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VR TRAINING ON PRE-EMPLOYMENT TRANSITION SERVICES

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 >> MELISSA DIEHL: All right, everyone, we're still getting a ton of people coming in, so we're going to give everybody another minute and then get started. Do you want to start the PowerPoint?

 We're going to get started. I'm Melissa Diehl and I'm with George Washington University and we have Brenda, Christine, D.J. Ralston, and we work for the WINTAC here at G.W., so we're glad you all are joining us today, and just wanted to check in, if you're new to joining us, if you join by computer and you can't hit the chat, then you are -- and you want to share something or make a comment or a question later on, please send me a text message, or you can send me an email at MPdiehl@GWU.edu. We want to have more of these down the road as we hear about your additional needs.

 Just a few housekeeping items. We did mute everyone whether you joined by phone or computer. So if you are joined by computer, you have the option of sending a chat message or you can mute yourself. We just ask if you do that, be sure to mute yourself, because invariably we'll hear someone's dog barking or they'll be in their car.

 So today we want to just remind folks, too, that if you have questions related to this new environment we're finding ourselves in with operating VR via assistance or telecommuting, please feel free to share any questions or comments with us. We encourage you to reach out to us directly. We're both -- we are committed to giving out some information as soon as possible based on the questions that they're hearing. Somebody just wanted to remind folks, the flexibility -- the interpretation, and the -- so I'm going to container it over to Carol Pankow who will tell you what we're doing to respond to the questions and comments that people are receiving and show you some of the resources and things you've developed.

 >> CAROL PANKOW: Thank you. D.J., can you advance to the next slide? I want to give folks a little bit of back story on what's been happening. About ten days ago our WINTAC team sent a huge surgeon call from states regarding COVID that allowed us to expand our activities, for operating the VR program by distance and operating to consumers remotely. So they approved this request on Tuesday, and we began work on a website. So D.J., I'm going to have you go back. I need to go into the overall WINTAC.org link. You can go back one more. We'll start here. So I'll give you a little instruction here. On the WINTAC home page, you'll find a little ways down on the page something called what's new, and under there, the very first section has COVID-19 resources and resources on distance service delivery. In that paragraph there are two separate links to two separate buckets of information. So we developed a page around general COVID resources and the distance service delivery. At the top of this page, and for you on the phone once you get to look at the website, you'll see there's a way to toggle back and forth between the two pages. So at the top of the page we have listed five different buckets of information, and I want to talk a little bit about each of the bucket.

 So the first bucket is COVID-19 resources. These are like the communications sent out by the Centers for Disease Control, how to protect yourself, how to get your home ready, how do you know if you have Coronavirus, what are the symptoms. For those of you online, number 8 has something by the Green Mountain, and it's for COVID for people with disabilities, and they've done a guide in Spanish.

 Also, there's Coronavirus and COVID-19, they're a highly recognized HR resource and they have a lot of tools to use. And then we have 19 resources listed there in this general category.

 In our next bucket of resources, it's federal disability resources related to COVID-19. So these are things like the US Department of Labor Coronavirus resources. It includes things like the equal employment opportunity Commission, EEOS, and we had the US Social Security Administration, I guess, consumers have been bombarding you with questions, and that does have a fact sheet that you can share with consumers. There are a number of other resources, in this part, including how to benefit -- how to get your unemployment benefits, on number 9. So we have a link to all the unemployment sites in the country. And that can be very helpful for you, because I also understand some states, that you're getting a number of calls from consumers who you have successfully placed in employment, and now they are not employed. So we have 19 items in this section.

 The next bucket of resources are COVID-19 resources for individuals with disabilities. Now, the first five resources as well as number 15-all relate to individuals who are blind or visually impaired. And the thing that's been actually an upside that has happened because of the crisis is that a number of places are now allowing for things to be free or having access to content that will help. And this will directly help you in dealing with your customers. For those of you with college students that are blind or visually impaired in this semester where they're working from home, IRA did something amazing and they're going to help the students for the remainder of the semester. So there's in there. Freedom scientific, access. NFB news line, Braille press has three different downloads, and the Hadley discussion group, folks can call in about a specific topic, get training, and discussion to help with the social isolation that's going on.

