experience at my University with accommodations for all of my learning needs. I'm meeting with my Professors to make sure that I get a note for my classes or I

if I need help with any assignment, I find that the Professors are very understanding and helpful. So

>> Is that it, Katie, for right now?

>> Yep.

>> Okay.

>> Would any of the members have any questions?

>> This is George. So the Victor stream is a player, it also supports e pub. Katie, I don't think you probably have got any of those. But I

I can't help but provide a little tech support. You can get bigger SD cards that would hold about 16 books.

>> Oh. Okay. You can get a 8 gig SD card and put a whole lot more books on there.

>> Okay.

>> Sorry.

>> Katie, this is Glinda Hill at the Department of Education. I just had a quick question. Do you make all of the arrangements with your Professors, or do you use your services at the DSS office at your University?

>> What I do is I go to the learning services office, and they'll print out my accommodation forms for me, and then at beginning each semester, for each of my class, I will I go to my Professor's

office hours and I will give them my accommodation forms and explain how I learn. They're very accommodating. They will ask me how they can

how they can have me in class. So, I can understand the materials to the best of my ability, and does that answer your question.

>> It sounds as if your office serves a lot of student, probably?

>> Yes, it does. For finals and mid

terms week, we have a hotel right on campus, and they can always accommodate every student because there's so many people that are registered in the office of disabilities services and they will open up conference rooms for us to take our exams for extended time.

>> Thank you, Katie.

>> Katie, it's Andrew Friedman. So, when you are not using RFB & D services and books because I'm sure we don't supply everything that you use. What else do you use and what works well and where there's a problem, what are the problems that you have?

>> Sometimes I'll use notetaker for my classes, but sometimes I have

I find it hard to understand the handwriting. I meet like every other week with my learning specialist to discuss what's going on in my classes, ways to

strategies and ways to understand the material better and strategies and notetaking and everything like that, and through the learning services department, we get ten free hours of tutor, which I do take advantage of, for

since I'm in nutrition, like chemistry and biology can

to me is sometimes difficult to understand so then I see a tutor for those types of classes.

>> Thank you.

>> [INAUDIBLE] commission members.

[INAUDIBLE] phone was muted. [INAUDIBLE]

(No audio in the file at 3:25 until 3:27 with only intermittent break in of some partial sounds]

>> Use as a balance between I need to get my work done and I need to make sure that I have time to see my friends and everything like that.

[Missing audio from the file at 3:27:14]

[Audio resumes at 3:29:16]

>> Directly on the Powerpoints.

>> That's really, really helpful. Thank you. It sounds like you have a really supportive and well run DSS operation at Syracuse University. Sounds really, really great and very, very thorough. So

>> Yeah.

>> Thank you so much

>> Uh

huh. Yeah. No problem. Thank you.

>> Thank you so much for your time. There aren't any other comments or questions, then I'm going to turn to our next speaker, and I'm really interested in hearing from Deepa Goraya, at the University of Michigan law school and hear about her experiences not only as an undergrad at UCLA, but life in law school. So, Deepa, if you are with us, I'd like to turn it over to you now, please.

>> Hi. Sure.

>> Thank you. Great.

>> Hi, everyone. I'm Deepa Goraya, at second year law student at the University of Michigan and want to undergraduate at UCLA, I was an English major and I minored in African American studies and classical civilizations. So I mostly want to talk about law school. But I could just quickly go through my undergraduate disability office and services. So, I was

I would normally get double time on my exams. I would be allowed to use a Braille note which is like a Braille kind of like a Braille laptop which is you type on the machine on like a Braille keyboard and you can carry it in your backpack and it has a Braille display attached to it so you can read what you are writing and what's in your documents on the Braille display that's refreshable. It pops up as you type. So, I was able to take notes on my BrailleNote in class and I was able to read my materials on it in Braille or listen to it with the computer speech synthesizer. And you could also hook it up to your computer and print stuff out to a printer and it will come out and print Braille if you hook up to a Braille printer. You could also

you know, even read textbooks on it which I didn't do because it was the advantage of that would be you would be able to read all of your books in Braille, but a lot of the times, the BrailleNote would not be able to read books quickly enough, because they were so big, it would be slower in processing, going to certain pages and stuff like that. So, I would look at my book scans and my textbooks would be scanned to the disability office and be read them on my computer with Jaws or Kerzwell. That worked pretty well with graduate work. I would have issues with getting my books on time, because there were so many students requesting accommodation they wouldn't have enough time to get my books to me exactly on time, so I would have to just wait for my books to be, you know, made accessible, and oftentimes, the quality of the books, which is the same problem that I have in the scanned quality is really bad. There's a lot of mistakes from the scanning that are not fixed and they can't be fixed because the books are so large they don't have time to go through all and fix every little mistake. So, it would be overall readable which works for undergrad because we didn't analyze every chapter and every word. I was mostly able to read it specially if they were novels or whatever. But when I got to law school, I'm starting to have more problems in the classroom, because in the classroom, you have to

with the law Professor and groups of students and the Professor is, you know, wanting you to go to certain pages of your textbook and go to statutes or go to certain cases that you have to read in class and analyze in class and talk to the class about, you know, make your argument about the case or give an analysis of the case. And I and also your grade is based on class discussion. And this wasn't the problem in undergrad because I would be able to read before class and pretty much know what I wanted to say about it, because there were mostly novels and I'm pretty good at just memorizing what the chapter was about or whatever and able to give an analysis, but in law school, it's harder because you have to really look through the language carefully and really look at the course argument to be able to present different arguments on the spot. So, what I do oftentimes, I tell the Professor ahead of time, if you are going to call me, can you please let me know ahead of time so I can prepare before class or just not call me and it works for some students.

Sometimes it doesn't, because in transnational law class, which is a class I had this past semester, you know, it would be just really difficult to

she didn't want to call it

she didn't want to let me know in advance because she thought it was unfair, to let me know in advance with other students are called on the spot because this is a current method that they used

and the transnational law class, you're literally looking at course pack through the entire class. You have to

when she calls on you, you have to look at Dins in the matter of minutes. And you have to be able to do that every day. So, with books that are scanned, first of all, [INAUDIBLE] on the laptop with headphones in "jaws" while they're lecturing. That's one problem that I found. I couldn't listen to jaws, reading me my book or reading me the case, and listen to the Professor at the same time. And the quality of the book is so bad that I couldn't

sometimes the page numbers would not be in the book. You would just have to word search or search the heading or something. So, I can't even go down to a specific page number, because the page numbers would be

the book was so poorly scanned that the page numbers wouldn't show up properly. And then, you know, I can't even put it into a Victor stream or put it into a Braille mail because I still can't find the pages. The page is not recorded. So, I think that

I think for that type of a setting, you know, I think E books would be the answer to that, because E

books would be hopefully really good quality, just like how everyone else has and the page numbers would be there. You would be able to go through it quickly, on the spot. So, I think that you know, E

books would be the best way to solve that problem. And another thing I wanted to talk about was research. Law research. And undergrad, I would have help to do research whenever I needed it, but I didn't have much research to do as an English major, but as a law student, I do had to do legal research and writing in the first year of law school and a lot of time, so in your first year of legal research and writing class, the Professor and student reps of research engines lex law and lex sis nexus and they come in and show how the students to do the research in the computer.

They will stand at the front of the room and have Powerpoints and have the computers up there and show the students exactly where this to go to do certain types of research on the search engines.

And I would not able to participate in that because first of all, this Professor and the student reps didn't know anything about jaws or, you know, accessible ways to do the research. So, I wasn't able to participate in that, and then when I tried to meet with student reps after class hours, it would be difficult to find the time to meet with them with a packed schedule in the first year and the student reps had no include about Jaws or how to do accessible technology issues. I didn't really have a good

I didn't learn how to research well in my first year. And now I'm starting to

I'm going to

I'm in an externship right now, and I'm doing

I'm learning on the job pretty much on my research that everyone else learned in the first year. So, I think

also Lexis

Nexis is not accessible at all. It's

I know students who use it a little bit, but most blind students I talked to don't use Lexis because it's not accessible. I cannot identify specific issues with it, because I just gave up using it, but I know it's really not compatible with screen readers. Westlaw, the other legal research engine has a text version. It's text.westlaw.com and they have a text version that works well with jaws. So, that I'm using that, but I think Lexis is

needs a lot of work or needs accessible text version. And so, I think that the answer to that would be having

first of all, making Lexis accessible, and second of all would be to have someone who is skilled in assistive technology come in so the students can schedule

hopefully schedule it ahead of time for the Westlaw and Lexis rep and have them come in and sit there with the student one on one and do retraining on Lexis and Westlaw and have

you know, have the Professor maybe come in and tell them, this is exactly what you need to do to teach the student and have the person from the Lexis or Westlaw to sit there with you and tell you how do the research, because doing it in the classroom setting, it's just not going to work when someone else is telling the other students where to click and where to look and all of that, and you're trying to, you know, research with your speech software. So, I mostly wanted to talk about those issues and also course packs.

