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>>
>>> Good morning everyone. Some of you may recall that last spring we talked about a comprehensive collection and there was a timeline of the ebbs and flows of the comprehensive collection through the depository library program and what we are going to do today is talk again about the comprehensive collection. Today we will look toward the future.
>> So we are going to talk about where we stand now which is a very brief recap of where we ended up in the spring. We will be talking about looking toward the future and then we will have a perspective from a selected depository and a regional depository. Mary Clark from the Library of Virginia will be here.
>> All right. So where we left off at the spring meeting was that a designated regional depository must ensure the comprehensive integrity of a comprehensive -- [Inaudible] these were disseminated in February of this year. That relates to regulation number 54. Also, coming up, it was posted, I don't think the announcement has gone out or posted. It is there. It says that original selection, it is automatically deposited at the regional depository library through the SDLC and is a housed there under the selected housing agreement. That is where we are now. For some, including me, there is confusion. Through the years have -- there has been conflicting guidance.
>> In 1995 there was a general counsel memorandum on a liberating microfiche. That came out from our General Counsel office and was guidance given to regional depository libraries. It also said that they could go into selected areas and eyeball things. They could look at these list from regionals rather than that it was trying to get rid of the typing list and making streamlining the process a little bit more. In 2010 there was another movement by GPO to help streamline the disposition of materials. This was a two-pronged approach. We are looking at one prong that went this way about education and all of the different things that could be done to streamline and that would include busting the myth that regionals had to collect materials retrospectively. That was part of it.
>> The other part was looking toward building an automated or electronic way to help with the disposition process. Now we have this exchange.
>> It got its roots back in 2009. It took a while but we are there.
>> We also have recently and SOD public policy statement with -- which authorizes the discard of material. It was approved by the joint committee on printing.
>> Then, we have HR 5305, the modernization act. We talked about that yesterday. It also has a provision in their that, unless unpractical, provide to regional depository dispositions. That is looking to the future and the possibility of the -- having fewer depository libraries.
>> This map is a census map. This maps to the regional discard policy. At least four copies are distributed geographically. This is the map that the joint committee on printing suggested that we use. In this case, we are looking at four copies, geographically dispersed and allowing regionals to discard. If they are discarding, then we don't have a comprehensive collection in the regionals.
>> This is the map that maps to 5305, the census regions that could have two regional depositories. It is a different route. If we are going to be discarding materials from regionals, and we may not have the number of regionals we have today which is 46, we have to look to the future. We would rather plan for that then have to be reactive. You know what happens when you are re-active. -- Reactive. Sometimes you don't always get it right.
>> The comprehensive collection we are calling the national collection. The national collection of US government information. It is geographically dispersed collections of federal government information. It is paid for with federal funds. Regardless of form or format. Any declassified materials or materials that had privacy considerations that were not in scope at the time expire. If they expire they become within the scope of the federal depository Library program.

>> The national collection is now being equated with the comprehensive collection.
>> The regional depository collection, regionals can discard. If 5305 passes they may choose to not receive a tangible format of something that is available online through the online repository. What is the difference between a regional and selected depository library?
>> The main difference is, in regionals, material is automatically deposited. They receive, they would be able to have some selectivity. For the most part it could be automatically deposited.
>> Another thing that has contributed to the fact that there may not be comprehensive collections in libraries is the changing scope of what has been eligible for the federal depository dissemination. This has been different over the years then what is in scope for cataloging and indexing. So, we have a changing scope but we have also had, over the years, a changing definition of what a publication is. I'm going to read this quote. This is in a book that I found. It is never been a simple -- it has never been a simple matter to state what a government publication is. It is more difficult today than before. This is dude not alone to the tremendous increase in the number of publications, undoubtedly the most disturbing factor is the fairly recent innovation by government bodies issuing publications in other than printed form.
>> Free cookie at the break for anybody who can tell me what you that was.
>> 1941.
>> Then they were talking about mimeograph and those kinds of things. They were not looking at digital. Same problem, a long time ago. Still wondering what the definition of a publication is. The definition of the publication also depends, or is very dependent upon the definition.
>> Can y'all see the timeline here?
>> I can't either.
>> So we began our roots in 1813 with the distribution of house and senate journals and a few other congressional documents. Over time, other things are added. What is not on the slide is 1922. This was mentioned in a presentation yesterday about the preservation Stewart panel. In 1922, that is when regional -- all depository libraries, the authority to select what they wanted to receive. Prior to that point, all of the libraries in the program received everything. Some libraries received things that they did not want. So they sent them back. This was a painstaking effort for the libraries and it was very costly for the government. This act passed that allowed selectivity. Reading the literature at the time, there was speculation that all of the libraries in the program were still going to continue to select everything because they wanted the complete collection. That was everything that was distributed. At the time, there were 418 libraries. Of those, 48 indicated that they wanted to continue to receive the complete collection.
>> Of those 48, 10 of them are still regional depositories today. Don't asked me to name them.
>> There's going to be a quiz? There were five public libraries.. The state libraries were Connecticut, New York, Pennsylvania, Illinois and Texas. The academic libraries were -- I have a note -- the University of Idaho, Minnesota, Montana and LSU, Baton Rouge.
>> Okay. We continue down the timeline. More content gets to be added to the scope of the federal depository library. Some of these are format chance to -- changes as you can see. More become eligible. We have a situation growing where you have these collections and then more stuff becomes eligible. The library comes in now and all of the stuff is eligible. There is becoming a gap.
>> Libraries select and collect. The big maroon blob in the back is a national collection. The home of the national collection. A regional collection has part of that. Those are from selections. That is because of the changing scope of content to the program and other regions. On the right, when libraries are also collecting in addition to selecting, they may have more government information content in their collection because at the time they were also mailing lists from federal agencies. You could purchase materials from the bookstore or even from an agency source. If you are in an academic library, you have

faculty that clean out their offices upon retirement and you get lots of things that may not have been in your collection. And they still may not be in your collection.
>> You can see that we are still just part of the national collection. There can be a discrepancy between the depository content and other government information content that may be in your library.
>> Our vision, that we have, is to make government information available when and where it is needed. One of our outcomes is that publicly accessible preserved tangible and digital national collections for which we know the content where it is located and in what condition it is in. All of those are unknowns at this point. Our goal, if we look at 5305. It has not passed but we are looking at it as a guide, would be to have 6 comprehensive, or as comprehensive as we can get collections throughout the United States. I have those little red blobs in there. That does not mean that one collection will be on the border of Kansas and Colorado. It is just there to represent the region. Those comprehensive collections could possibly be in one location if the library steps up and wants to do that. More likely, it will be distributed much like what we have in our depositary program today.
>> The goal would be to have digital copies in trusted repositories so we also have the digital content preserved as well. As we look to the future, we have made some assumptions. Government information is a national asset and library collections of tangible and digital content are valuable to ensuring an informed citizenry. A level of redundancy is necessary. The need for 46 regional depository libraries will continue to be questioned. Regional depository collections will cross state boundaries.
>> Friday we released documents, guidelines for shared depository libraries. This became effective yesterday. It is available on FT LP.gov and the announcement went out yesterday. We now can look at crossing state boundaries.Some of the other assumptions that no one institution can, or one library can take care of we think that GPO and depository libraries will collaborate in new ways. They will provide support services. So how do we get there?
>> Collaborating cataloging, comparing bibliographic records and sharing them, preserving and supporting. I had a slide for the guidelines.
>> Basically, anybody can propose a shared regional plan. It can be intra-or in -- interstate. You can have one regional serving multiple states. GPO will serve -- facilitate the planning process. If you desire, we are always here to help. The plan will be reviewed by the Superintendent of documents for approval. This is to make sure that it does not conflict with any statutory or regulatory guidance that we have for the program. There will be a memorandum of understanding drawn up between participating libraries. Then you can go through the transition and implementation. We also need one senator from each state for approval.
>> So, what do we do next?
>> The depository libraries can look at that planning statewide. They can collaborate in different ways because of the authority to share across state boundaries. We can catalog collections as we are doing now.
>> The list for GPO is a little bit longer. We're going to look for ways to collaborate. We want to do some planning with collection development, cataloging, comparing records and sharing them. Preservation program at GPO is expanding and getting ready to do some pilots for support programs. We will look at revising guidance and developing systems to -- that are -- will facilitate this process. We will be looking at enhancing this so that it will be used on different purposes.
>> What we are looking at is a two-tiered approach at planning for comprehensive collection. We are looking at the regions that are mentioned in 5305. At the bottom level, the other level is the depository library program. The states working, they are looking at different ways to collaborate. The different colors show the different models we have in place so that Texas, Louisiana, Wisconsin, they have two libraries. Oregon has a collection that is dispersed among different institutions North Dakota has two regional depositories that share collection. Those in yellow have a regional depository migration that covers service for multiple states. There are those models. We will look at other models that people may

