# DAISY Webinar- The Accessible EPUB Ecosystem in Action: Following the Journey from Publisher to Student

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The recording and further details from this webinar are available at:

<https://daisy.org/news-events/articles/accessible-epub-ecosystem-w>

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>> Richard: Hello everyone, and a very warm welcome to you. My name is Richard Orme from the DAISY Consortium, and I am your host for today’s webinar, “The Accessible EPUB Ecosystem in Action”.

Each week we ask our audience for their ideas for future session, and this is one of those. Over the last few weeks we have featured publishers who create great publications. We’ve talked about accessible platforms such as VitalSource and RedShelf. We’ve discussed creating accessible resources such as math and image descriptions, and the importance of accessibility metadata. Michael from Benetech thought it would be great to describe how it all fits together, describing the journey from publisher to student. We thought this was such great idea we asked Michael to lead the presentation and recruit the other speakers!

OK, let’s get started!

Our panelists today will each talk about different stages in the journey, and Michael will be our tour guide. I will be back after the presentations for questions and discussion. But at this point I’ll hand over to our panelists to introduce themselves.

>> Rachel: Hi, my name is Rachel Comerford Rachel Comerford. Senior director of content standards and accessibility at Macmillan Learning.

>> Trisha: Trisha Prevett. Associate professor at Southern New Hampshire university and I'm very excited to be with you today.

>> Brendan: I'm the director of government and stakeholder relations as D2L or desire2learn a learning management system provider.

>> Michael: I'm the director of content partnerships for Benetech.

>> Michael: I'm going to give an overview of what we are going to cover today. I will set the stage if you will and go through what we will cover. The first part and the most important part in the conversation today is all of this is already happening. You are going to see screen shots of this happening live in a variety of places and we will show you examples of what's going on. This is not a theory or sandbox. It's happening now.

I'm going to go into the next slide what do we mean by the ecosystem and how that impacts the activities of all the players in the ecosystem.

Then Rachel will cover the publisher workflow, the how’s and whys of why Macmillan has gone through the process of born accessible content and we will show you some Macmillan content at retail today.

Then we will shift to Trisha and she will give us the low down on what's happening on campus. Southern New Hampshire has in campus and online campus and she will talk about what is going on in that dual reality of Southern New Hampshire.

Then we are going to go to Brendan and what D2L has in this. He will show you what things look like and the ecosystem inside the learning management system. I'll do a quick summary and then we will switch to Q&A.

I'll jump right in.

Remind everybody that is happening right now. Publishers are creating fully accessible EPUB files. Many are working with Benetech and our global certified program. Some are getting their certification to make sure they are creating quality EPUBs and around the world there's other organizations that offer certification of certain types. Accessible EPUBs are available for sale. We are going to show you a retail site today. So this is another thing where it's not just an idea. It's already here, already happening.

There are reader software available which supports the accessible EPUBS. That's an important part of this because naturally if we had accessible EPUBS available and the student couldn't have a good reading experience, then we have wasted time and effort. Campuses are already buying this content and changing policy about how to buy this content to include specific language around ensuring that the person who provides the content is doing so in an accessible manner. Then we will hear Brendan talking about the learning management system support and that is happening live and desire2learn has a long history of working on accessibility.

So that's happening now.

When we talk about the ecosystem, once the work is done, then the work starts. The work done being once the content is created as born accessible and is fully accessible at the content creation point whether it's an organization, a text book publisher or whatever it happens to be. If the books were perfect in the morning, that would be outstanding but there's other things that also need to understand the metadata to understand the accessibility content and treat those data elements correctly and display them correctly at point of review of purchase, point of purchase and reading. So the work of getting the accessible EPUBS correctly as born accessible is the beginning, not the end.

So the first major step in the ecosystem is a book goes from a publisher into their retailer chain. This could be vital source or bookshelf or library book supplier. Then they release to the whole sail and retail channel. Then the title is available for purchase. This might be a student going to their online college bookstore and buying a text book. This could be the institution. Meaning perhaps it's going on in a research component or a library is purchasing the title. So there's a step where there's title selection for purchase. That's another set of systems and organizations that need to be prepared to work with the accessible content. The title would need to be included in the syllabus. So the metadata should be included so the student knows whether this is accessible. Then once that happens, the title will show up in the learning management system or a variety of campus systems. So that's a quick sketch of the many stops along the ecosystem. Rachel will tell you about the publishers.