We do course packs quite a bit and again, they're not in E

book format. They're mostly have to be scanned, and so, again, the same issues with that is very poor quality a lot of time, the Professors will create the course packs by just using scanned images, or very

very poorly photocopied articles and stuff like that, and so, that present as really big problem for screen readers because it doesn't read well when quality is bad. So, you know, it would just be the big answer for all of that. That's about it.

>> Thank you very much, Deepa.

I really appreciate that, and as a fellow lawyer, or a soon

be lawyer that you are going to be, I was just sitting here shaking my head because I

as I was listening to your story. So, I really appreciate you taking the time to share that with us.

Members, please, jump in with questions, thought, observations.

>> Deepa, this is Kurt. I'm a medical student, and actually, what was striking to me is that we have had in slightly different manifestations rather identical experiences despite two very different academic cultures. My friends who are law students, my pursuit is that there's more of a competitive culture in law, especially in

within the schools in the first year about

you know, no the really cutting people out but about everyone filtering about how they rank and how they affects how they do things which is not true in medicine where it's know supportive and we're going together through the system regardless of the challenges along the way. I guess I don't have a question so much as I guess an interesting point that we need to consider is that graduate graduate cultures in the different professional tools, business, law, medicine, art, are going to be somewhat unique but still have overlapping similarity, especially when you have what we call in medicine, pimping, when you are put on the spot in the clinic or rounding or in the classroom it's sort of setting when you figure out a diagnosis or whatever, and

[INAUDIBLE] it's required

you work through the index text to find the section on the spot very quickly. Especially if you are not even in the clinic and you're rounding you don't even have a book with you. Course packets for me has been a similar issue. I guess

we need to really

a lot of the course packets which seem to be unanimous in the professional schools, since they sort of migrated from using [INAUDIBLE] to using a single textbook. In medical school and everything is provided by the faculty, writing their own course note, outline, images and none of that is really accessible at all. I think for the graduate student, that means that we have a

we have to take that into consideration, because that is an extra challenge.

>> I agree with you. You know, also all course packs for me, too, and you know, there's just the

quality of the scans is not good and sometimes I won't be able to get it on time and there was a couple of things in there that I agreed with it all and I was sort of left out of the instruction. And just the biggest challenge is being able to find things like you said quickly on the spot, and figuring out how to do that and having the technology there to be able to do that because that's part of the competitive nature of these graduate school, and it's part of becoming a lawyer, which is being able to look at things like that on the spot and it's [INAUDIBLE] visually impaired or just being able to skim through something and find it quickly. So

>> Right.

>> Yeah.

>>

>> Are there any other comments. Thank you, Kurt, for weighing in with that thoughtful comment. Good to hear from you. Any other comment organization can he questions from commission members?

>> If not, and Deepa, Thank you so much for your time, and if you want to stay on, just in case any final questions, that would be super FX you have the time. Stacey, are you with us?

>> Yes, I'm here. Can you hear me?

>> Yes, I can. Thank you. Thank you so much for waiting. Patiently. I'm really interested to hear about your experiences at the Maryland Institute College of Art, and just how your studies are going pursuing the creative field such as that one. So, I'm going to turn it over to you.

>> All right. I'm a [INAUDIBLE] major at we call it MICA, and I'm interested in medical and scientific illustrations which we do a lot of textbooks for work for museums, something like that. I have an internship this summer with the Smithsonian, so something like that. And my college experience is a bit different than what the rest of the students have described to you guys. One of the reasons why I picked to go to Art school is because I honestly didn't think that with my level of dyslexia that I would make it in a traditional school. I didn't think emotionally and like

I had to fight all of my way through high school. For my accommodations. I didn't want to do that anymore. So, my Art school, we have a lot of

because it's a fine art BFA, we have a lot of video course, which are very long, 9:00 to 3:00 p.m., every day, sometimes I have double studios which is 9:00 to 4:00, and then 4:00 to 10:00, which is very long day. And then outside of class, we're expected to do at least 16 hours on each assignment that's given to us. And then on top of that, on top of four studios we're taking two academic courses, an art history course and a literature course and there's just not enough hours for me to read the material, so I have an RFB & D, and Victor Vibe and the CDs and I listen to my textbooks over and over and over again. Sometimes it takes a while for it to sink in, while I'm working on my art and I wanted to address something that I heard earlier in this discussion about the description of tick tours and

pictures and graphs. That's very, very important to me as an art student. The majority of my textbooks are art history books. If I don't know what painting they're talking about or what period or piece, I'm lost. And as an art major, I can really visualize these things in my head. I'm very visual, and so, it's very important to those are

within the written and read materials. I use so called dragon

I have a very hard time writing and typing. My spelling is on the third grade level. And hasn't improved even with tutoring. I have rather bad phonetics. I tend to spell things different ways. I actually will write backwards.

I'm one of those people that I almost start from the right side of the page and move the other direction. So, you can see my computer and having it type out

speaking to my computer and having it type out things for me is really helpful and then I have trained the

course from middle school through now so it's very adept at picking up my speech patterns and it can read things back to me easier than the other things that they offer at my school. I experienced the same problems that the other students did. The automated voice really doesn't understand, like art terms. It says it's just a position for juxtaposition. It's very confusing. It can't pronounce foreign names very well. So I don't use Kurzweil at all. It's not very useful.

But I

like I said, I listen to my textbooks sometimes in class. I always email my teachers before I even get into their class, and tell them, you know, my dis[INAUDIBLE] is dyslexic and I need accommodations and I tell them, if they have a problem with thing, they should speak to me about it. I do most of the talking myself as opposed to going through the LRC, we only have two people that work might school LRC. They're severely understaffed. They do a good job, but it's very difficult to get an appointment. I can always get test proctors because I have tests from my teachers and they

[INAUDIBLE] give the information to them so I can schedule several months in advance for tests and exams but that's because I'm being diligent and not them really helping. What else do I use? I also use nape colored papers and scanned colored clear sheet because I have stock [INAUDIBLE] it's [INAUDIBLE] when you look at the page and it looks like the words are wiggling around and that's because I have difficulty focussing on the contrast between letters and the page. So, lowering the contrast with dark papers and things like that helps me to be able to read things for longer period of time without getting headaches and losing my place. Because a lot of the times the teachers will give us assignment sheets and I have several pages of text attached to it, and it's very difficult for me to read them and I use the methods and I get teaches to print things out. A lot of it is me talking to my Professors. That's pretty much it. If there's any questions.

>> Commission members, any questions for Stacey?

>> We have a question from Liz Schuck.

>> Hi, Stacey, this is Liz Shook from the U.S. Department of Education. I'm just wondering how your accommodations have differed from high school to the post secondary. Were you able to have the same accommodations, or do you have less accommodations in the post

secondary setting. How did your transition work with your accommodations?

>> When I was in high school, I had sporadic accommodations. I grew up in South Carolina. And there were teachers that I had that didn't believe dyslexia existed. He this thought that I was faking it or that I wanted undue attention, things like that. A teacher, one of my teachers was actually fired over her conduct with me, and other teachers are very accommodating. A lot of this was always questioning like why you need this. They didn't understand. And college, because I'm at an Art school, I had five teachers that also had dyslexia, so they're very understanding and very accommodating. So, that's why I don't really go through the LRC. I talk to the teachers.

>> Thank you. That's thanks for that.

>> This is George. In your comments about image descriptions, so, you can see the image. How do descriptions help you, and what should they contain?

>> All right. For example, I'm taking a class about medieval bookmaking.

It's a history course where it talks about the development of medieval Scripture and the art and iconographs that exists in books. The textbook explains about what symbols and things that are associated with the different texts.