propose or have ideas for. We need to submit them to us.Hearing a little bit through the grapevine from different places, there are a lot of states that are looking at cooperating with other states. It may very well be that the top layer might evolve naturally by libraries looking for collaboratives. We are going to be looking at two different levels. You can continue to do what you are doing. We will continue to work at the higher level and support with cataloging and preservation services so that we can get those comprehensive collections in the different regions. Now, I will turn it over to Mary who will talk about a selective perspective.
>> Good morning, everybody.
>> Thank you.
>> I wanted to look at this from the view of a selective. What can collectives do to help build a national collection, a comprehensive national collection will need the help of selective's. -- selectives.
>> There is a center of excellence program to protect and grow protections. They want to care for these center of excellence collections and Regional Depository Collections can become centers of excellence. The CLE program also allows for subject collections as well as collections based on Sue Doc SUDOC -- SUDOC
>> The collection is made up of declassified interviews with German industrialists following World War II in which they describe how the war effort was maintained. We catalog the collection, make preservation photocopies for circulation and we have not digitized that collection. It was also actually not distributed to depository libraries.
>> I also use the disposition database to collect on the subject. It has long been the policy of the Library of Virginia to own two copies of publications about Virginia. I used this to claim items about Virginia. I have yet the claimant item that was discarded from Virginia. All my claims have come from out of state.
>> Claiming by subject is not yet a feature of exchange. All must sign a memorandum of understanding and promise to lot -- provide assistance and knowledgeable staff. They promise to inventory and catalog collections, share cataloging through the database, provide documents to CLE, identified through the database and provide reference services.
>> We also promote federal government publications. We use the disposition database for discards and Virginia began using the database for discards in 2011.
>> Offers are posted for total of 45 days. 15 for our regional and other centers of excellence. Another 15 days for all the other regionals and 15 days for all those selected to review what has been posted. When your officer cycled out of the database you receive an email letting you know that you can discard them. The disposition database phase -- interfaces with the GPO exchange. Right now they are encouraged to post older materials, pre-1907 to the documents exchange database.
>> We have the states here. It overlaps with some other maps you have seen. The Association of Southeastern resource libraries is the largest regional consortium in the United States. They are very close and geographical coverage to the South census region. It does not include Delaware or West Virginia. It straddles Philadelphia and the Atlanta regional office:is -- designations. There are 11 regional libraries, 309 selective's and 42 libraries are currently registered as centers of excellence.
>> This slide has a lot of statistics that you can read. If you saw the program yesterday, the preservation Stewarts, you saw a slide very much like this. He put the years down one side and I put this thing down the other. Don't compare them. I may not have added them up right. I just wanted to have that there so you can study that at your leisure. I just wanted you to be able to see the statistics about how much is actually coming through that system. While many collections are being downsized, there is still an interest in many libraries to collect, preserve and make available government publications. At least 31 centers of excellence are in selective depositories. In the last five years, 78,500 documents have been claimed. Those, at least in the Virginia experience went mostly into the great documents heaven. About half the claims that have been made were by non-CLE libraries, just depositories that needed to fill known gaps in their collections. So far, about 238 Dems have been chosen including one format. Some

are centers of excellence that are for entire agencies such as energy and education, you talk -- you heard Bill talk about that yesterday. Others are much smaller. So American activities hearings. There are a lot of stems that have yet to be chosen. The preservation Stewart program and the exchange program will certainly grow the number of collections. That is promise -- they are promising to care for government information. I hope you all are going to use exchange and start building your collections and sign and MO you with GPO. I will now turn it over to Alicia. She will talk about the regional perspective.

>>> Thank you. Mary has talked about more distributed and decentralized -- decentralized models. I will show you what a regional might do. Even though it is a regional perspective, I'm talking about what we do in Minnesota. I would consider is nontraditional. We do cover so many selective's. 70 libraries altogether including selective and us. That is nontraditional in its own way. I guess I also want to make the caveat that Mary and I are talking more about print and tangibles even though Cindy has mentioned that the scope of this national collection includes digital. The most pressing issue for regionals is the printed tangible collection. That is what we are talking about more in the sort of case studies, how we will deal with this tangible collection and how we will build that.
>> Okay. So, just to give a brief overview of what our regional looks like, we are the regional for 70 libraries altogether. We are second behind California with 70 2 or 70 3. -- 72 or 73.
>> It is distributed between four different libraries and 13 campus libraries. Four have government documents. That makes one collection. We made sure that we got cataloging done. That was a big part of our work. We also have a law library. This is new and we just got this on earlier this year because they are under a different director. That is something we had to do. We have worked closely with them for many years. We have already been collaborating on that.
>> I mentioned that the cataloging project, that has been really key to building comprehensiveness for us. This slide gives an outline of our broad collection philosophy. Our scope is to use -- be as comprehensive as possible. Our cataloging project has made us see where our gaps are and work with our select is to try to fill those gaps. The big reason I think we have strived for this comprehensiveness is, when we have this many selective's, we want to be able to support them and say we will have a copy here for you. They can fill what they want locally. We don't have to worry about having those materials that are not of interest at the library. The other reason this has worked for us is that we have a great consortium here. Minute:is the biggest lender. They do attend -- ton of resource sharing. They have made it possible for us to make sure our collection is accessible. We loaned a lot of government documents across the country. That is because we have been doing a lot of cataloging.
>> Collecting for access as well is preservation. We want to make sure our collection can be access. It can circulate. That was one of the big things that we talked about with the stewardship agreement. Something that is pretty unique, I don't know if there is a steward that have this as part of an MO you, we wanted those copies to be able to circulate. We want to have the access and the preservation piece. The other thing that contributed to that decision was that we are a shared -- we have a shared print agreement that was already in place. When we look at the preservation stewardship that required us to circulate copies. It goes both ways for us. On the other hand, we really strive to have access online to these materials. We have them in print and we have up focus on tangible, we try to make sure we have original access online when possible. We have it set up in our catalog where we have a link to a copy in the record if there is a digitized copy. We make sure we have those available. There are quite a few different paid subscription date is -- databases that we have. This is not on the slide but we also have a really heavy focus on print as our tangible of choice. If it is microfiche versus print, we will choose print. That is something we have been diligent about. We need a print copy. Then, this leads into the last piece, collecting. We are on a ton of mailing lists. We have collected heavily in agricultural areas. It is a big area at our institutions. We get a lot of documents that way. And, we have staff member who looks for documents from the USDA that are submitted to GPO. We tried to find them, we seek them out on