>> Rachel: I was asked why publishers should invest in accessibility. I feel like I'm preaching to the choir a little bit and I'm sure all of you on this call know this is important. It's worth repeating that you or someone who has benefited from accessibility work at least once in the last year, probably in the last month or week. Whether or not you consider yourself disabled. So to support this, I pulled the definition from WebAIM if you want to look this up its WebAIM.org/intro. People who are affected by accessibility are the blind, deaf, low vision, dyslexic, learning disabled... [Reading from PowerPoint].

Basically this is everyone. I also included a resource here in case you are still trying to build a business case working for a publisher or campus or a learning management system there's a great resource at the W3C from the education and outreach working group. You can find it at W3C.org/WAI/business‑case.

That's a great resource for building a business case for why accessibility is important.

Basically, why should a publisher invest in accessibility, you can make the argument that this is the human thing to do, this is the right thing to do. This supports users. If that doesn't work, you can make the argument that this is the only way that you will continue to make money. This is a huge audience. You would be doing a disservice to your customers and would lose them if you didn't continue to support accessibility in your content and products.

At Macmillan, we made a significant change to our products and workflows in order to introduce accessibility. This change started many years ago. In order to give you an overview of the work we have done, I tried to break it down into the different elements of our environment. So what I've done here is worked this down into the data that we used in order to make the decisions that we made, that people that we either were influenced by or we influenced. And then the content and the platforms that we produce and send out to our customers. And then how those fed into an end product.

To give you a better understanding of what data we were using in order to make these decisions, we reached out to the higher education community through an advisory board in order to gather more information about what they needed from us, and what was lacking in the products that were available.

We looked through accessibility requests, customer service requests, we talked to students and instructors, we wanted to see what the biggest stumbling blocks had been and what users were reporting when it comes to accessibility issues. The other side was talking to customers about things that they weren't reporting as accessibility issues but that we recognize is relate today accessibility. Thing like how do we get more time on quizzes and similar accommodations for students.

Then we talked to third party consultants. We have a third party who does our audits and VPATs, we talked to industry specialists including Benetech and DAISY who is hosting this webinar. They had a huge influence on the work we did in terms of workflow and development.

So from there we started to use that data in order to establish personas. Sort of representations of customers that were using our products and how their accessibility needs could be represented as we did sample workflows through our products. So this led us back to the questions about who was using accessibility and what it meant to be accessible and have we made our products accessible. We have a set of personas that we use. Amelia Frank who is on the screen right now is one of our personas. She is a student with a memory deficit. When reviewing our content and platforms, we review them with Amelia in mind as we review with a number of other personas in mind. We consider Amelia’s background and her accessibility needs and the WCAG guidelines that impact her user experience.

For those who are spent time with personas and standards, know it can make things impersonal as we would like to make then personal. So standards are the saddest bed time reading I've ever had. I feel for anyone else who has tried to put themselves in the same position. Personas bring things closer to the human element, but they are not real people. So what we try to do with our teams is make accessibility more personal. We started looking at training that went beyond general intro to what WAG was and we used examples from our own products. We focused on specific work areas like user experience, design, editorial, we demoed accessibility experiences. A lot of our people had not seen a screen reader in use or why color contrast was important. So replicate that experience and give them an idea of what that was like really made a difference to their understanding of the products that they were building and the audience that would be using it.

Finally we started looking at more in world examples. Blindnewworld.org gives personal stories about human beings that are living their lives and how they use products and this makes a huge difference when people are sitting down and trying to build a product and instead of thinking about person X or Amelia, they are thinking about that person who they just watched sky diving and it brings a new element to their relationship to the customer.

In addition, we also wanted to have more inhouse support. We wanted the conversation to be a lot easier to have about accessibility. So we introduced an accessibility slack channel so people could have a place that they could go any time they wanted with these questions. Office hours where we had accessibility experts including assistive technology users answering questions for our developers and content team so they could better understand the impact that the product was having and a dedicated e‑mail address so anyone could reach out at any time to ask their questions without being judged by a broader audience.