So, when the images

when the image is shown, it says, this is from the book of Tells. It is the page with the signature for God on it, or it has the poem of the apostles on it, something like that. And then because I know the piece because I have been studying it in class, I can see it in my head. It would be helpful if instead of just having the title and just a base description, decorative writing and brown and blue, if they could

I don't know, talk about how it's situated on the page. Because a lot of times, they don't say that. Like in art, and a lot of times in graph, the way it's positioned within like the frame actually has a mean, like if it's further up on the page, it's part of a larger piece, that is zoomed in and that's important so that they understand that they're talking about a specific part sometimes because they don't say that.

>> And you have the picture there that you can look at in the book, right?

>> Yes.

>> I really read a lot with my art history textbooks. A lot of times I will memorize the pictures, and order that they appear in the chapter, so when I'm look working on my art, I can just pop it up in my head.

>> So, a description of the image that you are looking at would help make it you visualize it better.

>> Yes, it helps me. I a lot of times I try to figure out which one they're referring to or which artist it is. They don't always say the artist and they just say the title or vice versa. It's difficult to Fick out and then by the time I figure out what it is, it's moved on and I have to rewind it to go back.

>> Right.

>> So then I can listen again.

>> Thank you.

>> Mm

hmm.

>> Are there any other questions or comments for Stacey or any of the other student speakers that we have had who remain on the line? Well, I just wanted to

>> Could I just ask one really quick question? I

someone brought up the issue of the actual technology that they were use, and training on that. So, I'm just wondering where you received your training on your assistive technology. Was it in high school or not until college?

>> Was that

was it Deepa. Was that about the Braille mail or

>> Somebody said something about it would be really nice if they were able to have somebody work directly with them on the assistive technology.

>> What I meant if you're trying to learn Westlaw and Lexis which are the legal search engines

that the law students learn how to use the first year, it would be good to have somebody from those companies who know something about Jaws or assistive technology sit there one one and when the other students are receiving their training from the Professor or from student reps at the school, to have them sit with the

blind students one

one and show them how to do the research.

>> Great. Thank you so much.

>> I'd also like to address that question as well.

>> Go ahead.

>> When I got Dragon Dictate in high school in order to help me write things, and it was done by my parents.

So, I didn't have anyone to teach me how to and the program itself had tutorials but it is assumed that you had already used dictation software before. So, I had to kind of figure it out myself and muddle through it. And if they had had someone in my high school or even someone at the college that I'm at now that was proficient in us ago those programs themselves, not just being familiar with it, that would have been very helpful for me as a freshman when I was transitioning from high school to college.

>> Thank you.

>> If there's nothing further from commission member, then I'd like to thank all of the students who spoke this afternoon. Very, very much for sharing their story, and reminding us as the assistant secretary mentioned at the start of the day, about the people that we're writing the report for and I think that that's important, and I just

again be, thank you very much for your time, and I'm going to turn it back over to Gaeir and to Jim now.

>> Thank you, Dave. So, we're going to take a break now. And we'll be back from the break at 3:20. Have we solved our noise problem?

>> We have.

>> We have. Okay. Great. Excellent. Okay. Thank you, and thank you to Skip and his team and Elizabeth with whom the emails have been flying back and forth to try to resolve that problem. So, we will take a break now, and everyone come back, please, at 3:20. Okay..

>> Break].

>> Okay. We are back and I want to thank Dave Berthiaume putting that together for us and it was very interesting. I was surprised at the schools in there that have people that I know who work there. Syracuse, you guys are doing a good job. At this point, we are going to now turn the floor over to Tuck Tinsley, who is the Taskforce Chair on the best practices task force. So, Tuck.

>> Okay. So, task force one, this is Tuck Tinsley from APH, American Printing House in Louisville, Kentucky. Task force one, the best practices task force, is to identify in what we consider the best practices in the delivery of accessible instructional materials to post secondary students with disabilities. And joining me on this task force are Gaeir Dietrich, who is our committee chairperson, Andrew Friedman, Glinda and Steven, Andrew and Ashlee. Today we focused on working definition for three terms for the full commission's consideration.

Those terms are print disability, timely delivery and high cost low

incident instructional materials. This afternoon, we'll have several members presenting a history of recent developments and the recent development of the definition of print disability. Betsy

Wegman from the office of civil rights will present first on information that how the definition relates to the mid

ADA and Section 504 of the rehabilitation Act of '73. Monica Woods of the copyright office will present on the inclusion of the definition.

>> Tuck, this is actually Michele Woods. Okay.

Michele. Nice to meet you.

>> I think we have met before at our conference last year, actually.

>> Okay.

>> But yeah, I do have a SIGS TER, Monica, but she is a pediatrician. I think she does [INAUDIBLE] but that's about it, in connection with this. Anyway.

>> Okay.

So, Monica will talk to us about pediatricians and how babies are dealt with, and then we'll have Michelle from the copyright office present on the inclusion of the definition in the Pratt Smoot Act of 1931, and that's relationship of the Pratt Smoot Act to NLS, the National Library Services, Library of Congress activities.

Then Gaeir will discuss how the term, print disability has been included into the higher education opportunity act of 2008, and interpreted by selected states in recent policy and guidelines. We'll present our working definition of print disability and then enter into commission discussion and if time allows, and I hope it will, I believe it will, Andrew will speak to timely delivery, and then the high cost

low incidents, we need some input from the committee, so I really hope to get to that. We'll start with Betsy and then go to Michele and then Gaeir. Betsy, if you will kick it off.

>> Sure. Hi. Mime Betsy Wiegman. I'm an attorney at U.S. Department of Education office for civil rights, and I got a chance to speak about this briefly at the all commission meeting in Jacksonville, but I'm glad to take a minute to kind of reiterate where I'm coming from on the definition of print disability and that is in the context of Title 2 of the ADA and Section 504 of the rehabilitation act. We don't use a definition of print disability in the office for civil rights because that term is not defined in either the statutes or the regulations that reenforce. We don't consider it to be a term of art, and I guess kind of more broadly than that, we don't need a definition of that phrase because our analysis in the office for civil rights begins with is this student a student with a disability, and so for that, we use the definition of disability found in Title 2 of the ADA and Section 504 and that is with respect to an individual that they have a physical or mental impairment that substantially limits one or more major life activities or they have a record of such an impairment or they're regarded as having such an impairment. Once a student is a qualified individual with a disability, it doesn't really matter whether that disability happened to full in the category of print disability north, because under our laws, the student is entitled to receive whatever accommodations are necessary for their specific disability. However, you might subcategorize that disability. So, for example, a student with dyslexia, is determined to need electronic text in order to access the course for their classes, you know, they'll get those electronic materials, whether we decide to call dyslexia a disability or not. So, that's our angle. I guess with that caveat, our thought was that if we want to have a definition of print disability, that it would make sense for it to fall at least within the existing definition of disability. So, we don't have a definition of print disability that goes beyond the scope of disability as it's defined in the civil rights law. So, the suggested definition that I put forth in an email back in February, and that I think is now in the document that everyone should have received on discussing the definition of print disability, is a print disability means with respect to an individual, a physical or mental impairment

that substantially limits the individual in seeing or reading. And so, that would fall completely within the statutory definition of disability, and so, if a definition of print disability is needed, and I'm not entirely convinced that it is, but if the group decides that the definition is needed, that at least would be one that wouldn't conflict with existing civil rights law. And that's all I have.

>> Okay. Any questions to Betsy from the task force members or commission members? Okay, Betsy, thank you very much. Monica

Michelle, I do apologize for calling you your sister's name.

>> It's in the notes. So somebody wrote it in there. So that's all right.

>> Would you take us into Pratt Smoot in 1931 and back to NLS.