purpose on a regular basis. When we find those that are only online who have them, we print them and then catalog them. We really want to have that print. We want to have that footprint to make sure we have access for the long-term. That is very important to us.
>> So now I get to plug exchange. We are all excited about exchange. We have taken a lot of advantage of exchange. We have implemented it starting in September. We have loaded all of our lists. We are to have these created. We have materials that we are stewards for. The senses, the basic collection and essential titles, we are trying to collect that in print. We have things in there that we are trying to get an a miscellaneous area. We have found this has been pretty successful. It is only been a couple of months. Since late July, actually that should be August. 16 items all from libraries were received. We would probably not have acquired that but this has made it possible to fill some small gaps. It is only been a few months so I think that is looking pretty good.
>> The one thing I will say, I highly support exchange. I know it still has its quirks and things that could be improved and Lisa cringes whenever she gets an email from me, that is practically weekly. We spend a lot of time working with this and finding things that don't work super well that we really would like fixed so I think, as exchange grows and gets better and has new functionalities, having a way to cross reference by subject, we would like to have some other fields, some things we could do to build comprehensiveness. Over time, I hope it gets more attractive for people to use.
>> Having that material and selective's, I am thinking about post -- posting nationally to the list. I think it will be helpful to start building a database of what is out there. It almost gives us a different way to define the national collection. It does that.
>> The other thing I got some numbers from GPO just to know how many libraries have been posting in exchange so far. I was curious about that. There have been 131 libraries who have posted offers. 43 have posted needs. So there is an overlap. Just thinking, only 117 have posted offers. We only have 16 items. That is something. There are 1100 depository libraries. I can only imagine how much we can fill in if more people use that. It is very exciting to hear about that.
>> And then my future hope. Cindy has mentioned catalyzing -- cataloging quite a bit. This has been key for us. I think the more cataloging everyone can do, hopefully GPO can help with that at some point to do support cataloging. The more data and cataloging data we have the more we can define some of these gaps and really build our collections that way. I think that will be really important in the future. This is more for us but, thinking about stream work or preservation, maybe more titles. Thinking about in addition to the access piece of the comprehensive collection.
>> With that, we want to save a lot of time for questions and discussions to see what you are thinking about. You have heard two different sessions. We are going to leave quite a bit of time. Please, ask questions and give us your comments.
>> We have two questions and one comment.
>> Is there a way for [Inaudible] yes. We are posting our needs to exchange. I have posted mine to exchange and I think others are doing the same thing. There is no backwards interface from exchange, if that's what you're looking for.
>> All right. I am from the University of Washington library. I wanted to thank you for and engaging program. This is a lot of very valuable information. My first question though is, can you provide some background on how we got from 2011 and multistate, regionals and SOD.
>> Thank you. I think you are referring to when we could not cross state boundaries and now, why can we?
>> Yes.
>> I thought that might be the case.
>> A couple of things have happened. One was the joint committee on printing allowing for the discard of content from regional selections with geographically dispersed tangible copies. If you have for tangible copies geographically dispersed, that automatically implies or creates a situation where you're

going to have to share across state boundaries. That was the big thing. Another thing is that, when you take a look at section 1912 in title 44, it is the Senators that make the designations for regional depository libraries. When GPO sent up the Kansas Nebraska agreement for approval to the JCP it went up under 1914. The JCP said 1914 should not be used that way. Now we are using 1912.
>> This is for Alisha. So your --
>> They do. I was not sure that was possible. There is, I think it is the fourth clause in their, you can have it in a circulating copy with guarantee of a replacement. I thought that was sticky language. I talked to Cindy about this. How do we guarantee replacement copies? Is that possible? It sounded like it was more of a good faith effort to do that. We are fortunate in having so many selective's that we can rely on their copies as well that they fall under us as the regional. In that way, we guarantee that replacement, if that makes sense.
>> Have a question for Susan. Are there other preservation stewards that circulate their copies as well?
>> She is shaking her head yes.
>> My question is for Cindy. When you were showing the map of the existing relationships between regionals and state, I was trying to overlay that with the census split map. I think you know where I'm going with this. What happens when we overlay that? What happens with those existing relationships?
>> We have to tweak the map a little bit. You can see on the map that Puerto Rico goes to the Northeast. We really wanted to go with Florida since that is a regional that serves that area. The same way with South Dakota and Minnesota. We don't want to dismantle any existing arraignments, we can tweak the map a little bit.
>> We are using the census map as a base and we are going to move some rivers.
>> Do you have that power?
>> I have never tried.
>> Let's try that together.
>> I think if we all close her eyes and click our heels, maybe the power of togetherness.
>> All right. Thank you.
>> Anymore from the virtual people?
>> I have a question but I had to ask for clarification and I have not gotten met yet.
>> Okay.
>> I have a question about tweaking the map. If we were to enter into a multistate regional agreement and that did not quite match up with the census map but did make sense for us, with that -- would that make sense?
>> We can have it make sense for us if it makes sense for you. The map is a guidance to give us some picture of geographic disbursement.
>> This is Mary Clark. Library of Virginia. I wanted to mention the ability to check out materials once they are in the preservation stewards program. It is long been my philosophy, when in doubt check it out. If somebody wants to use it, please let them use it. Don't just sit on it because it is preserved. I encourage everyone, if you can, allow your material to circulate to do so.
>> Ashley?
>> All right. Circulating preservation copies. How do you ensure that there is an extra copy?
>> We don't do that. That would take a lot of work. We have to hope with 70 libraries that is the case. We have the card process. If they get rid of something that we don't have, we take it. Once exchange has the functionality for preservation stewards to get first copies of things, that will help. No, we have not done any work to identify copies in our region.
>> Okay. University of Kentucky library. I want to jump back to Cindy's presentation once a very, happy to hear that quote from 1941 where print was not the only format, maybe mimeograph was. Are you. You have where I'm going. Depression area and -- era and printing. I hope that will be very broad. The government information was presented in a lot of different ways on paper, not the best. Federal funds

went down to states during the depression. I hope we will include a lot of those things in our comprehensive collection.
>> Yes. The scope document we have refers to federal funding to have content.
>> 1909 checklist has an interesting definition. Publications, there was a little history of the change of the definition of publication in the beginning of the 1909 checklist that was pretty interesting. I might also want to say something about the circulating copies and being able to guarantee their replacement. We have definitions of a tangible and a digital. They have to be able to be reproduced. A digital version for preservation has to be able to be reproduced to be like the tangible version from which it was made. So, there are ways, without getting an original copy to have replacement copies through the provision of copy.
>> Okay. I wanted to go back to something in your slide which was last copy. As someone new to a regional, I had sort of been under the misconception that last copy was being taken in, or had to be taken in. Are there other institutions that are trying to implement this last copy, taking in the last copy instead of --
>> The details of how we are going to do that is not there yet. I have been doing research and I am looking at Canada as a model. We do a literature search and there's not much out there for the concept of last copies coming up in states. I know Florida has an agreement and I'm trying to work on making that possible going forward.
>> Thank you.
>> Are you coming to the microphone, or are you leaving?
>> Okay.
>> I have a question about, we do this where you find a PDF that is fugitive and you printed out and bind it and put it on the shelf. When you catalog those, do you have a standard way of calling out that this is a weirdo thing that we printed and if it goes to see NI and GPO catalogs it is there way to -- I'm thinking about the daggers. How do we know that this is something that you printed out? We don't do anything special. We have never thought about that. Yes. I think that is a great suggestion and something to think about. Do you do anything special with yours?
>> We made put 590 in there. That is not really consistent though.
>> That is great. Thank you.
>> When we do that, this is from our head of cataloging who suggested this. We have a 533 field. That is alternative format. We use that when we substitute microforms for print. When we do the print out we do 533 fields and describe how many pages it is and what size paper you printed it on and things like that. It is in the MARC format and you just do what it says for the subfields.I'm sorry Laura Sauers from the North public library in New Jersey.
>> Thank you.
>> I want to speak to Mary's presentation from the collegiate perspective. I think if you agree with this model or not I feel like it is pretty clear that his been quite influential. The database that you developed was the basis, if you will, of the exchange which has been a wonderful resource. You mentioned that there still are unadopted areas. So you have been a leader and influence her. What is the next way? -- Wave? How are you going to adopt those.
>> There is Cheryl, back there. You can ask her. This is Mary Clark. The gap is huge. Not all government information is equal, that is a sinful thing to say. I think also, we need to buckle down and sign and MO you. I have an extensive collection. I just need to find out what I am missing & some agreements with GPO and ACL and hopefully there will be a huge overlap. Once you have done one it is easy to do the other. That -- it just happened that there was a chicken and an egg. The egg will be the great exchange and the national collection.
>> I would just add the center of excellence list of people signing MO uses available for anybody to see. You can just Google that and, libraries who are thinking of being preservation stewards could take a look

at that list and choose things that are not on that list. It is not a substitute. It is certainly -- we know there is a gap. It is on the first slide, the link to the collection program and all the detail about it. It is on my first slide.
>> It sounds like time is up.
>> All right. Thank you all very much.
>> [Applause]