Then that brought us to the development of the content and platforms. The content is the stuff that changes from one course to another. The platform is the thing that doesn't change. Content is videos. Platform is the video player. For videos we worked to make sure that we were doing closed captioning. We have started introducing audio description, there's transcripts. We made a serious investment in industry standards whether it's HTML, the EPUB standards, the accessible EPUB standards. Working with the IMSQTI standards. Also doing automatic and manual testing. Making sure that the navigation and read order was sensical, that the buttons in the form fields were coded correctly, that there's proper contrast and meeting the standards.

We also wanted to establish standards in‑house. We made sure accessibility wasn't just one person's role. Everyone creating content understood how they were impacting accessibility. We made sure the requirements that had impact in a specific area were identified for those people. So if a developer doesn't have to worry about transcripts, then we sort of removed that from their preview, so they weren't trying to solve for that problem.

We provided as many automated testing as possible to clear out low hanging fruit and we created tons O. Documentation. We have templates that people can use, models. This even includes an EPUB that features all of the elements we have used in our text so they have been tested and we have a sample that all of our content teams can see before they put it into a text book.

From there we were able to create documentation for all of those products. We have a VPAT for everything we create. We create equally effective alternative access plans and accessibility road maps for all of the products that we are still working towards compliance for.

We do put customer facing message about all of this on our website and try to keep it as up to date as possible. That's at Macmillanlearn.com/accessibility. We have a dedicated e‑mail address for customer support and partners.

So that brings us to the final product. The one thing that I feel is the most important to say about what we are producing, and I feel I say this often and people are probably tired of hearing it from me the most annoying thing is someone saying we have achieved 100% accessibility. Everyone has a unique experience. The needs and preferences of one individual are not the same for another. So you are not going to have the same experience 100% accessible ‑‑ you can be 100% in compliance with a specification, but it doesn't mean the user experience will be perfect for every user. For me accessibility is more about the user having a positive response than the compliance with the specification.

That's a really huge message that's important in the way that we support our products.

Also in the final product is our certification. We are global certified accessible. It was a rigorous testing process and it was against standards that Benetech had set according to WCAG and the EPUB accessibility standards. We were the first to achieve certification in every e‑book we produce. All of our channel partners get those e‑books. Vital source does host a Benetech bookstore which has all of these accessible e‑books. Any book that passes the global certified accessible and all of the information ‑‑ all of the accessibility metadata about any title is available within that vital source book store so you can see the books include long alt text, accessible reading order, an index, math ML, alt text. All of that information. With that I have gone over my time. I will pass this on to Trisha.

>> Trisha: Thank you, Rachel. So to talk about what's happening at Southern New Hampshire university and try to make connections with all the amazing content that Rachel went over. For any of you that don't know, Southern New Hampshire university we are ‑‑ we have a traditional on campus experience with 3,000 traditional students located in New Hampshire. If you have seen a commercial or two we also have a large online population with our global campus and continuing education college for America competency base programs. I think I saw it's close to 180,000 students we are up to now.

So accessibility is definitely at the forefront of everything the university is doing in terms of supporting students and creating good programs.

So I want to lead off by saying accessibility is not a new thing for us. We have had a university led working group for the past 2 or 3 years where we have had representatives from across the university working together to make sure that all of our digital content, our websites, our internal systems that students are using. Really taking a deep look at what potential barriers might be there for students accessing and how we can address that. We have folks across the university from marketing, athletics, our accessibility groups on campus and online. It's something we have prioritized for a while now and it's across the university.

So because I'm a librarian and this is why I think Michael invited me, we have also turned that focus internally too. In our case the library and librarian create a lot of our own content. We create research guides, videos. Any of that content that we are creating has to be accessible. We also create and maintain our own website. When we get into talking about our resources and the information sources we offer to students, we really get involved in looking at the procurement workflows. How do we identify new vendors, how are we working with new vendors? EIT is electronic and information technology agreements that allow us to enter an additional consideration with our vendors at the contracting process. We also do a lot of assessment of any new products that we may be considering adding to the library collection before we even start to consider pricing or if we would like to investigate a relationship with a vendor.

Something else we are doing is probably comes to no surprise to you there's a significant issue with the cost related to text books. So something the library has been prioritizing along with program development is using library resources such as e‑books, articles, video content as replacement to traditional text e‑books. So anything that going into a course has to be useable for all students. Then there's a big push for training for anyone that is involved with teaching and learning. Certainly, our faculty and staff. You are here and Rachel had good points about why accessibility is important. Also giving our faculty and staff tools to make better decisions about the content we are putting in front of students. Next slide.