 In addition to those resources for the blind and visually impaired, there are a number of resources for folks struggling with mental health concerns. NAMI has given us resources, and the ARC, the autism society has resources out there. So 16 different resources that are disabled related.

 Then the next bucket, this is dealing with state resources related to COVID-19. And what we've done is put on here some of the links to some VR website that have done a really exceptionally good job with giving information out to consumers who are vendors and staff so that people have resources at their fingertips, and after looked through almost every state's website, I notice some of you have a link out there that may just say, we're closed during this time period. Others have more in-depth information, and we just wanted to make sure to get that out there for you to look out, because it may be considered one of the best practices and a way to eliminate lots of -- to get information out there as we're moving through this particular pandemic.

 One thing I have to say about the website is that literally we've got the okay on Tuesday, and it's Thursday morning, and it's up and running. There are going to be a few little glitchy things, and you might go, like, why is that in that spot? I just want you to know we're working through this to get things moved into their appropriate spot. So it may be under state resources, there's a second resource under there that Texas had a nice letter to consumers, but it's listed, you know, two down from where Texas was spotted, about the Texas -- the workforce website. So all of that is going to get fixed up and put together in the right place.

 And then at the bottom of that page are general interest from COVID-19. Some of these we received from you guys and you might want to go through some of these.

 So I'll have you go to the top of the page and link us over to our second page of resources. There you go. So the second grouping of resources we put together has to do with distance service delivery. And we have it a ton of calls on this. And Brenda is going to go there some of these in more detail. I'm going to give the high-level view of this page. We have eight topic areas for more information. The first has to do with how VR agencies are responding and effective practice. Number one was developed by the Wisconsin Department of Workforce Development and they had put out a nice letter to the vendors. We found it to be helpful, shared it with other folks, and wanted you to have it like at your fingertips.

 The second is tips for VR agencies in responding to COVID-19. D.J., if you could bring that up, it's going to be a document to go there at the bottom of your page. It's nice having a driver. Okay. So in here, we've gotten a number of just things from little tips and tricks and things to consider, and we've put them all into one document. So as the first part was talking about, the shutting down or being open, and a number of folks have been struggling with electronic signature and what do you do and how are you handling that. We've had many calls on that. We do have an example from Minnesota Blind, and we're going to unmute Natasha, director of Minnesota Blind and we'll have something that she worked with RSA on. Natasha, can you talk for a couple of minutes about what you did?

 >> NATASHA: Sure, can you hear me? Okay. Good. So we implemented the verbal slash agreement and signature agreement that started March 18th and is in effect until I guess this is all said and done. And the title was missing -- if you hear some weird chattering, it would be her. So what this written procedure said is that staff are able to accept written or verbal agreement, such as an email from customers, in place of an official signature, and -- sorry. Application for extension, financial participation forms and IPE, and that's so we can better accommodate our customers.

 What we are asking staff to do is that they have a case note, including copying and pasting any written agreements, such as in the email in the case notes. A signed document, we still do electronic documents, but we still need to have a signed document uploaded into the document, and what we're having staff do is type in the signature line that the date that the customer provided either verbal or written agreement and then add in the email that this was electronically signed in the method that the customer did. We are not allowing (indistinguishable) information because of the sensitivity of -- pretty sure, you know, medical providers aren't going to type in notes that a customer approved of this release. However, in a case-by-case situation if we're having a hard time getting the agreement and we're trying to talk to, like, a teacher for the blind or the impaired, we are looking at other options, like three-way phone calls or having customers initiate those communications.

 We are emphasizing that we would prefer a signature, but we are giving ways of how we would include that, including taking a picture and sending it back to us, mailing it to us, you know, relative, right now, RSA, and RSA -- if there are any questions that -- (silence). Well, I got muted for some reason. But if you have questions, get back to us, but it looked okay.

 That is all I have, unless you have any questions.

 >> MELISSA DIEHL: Thank you. I've been working with the California department of rehabilitation, I talked to Joe today and we'll have a toolkit that we'll put on this website. California is a little further ahead as far as rest of the country as far as dealing with the pandemic. They were the first place that had the shelter-in-place requirement. Joe has worked through many things that can be of help to you, and he's going to give them all to us and we'll have a spot on the website, but you can go to the California website or click on the link within this document.