>>
>>> Hello everybody. I'm going to be introducing the 930 section. It is five OA -- Bruce Bailey will be speaking. The development of accessibility guidelines and standards will be discussed. Now that the 50A standards have been released -- 508 standards have been released we will get some information about that. So I want to get GPO encouragement to come and talk about this topic. Thank you.
>> Hello everyone. I am glad to be here. I have my first time the speaker attendee. If I say stuff totally out of line, real me in and say really, that doesn't work over here at all.
>> That is one of the interesting things. 508 is a federal law that applies to agency. It doesn't affect you directly but I will talk broadly about accessibility to people with disabilities. I do want to start off with who is the access board. We are a very small agency. I will talk about 508 and a refresh that we have been working on for about eight years. It became effective in January. There are big changes with the 508 requirements and why people have not heard about it, why they are paying attention now and what is this web content guideline. Who has a heard of this? Okay about half the room. That is not to bad. I will do an all-day station -- session on that.
>> Mostly I will talk about this weird thing and the levels. What is a W3C and 2.1 versus 2.0. I will be covering all that good stuff. First, we are the ark your -- architectural compliance and transportation. There are more letters in the name of my agency then people we have on staff. So 28 staff, 25 board members, that is not counting the 28 staff. We have 28 bosses for 28 people. Things can get a little dicey. For us, they only meet every other month so that is pretty fortunate. Our board members are presidentially appointed. They serve a two-year term, that gets extended. Right now we have public members because they get to serve until they are replaced. The current administration has not started replacing board members yet. We're trying to keep a quiet profile. I don't do webcasting and go out into the public very often.
>> We have 12 senior representatives from the very large agencies like Health and Human Services, Postal Service, General services, Department of Defense, education, any of the agencies that have off site facilities. We develop and design criteria.
>> We have done that through 1978. We do transit buses, trains and since 1999 we have been doing communications technology. Delegate -- telecom act and the electronic information technology. We provide technical assistance and training. I get to go out and talk to people about the standards and I am never doing you a favor. I'm just doing my job when you call me or email me asking for clarification. That is what we are therefore.
>> So, one of the things that happened with this new rule, I have a little diagram showing the overlap of how it was published. It is all, three different upended six -- appendixes. It is formatted as plain text rather than the dense code of federal regulation outline style. We write requirements and standards like others like ISO documents so that they are more readable. They end up being appendixes. We are addressing two different statutes so that makes things a little bit complicated. The major portion of requirements is appendix C.
>> The first appendix is scoping under 508. That is two chapters. Appendix B is scoping under 503. Again, 508 is scoped to agencies. Agencies share that federal employees have access to and use of information compared to those who do not have disabilities and that members with disabilities seeking information from a federal agency have access to it and it is comparable to those who do not have disabilities. That is

the big charging directive. When I talk about accessibility, I mean usable by those with disabilities. That it gets restated. 508 is all about rules that the government imposes on itself when the government Berkshires maintains or develops information technology. It is a reasonable thing to do. The federal government should only be purchasing and creating stuff that is accessible to those with disabilities. We have a pretty good employer of those with disabilities. We're not going to -- we are going to be full access. It doesn't make sense for the government to limit technology. We want the best and brightest people and we don't want to create access for those people. That is why all the buildings have ramps and elevators. And the same thing for the public. We want to make sure that we don't have old systems and websites that have their -- barriers to using them.
>> One of the radical things that happen with this go round of the 508 is that we added or don't have the requirements in our stander. We make a formal citation by reference to a document developed by an industry consensus process. It is a web content disability guidelines. What we have done is taken the level a and AA requirements and apply that to web content, that was straightforward. We said we want to use the same requirements any plight -- and apply them to other things. Non-web documents and off-line instructional materials. They are also there for software interfaces. Our software user has interface things so that we can manage curriculum materials.
>> There is a lot in the 508 rule. I will spend most of my time today talking about this. People are anything it is IT. That is not true. That covers a lot of things like hardware, telephones, the computers, kiosks, software that is not web applications. There's a lot more to the 508 rule. By a similar vein there is other stuff that is not cited by 508 standards.
>> In particular it divides requirements and the list of things to do into three levels of accessibility. We -- the AAA bubble is outside of the 255 roles. There are three or four different citations in our regulation. The structure and the way we want to make the citations, 508 chapter 2, accessibility standards, that is under electronic content. That is kind of the first major reference. Then drawing down a little bit further, informants, that is for software. I mentioned the software. Then it comes up again in chapter 5, the software chapter. Content creation and editing. If you have software that makes document, that has to support creating 2.0 conforming documents. It is very convenient that Microsoft Word and Adobe acrobat all do that right now. It is not a heavy lift. Then chapter 6, support documentation. It is always covered for electronic support document. It is a non-paper version that confirm -- conforms.
>> Of course, a question I get all the time is what does 508 say about EDS. That is a very popular format. The revised 508 citation is all on form, blah blah blah, it could be off-line documents, not every document, many different categories and software shall conform to AA and incorporated by reference. It's where we tell you where to get the document. So there is nothing in there about PDFs except that it was developed with PDFs in mind. So Adobe was very much contributing to the 2.0 standard. Adobe is very involved in 2.0 and versions of that. They are perfectly happy using this as a metric for what makes an accessible PDF. They don't feel it needs to be something separate. Mostly it is not standard specification. They just call out the reference to the PDF. There is one exception on that. First I wanted to talk about where that will impact on PDF and documents. Everything I said will be applicable to power points or Excel files or Word documents. Chapter two an electronic comment. EE 502, that is covered. Anything on a public website is required to be accessible under 508. 503 excuse me 205:3. Official communications. I will not go into the list but basically, it is a list of things that are most critical types of communication from an agency to the public or employees. These are not public facing things. They might be email attachments, part of the database that you have to sign into. There -- they are still critical to accessibility. We call those out. Those are going to be off-line PDFs and work documents. So, for those, there is an exception for non-web documents that are a little bit awkward to apply. They talk about a page and that kind of contact does not really work.
>> In hindsight, having a section 504 within section 508 was very confusing and I don't know what we could have done. It did not require -- appear to us until we were trying to do support. I don't know.

Section 504.2 has mentions. It says something about PDF export. That is a specific reference about PDF. Then, chapter 6, document services, is electronic support documentation. Of course there are other formats as well -- formats as well.
>> What does that look like? Five -- 504.2, authoring tools capable of exporting cape -- PDF files should be capable of supporting PDF files that conform to ANSI/2016 for PDF/UA 1.
>> That is the regulatory language we settled upon. The plain language version of this is that if the software can produce a PDF then it must have the option to create PDFs that are accessible. This stands for PDF universally accessible.
>> There are lots of these in the printing yet -- printing world. Don't talk about that.
>> All right. So, there are many variants of the formal PDF standard. They are all a I I am -- AIIM
>> All of those are chaperoned under that. Probably, unless you are talking about Adobe acrobat personal, you don't know -- professional, you don't know which are exports. People don't pay much attention to that. You really need to ask the vendor of your software, how accessible all -- are these? You will have to say is it PDF UA? Please do ask your vendors those questions about that. That is probably something that will not come up. We were considering putting that in the standard, it is really a very technical thing. It is less of an issue.
>> I want to talk about and give an overview of 2.0. I need to mention this W3C, the audiences I speak to have not heard about this. If they have, it is unusual. These people are full of themselves and they have all the web standards and their full of themselves. They have HDMI five stuff. For them to hear that half of their audiences only there because accessibility is disorienting to some of those people. It has been nice having this in the home of the W3C. It is an ivory tower institution. Accessibility is done for recognition of the W3C as it has for the other way around. That has been cool.
>> The home at the W3C is the web accessibility issue. That is the W AI they have been heading that up since the W3C has been in business.
>> So, as with any W3C standard, this was a multistate and multi- level interest. You had broad, transparent open meetings. They are publicly doing the work. People can become by being a in -- and invited expert. You actually have to be -- this is how I got involved. They said why don't you be and invited expert. That worked out pretty well for me.
>> They -- it is just one more noisy person asking questions. I think 2.0 ended up better because I was part of one of those squeaky wheels.
>> It is been formally adopted, a reference by many corporations, countries and the international standards organization. The other thing I need to mention is that it is one of 3 accessibility oriented guides and sets of guidelines. There is also one for user agent guidelines. Your user agent is your web browser and system technology. They have their vernacular, I don't know why they just can't say browsers. They say user agents. Then they have offering tools and accessibility guidelines. We did not reference those two. We did draw from those a little bit though.
>> I'm going to be talking about how having one standard really does advance accessibility.
>> One question I have an that I get a lot is a web content accessibility guidelines. I would like to make the point that they are standards. That just means that is it written in a way that is testable and measurable? Does it have sufficient community interest so that you can say it is broad enough not just to be good advice from some academic organization or somebody who is an advocate. It really has to be something that has the multi-attention from seven different -- several different factors.
>> There guidelines, because the W3C does not have enforcement power. Once they are adopted by a federal agency, they become [Inaudible]. Why there are three digits, they are organ inside -- organized by the principal. There are four broad principles, receivable, operable, robust, understandable. That is a good way to group things. That does not help you as you go through this. It is not terribly critical. That is the kind of thing, the big overarching tears. Underneath that is guidelines. Those are more general purpose but not part testable. Then success criteria. This is an excerpt. They are testable statements not