So getting more into the collection slide. I mention we do a rigorous assessment of both the platform and the content before we sign any new agreements. We also do reviews of our existing content providers and their platforms. Especially if we are notified that a student is having an issue or experiencing a barrier with accessing library content. We want to understand where the barrier is occurring and how we can work with our contracted vendor to make that a better experience.

In terms of the EIT's that I mentioned, these are additional agreements that we use in the contracting process where there is language stipulating what the university's expecting in terms of accessibility. If the vendor is going to be willing to work with us, if they are going to up hold the WAG standards and be willing to work with us. Nothing will be 100% accessible. I hope we will get there in the future, but nothing will work for every student every time. So we want to have that additional reassurance in writing that we can work together on these issues, come up with solutions and have a reasonable timeline to get these barriers addressed and any of the platforms or in the individual content that we have access to.

So I mentioned that our library resources are getting a nontraditional use. Typically when you think of a library e‑book or article, you think of the researcher. We do obviously support that, but we want to reduce the cost burden to our students by using library resources in courses. So I'm involved in the online division when developing programs and curriculum and when we are selecting materials used in courses, not just for library resources but they are all evaluated for basic accessibility principles. Do the images have alt text? Let's try using a screen reader to see how the navigation is. How is that doing? If it doesn't meet some of those basic principles or if we can't easily tell that our students should be okay for some of these basic items, we won't include it in the courses. I think that's important to mention.

If there's a library resource that's identified as wanting to be put in a course, we have a process that if some of these issues are identified whether it's an article, a PDF, an HTML, an EPUB where there's an issue, before we get permission ‑‑ before we give permission to be used in the course, we go back to the vendor and say we want to use this PDF in this course but it's not tagged properly. It doesn't have alt text, or the tables are not readable. Our students will lose out on this information. How can you work with us to address this? So we have an escalation path way. We have tips and tricks to use when we call our vendor partners. We have different responses. This goes back to why the EIT are important. If they sign that, you have legal language there that you can hopefully push that.

We also work closely with our general council to get further with that. Our procurement offices and our market partners, especially Michael at Benetech.

So what can or should we do both on the university or education side and then when we are working with our vendors and publishers? Obviously, we are an education provider. We want to ensure that there's equal experience and no barriers. So it doesn't matter who you are, where you r what technology you may use, you should have the same experience going into the courses, going to the library website, doing your research, and reading what you need to read. That is just not the case to be frank. We are getting there but it's not there yet.

But it should be.

So, you also need to demand that your contracted providers must meet these standards and look into a version of the EIT agreement. This is how we are going to push for change and how we are going to demand that students and learners get this equal access. You have to come up with work flows to address the issues. If that means that for us sometimes it means the librarians are remediating PDFs and other content when the content provider is unwilling or unable ‑‑ I say it's mostly unwilling to help. So you need to have a workflow for that. You need to pay attention to our online accessibility center. They are to provide alternative formats. If this content was born accessible, that could be time supporting students in other ways. We need to push a little bit and demand this change. So I would say in terms of working with vendors and publishers these standards exist. They have been around for a long time. I don't think we should have a lot of patience for hearing we haven't done that much. Partners such as Benetech and others and help are there. Librarians are in the service industry. We want to if there's education and opportunities and community that we need to build to get this done, we want to do that. You can create workflows to make sure that your materials when they are created are already accessible and then you can also work on the reverse which I understand is more challenging and time prohibitive for looking at content that is already out there to make it accessible. Be willing to work with us and be a partner because we are all in the information endeavor to have our students access. If there's vendors that are not willing to work with us, we are going to seek the ones that will.

And nothing should surprise you on this slide but when it works, we have access to systems and platforms without assistance. Students don't need to get ahold of their disability offices or need to contact a librarian when their screen reader won't read their text book. If content is born accessible where we know both the platform and the content that the students are going to be using are good to go, then we are able to spend time in other places to support them.

So all our users get what they need when they need it. Brendan?

>> Brendan: Thank you. So as a platform provider being D2L we are a learning management system. So all the learning and content digestion by students and teachers happens at universities and K‑12 school districts. So when we look at accessibility, we view it as a layered answer to the issue. We refer to it as full stack accessibility which means different things. We focus on the online learning domain. So the full stack accessibility are the platform, the process and the content that has to all come together in order to be accessible. If one is conforming only, it doesn't matter. So we want to make sure the content like a publisher like Macmillan is developing can be viewed by the student and when purchased by a SHU that they are going to be able to take full advantage of the metadata in that.