 Let's go a little further down. In that document. A little more. There's just some different -- if you're thinking about having webinars or calls with stakeholders, developing a structure and instruction. A lovely PowerPoint in our next session. And some of you sent in technology tips and tricks, how to use Google phone number to mask your personal phone number. Crazy stuff, you will find that in this document. We can close out of that, D.J., and move on.

 Okay. So underneath that section, you will see Natasha, what she sent in for dealing with the electronic signatures, and a document about how do you sign documents using Adobe Reader. And then we had a tip on using Zoom to deliver services, and we'll keep populating this site and this is a call to you all. If you've developed resources that would be helpful to other people, even if it's a small tip, do share, because folks are struggling with all the different pieces, and we need the country to pull together. It's going to take all of us to help each other out. So this site will grow as we continue to grow.

 The next bucket, under one, is a lovely resource that Melissa from New Jersey blind developed and people have found it super helpful, and she talks to staff about adjusting to the new normal, and there is an upside to all of this, you can get caught up with your paperwork and case noting and gives ideas on virtual client services, things they can do for professional development. So that is out there for you to access as well, because it may help you. There's also sample telemarket agreements from Minnesota and a whole host of resources on how you do things remotely.

 The next section is online training options for VR staff, and we've done a developing in this last week, as a number of you were sending staff home. Is there any place that has all these resources so we can have staff resources to do training while they're at home? So we started compiling links from a variety of resources that your staff could be using to their time at home. Some folks are super busy, others are having trouble finding things to do. NAIRC has a plethora of information, but it with be overwhelming, and I would recommend doing the training and then going to the clearinghouse because it can be overwhelming. D.J., if you can scroll down. And I have a list going out today and there will be more.

 Ethics and self-care, why is self-care an ethical practice? This is a one-hour webcast developed by George Washington University, and it really is well done and may be something that your counselors are in as well.

 The next thing you want to hear about, but the remote delivery of services by topic area, and we have a lot of areas. Brenda is going to go through this section in depth with you in just a minute. And then I want to end up with talking about the last couple of buckets. We have leading and managing organizations by distance, and there are some nice resources under that, D.J., if you can scroll just a little more. Again, there's some articles that you can read and also technology and programs that facilitate remote services. We have tips from new articles, how do you Zoom, accessibility actions you can take when you're doing your work online. Things to consider there. So that section is growing as well. We're starting to build FAQs. There's none built yet and then a section for general resources.

 So that's a high-level overview. I encourage you to go to WINTAC.org and go to our COVID-19 page and please, let us know if there are things you need or you want to share. We're going to keep populating this page for as long as we have the pandemic. I'm going to turn this over to my colleague, Brenda Simmons.

 >> BRENDA SIMMONS: Thank you, Melissa. Hi, everyone. D.J., if you want to go to slide 11. Almost there. Great. Thank you. So before we start talking about things -- resources to use in delivering services remotely, we want to take just a couple of minutes and highlight a few the things that -- as you're beginning to identify and develop a plan for the entire remote delivery service process. A couple of things we wanted to point out that we've been learning from states and we wanted to provide guidance, as you're developing this, make sure you're looking at the resources that we're going to share or that you may find yourself as well, we look at the resources, make sure that they're online activities that you as a VR counselor -- and anything that things will be participating in, and that the curricula that providers or you all are going to be using is actually in line with one of the five required activities. So it's important that we look at these resources with those five required activities online.

 We also think it's important that you determine a method that you're going to use to ensure documentation. Providers of VR, you're still going to be able to need to document, so you'll have to have a way to measure and track the VR attending and measure their progress. That's something to think about as well.

 And for those students who are not able to access the internet or participate remotely, you want to talk about resources, circle back with the students and make sure that services are going to be provided in maybe another format if they need that. Some students may not be getting back to school, and if not, you're going to be looking at getting creative. If look at maybe -- if you think about lessons or information and kind of have the providers to provide just a wonderful opportunity to really connect with students. Reach out over the phone. Hey, how are you doing, and those are some ways that we want to think about, as you're looking at resources, ways to better connect with the student.