technology Pacific -- specific. Each of these criteria is rated as a, AA or AAA. They have a minimal baseline which is level a, a floor. Don't just start with the floor. It is very important, things are critical. The requirement for alternative text, 1.1.1. That is a three digit scheme. Principal one, perceivable. It is the first thing listed in that group. Keyboard functionality is 2.1.1. That is the second most important. So there are lots of important things. As we went through it, with the current excess abilities, the AA matched up the best. AA is a good amount of accessibility but there could be a lot more work. The captioning of videos is still in the perceivable category, 1.2.2. If you don't have captioning on a video and you're deaf, you're not going to be able to get anything out of that video. Even though that is expensive and hard to do and requires some extra equipment, it is very critical for accessibility.
>> AAA is accessibility. The main thing is that maybe it is not applicable to all technologies. They did not want to have a requirement that you could not use every single place could find it. That is why things ended up being AAA as opposed to AA. So organized content, using content is a common sense, logical things that go thing to do. You can think of a lot of things that don't have headings so those would fail. That is not quite right. The AAA things are the best practices. I think that is fine.
>> Your actual, formal performance, you have to meet all of the success criteria within the group and it applies to everything all the time. If you have 1000 images on your website and 999 has good ALT texts and one doesn't, that is a failure. You have to do all of them at a particular level. You have to do them all in the same way. If you're going to do AA compliant, you have to do all the AA and all the single way. If it is not applicable, it is satisfied. So if you don't have any videos, you meet the requirements because it is not applicable.
>> You can't claim conformance for 3 of 5 pages or 3 of 4 pages because everything is excessive that show accessible except something at the very end. That doesn't help. It is not the true story. The whole process is very important.
>> Conformance applies to the entire page. You can't just say half the page. Multi-pages, all the pages must conform. You are allowed to use technologies not accessible as long as you don't need them and there are conforming alternate versions. It is important that if you do use something that is not conforming that it does not block anyone else from using the rest of the website. My final note is that if something conforms to AA or AAA, people could still have trouble with it. It is nice to and try to be receptive to complaints with the resources to provide, even if you think you're doing a great job.
>> Let me point out some resources. There is the overview. That is great. The actual standard itself is not that hard to get to and often I am talking about this for a couple of hours or half a day. I would just work right from the standards. I will give you the URL for that. It is written right here. It is -- it was written for laypeople. It really is designed to try to use the resources and learning about the resource. I mentioned success criteria. This is not part of the normal specification. These are just techniques. Each of the success material will have a link next to it about under -- understanding how to use that success criteria. Do pay attention to what is said about performance requirements. That goes into a little bit more detail and it is something that you do if you claim AA performance. There is also a lot of questions about alternate conversions. It -- you are allowed to have multiple versions of the same information and data. One needs to be accessible in order to claim performance.
>> I mentioned contextual links for understanding. There is nothing that actually talks about why is it useful? How does it help people with disabilities? That is all linked on some additional supplementary documents. That link is without success. If you come across that, it makes no sense as to why that has anything to do with this ability, the link under understanding, it will explain the intent, the examples, how does help people with disabilities and related resources and some of the key terms that are being used.
>> So, that is the understanding. It is not in the document itself but in this rich set of other documents. The techniques links are the things for the developer. It is a real, the granule are aspect of something that is coded on the page. One of the things I warned about is that it is a large volume of resources.

Make sure you are using a current version. There are dates at the top. The undated ones will be gone when they are not dated. As soon as you hyperlink to a technique, if that has a date and it is part of a URL it is important to double check that that is that show that there is not a more current one. That does not change requirements. It might have it better written.
>> Since the success criteria are agnostic it is important to have techniques that do address technology. There are lots of techniques for PDFs, Word, HTML, Microsoft is not so keen on having their stuff on the W3C sites. There are solar light and flash techniques and CSS techniques. Mario has been popular. So, the techniques also show how to use them and when to use them including source code and links to other places that could be related and some of the sub cited tests are failures. The failures are important because that is the only place you get a black and white affirmation that something is wrong. So missing ALT text is wrong. What constitutes good alternative text versus poor alternative text. It was a human judgment kind of thing. This really does defer to the developer that you have made an honest attempt and probably that is fine.
>> This developer is good to work on this. It is sometimes called a quick reference. It, if I had more time I would demo that a little bit because it is really cool.
>> I want to mention that this is under development. The first version was not until 1999. That is a way ago.
>> Is also about the site -- seine -- the same time that we had the 2008 standards. That is a long time for standards to wait. Those were incorporated and there are former references -- formal references around the world to these. It has been named in a bunch of lawsuits. I will give you lawsuit -- examples of that.
>> Now just a few months ago, it is backwards compatible with 2.0 but added in additional success criteria. There were things that were not well addressed before. Mobile phones, if your web browser, if you rotate the phone or not, that is a web to -- page that rotates.
>> There is five criteria that were added. One question I get a lot is does that mean that the 508 people need to update? No. Our citation is the date of 2.0. It is a work in progress. For a couple of years we had everyone in the world that had an accessibility standard. Now we are starting to see a shift away from that because they do have a new version and we will probably have a newer version in 18 months. So, the standards are being updated. For now, it is just 2.0.
>> Some other things I really like people ask for plane version or top 10 list or checklist. One of the cool things is that it is a check last -- checklist. You have 12 items that are a pretty good overview. The way it is written, prioritization scheme, you can, if you're just getting started with accessibility, if you're just starting out, we talk about the performance requirement. These are things that somebody using this technology comes across and they are blocked from getting further into the website. Address those first. Then to single-A. That is generally easier to do. They're terribly important for accessibility.
>> Then to AA. Those are more work. They are what people think of as a floor of accessibility. They are going to be important. After that, you can do and take a look at this if you are rocking along you can use 2.1 success criteria. It really is an intervention plan built right into the scheme of this.
>> One of the questions I get a lot, nonfederal websites, must they comply. Generally the answer is no because this applies just to the federal government. So Section 508 is not applied however, many state and local governments and private sector ordered -- that sectors may reference 508. There could be guidance or requirements depending on other local rules and regulations.
>> There is nobody else that has hardware for accessibility. 508 is good for that.
>> Very often, accessibility is a condition of getting federal assistance for contracts. But, you should not worry about, you have $100 in federal assistance to put off some brochures and it is going to cost you $200 to make them accessible. That is not quite right. If the agency is expecting accessibility as part of the grantee or the contract, that should be, they should be very much upfront about this. They are not always that good about it.