So on the platform side that means to us that all the tools used across the learning spectrum are accessible and build with accessibility in mind. That it's useable with all the popular access technology and useable with multiple devices and across time.

So mobile devices, the lap top computer and whether it's IOS9 verses iOS 12. Students will have access across any device they have. And that the platform provides for the personalization options based on user needs. There's integrations with extensions and things like that. For D2L being a web based learning management system we work with like white buster to make sure that if a user has that extension, they are able to take the white space out of view within our platform. On the process side of that full stack that's the important for the inclusive pedagogy. There's still a responsibility on us as a platform to ensure that we are ensuring that the inclusive pedagogy is easy and the first thing that comes to mind for teachers. So the platform and the content accessibility are the simplest to achieve and it's the process and pedagogical accessibility that relies on those actions and human action to bring to the forefront. So if the platform has the features, the content is built for the features and the instructors should be able to leverage those features and we have designed our platform to raise that inclusivity up to the top rather than adding extra layers after the fact.

The content accessibility is being able to digest the publisher content that folks like Macmillan have built in to their content and provide ways for SNHU instructors to convert their existing content into accessible formats. So on our end it's ensuring that there's accessible content available and having the accessible authoring tools in the platform and have accessibility checkers and then the audit tools. So being able to do batch review and create lists to help with that older and archival con10. I saw a question about the percentage of content that might be in a PDF format. Catching that through batch format through audit tools is one way to pull that out with remediation tools. So if an instructor or library is presented with a list of issues there's a dedicated suite of services to address those issues. Also goes along with captioning and transcription services and providing alternative formats. And when content is not accessible and there needs to be another option there's tools like what we use with an integration which is IRIA which is a service on a mobile device that allows a student to get assistance from a person to work through issues that might be inaccessible through content or issues in the platform itself.

>> Richard: Less than 5 minutes.

>> Brendan: So how does the full stack apply? We take responsibility for enabling accessibility at the platform and enabling the user experience. On the process layer we are looking at facilitating that practice side. On the content side we support content accessibility. So even though there's three layers here and the publisher might have a role in content and the university has a role in the process, we have a role in the platform. We are in all 3 layers. So on the next slide there is a quick over view of some of the things we take into account. These are learning principles. We are looking at providing features around multiple means of representation, action and expression and engagement. So when we look at representation, we are looking at the alternative format, integration with black board ally. We are looking at off lining content. We allow users to download. Integration with assistive reading tools. Looking at recorded lectures. Recording of lectures allows for captioning after the fact in addition to live captioning. In the action expression we are looking at multiple means of up loading. Just like we have downloading and differentiated instruction and allowing flexible access. Then on the engagement side we have talked about the availability across any device allows for portability across devices and the integration ability as well and looking at feedback and the multiple means of engagement. How does the student get interaction from the instructors and providing feedback to them? Whether it's written, verbal or other manner. I have included a bunch of slides that are screen shouts of how we have done that. I won't go over them and we will save time for Q&A. It's designing a learning platform that allows for a content metadata to be accessible and personalized for the actual students who are going to be consuming that content.

>> Michael: Just trying to wrap things up before Q&A. Everything you saw today is already happening. Hopefully, you were able to learn from these presenters. You can build on what they are doing. Another point is a born accessible EPUB. It's better for all kinds of reasons. Accessibility reasons. Looking up indexing resources. This is real work but as you have seen from all of our copresenters it's doable and being done. If you are on a campus, you can insist that your vendors are compliant with standards. If you work for a publisher or platform conversion vendor, get compliant. No matter where you work, one thing you can do is reach out to us at Benetech, me specifically. It's Michael j @ Benetech.org. Send me a question. I will send you a response. If I don't know the answer, I will get it for you.

So, it's all doable work. It's all being done. Thank you.

>> Richard: Thank you. Let's move into questions. This was about the journey from the publisher to the students. To Trisha, putting ourselves in the shoes of the students, what skills and knowledge do the students need in order to succeed in the digital ecosystems we have had described here.

>> Trisha: Sure. I would say advocacy and not being afraid to reach out to their support systems on their campuses. There are people in the library and in the different accessibility offices that are willing to figure out what needs to be figured out and get them what they need. So not be afraid to be their own advocate and ask questions and demand better experiences.