 Okay. D.J., the next slide. A couple of additional things that you're going to -- additional strategies that we want to mention, especially in working with the providers, is that you're going to want to look at reviewing contracts, your agreement, whatever purchasing mechanism that you have with a provider, and determine the flexibility that can be made. Give them whatever purchasing regulations you have in your state. I'm sure you all are doing that. That's something you're going to want to consider. And another piece is to look at the possibility of distance provisions and resources that are provided that Carol went through, and all the possibilities for curricula and the activities, materials, providing resources that can be delivered online or virtually. We're going to go over a few of these, but there may be many, many more. For those with internet access, all kinds of different platforms like Zoom or Google Meet and holding training with your students remotely. And I know there are also options for video remote and interpreting, your best customers as well.

 You're also going to want to consider the use of social media, maybe, like YouTube or Facebook Live. You can provide a great training by putting in a private room and customers would be able to access right from their computer, maybe, hopefully, if they have access, they can do that. So you can deliver the content by a video and maybe link to a survey that the student could complete after viewing the document, and that would help you document attendance. So there are lots of options here.

 One of the things that's going to be really important is to keep your students engaged. That's going to be key, especially during this really difficult isolating time, so elicit regular check-ins with those students, that might be helpful. So you might want to talk to them about that.

 And if you're providing services to students with disabilities that are still enrolled in the secondary school system, you may want to connect with the teacher, have a point of contact already and discuss a plan about how are you going to keep coordinating services in connection with the school district. They may have something set up for the student learning. Maybe you can tap into that. You could talk with them about what they're already doing and build around that. So good conversations that you will definitely need to have with the school.

 Okay. D.J., next slide. A couple of the resources, we can talk about resources for at least 30 minutes. So we're going to go through really quickly, we wanted to lightly one of the first resources that we have under the remote delivery, which is Explore-Work. So explore-work.com is our -- actually work directly with employment resources, University of Wisconsin staff, (indistinguishable) if someone has a series of web-based modules that are specific to the five required (indistinguishable). We like this tool because the students complete the activity in this module, can be shared directly with the VR counselor or provider or whoever is working with the student, so that's a really great feature. And once the student profile has been created, this tool is going to be able to help you track students' presentations in those online modules, and generates feedback that you can provide additional supportive documentation to their -- with VR services, required services they receive.

 So in addition to that, the student's progress, when you learn more by module, can also be tracked to a course completion certificate when the student transfers. This is going to help provide the supporting documentation necessary to -- not only does the student get those services, but the progress in each of these services, how they did that as well. So you're going to be able to get all of that information. That's one of the reasons we really wanted to highlight this report. Also, not forgetting to say, this resource is available in Spanish. Another great opportunity for some of the students, you know, to be able to access utilizing Spanish, and if you have a resource -- contact us if you have any questions. We prepared a really short introductory guide and video on how to use explore-work.org and that is through the topic area web page. You go to trending, webinars, and get to explore work.

 Next slide, D.J. So one of the things I noticed, while we do not endorse any particular product or person, we do want to share a few of these free online resources. One of those is Pathways to the Feature. This online resource includes sample lesson plans and detailed curricula for students with disabilities that schools or VR or a few of our other providers or partners could use in delivering any of the five required Pre-ETS services, including the lesson plans are materials needed to complete the activities, they identify sample activity sheets, and expected outcome measures. So we expect them to learn -- this is a really great opportunity.

 And the lesson plans are going to include those transition planning and IDEA and transition services so we want to make sure that those activities are used with that particular lesson actually align with the app. So that's an important piece. And sponsors or activity, when they completed those, who help with your supporting documentation. One of the things that we really can't stress enough is that any of these services, identifying here, you're going to want to go into those resources and thoroughly review them to see what particular activities you think are going to be best moving forward. So which ones really align with the activities.