>> Accessibility does fall on program access. So, your website would not need that. This also has the case law that those apply to.
>> The 508 is of course enforced by each federal agency. We are not the access port. 504 and 508 apply to agency's programs and services federally conducted. Again, it is incumbent upon the agency communicating that expectation. If you're getting federal assistance and have federal dollars, the federal agency could be consulted. They should know more -- more about accessibility than the grantee, one would hope.
>> I have some other examples. The status -- the state of California has assistance from the state. You may be getting more in your state than some other people. I'm told that it is California code 7405. Is that one that has come up?
>> Okay.
>> Health and Human Services have awarded grants for statewide programs. They require 508 standards. Medicaid has been a big proponent. Their managed-care regulations, the affordable care act, electronic records, anybody receiving Medicaid funds must have this readily accessible. So this is mentioned readily accessible. Electronic information and services section 504 and W3C web tent -- Web content accessibility. That is pretty dramatic.
>> Then we have the big elephant, the ADA. DOJ has provided guidance. They have been very clear that that includes information provided through the web. People have been asking for many years, what does that mean specifically? In 2016 there is a supplemental in the legislative speak. Nondiscrimination on the basis of disability. Hundreds of responses to that, it is worth taking a look at that. One of the things they ask is should we use 508 standards or WAI standards. That was the question. I have got this. It is on the government website. They never came out with anything definitive after that. They have withdrawn that. The day after Christmas they did that. I have the federal register here. It was all part of the regulatory environment. The DOJ thought it would be better to hold back pending things rather than saying not having anything at all.
>> That left your businesses and state and local governments, it was mostly business concerns, they said we need something, nothing is not helping us. There were laterals -- letters that went from Congress to the department of justice. The written request from the senator said something that said, Tulsa does not apply.
>> We have said for years that it
>> We have said for years that it does apply. If you want to follow that, there is a lawyer who does a great job tracking this kind of stuff. She has the letters and translation letters. So, is actually on her front page.
>> It is 2018 on her website. That's listed here.
>> What DRGs -- what DOJ said is we are not going to say that the ADA does not cover websites. That is something. Something is better than nothing, I guess.
>> Until they adopt specific requirements, any of those that are subject to the ADA has the ADA general requirements for nondiscrimination and effective communication. The precedents is not insignificant. They are tracked. Alayna has a nice track of records. In Baltimore, they have brown gold.calm. They do a lot of work in this area. They recently hired Yves Hill who used to work for the Department of Justice. I think we will hear more about that. The legal sphere, lots of things are happening.
>> I think I want to mention some resources. I'm going to go ahead and stop and take some questions. While I do that, let me stick out my email address. It's right here. We are there to answer questions about standards. I'm not going to let anybody out early.

>>
>> So many of our depository libraries are academic libraries. The libraries, librarians are embedded in using systems like campus, and management systems as well as things like the guides to share. Are you -

- I would be interested in what you're seeing in terms of these kinds of systems. Are you finding generally that they are compliant and there is a benefit, or is there work to do in this area? There's plenty of work to do, that is for sure.
>> There is -- the agencies themselves are big consumers of these online course tools. There is a newer product out that I think is very positive. It is one of these things that has a 11 why, accessibility. They have an add-on to blackboard and Moodle and one other one.
>> It is a big issue. 508 has some particularly broad exceptions and it. One is national security. The biggest one is commercial availability. If an agency finds that they can't find an accessible product, they are allowed to conform with products that best conform to the standard. That is great. The highway doesn't block agencies from doing their work. On the other hand, the accessibility barriers are still there. It, especially with something that has that much impact on people, it is affecting a lot of users. That kind of nonavailability exception is not in the ADA. It does not help anyone who is paying for accessibility. Really, I like the canvas product, that came up with a sponsor for the program managers. A lot of your content is just posting in tracting and who's taking test. They are glorified file stores. Some of the larger products actually have been paying attention to this for many years. I have big buyers from the California network and the California State University system. They recently put a lot of pressure out to find products. They might be the most expensive product, I don't know. There are more and pretty accessible products out there. The other thing I have is that you have to pay attention to how you're using them. Microsoft has been doing a great job of accessibility for years. Then they released this SharePoint thing that was totally inaccessible. You can deploy SharePoint in a way that is accessible. It is so much work. The appeal was that it was casual. It is constantly having to pay attention to stuff. With a lot of the systems, if you don't use certain features, you can end up with a an accessible experience. So Adobe connect is also kind of like that. You could have something very accessible not just for presenters but for your audience as well.

>>
>> Anthony Smith. I want to thank you for taking time to share your expertise on accessibility with us this morning. I wanted to refer back to your diagram, if I can. For the sake of clarification --
>> I have two.
>> There is the 508. That when there.
>> I think that what you're saying is that AAA is not required by 508.
>> That is correct.
>> I guess this is really my question. Later you talked about, you gave some examples where there were alt tags and captioning. AAA using hex -- section headings is not required under 508. Can you help us understand the rationale that turns that kind of decision that was made.
>> I'm struggling.
>> Maybe I can.
>> That is great.
>> Clearly, using this section headings to organize content is going to be critically important to many people in your audience, especially somebody with disabilities. So, that was one of the big questions in our rulemaking process, the advance role, what level do we align to and do we cherry. This. There are some things that are new to 2.0 that are clearly very important. Up significant oversight would be 2005 rules. One is the requirement for text contrast, to have good fidelity between foreground and background color of text. That is not in the 2000 standards. It is so important. So it is a 2.8 AA requirement. A specific number can be used for that. You have to sample the dark text and background. You get these mathematical formulas and you come up with a number. That number has to be 4.5 to 1.
>> That is great. It is very important that 508 pick that up. Another one is meaningful sequence. The -- if there is a logical order that that was preserved for the screen user. Again, not entitle 8. Something that

is very busy -- useful to accessibility. We knew we needed to pick up a bunch of AA. Captioning was already in there. Right there we already had the tier to go to. Then there was something in two-point ode AA that we were not clear about. There was something about SeaTac that -- see tags. That match to bad behavior with system technology. People said that is not in 508, why do we need that? We arrived at a consensus in -- it is better to click -- picked a tear. It was always going to be level a which was not enough. It left off things like captioning. Then we said do we pick up the AAA? There is some good things in AAA. It says captioning and a transcript. A lot of people like both. They need to have a choice.
>> AA is just captioning.
>> So you don't get a requirement for the transcript until you get a AAA. The other one here is organize contact -- content. Those seem like good things. There's a AA that says headings, when you use headings they are meaningful. I'm paraphrasing.
>> There is a AA requirement related to headings but not the AAA requirement. That really does fall from so many AAA things not being possible to do every single place. If I have a flyer, I need to have headings in there. I can't have a flyer without headings? The AAA things are very often too much impact when design.
>> That is why it retracted, if you go back to my picture, we had this set of AAA standards. We need to have accessibility requirements, not -- white echo that way.
>> We get lots of questions from advocates. You are not going far enough. You don't have high enough expectation. You don't cover all documents all the time. On the other hand, we are very serious about agencies being able to do this. There are active lawsuits and rights of private action. This floor is absolutely expected and required to enforce this through many agencies.
>> Okay. We have about three minutes.
>> Hello. Thank you.
>> Barberie Selby from the University of Virginia. I have a question/comment. A lot of academic libraries are putting up video material. The -- from my understanding at least one has taken down this material because they can't afford to caption it or get transcripts. If you have a transcript do you also have to have a caption? Will the transcript, we have a bunch of news things that have transcripts but they are not caption. Does that satisfy AA at that point? Does it have to have both?
>> Thank you for asking that. That is a question that comes up a lot. The federal experiences, first off let me answer the question. AA you are required to have captioning. A transcript is not enough. Yes, if you have a good transcript it is not expensive to have that turned into captioning. YouTube will do it for you. Still, it is a lot of extra work. Getting that transcript, of course, is very expensive. Compared to the cost of the transcript versus the cost of captioning and the cost of the video, they used to be about the same. If you had a studio and a cameraman in the light man and you make do makeup, the cost of shooting a video was pretty high. Adding captioning was moderate. Now the cost of video is basically 0 and the captioning expense is as much as it ever was. Agencies do make that hard choice to take down videos because they can't afford to caption them. I have a mixed reaction about that. Sure, yes, we are taking down stuff. If it is important enough to post, isn't it imports and -- important enough to get it caption?
>> If it is not important enough to find the resource, it's probably not important enough to post. Let them come in, ask them to be downgraded. You can have the transcript, if you know you need it.
>> They need to be caption.
>> All right.
>> I definitely understand that there are different types of this. Some of these are just, they are not -- I don't know, there are variations within that. I agree, if it is telling someone how to apply for Medicare, absolutely. If it is what we have, 1960s film footage, a transcript, I think it is questionable.
>> You can put a wall in front of that telling people that it is available and put in the request and may be caption it if you get the request from the video. Don't post a video and say have a link at the bottom of the page that says if you need captioning, let us know. That is not there, that is not equitable. If you

have a process where you can deliver the video and then give them the transcript and then you are treating everyone the same. A lot more work.