>> Sure. Absolutely. We won't spend much time on Pratt

Smoot from 1931. That version basically said that the Library of Congress could loan books to the adult. So, it was the first statute setting up what has turned into the modern day National Library Service. Although at that time it did not have that name and the only definition in there was for the use of the adult who was blind. But forecast forward to amendments in 1962, and there have actually been some other amendments along the way for instance to cover children, et cetera, but at this point, the definition that is in the statute and this is the one that still applies today is that books

and this once again is in the governing legislation for the National Library Service that, materials, including books and recordings will be loaned to the blind, and other physically handicapped readers certified by competent authority as unable to read normal printed material, as a result of physical limitations under regulations prescribed by the librarian of Congress for this service. So, obviously, that's not a specific definition of the term print disability. There isn't one anywhere in the statute or regulations that apply to the National Library Service. The term here is blind and other physically handicapped readers. The librarian of Congress of course, then went ahead and issued regulations that are used and they have been updated a bit over time, but basically they're still in use by the National Library Service, and the eligibility criteria are set out in four different categories. The first is blind persons whose visual acuity as determined by competent authority is 2200 or less in the better eye with correcting lenses, or whose widest diameter of visual field extends an angular distance no greater than 20 degrees. Then there are three other categories listed. Persons whose visibility disability with correction and regardless of optimal measurement is certified by competent authority as preventing the reading of standard printed material. Persons certified by competent authority as unable to read or unable to use standard printed material as a result of physical limitations. So, that could actually apply in situations that don't have to do with vision. And persons certified by competent authority as having a reading disability resulting from organic dysfunction, and of sufficient severity to prevent their reading printed material in a normal manner. Then the certification or the appropriate certifiers are then set out in the regulations, and they do vary by those four eligibility criteria. So, for the first three, blindness, physical disability or physical limitations, competent authority is defined very broadly. That could be everything from medical doctor, optometrists, therapists, registered nurses, staff of public welfare agencies such as social workers, rehabilitation teachers, even professional librarians, if their competence is acceptable to the Library of Congress. However, with respect to the final category, the physical disability resulting from organic dysfunction and of sufficient severity to prevent reading printed material in a normal manner, there is a stricter definition or requirement as to the certifying authority, the competent authority is defined solely as doctors of medicine who may consult with colleagues in associated disciplines. So, as you can see, that particular category is much more

limited. And in filling out

spelling out guidelines as to how this has been

how these four eligibility criteria should be put into place, the National Library Service actually advises that non

organic factors should be ruled out and should not be taken into consideration. So, under this definition those persons with print disabilities

some may not be automatically eligible for services from the national Library Service. Such as learning

those with learning disabilities, dyslexia, and a variety of other categories that range from illiteracy so a range of other possible diagnoses. And basically, there does have to be an accompanying visual or physical handicap. That doesn't mean everyone in those categories because if a doctor certified that a person with dyslexia, has some kind of physical or organic basis for the dyslexia, then that person would actually be eligible for service. So, obviously, this is the range of definitions, and then of criteria that are quite a bit narrower than some of the definitions that are being thought of for the term print disability and I guess we're just basically providing this here as background to how we got to the point where at least with respect to certain services, for instance, those provided under the Chaffee Amendment. There is this narrower definition that applies. I think that's it. Unless anyone has any questions.

>> Thank you. There are some committee members may. This 1931 Pratt Smoot Act was one that the American Printing House for the blind did testify in support of and the eligibility rule, this was really the books for the blind. This was the act. And these were eligibility rules drawn up by the library for who could use or have access to those books. So, this is much more narrow and as we get into the K through 12 legislation, and we had NYMUS and NYMAK, this was the driving piece of it and it did cause he some problems as far as the narrowness of it. Commission members, comments?

>> This is Gaier. I actually have a question. Michelle, I'm just wondering, if you have any knowledge of the history, if you can speak to the logic for requiring the medical doctor's signature as the competent authority on the reading disability.

>> You mean for organic dysfunction?

>> Yeah. In other words, why they chose that as opposed to a psychologist, or you know, something like that.

>> Well, there's been a lot of discussion of that, but I think that as I understand as it's been explained to me, there's not a lot of

I should say, there's not a lot of legislative history on all of this. But at least on some of the specific points of how you can get to the definition, but the way

I should say the way it's explained to us today is that with respect to trying to certify something like an organic basis that is

it require as more extensive medical examination than what could be obvious to basically an opener and certainly a trained observer, with respect to the effects of a physical disability.

[Observer]

But I certainly don't claim to be a medical doctor, so I'm not going to opine on anything with respect to whether that distinction makes sense, but I do think it was viewed that trying to figure out organic basis could require more medical knowledge.

>> Okay. Anyone else?

>> Yeah. Hi, it's Jim Wendorf, just speaking as a member, it the problem, you know, with what you just said, and I think

you're laying it out there is very helpful, is that I think a number of us on the commission realize that physicians generally are not trained to identify reading disabilities. They don't receive that training. They are often at least

you know, as sort of innocent of knowledge as any other professional, and it's actually it's actually psychologists and others who have the training to be able to identify dyslexia. So, this has been a problem from the beginning. Also, the organic dysfunction, organic base for it is well established, actually, based upon recent research. Which wasn't necessarily there when this language was actually drafted. So, the science has moved forward, and unfortunately, you know, the medical profession hasn't necessarily moved forward in its ability to really identify, diagnose this. So, that's one of the problems that those of us in the you know, in the learning disability world face.

>> Okay. Anyone else? Jim, and Michele, that was excellent background information.

>> This is

George.

>> Go ahead.

>> George, go ahead.

>> Yes, sorry. So, people with disabilities, you know, under disabilities law

ADA law, you establish that you have a disability and then whatever accommodation, whatever if it's a life function, and you can benefit by an accommodation, then it's provided it is a provision under the ADA.

>> That's correct, George.

>> Okay. So, there's a disconnect here between having a disability and benefit from alternative reading materials than what is defined under the rules you just said.

>> Absolutely.

>> Yes.

>> There's a disconnect between the civil rights laws and the copyright laws.

>> Yes.

>> I agree.

>> Yes, there definitely is.

>> I think everyone is sort of agreed on that one.

>> Right.

>> Well, it might be good to point out there, too, that the amendment for the national library services definition was 1962, and the rehab act is 1973. So, the Rehab Act is actually newer.

>> Okay. Gaer, take us now through print disability and the HELA of 2008 and then states' interpretation.

>> Okay. Thank you. Talking at this point I'm speaking just as a member of this task force. So the higher

Ed opportunity act which is what the commission was set up under defines a student with a print disability as a student with a disability who experiences barriers to accessing instructional material in non

specialized formats includes an individual described in the copyright section that Michele just went over. So, that is

that's the working definition, especially, that was given to us on this commission. And then going back into the actual state laws, and these are the state E

text laws that required publishers to provide electronic copies when they were requested for a student who had a print disability who had purchased the book. The first law

the first of these laws was California's but then New York's was much more recent and I think the better implementation. So, what New York came up with was in general a print disability results in the inability to effectively utilize print material and may include blindness, some specific learning disabilities or the inability to hold a book. And I actually know people who are involved with this law, and they were essentially referring back to the NLS definition in the way that they worded that with kind of a nod to the fact that I guess you would say

pointing out the fact that learning disabilities are something that should be included there. And then the California state law is that a student has a disability that prevents him or her from using standard instructional materials, so, just very sort of generic and then in doing research on this, Elizabeth found one from Maine that I was not even familiar with, which is a condition related to blindness, visual impairment, specifically learning disability or physical condition in which the student needs an alternative or specialized format and they call out examples of Braille, large print, audio digital text in order to access and gain information from conventional printed material.

>> Okay. Very good. Comments from the commission? Can you hear me?

>> Yes.

>> Okay. Good.

>> Yep.

>> Let me say what Gaeir did an awful lot of work on this committee, and if you go to task force one in the dropbox, Gaeir for folder, you will see a folder on definitions and we have two definitions posted. The first one was after some extensive work by Gaeir, and the second one is essentially the same with a few additions but a lot of supplementary information that will be good and very helpful when we write the report. She had originally dropped one that looked at three areas, one physical, mobility impairments and had some things under that, sensory perceptual limitations and then mental psychological limitations. After dealing with this and the task force would like to toss out the one that was read earlier by Betsy that is pretty simple and to the point that a print disability means with respect to an individual, a physical or mental impairment that substantially limits the individual in seeing or reading. So, we tossed that out and open it up for discussion, and Liz

Ann, Andrew, you all jump in on this.

>> Okay.

>> Commission member, any thoughts? So, what do you think about these definitions working definitions or definition that we would use you throughout the report.

>> Chuck, this is Glinda. Earlier, just before you started, I think Gaeir mentioned the definition from Maine, and one of the things that I wanted to say about that. It's a very functional definition, much like what you are proposing here, and one of the things that's important, I think for people to understand is it's not just a higher education definition, it's a life span definition of print disability. It actually was developed in the state of Maine by a group that was working with the aim consortium in the K through 12 program. The same group had the funding for the tech act find, too. It was same people. In some of our states they may have the same people doing the IDEA work doing the higher education work the at state policy did making level. That's something I think we need to be thinking about when we are looking at definitional issues. And using the Maine definition, and it is a very, very functional definition. It's not just K through 12 and it's not just higher education. It's talking about through the lifespan.