 Another one we wanted to highlight was actually developed with Goodwill of Eastern North Carolina, and it's GCFLearnFree.org, and that offers a lot of topics over 7,000 lessons, and over 1,000 videos, and there are a lot of interactive links and games, all completely free. Again, we really advise that you take a look at these activities. Some are probably not going to work, but many align with preemployment transition services, so have a look at those.

 All right, D.J., let's go to the next slide. This one I'm really excited to be able to share. We just learned about this. You can go to the next one, D.J., the next slide, please. Thank you.

 This T-Folio, and this is a free online transition portfolio for high school age youths with disabilities. The curriculum provides facilitators lesson plans and tips for job readiness skills through a series of interactive exercises. And the T-Folio alliance with individual education programs and preemployment transition service categories, so we're excited with that. And I want to turn it over to Tammie Doyle with Washington state, if you could unmute yourself, we'd love for you to talk about this.

 >> TAMMIE DOYLE: Thanks, Brenda. I wanted to make sure you could hear me. I wonder if you have the ability to share the screen.

 >> BRENDA SIMMONS: D.J., are you able to click on T-Folio and get to that box?

 >> TAMMIE DOYLE: Thank you. I'll go through and explain a little bit behind this tool. So this is what it looks like. It is the T-Folio, and it was created with Seattle University and transition services. This here is the home page, and you'll notice that on the right-hand side there are five units. Like Brenda said, they align with IEP as well as high school and beyond, which is a requirement here in Washington state, and the five different categories of Pre-employment Transition Services. If I could have you click on job exploration, you'll see the five different units that align with the five different activities, and when you click on a unit, there are lessons. So in each of the units, there's multiple different lessons. This is what's called the lesson landing page. So it's going to give you an overview of the actual unit and then if I could have you click on lesson one. Within each -- so within each unit we have lessons. It's specifically identified if an activity is under that required category. And if you -- when you click on lesson 1, yeah, there are very specific components to each in the lessons. So each lesson, this is the lesson landing page, and it's going to talk about the objectives. So it will have the objective -- what we're trying to accomplish in this lesson. On the right-hand side is a lesson guide. And if you were to click on that lesson guide, it's going to be giving you talking points to the facilitator. It's going to be giving you guided questions to be asking the students. You also notice that we've got the lesson guide, there's a strength assessment. If each one of the lessons, there's always going to be an interactive component, and in this particular one, it's the strength assessment. And then there's also a PowerPoint presentation, not to -- to help them learn the lesson, so a visual component is built into each one of the lessons.

 A couple of other things I'd like to highlight about the T-Folio that we're excited about here in Washington, there is also a pre-program and a post-program survey that students can engage in. We also offer a checklist to log the completion of the lesson. This particular resource is available only, it can be online through mobile phone. There are a couple of limitations that I wanted to make sure you're aware of. If you're using online, it does need to be through Google Chrome. It is not a cloud-based application. Meaning the student work would not be able to be saved through this actual application, but they do have the ability to save it to a desktop. Or printed, if this was done to be printed and turn it in.

 This tool is exciting for us because it offers not just the in-person facilitation of lessons but also helps with the online facilitation of lessons in the current state we're in right now. So thank you, Brenda, for giving me the opportunity to share that.

 >> BRENDA SIMMONS: Thank you, Tammie. Does anyone have particular questions about this T-Folio that they could reach out to you directly?

 >> TAMMIE DOYLE: Yes, please, and I'll put my email information in the chat box. Just to let you know, it is free, online, digital platform, so everyone has access to this.

 >> BRENDA SIMMONS: Okay. Great. Thank you. Thank you, Tammie.

 Okay, D.J., head back and we'll pick it up with slide 16. We should probably get the next slide, D.J., it would be great. So the next slide, D.J., I don't know if you're able to continue to keep going.

 >> WOMAN: Just go ahead, Brenda.

 >> BRENDA SIMMONS: That sounds great. The other thing we wanted to talk to you about is we've seen a lot of additional resources for the direct delivery of Pre-employment Transition Services. That was something you were sending questions in, so we wanted to focus on that at this point. One of the things we wanted to do was share you, and I could go over these in detail, but I don't have -- but there is a live information under the additional resources for Pre-employment Transition Services, and that includes your career survey, your job shadow feedback, the career quiz, information there on -- obviously, under job analysis online. There's distance learning resources that (indistinguishable). And the National Career Development Association has internet sites for training. Also, the National Deaf Center has great information about VR professionals as well as the career one-stop, great videos on exploring many different careers. They did a great job with that. And we would encourage you guys, I know you all have probably found additional resources. Please send them, any additional resources, that you found so that we can share those with everyone else as well. Okay?