>> One more thing before I go. I'm overtime right now. Descriptive identification. That is my buzzword for how much alternative text you need most of the time. Descriptive identification. You don't -- the 1.1.1, the nominal equivalent is text equivalent. That is a very high bar. There's a lot of exceptions to that. One is sensory content or experience. If you have a WebCam set up that is a sensory experience. You don't have to caption silence. So, the requirements on the face are pretty reasonable and flexible for these things that are sensory experience. Descriptive identification might be all you need. Thank you all very much.

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>> Further Powell -- panelists include Jennifer Rowe from the University of North Texas library. Todd Scudiere, technical services and library services and constant management office. Also, Jane Canfield, from the Catholic University of Puerto Rico. Let me just say that of the panelists, Carmen Cruz expresses her apology as she cannot be here because of a family emergency. So please keep her in your thoughts today, we are expanding on a topic which was presented this past April during our virtual meeting about reaching the underserved population of this country. This topic for the session reach out and help serving the underserved with the government information is a topic that touches each of us as librarians and human beings. Each of us has encountered or interacted with someone within the underserved population. It may be a student who lacks medical because of a lack of insurance, or an elderly neighbor who needs help finding home care services. It could be your friend who has a son or a daughter incarcerated, or even perhaps a homeless person just walking the street and holding a sign saying he will work for food. This session provides an overview of the underserved population as well as a challenge to reach out and help this group. It will identify specific groups, which are characterized as underserved such as members of minority population, and individuals who have disparity. It will disclose captivating results of a survey conducted by the University of North Texas library, which focuses on disabled university students and the challenges of providing effective services to this less guarded community. It will also include a synoptic of GPO successful activities with the tribal colleges and communities. We will include an overview of the underserved, but we will look at a few definitions and identify specific groups within the underserved population. Secondly, our panel will provide resource sharing, and then we will have a brief question and answer session, and wrap up this session. According to the department of health and human services, the underserved vulnerable and special needs population are characterized at communities that include a number of minority populations and or individuals who have experienced [indiscernible]. However, the health and resources administration describes medically underserved areas of population as those populations that have too few primary care providers, high infant mortality, high poverty, or high elderly population. In addition, according to the 4H underserved vulnerable population, the review, published by Clifton Bridges, underserved populations include but are not limited to members of mammograms, or ethnic groups. Rural residence, urban youth, the unemployed, and the homeless. Finally, the national Institute of food and culture terminology is vulnerable populations, which states there are groups exposed to high risk within five dimensions. Those dimensions are developmental, emotional, mental, physical, and social. We want to identify the underserved according to the American Library Association and the United States government, which include the department of health and human services. I will highlight on a few of these and you can download this presentation later from the FDLP website. According to the American Library Association, the underserved include older adults, people of color, people with disabilities, people experiencing property -- poverty or homelessness, and rural nature. In addition to some of the mentioned groups, the United States government is also included the following as being vulnerable or underserved. Latino populations, refugees and individuals with limited English proficiency. They have included young adults and no secondary graduate students who did not have a coverage option through a parents plan, a

students plan, or an employer plan. They have also included new mothers and women with children. I found this information noteworthy, and I will highlight on a few of these as well. According to the work published by the Department of Health and Human Services, vulnerable populations include consumers who share one or more of the following characteristics such as high risk or health problems, and/or pre-existing conditions and limited life options like financial, educational, and housing. Also, they display a fear and distrust in assessing government programs. They have limited ability to understand or to give informed consent. For instance, consumers with limited English proficiency. Also, those who are victims of any type of discrimination. It further states that to understand populations include consumers who receive fewer Healthcare Services, and encounter barriers to assessing primary health care services such as economic, cultural, and/or linguistic. So why do we reach out and help? We want to look at two particular groups, the homeless, and persons with other languages. First and foremost, we are challenged to reach out and help the cause homelessness if at an all-time high in this nation. Statistics indicate that in 2017, on a single night, 553,000 people are experiencing homelessness in the United States. That is tragic. In addition, persons among the homeless environment also are experiencing health issues as a result of various care, lack of access to adequate food and protection, and limited resources and social services. However, there is still hope and there is good news. The United States inter-agency counsel on homeless together is working with state, community, and federal government along with the private sector to reduce and ultimately end homelessness in this nation. Our hats are off to the for the great work and the progress they have done. Secondly, we must consider people of other languages populations as being normal and underserved. Statistics indicate that in the Washington metro area alone, at least 168 languages are spoken at home. 26% of the metro area population age 5 and older speak a language other than English at home. The statistics indicate a great need to reach out and help these less served communities. If I may quote from an article published by the American Library Association, for intellectual freedom to flourish, opposition to censorship of material is not enough. Access to materials without prejudice to every member of the community must be assured as one of the core values of librarianship, equality to access, to recorded knowledge and information which involves ensuring that all library resources are acceptable to all, overcoming technological and monetary barriers to access goes hand-in-hand with democracy and freedom. With that being said, we have a great panel who will enlighten us more about the challenges, as well as the services that are available to the special groups. Please proceed Jennifer Rowe. [APPLAUSE]
>> I am Jennifer Rowe, and my title was social science engagement librarian and I work at the University of North Texas. I am a subject librarian for a member of academic departments. Our library detonated a point person or liaison for public services division to the University of office of disability access. In that capacity, my job is to facilitate two-way communication between the library and the office of disability access. What I am talking about is students with disabilities and my experiences with them that led me to begin designing a survey to figure out how we can better serve those students in my library. But disability is such a broad category, and it can include a wide range of needs, and services to accommodate. I am including in that learning disabilities, developmental disabilities, mobility, hearing disabilities, blindness, posttraumatic stress, among other things. As a subject librarian for the [indiscernible], I get a lot of request from patrons who have other disabilities and many students with disabilities pursue a rehab degree and want to work in a helping capacity with other people who have disabilities. In attempting to assist these patrons, I noticed some trends, and I started to wonder whether or not the library is truly anticipating and meeting the needs of the students, and whether or not I am providing the type of reference and research along with the help and support that the students benefit from. So I am embarking on a research project about the expectations and experiences that the students at my university, which is locally, was the next step in turning my interest into something more concrete that can hopefully help make my library services and resources more inclusive for people of all abilities. I will not talking about the results of the survey today, because I am still in the process of