>> When we get to discussing the low

incident, high

cost, which I see we're going to have time to, one thing in the Maine that I saw, Maine definition, is when it says conventional print materials, and I think we're broader than that, Glenda.

>> Oh, I agree, but in the context when that was written, that's how restricted we were discussing things, too. This, I think is a great opportunity to think bigger now that we're looking at it, in a different time. We're looking at it five years later. No, I'm just talking more about the population piece right now. I agree with you on that certainly.

>> Well, those

I think we all have it in front of us, but what we were what we had was a print disability means with respect to an individual, a physical or mental impairment that substantially limited the individual in seeing or reading. You are suggesting that we may find something in the other that we want to include in this one or better wording or what were you suggesting?

>> No, I just want

I just want to

I wanted to say this is

this is sort of a functional definition, too. In some way, but I just wanted to make the point that when you talk about definition, it's probably going to affect not just the higher Ed population. That's my point I wanted to make.

>> Okay. I'm lost now, this is Bruce Hildebrand. What are we talking about this, not the higher Ed population? I'm sorry.

>> What I was saying is you were talking about definitions that you had collected, state definitions. One that you mentioned was the Maine definition. That definition

>> No.

>> This is

>> This is not

>> This is Bruce, not Tuck.

>> Yes, I understand.

>> Okay.

>> I understand.

>> But we were talking about the Maine definition.

>> Yeah.

>> And the Maine definition is the functional definition that doesn't isn't willing to K through 1 or higher education. So, I think that that

I'm making the point that a definition that we come up with may in fact go beyond just higher education. It may go into adulthood, and K through 12 or down below K through 12. That's my point. When states look at their policy, they're not going to look at those breaking points like we're talking about, and that's been our experience. Skip, you were involved in some of that. If you're on, you may want to talk about that, too. Maybe you are not able to

>> Glenda, I had to step out of the room for a moment, so I just came back in, so I'm going to let you continue.

>> Just on the Maine definition, it's a functional definition. It's not the only one. There's other others and I have a list of them, too, but when states change their legislation, they were not just looking at K through 12, they were looking at it for the whole span. It was not obviously just for the K through 12 population. That's the only point I want to make.

>> So, this is Michelle and Linda, nice to talk to you. And I just wanted to say, I think Glenda's point may make a lot of sense in the sense that the work of this commission could be looked at more broadly, even if the results of this commission specifically will be applied to K through 12, of course, some of the thought that goes into establishing the definition might well be looked at in other contexts after that.

>> This is Tuck. You know, that may happen, but I need to let you know that the focus of our task force and I think the focus of the commission is on the post secondary population and framing up a definition that will help us frame this report. I mean, that's what our focus is. Our focus is on a definition that Skip and CAST will use in the report that will affect the mindset for the reader as the reader

and we're not thinking outside that. We're not thinking this could go K through 12 or whatever but I understand that the fact that this may in essence, whatever we come up with, others may look at it and may use it.

>> Yes, I think that you know, speaking for Maria Pallante, we would agree that the commission is just really talking about higher education. Total agreement.

>> Tuck, two things, if I may. This is Bruce. Can I ask a question.

>> Oh, go.

>> Okay.

>> Do we need

if you are going to go with the Item 6 definition, do we need based on what I have heard you say, do we need to go to a higher

Ed student instead of to an individual. Point one. Point two, if we

one of my key objectives and I think George needs to weigh in on this quick, is to see if we can Foster a market model, and if we get too wide on this, we actually recommend constraining or limiting the market, don't we? Because we will be

putting it in another context. I'm not sure about how to articulate that, but that's something that came to mind.

>> This is George. The definition that we come up with would limit the market model if it was applied to the Chaffee amendment. So, there's

there's that connection that

but I think that it's important to get the right definition and then let the copyright exceptions kind of do their own thing.

>> I guess I'm not lawyer enough and if Chris is out there, if you could, or you guys Gaeir, you all worked on this, what's the interaction here between the Chaffee, which defines the population, and then these

what would be the impact, for example, on printing house or RFB & D or any ever of the others and what would be the impact on the market model based on the definition. I'm not lawyer enough to figure that out. I'll have to go ask somebody else.

>> For APH, I can tell you the definition that we put in this, in the post secondary act is not going to have a thing to do with

it's not going to impact us at all. We're focusing on the framing of the report, and what we are using a

as a print disability. Definition for that, so

>> Okay.

>> I'm a little lost there as to how this could have major impact.

>> I'm not sure myself. I guess that's why I'm truly floundering asking the question. I don't know how it would play

>> This is

[INAUDIBLE] I agree with that point. This is Betsy. I think realistically it strikes me that the work of the task force is to find ways to get accessible instructional materials to students with disabilities who need them. Whether we decide to slap a label on that, or not, that's the ammunition of the task force or the commission as a whole. It's kind of bug striking me that we need a definition as well.

>> This is Michelle, I just wanted to respond to the point about what impact this would have on Chaffee or National Library Service use of the definitions that we were talking about that applied Chaffee and I agree with Tuck that the same situation would apply to National Library Service. There would really be no change in the definition applies to that service, because of whatever definition is developed which this commission.

>> Okay. Well, we're going to have

we'll have this posted. This will be a working definition and we'll have plenty of chances to discuss it further. If I may, I would like to hit just the other two terms that we were looking at and let Andrew just mention what

and I noticed today he got a little more information on time delivery, but where you are on that, Andrew and I do want to hit the high cost low incident for a moment. Andrew.

>> Yes, so [INAUDIBLE] there's not a lot out there on timely delivery, especially in post secondary. Both section 504 and Title 2 of ADA require colleges and universities states to provide accommodations, but don't really address or define what timely manner means. They both allow for colleges, universities and states to really create their own reasonable

and I put that in quotes

policies. We went down and looked a bit at the state level. As Gaeir said, New York has done a good job in laying out state policies, and the way New York's reads is basically that says publisher will provide requested text within 15 business days of the receipt of the request from and including all necessary pursuant, blah blah blah. Publisher can ask [INAUDIBLE] form of their choice and if the publisher is able to meet the timeline, notification will be given to the college within aforementioned 15 days. So, basically they say, 15 days, but if the publisher cannot meet the request, they just need to let the school or University know that they can't meet it and it doesn't go on to say when they have to or anything further. And we looked into California, and for print disabilities or visual disabilities there's actually no definition of timeliness. There is one for hearing impaired. They do have a definition that says within 10 calendar days after receipt of your request. So, there's not a lot that actually defines. It tends to be kind of 10 to 15 days but gives you an out based upon if you don't have it. So, there's not a lot of teeth that sits behind it. I think that what we would want to get to, as a goal, is you know, people should get their content in accessible materials when everybody else does. And I think we heard that pretty clearly from our users today which means that definition or how we get there, I think, is going to come back to tie closely to the market model. The ability to get timely materials to people is going to tie very closely to how much

of it can be built into the core of what people produce so that it is produced in an accessible format. The one that's going to fall off of that, which Tuck will talk about a little bit after, is when it's low incidence and high

cost, how are we going to deal with that, it's going to have to be something that's very separate. I think things are wide open at this point. There are no definitions that we have found or that I have found at this point, so to me, the solution becomes how do we tie what we do as closely as we can to a market model, because clearly, our goal will have to be to get accessible materials to the students at the same time everybody else gets it, because we heard it four or five different ways today. It doesn't really do me much good if it happens, 15, 20 days after when everybody else is getting it. The key is going to be how do we create a model and as close as we can to a market model to make that happen. So, that's where we are on time and materials.

>> Okay. And in our focus as a committee, again, is going to be on

Jimmy Meyers hit me on this a couple of times yesterday not on what's the best we can do, but really, what is best for the student and we'll keep hammering on that. So timely delivery, we'll end up as a commission having something in there pretty strong about that. You know, as a commission we can't sink our teeth into it and we can certainly recommend what we see is best for the student.

[Put teeth]

The provision of low
incident high

cost materials to print disabled. We need to find the print disabled. That's what we're work toward. We'll continue doing that and we're framing up this report and then the identification of what are low

incident high

cost materials. Gaeir pointed out, she mentioned an one of the calls.