 And the next slide, D.J. When we're looking at one other thing, we wanted to talk about how important it is to coordinate whatever services you're sharing on the Pre-employment Transition Services with education, with your education partners. And one of the things that we are doing and that the transition, they provide a lot of technical training and assistance to school districts. They have provided a great webinar earlier this week. They recorded that webinar, so we wanted to share that information with you. It was titled providing transition-focused activities online and at home, to give them benefits and the resources and skill development of transitioning students. And there is a lot of really good information and resources there, and you can access that at www.transitionta.org. Under events. And we can provide more information as well and share that with you. They hope to be able to have a recording of that webinar on Monday, March 30th, and then (indistinguishable) hopefully available Friday, April 3rd. We encourage you all to listen to -- you will know, then, what information and resources are being shared with your (indistinguishable) so that you can coordinate those.

 And then on March 31st, at 1:00 p.m., we wanted to remind everyone that, NTACT with WINTAC will be sharing state to state sharing, supporting the delivery of transition services to students and youth with disabilities, and they have included that in this PowerPoint which we will have for everyone as well.

 With that, I'll turn it over to Christine. And unless, Christine, you want me to go ahead and finish it up.

 >> CHRISTINE JOHNSON: I found my unmute button, so thank you, Brenda. Good afternoon, everyone. A little over 400 folks on this call, webinar today. So thank you all so much for your participation. We wanted to find out at this time, what is the best way that we can help you, support you, during this turbulent time of how do we do this remote work and remote service provision, and your technical assistance needs. So you can pose questions or comments in the chat, or anybody some of you have emailed or texted Melissa earlier on the chat box when she indicated that. We do plan to offer more venues so we can target discussions on the exact issues that you either indicate to us in the chat or that you'll be able to email or let us know later. So, again, anytime you can email us with questions, our contact information is, I think, two slides after this, and we'll post this on our website, but also on the website for the WINTAC, you'll be able to see all our names and email addresses. So, again, that's what we want you to do. Let us know what needs you have so we can help develop the resources or find those resources for you and focus those for future calls. But we thought that maybe -- we wanted to get a sense of those of you that are joining us today, has your agency been able to adapt the Pre-employment Transition Services, with the schools closed or if they've moved to online instruction? And we know that at this time are you able to stay engaged with your local education agencies or coming up with strategies so that you can engage with them during the time of remote service delivery? And for those students who really have limited or no online access, what are you doing? I mean, I know we've talked -- given a lot of resources here about remote delivery and such, but don't forget, the mail is still operating at this point, so you can always mail something out to your consumers, to the students, providers, pick up the phone, is always a great low-tech way to do things. So I'd like to look at the chat here, and I've -- it's kind of hard to talk and also look at these, but I know that we know that RSA is working on questions and developing responses and hopefully we'll have some resources there for folks.

 I have someone here from California that said they work for a high school and the teachers and families are still adjusting, and I'm sure that's right, because we all are adjusting. I mean, luckily, I've been able to work from home since 2008, so sheltering in place, I'm in Ohio, this is not new for me. I feel like it's a regular workday because I don't go out too much anyway. Let's see if any of you -- Christine, you have an earlier question from someone who asked, will RSA allow for any flexibility in how reuse our Pre-ETS reserve funds for students during the virus, and they provided an example of flexibility to date. So we want you to know we received a ton of questions around that. RSA has received a ton of questions around that and they are working on that to see just how capable they are and what they can do as the law will allow them to be, so they're hoping to respond very quickly and we encourage you, if you have specific questions about flexibilities like this, please send them to RSA and we can also send them up through RSA. The more they get like this, the more they know what you will need.

 >> CHRISTINE JOHNSON: That's right. Thanks, send those questions in. Great.