>> Richard: So a lot about self‑advocacy there. A question that I think is possibly Brendan and Rachel. We talked about higher education in this discussion. Students in earlier stages of education also need solutions for them. Does this journey look similar for K‑12 or continuing education? Rachel your thoughts on that?

>> Rachel: One thing I like about the certification process is means we are sending an accessible e‑book into the commerce world rather than providing an alternative format. We are breaking the cycle for students where they need to go somewhere else in order to get an accessible book while all of their peers are getting their text book from Amazon or vital source or their instructor. What I'm hoping is that these generations that are coming through K‑12 right now are going to start get nothing to this habit of being able to look for accessibility labeling and advocate for accessible text books with their instructors and say you should be looking for this, you should be buying accessible materials so they can get accessible text books in their classrooms and be able to buy their material at the same time that their class mates are. I think that will make a huge difference from K‑12 to continuing education.

>> Richard: Brendan, you talked about K‑12 in your presentation. Do you share Rachel's optimism?

>> Brendan: I would definitely agree. What we are seeing in the market, on the K‑12 side is a wider awareness by procurement officials of the need for accessibility of their digital text books and digital platforms and they are building this into their procurement processes. So they are asking about WCAG standards within their platforms. On the content side, I think they are going to be looking at labeling and certification that they can rely on more. I'm optimistic and I think the difference that Rachel was pointing out on the K‑12 side is they purchase on behalf of their students will produce greater leaps of change. Now that we are in this covid cycle, the inequities I think will be a further boom for accessibility in that procurement cycle. We are going to see a big leap over the next couple of years.

>> Richard: You talked about procurement for Trisha and maybe Michael, are there implications for college and university budgets in this digital ecosystem or in terms of affordability for students?

>> Trisha: Yeah. Definitely. I would love to see the budgets that we currently need to put in place to remediate content and we are able to get students what they need can be move into places further up in the ecosystem that if we don't have the need to have to do things after the fact then that opens up more budget money. So it has an impact.

>> Richard: Michael, your thoughts?

>> Michael: I think Rachel brought the best point. The more publishers that create more born accessible content, that means the student with a print disability can go to exactly the same place and buy the exactly same EPUB file. So they can buy the exact same book wherever they wish. The day of the first day of class or whatever they want to do if. And you remove the extensive cycle of remediation. This will get the content to the student faster and a competitive price but allows the resources in the student services area to be focused on thing that cannot be solved like with an accessible EPUB there could be additional needs beyond the scope of what we are discussing today. So the student should be able to get the book before they need it rather than waiting weeks. And the disability service office can focus their energy on where they are truly needed rather than trying to remediate it.

>> Richard: I try not to get into format wars but noting that a few times on this session we have heard people talking about remediation PDF, but I haven't heard anyone talk about remediation of EPUB. So, OK, we’re coming to the end of this session. Thank you to our panelists for sharing great information and insights.

And thank you to everyone who joined us for today’s session.

Coming up in the next few weeks we have some more wonderful topics for you:

On July 15, we will talk about “Scaling Inclusion in the Transition to Remote Teaching”. The rapid switch to online learning has in many cases amplified the barriers faced by some learners with disabilities. In this webinar our friends from Blackboard Ally will share analysis from 1000s of educational institutions, and we’ll discuss pragmatic solutions for effective and efficient inclusion.

And on July 22, in “The Art and Science of Describing Images” we take a deeper dive into describing images, talking through plenty of examples from initial assessment through to solution, and starting to address some of the more complex challenges which can arise from graphical complexity and from constraints like those found with tests.

On July 29, 2020 will be “WordToEPUB Extended Tutorial – Accessible EPUB in Seconds”. This practical session will demonstrate how to get started creating accessible EPUBs from your Word documents. It will then explain features beyond the simple one click solution, including custom styling, page numbering control, multiple language support, including math and customizing metadata.

That takes us to the end of July, and then in August we give you all a well-earned break, but we already have some exciting webinars ready for our return in September.

Find out more information at daisy.org/webinars, where you can also sign up to the webinar announcement mailing list. If you would like to suggest a subject, or if you are considering presenting a webinar, then please email us at webinars@daisy.org

I hope you will join us again next week. In the meantime, thank you for your time and have a wonderful rest of your day. Good bye.