A calculus book in California for a University person in Braille was \$120,000. We also talk about a book in Chinese for one child. So, in our last call, we had

we discussed this a good built, and CAST and Skip had put together a matrix that had four columns and we were trying to just lay out, okay, what are the different formats, and from low cost to high cost, and before we could really get going on this, we had to lay out, okay, you have, what's the data origin, is it a PDF, tag PDF, or Braille or Nemeth or human audio daisy or is it image origin or video or audio origin. So, as we are looking to flesh that out to give us some guidance or coming up with this low

cost low

incident, we discussed asking CAST, and this was Monday, last Monday's call. This Monday's call, and they already jumped on it. Wednesday we had APH got a request, but what we asked Cast to do, so we could get a handle on this, we have got to end up with recommendations, so we asked cast to go to different providers, and that would be back chair and the DSS offices, select ones of those. RFB & D and APH and WGBH and we emailed the committee and we will be bouncing around so there will be more service providers or product providers that we go to, and cast, then, is going to ask certain question s. What I want I think will be helpful for us here is if we can narrow that down because Wednesday cast came to us, and asked Julia for a sense of the cost of producing tactile graphic.

S. That led to a number of emails in

house and it wasn't really focused enough, so I do want to discussion a little bit

discuss a little bit about what we want to ask. I want to say that what the overall focus is to go to

those organizations, RFB & D bookshare and so forth and get the cost and incidents information. That's what we're doing right there and we need to narrow that question down. But gets cost information, and then get a feel from those people what's happening. How you are doing with it. What are the current barriers you're facing? And then as providers, those people with the wheels on the road, should know

have recommendations to improve the process. How do you address the barriers. How do you suggest we fix the problems. From that, we would hope to review that data. Once we get the data, to look for some common approaches and then try to aid phi best practices related to delivering these materials to students with different functional needs. And possibly have some mods, national models. But on the question, and so first is the costs and incidents information that we need, and the barriers and delivering it, but when we did that, this is just to give you a little feel, we discussed it, and we said, well, it would be best probably to get [INAUDIBLE] costs and production costs. And the reason for that would be to have a tactile graphic

could cost \$40 to produce that tactile graphic. If you make one copy, then that costs a little over \$40. If you make 1,000 copies then its would a nickel apiece for the tactile graphics. So, we really need some pre

production, production data and we will as a task force look at how we address that. Is it per page, and when I threw that down to Julia, yeah, per page, but what page are you talking about? Per Braille page or a regular literary print page may be two

half or three regular literary page. It can't be the page because some formats are going to not have pages at all. It needs to probably be base on the print page as the origin, the costs take it from a print page to this, to that and so forth and we'll be dealing with those numbers. With K through 12, and NYMEC, we addressed only materials that originated in print. I don't think that this

we're limited to that. We're looking at

we're not excluding web

based materials and that's I pose that as a question. I think I will

I will quit talking now and just look for comments on what I have said and what we're addressing, but I do want to

I do want a feel on the question that cast will go to to these individuals and what we see as the basis or the basic reference, is it a page, a print page and then we might have to look at something different when we are looking at web

based materials. I open it up for discussion and some direction from the commission.

>> Are we

this is George, are we talking about text, and converting it to Braille like a print page going to Braille, or are we talking about the graphical content that may be

an image or a graph or chart and converting that into a tactile graphic?

>> Yes, and both.

>> Both.

>> And not just related to, that we're talking about captioning and, you know, human audio and all of those things but just in the Braille world, it would be a literary Braille, it would be if you were in code, it would be computer Braille. Really dealing with all of those things.

>> So, George, this is Skip, so, kind of as a straw man I created this chart with Scott's help, that chuck

Tuck referred to where we started, you know, the far left column said, okay, if we are starting from a hard copy print version and we want to output it to an alternate format, what's going to be

kind of the cheapest transformation, and so, at bottom, the cheapest transformation that I could think of off the top of my head was imaged based PDF and on top of that was RTF and going up was Word and then we got into tagged PDF and we moved off, I'm trying to remember this off the top of my head and it went all the way up to Nemeth code at very top. You know, which

so, I'm looking at ways of trying to come up with some metric because the charge from the task force was really, well what are we talking about, when we talk about low incidence high cost materials and everybody will talk about Nemeth Braille or tactile graphics or even recorded human audios a premium to a compared to an automatic transformation from a hard copy print into MP3 file and synthetic speech. So, we're doing

what we're doing is really trying to come up with some metric that makes sense. We have done some preliminary work and have had a number of conversations. So we're going to get some color figures and the challenge as Tuck referenced as what we use as a basis. I started out looking at the print page as a basis, but then, you know, some of the investigations I have been doing particularly around Nemeth is you could have a single page of print from the calculus textbook that maybe translates into five pages of Nemeth Braille code or ten pages of Nemeth Braille code and the people doing the transformation charge on the basis of the Nemeth page not on the basis of the print page. We may have some differences of opinion as to what the best way to go about it is and we may not be able to arrive at a metric that allows us to compare across all formats, but I think that's our approach. It's just to get a handle on what the cost is, and then as Tuck mentioned, incidence. So, some of the preliminary data that I'm getting says that one a piece of post secondary instructional material that was born print is transformed into a specialized format for a student with a print disability, the chances that the number of requests for that same piece of instructional material is on average no greater than five. So,

and so, in other words, you know, whatever gets transformed into a specialized format only gets used five times. So, I want to know, is that true for, you know, MP3 audio or just Nemeth code or what's the economy of scale. Is there any? Is everything highly isolated. So, I tried to track that down. The other piece we're trying to track down is how existing institutions or organizations identified student as low incidence and then the only data that I'm currently finding right now has to do with what's available in K to 12, and so, there are some financial metrics that come out of the business offices of states and large school districts that talk about one way to look at it is what the student's diagnosis is, so there's a general agreement in the data that I have been finding that if students are visually impaired, blind, hard of hearing, deaf, deaf/blind, or have traumatic brain injury or a significant physical disabilities, those are categories of high incidents and in other circumstances, there are metrics that say, well, if the cost of providing services to students in those categories is three times the average cost of providing a services to students without disabilities, then in fact they fall into a high incident

low incident category, some states use

most states are using a three to four times and this is for K to 12, the cost

three to four times the cost of providing services, accommodations and supports, qualifies as low incidents.

>> Low incident or high

cost.

>> Both. In other words, they use the metric to identify

they used that financial metric to identify who is the low

high cost student initially, but then it correlates with that list of low

incident students that I just kind of went through. Some states use a [INAUDIBLE] cost. So, I'm

trying to come up with, you know, get some data that's useful to the task force, and that and then feed that information back. George, that was probably a longer explanation than you were lacking for, but

>> Thank you, Gaeir.

>> Thank you for it.

>> Honestly, I'm wondering in this case, if this is not

I mean, the question came up do we really need to define print disability. I am kind of feel like this in low

incident and high

cost, especially having worked in college campuses and we are talking about post secondary Ed. It's a simple definition. It's the thing that costs us the most that we hardly ever do. I can tell you right off the bat what that is Braille and daisy and the low incident population of people who are blind. I mean, that's just

that's really easy. Because that's the way it is on our college campus, and you see there's no data. We have data of that on the community college data site where there's data going back many, many, many years for this consistently. It's over a ten year spread and then it runs very

for people who actually need alternate formats for

it runs right about 1% consistently year after year after year and that's 1% of all students in the that are served by the community colleges not disabled student, as a total of the 1.5 million students that we have, 1% of them need an alternate format potentially. So, I

I just don't know if it's useful.

>> Does that

so, the question I would have is does that include services and accommodations required for students who are deaf or hard of hearing and TVI categories as well.

>> Yes, it covers all of the categories. We're talking specifically here about people who need alternate formats.

>> Right. Which could be captioned video.

>> That's true.

>> And in that case, that

I'm not talking about that.

>> That's what I was asking.

>> I'm talking about specifically print related.

>> No. Right.

>> I'm just trying to respond to is what the task force was asking for. So, I'm

what I'm trying to get a handle on the high high

incident high

cost low incident. We do

>> We do as a task force want that, Skip, so you're not off the hook. The low incident, high cost, to focus on that if you say, of course, Braille is, this

this I think is subordinate to the whole focus because you know

you may have low incident

say, 10% of the kids are learning disabled, is that really low incident, but maybe not still we're charged with looking at the cost of providing accessible instructional materials to them and even

though it may not be, it may be high cost. It may not be low incident. Ways a little confused with your three to our times the cost that being taking that to high incidence. I think that

I think you could have something that we may produce for every high school student. Something in Braille and the cost would be there, but it would really it would be low incident in the big picture thing.