 >> And Christine, one thing, we are going to be posting the PowerPoint on our website. So it's going to be under this particular section, the remote service delivery, so we are be posting it, hopefully by tomorrow morning.

 >> We've also made the PowerPoint available on the bottom of your screen, so please click on the screen and download, and you can download the slides now.

 >> Thanks, D.J.

 >> And some of you have been emailing your email address. If you do that, I'll be happy to email you.

 >> I'm going to read a few of the chat comments, and the availability and online delivery, having phone discussions and sending modified through PDF to view over the phone. That's great. Thank you.

 >> Amanda has sent -- the time of the year -- Pre-ETS program that meets one or two times a month is expanding the virtual platform, speaker calls, et cetera. They've been using those platforms, now, the -- New Jersey -- the blind -- (indistinguishable), so students who are actively getting work and (indistinguishable) on families they know are vulnerable. That's great. Thanks very much for sharing that.

 >> We also had a couple of questions about accessibility for screen readers for some of the resources we shared. We put in information in the chat about the accessibility of the T-Folio and we're working also -- accessible and accessible for screen readers. And if you go on our (indistinguishable), at the bottom of each page in the footer, there's a link you can click on that talks about all the accessibility features of the platform.

 >> University has put in the chat that they actually partnered with Tennessee VR and they've created a searchable curriculum database that has all of the Pre-employment Transition Services. They are launching it on their website tomorrow and that website address is www.transitiontn.org. Thank you for that, Jessica. Lou Lou has on the chat -- chat, they can get access to -- something that provides free training or has a partnership with American jobs center and that was complete. Again, this PowerPoint will be posted on WINTAC.org website in the -- service section of the main page.

 >> Maybe with the last few minutes we can just ask folks if there's anything that they want to either share with us -- I know we've asked a number of times, but we really can't stress it enough, not to take things for granted, you know, other folks could use and not reinvent the wheel. So please feel free to share with us, and if you have any questions or anything we can be of assistance be, please feel free to email any one of us.

 >> Hey, Missy, this is Maureen from Michigan general program. Hi. Hi, everyone. I was just wondering, I put a question in the chat, it looks like maybe Idaho is dealing with a similar issue. We're trying to determine how to Pre-ETS virtually to our students, but there's a big issue, especially in our Detroit area, with having access to technology, WiFi, et cetera, in order to make it happen. So there's a concern. Schools are closed, so they don't have, necessarily, the responsibility. Our Department of Ed doesn't support online learning at this point in time. So we're just trying to figure out how can we do this, in a fiscally responsible way, without supplanting the school's responsibility.

 >> That's a great comment, Maureen, because you're right, I mean, between the school closures and not having access to the students but then also the technology barriers, folks who might have a computer, but maybe their internet is pretty unstable. So one of the things that we've been trying to do most recently is collect resources on mobile apps because most kids have a phone, even if they don't have a computer. And what are things they could use with their mobile phone, which is one of the reasons why we like the T-Folio, that (indistinguishable) developed, because it does work with a mobile phone. I mean, it's a challenge for sure. And if you all haven't seen the parent information and training center, put out a great resource, free and low-cost mobile apps and there's a ton of cool stuff on that, maybe could help with these students that at least have a mobile phone. But we'll continue to work on that, Maureen, because it's an issue, for sure.

 >> Thanks so much. Appreciate it. We've got almost 400 folks on the call. Has anybody come up with a creative solution to that that they might want to share?

 >> If you want to speak, remember to unmute yourself. Thank you all so, so much for joining us today. We were really struggling with what was the best use of your time today. And we felt like at least for this call, getting some resources in your hands as quickly as possible was what's going to be good. We're happy to schedule more of these and focus them in on targeted things that you want to see or talk about or share, so feel free to please reach out to us so that we can be as responsive as we can. Anything else from anyone before we go? Thanks so much for your time. And let us know, too, you know, if there's a certain specifics, like you wish it was not as long of a call or it was longer or whatever. We're happy to be flexible and do what we can to make it as helpful as possible.

 >> Thank you, and stay safe.

 >> Have a great day, everyone!

 (End of session at 3:30 p.m.)