>> I have

am I muted? So, I

I have got a concern here, because I you know, graphical content is going to be

I think we're going to find that this is a difficult thing to make accessible, and it's high cost and it's for low incidence people. That's going to be a clear

but I'm concerned that we would end up with something that said making tactical graphics for everything. Is the right approach, because there are some graphics that can be adequately described using words. And there's that require absolutely

absolutely require a tactile graphic, and I think with a accompanying text, that describe it. And that's bloody expensive to make. But you don't have to

we don't have to put Braille on the drive thru window of a bank. You know?

>> George, I don't think you need to worry about that. I mean, we're looking at our we're looking at the best practices and delivering all of these accessible instructional materials. The Braille would be one thing. The human audio with daisy would be another thing. The you know, the ask could be one structured word. We're going to be addressing all of them just trying to get

and coming one the best practices and delivery, that will need to identify the different we feel as a task force we need to identify the different types of accessible instructional materials. Do you think it's not

do you think we should not be doing that?

>> You mean the format.

>> Yeah.

>> For them.

>> Yeah.

>> Yes.

>> The reader of this report. We're going to have in September. I would think we would want to let them know what the list of the at this date, accessible instructional materials are.

>> Right. So, I think that the direction that I would envision us going would be toward the creation of the accessible materials in the same

using the same mechanisms that students are getting their regular materials. So, if they're getting their novels as a digital publication, if they're getting they're textbooks as a digital publication, they're going to need supplementary materials to supplement the basically accessible. In other words, we're going to need a tactile map showing a state's shape, and you know, you don't you tend to describe that as, you know, that doesn't work. You could do it more efficiently using tactile textbooks than you can trying to use words. And do you know the best practice should focus on those materials that would supplement the mainstream product. I think. I could be wrong.

>> Not totally sure of the focus of what you're say, but I think that the

I'm asking this rhetorically, but best practices in delivery is what we're looking at, and but our thought was for the reader of this report for the Congress member and staff members what the you know, when you hear the instructional materials, here are the best practices and delivering the different types over here and the low cost or high

cost, low incident, that was the direction we were heading. That's if we need to change, that's fine. We just need a little guidance from the commission.

>> If I'm a student today, and my dream world, what I want, I would like that history book as a normal E

book like I get all of the other types. And then I'd like a packet of supplements of tactiles delivered to me that are associated with each one of those images that are complex. Super complex.

>> That's how I see it right now.

>> As a best practice.

>> This is Gaeir, to piggyback George, on what you are saying. One of the things that I think we have to look a with the hoe incident, high cost, unlike sort of the standard what we can think of in a way is more is an electronic text that this may be an area where we actually might want to run some sort of repository, or some sort of several supplements but this is to me, that's the charge that we actually

in the chart, the solutions for low incident high cost requests and instructional materials and specialized formats and that's drawn out as a separate bullet point and I think the reason for that is there's a recognition is that we might need to hand this differently. I would open out rather than getting a whole lot of effort into, you know, how low is it how low incident and how much is the high cost. Looking at the sort of protective there's things that are not going to be used often. They're not going to be used by very many people and we do have the \$120,000 calculus book and we have many \$25,000 algebra books and you know, is there maybe some way that we can do that whether it's either some collaboration that can be put together or some

you know, assistance for the colleges when they have to incur those costs.

Something like that is kind of

I think maybe a better more productive direction to go in.

>> That's helpful. S from our perspective, listening to the different types and how you deliver it and you know, we have a TGIL

Typographics Image Library where people can submit images like the state of Kentucky, the state of Kentucky with rivers.

The state of Kentucky with interstates and people can download them and use them and that may be a recommended method of delivery by having a repository of tactile graphic, maybe but that was helpful, Gaeir.

>> I love it.

>> We were discussing during the break, Bruce was chatting a bit, and then others came on, but we were discussing the

image

what the

the diagram center. Does that tie in at all with this, the work of the diagram consortium dealing with that?

>> You know, the idea of the repository certainly

certainly does. Where we're trying to develop the technologies, the mechanisms, the tools in order to do those diagrams and then link and have the image in an HTML, or E book provide a link to that description which could include a short description, a long description, a image that could be used for printing tech graphics, TBG, and description of the tactile graphics and there's probably more that would be possible in those descriptions that you linked to, but that for our purposes, that would be

you know, where we're heading. And this could be a database. There's this thing called image share in the U.K. where they have got this kind of thing started a little bit. And it really kind of sounds like what you are doing at APH. With the ability to share images of rivers in Kentucky.

>> Mm

hmm.

>> Would you get

>> Where would you get

did how do you that and how would you get remunerated for your work?

>> Good point.

>> Yeah, always.

>> I mean, this is the

this is the place. I see a lot of places and [INAUDIBLE] where there is

you could reach a broader audience to the point where you could break even or make some money, but with tactile graphics

the costs are so high, and the incidents are so low that I don't see a market model in it.

>> When you're creative, you don't want to duplicate the work and you provide it and people can download them and change them and add to them.

>> Right.

>> So, you know, this is probably going to end up being a non profit effort some way. Because we don't

in our file, our repository where we have Braille, we do Braille books we put them up there, we pay people for their files. We'll pay them \$25, \$50 a file. Just to populate it. But I don't see Bruce, probably a remark model for the for this

if we do have a graphics repository.

>> And we do have to pay attention to the ownership of that graphical content from the beginning so that when we do this low

incident work, we don't

infringe on anybody's rights.

>> Nobody owns

>> That lends itself to relatively easy licensing? I mean, you know, I don't see fighting over it.

>> I don't see, Bruce, you know

if I drew a picture of a heart and put it in there, I'm teaching a kid about the

your patella, and I put it in there, I

you know, that's

nobody owns that drawing.

>> No, no, no, no. I'm not talking about that, Tuck. What I'm talking about is let's say and I'm sorry, I'm an amateur to somewhat of this cloud concept. So, if you did

okay and Gaeir talks about gaming, so she understands this. There's more games produced or sold now in the cloud than there are in packaging.

>> Right.

>> And so, there's a company that is sort of

has sort of got the handle on this that drives the games.. the companies put it up and anybody can go on with a credit card and they can play the game at their home or at a friend's house or at their office or multiple people or however they want to use it. The cloud concept is is that the publisher, for example, would put up something, but let's say it didn't have the

the description quality you wanted, or you couldn't get to some other aspect of it that you wanted. Well, those would reside in the cloud so that you could access any element of it and what George is talking about where he is creating these descriptions, not a generic description of a heart, though, tuck, but something that that student spoke to about she wants that specific description or something specialized that if somebody took the time and trouble to put it up there, they could receive some remuneration for it, it would be under license is the provider of the service, the publisher and the provider of the more accessible material will all receive something for their work.

>> That could be exciting.

>> That would be exciting.

>> I think it's incredibly exciting.

>> We have about five minutes remaining for this discussion. I'm putting my chair hat back on now and I just want to remind you, Tuck, that essentially timely delivery, we have sort of skipped over. There was really no comment on that. It might be good to see if anyone has comments on that.

>> Okay.

>> You asked the question, chair, does anybody have any thoughts on timely delivery?

>> To echo the chant from the national federation of the blind conference, it was the same time, same price, same content, you know, that's old. That's the digital content, we might want to look at models where

we talked about publishers who do XML last publishing, and after they finished their print book, they send it off to a conversion company. We might want to look at best practices in terms of if they have no intention of creating a digital product, of integrating with the publishing process and grabbing the content at that point to go to make it available for licensing for a digital product.

>> That's an interesting concept, George.

>> You know, as a committee, we

we are going to figure out the print disability definition and something on timely delivery and high

cost, low

incident. Timely delivery, that's going to be a toughy, but we had a printing house had Toyota came in for five years and the engineers worked with us and the whole thing on Kizan and continuous improvement. The end of five years, the engineers would talk about true north and we never really knew that, and until get to true north, the president of the support center as they were leaving said his description of true north is going to a blank wall and say, I want to blue Camry what white sidewalls and poof, it's there. If timely delivery. You never get to true north. You keep improving.

We may never get to instant. But with certification and some prior planning we need to get to the s it to the kid, even if it's a chapter at a time if we can. We as a committee will frame something out

for the whole commission to play with on timely delivery. So, with this helps frame up this report we're providing to Congress.

>> Talk about

>> Yeah, I'm sorry. Go ahead. George. Once you're done, this is Dale.

>> I didn't have anything. No.

>> This was Mark, actually.

>> Pardon me, Mark.

>> I guess I'd add to what Tuck said on timely, to say that I think that it's important that the all the mat report underscore that timely delivery is a true bare yes, even if

I think earlier in the area, we just have been talking about here over the last few minutes, true north is more difficult to get to. I think the issue of timely delivery and the significance of the barrier that timely delivery plays in the process needs to be emphasized in the report as one of the chief reasons we need to leverage the technology that we have today, and the potential for the market model to knock down that barrier in a whole lot of areas.

>> Very good, Mark, for sure. All right, Gaeir, I think we are finished. We got great direction. Appreciate the conversation and the direction. We'll keep pumping. Look forward to seeing all of you in Columbus.

>> Thank you. Thank you, to your task force. I wanted to really acknowledge the work of Elizabeth on going through and summarizing that document for us with the print disabilities. Thank you, Elizabeth, you took something that was pretty random and all over the place and made it very concise and very easy to understand. I think that's really, really good to have that included in the report, just as background historical material, if nothing else. Okay. We are actually believe it or not.

>> Gaeir, this is Dave. I need to make two points to wrap up the best practices. Discussion, please.

>> The first one is that in the discussion that Skip had about low cost

or high
cost, low

incident, he is referencing a document that there's been a draft of but I just wanted to tell members of the public and the rest of the commission that once that document starts to get filled, we will circulate that and post that because it's not something that's available anywhere just yet. It's just being created. The second point is the more important point, and it goes back, and this is I think in response or following up on what Betsy said and others, and that is

I wanted to be crystal clear about why we're working on the definition, print disabilities, and that is because it's a term that is

that occurs throughout the statute. The general responsibility of the commission is to create a study looking at delivery and quality, it references students with print disabilities.

That's an agenda language of the study. It's also under the first consideration, how students with print disabilities obtain instructional materials. Congress has forced us, it seems to me, to take fine that term. We can do it in the background of the report. We can say it's a complicated term. It's not defined under ADA. There's different definitions, depending on which state you're in or what have you, but we need to in some manner or another address that just because it's what Congress is calling for. Thanks.

>> Thank you, Dave. At this point, since

thank you for reminding us of that perspective, it may be good to just take a couple of minutes here to make sure that

see if there's any strong objection to the working definition that task force wanted to come up with and that is a print disability means with respect to an individual a physical or mental impairment that substantially limits the individual in seeing or reading.

>> Do we need to say post

secondary student or not? That's only a question. It's no challenge. It's a question.

>> No, I really don't think that we do, because we're asked just to define print disability without a specific context.

>> Okay.

>> I'm happy with that. I just didn't know, Gaeir, because it was raised earlier by others.

>> If somebody who actually has a legal hat they can put on, I can play a lawyer on TV, but that's as close as I'm going to get.

>> Can relate to that.

>> Anybody who actually has a legal hat, correct me if I'm wrong, about that, please.

>> This is Betsy, I think we have a legal hat. I think it's fine without post

secondary student and I think if we want to talk about post

secondary students we can say post

secondary students with disability and that covers it.

>> Thank you. I'm seeing that there are no strong objections to this working definition of print disabilities.

So, Tuck, your task force has a definition. Okay. Thank you everyone for hanging in there with us this whole day and I would like to now turn the floor over to final comments from Dave Berthiaume.

>> Okay. Gaeir, I thought you were going to say Jim Wendorf.

>> I figured I would save him for just before me at the end.

>> Okay. I wanted to go back and circle back to two points that we made at the outset, and one was for all members to check their calendars and block off, if possible time on the afternoon of June 24th for our first discussion about the first draft of the report. We are not going to have the teleconference meeting on June 10th. With the follow up on this in writing first thing next week, but if you could go ahead and block that time for June 24th, if that's a day that doesn't work, we will work with your schedules.

>> How many hours are we talking about on that day?

>> I think

just some time in the afternoon on the east coast

east coast. So, I mean, maybe starting at 12:00 noon or 1:00 or 1:00 to 5:00, maybe. I don't think we need a full day for that.

>> The second point is to follow up and ask if there's any volunteers right now who knew that they're willing to remain in Columbus on the night of May 4th to participate in the public hearing which will be going on that night, and it may mean that you [INAUDIBLE] probably will remain in Columbus for the

[INAUDIBLE] until Thursday.

>> This is Tuck, several of my esteemed commission members made me feel so darned guilty for eating oysters in Jacksonville, I'll stay.

>> Thank you, Tuck.

>> I'll stay, this is Glinda.

>> This is Mark, although I generally ruffle at being near "the Ohio State, I would be pleased to stay as well.

>> Okay, thank you, Mark and Glinda, who also jumped in.
>> This is Gaeir, I will stay also.
>> Well, that's four. I'll go out and eat Buckeyes then.
>> No, you're in, Tuck.
>> All right.
>> That's all that I have in terms of logistical stuff. I did want to ask Skip at cast about arrangements for Columbus and just to touch base on that.
>> Great. So, in the spirit of timely delivery, we will need any handouts for the meeting in Columbus in our hands by April 19th. And I realize that's going to make people's hairs stand on end but in order to create Braille versions, just given our contractor where we are, we need a two week turn around. Put that on your calendar and we'll have David Spears writing people, if there are print handouts that are to be distributed we need them in Braille version as well and April 19th is the drop date for that. In terms of logistics Mary, the first of the week will be sending out housing and travel information. I'm looking at her for her agreement. She is made it. So having a sense of who is going to be staying over on the night of Thursday for the public hearing is great. That's really helpful. And we'll put into motion all of the travel and lodging planning signing early next week. Dave, did you have anything else you wanted to

>> No, that is just more concerned about the logistics but the other information is helpful, too. So, thanks.

>> All right.

>> So, I think that

yeah. So, everybody will be receiving information about booking airfare and we'll be arranging though, just an FYI, the hotel we're using is the Blackwell Center at The Ohio State facility it's a business class hotel right nextdoor to the conference center and free shuttle from the airport to the Blackwell. It's my understanding that the Blackwell. I have to do research on this. It was my understanding that it was a donation from a former alumnus, who was involved in money management who then may have ended up doing some time in Stir, but I'm not sure. But we'll figure it out and have some

we'll regale you with the history of the Ohio State and Blackwell Center. Great hotel and great location and we easy to get in and out of and we have a great room thanks to the folks at The Ohio State University. Look for information from Mary early next week.

>> Thank you, Skip and thank you also for solving our noise problem there. I know that that was quite a challenge for a number of people. I got a couple of emails from people to me directly saying they were having a hard time hearing. Thank you so much.

>> My pleasure. It was just a little detective work and then execution someone. So, it worked out fine.

>> Good detecting. Jim Wendorf, my vice chair.

>> Quickly. Quickly. I really like to thank the task force chairs for running terrific discussions and getting us to some points of consensus and also sort of defining some, you know, some place where we clearly need to take the issues back to the task force. So, it was

I thought really first class. Thank you very much. Alexa was very fullsome in her praise of all of us on the commission and that's great. I'm

I'm also increasingly aware of everything that Dave Liz are doing at the department, as well a, of course, Skip and team at cast, I'd like to give them thanks for making sure that we can continue to

make progress. So, Gaeir, back to you.

>> Thank you very much, Jim, and I wanted to just echo that thanks to all of the people who were working on this call for putting all of this together. The chairs, assistant Secretary Posny and Dave for his unstinting, untiring work as well as Skip and Liz and the cast team folks and also our speakers. Thank you so much for taking the time, and reminder we are preparing next for the May meeting as Dave spoke about, and we are still solicit, if there's anyone who has suggestions of people that they want to hear testify before the commission as was done today, we have the May meeting the

the June phone call, and then the AHEAD meeting in July. If there's not too much time left. If you do have someone that you would like to hear from, please get that information to Dave as soon as you possibly can. I think that's it and we are one minute before time. Thank you, everyone, for hanging in there the whole day and I look forward to seeing all of you in person, in Ohio at The Ohio State University. I declare the meeting closed.

>> Thank you, Gaeir.

>> Thank you.