developing the instruments I am going to use used to survey the local community of students with disabilities. I will be utilizing the help of our office of disabilities access to distribute that. Also plan to recruit some students with disabilities to participate in a focus group. During that time, I will ask them to talk about their experiences in the library or why they don't come into the library or how they feel based on their experience at the library could be more accommodating to them. As a next step after my initial survey, and focus groups with students on campus, I am also interested to asked libraries around the country about their experiences in providing reference and research help to students with disabilities, and how adequate they feel the library address the needs of those students and what are the things they are doing to provide special accommodations for those students, and what led me to want to survey librarians and I have struggled on how to handle a request with for example help with a blind student, and what level of accommodation to provide as a librarian, and we typically don't want to provide resources directly to the student, we want to teach them how to find those articles and books and things for themselves, so I'm interested to know what other librarians are doing in those situations. One of the things that we know can be really challenging for students for example, who are blind is that the research process for them but using a screen reader, they have to navigate the website and the screen reader reads to them every word on the website from left to right and from the top to the bottom of the webpage. You think about how difficult that would be to close your eyes and have somebody read the words on the website to you. You know where to click, and they are starting on one website, and authenticating and linking through a database, and then starting with a brand-new interface, and then trying to link to full checks, which we know in my experience, the database vendors, they are not always providing the assessable PDF, and in full text in formats that are assessable to students who are relying on screen readers. That translate to students who are blind not being easily able to access the literature. Even after we go to the trouble of searching an article, they may or may not be able to read that using a screen reader. That led me to want a group of librarians to see how they are handling these issues. Some other feedback that I have gathered from students is that the physical library spaces can be very challenging. We have in our library heavy double doors to get to the restroom. That is a real issue for students in wheelchairs to try and navigate through these heavy doors that are fire doors that have to remain closed all the time. We have stacks that are too small for students and people in wheelchairs to reasonably navigate. In my library, I have received feedback from students that actually in the main library on campus, I received feedback from some experiencing sensory overload because we have a giant room and the level of activity and noise in that room can be overwhelming to students. That is to students with different types of disabilities. These are just some of the challenges that I have anecdotally heard students talk about. We know that equitable access for students is so important, so there is kind of some things to keep in mind as students with disabilities are growing in a demographic up to 10% of students at any given college or disability, they can have a disability. We also know that students with disabilities are a higher risk of not graduating or re-enrolling the following semester. It is important to be mindful of what we can do to help facilitate those students and graduating and having equal access to library resources to help them do that. We have had situations come up in my university where instruction sessions can be a source of panic for librarians, and we had a situation this summer were a library and was notified a day before in an instruction session that there would be a blind student in the class. So we do have the screen reader on all of the library computers, and so the student was given the option to use Jaws, but she understandably did not want to disrupt the rest of the class and call attention to herself with the noise from that program reading the words out loud. So that kind of led me to think how can we plan for these type of situations proactively and not simply react in the moment. How can we accommodate without causing unwanted attention or inadvertently singing a student out who doesn't want to be singled out? Also, I read that most librarians who are serving students with disabilities have little or no formal training in that area including myself. I am learning as I am going. Another thing that I would like to mention because it has been such an outstanding program on our campus. One of our students with autism is a regular in my library, and she had a bad experience where she was a victim of a crime, and when she went to reported to the police, she was overwhelmed in that situation with the flashing lights, and the police officer wanting to gather information from her, and she actually tried to walk away. The police officer did not want her to do that, so she was in the situation where she had went nonverbal and was not able to communicate. What had happened to her, and sometimes in those situations, if you have a student with a disability, it can appear to a police officer or a first responder that they are intoxicated or noncompliant. So Christiana worked with the police department and other stakeholders on campus to get a card created for students with disabilities so they can register to get the car, and then the card is specifically for first responders. They can carry it in the wallet with their ID, and if they have an occasion to interact with the first responder, they can present the card and on one side, it has what accommodations the police officer can give that student, and then on the other side, is this what their disability is and they have an emergency contact person information. That program has been really successful on campus and it is actually being expanded out to the Denton independent school district and the police department as well is offering cards to civilians. Another thing that I would just mention because it has been a huge issue for us and this is something that you can do to help people with disabilities at your institution doesn't involve rearranging the space or the website is to know the law and the policy at your institution specifically regarding service animals and comfort animals. We have a problem on campus and I am sure many others do, that a service animal or people misrepresenting their pets or comfort animals as service animals. That may not seem like a big deal, but it poses a huge danger to people with actual service animals. We have seen it on campus where students with disabilities who have a service animal have had their animal actually attacked by another animal that was either a comfort animal or just a pet parading as a service animal. Our office of disability access is actually requesting that faculty and people who work in the campus facility actually report incidents to students having erroneous service animals, or comfort animals they are bringing into the building. For us, and this may be true at other places as well, comfort animals can only be in the residence halls and not be in any of the other buildings including the library, or anywhere else on campus. So one way that you can easily identify whether or not an animal is a service animal or a comfort animal is that a service animal will always be a dog or a miniature horse, but I don't think we see that too frequently. I love cats and I am a Person, but when I see a cat -- cat person myself, but when I see a cat in the library, I know they are not a service animal. Service animals can be a dog, and the main way you can tell a service animal is their behavior. They are usually always going to be quiet and they are going to be well behaved and stick close to their human companion. They will not disrupt anybody else or sniff other people or beg for food or anything. They also will be potty trained. If you see an animal or dog in your library, and you see it disrupting others or that is not potty trained, you can ask them to leave. Even if it is a service animal, once it has become disruptive, it should no longer be in the building. There are just two questions that it is acceptable to ask a person about their service animal. You can ask is your dog a trained service dog and what task is the dog trained to perform. No other questions are supposed to be asked of those people. Weaver for a student to have an animal to our office of disability accommodation. Those are just a few things that I want to know, and it is so important that we be mindful of students with disabilities and try to be inclusive and do everything that we can to provide equal access. I will be serving students and analyzing and correlating the data in the spring, and I will be glad to share my instrument because I think it is important to maybe think about what we can do locally. That way, we can either informally or formally survey the local community of disability and how I can share my instrument with you. Said the second year that I was there, I had the pleasure of meeting Ken McDonnell. They was presenting at the conference. So, we became friendly and started to realize that we could collaborate, and that is how the bureau population actually started, and what we had been doing was a catalog for them and thinks. But we really started to move forward on financial literacy and a newsletter and different things. We started

to coordinate our presentations together because we realize they have a program that serves libraries, and we print their materials and ship them from our facility and we actively serve the community. We have been part of for the last three years, and last year, Carmen invited me to present a second conference, and it was not tribal libraries, but public libraries from all over the state of Montana as part of the literacy day for over the state of Montana as part of the literacy day for public libraries. I was able to introduce public librarians from Montana who had not heard of the FDLP. Some of them might not have ever heard of some of our services, and they was really excited to hear about it. I was supposed to, and this is really short because I was supposed to lead into introducing Carmen, and she had a family emergency and unfortunately she cannot be here and our thoughts are with her and her family. That is actually all I have for my part of the presentation. Thank you. [APPLAUSE]
>> Good morning everyone. Although we are approaching lunchtime, I am vaccinated to be our wrap up questions and comments person, and since I have a few minutes, I will make a few comments and input it up to you guys. I am as most of you know Jane Canfield , and I did not at this conference bring anything that is bilingual because I am also serving on the [indiscernible] consul. Aspect counsel. Those -- counsel. Those you that know me know that I am passionate and that is how I had connected with Yvonne to work on the water project of how do we serve and how do we bring government information to those people who are underserved. So frankly, those are the people in our community who need that information most in order to receive government services. I am going to since I have a couple of minutes give a couple of examples of things I have encountered. The first one is I walk my dogs every morning. I live across the street from my university, and there was an elderly man who was digging in my [indiscernible] one morning. So, at first, how do I or do I want to get involved with this. So after several days of this happening, I took him a cup of coffee one morning and my dogs had decided he was a friendly person and liked him a lot, so I took him a couple coffee one morning. We don't exactly half a good public library system in Puerto Rico. So I started talking to him, and it turned out that he is homeless because the mother with whom he was living died, and he is a veteran and did not have any income, and cannot pay for his housing, so I was able to connect him with, and he did note that he was eligible for a pension. He did note that he was eligible for Social Security. I was able to connecting with those services, and he is now living in public housing close to where we live, and we have actually become friends. Those are the kind of individual things that I think perhaps all of us have had some experience with in our libraries that we need to reach out to. My other recent experience has been with some of our students, and this is with my colleagues as well. We have students, 90% of our students in fact, qualify for Pell grants because of their family income levels. We have frequently found, and I would use one of my students as an example, who works in the library, that she comes on Fridays because that is what fits her schedule, and several weeks ago, I said, Carmen, you need to check out because you cannot work seven straight hours. You can only work five hours under Puerto Rican law before you clock out and take a break. Why don't you go get something to eat? She said, I am hungry, but I don't have any way to get home and I don't have any money to get anything to eat. That occurs with a surprising amount of frequency, so what we have done in the library is that we have partnered with our guidance counselors and we have two programs going on campus, one of which is a weekly luncheon that everyone brings in and supplies the ingredients for it, our cafeteria prepares it, and it is a free luncheon for anyone on campus who feels like they need to participate. The second is a program to our local credit union on campus in which you can choose to donate a lunch. You also can donate any other portion of your salary that you would like to, and then that program goes to provide lunch tickets in the cafeteria for students who are in need. That is just a couple of personal examples of how I got involved with being really passionate about the fact that we need to get our services out to the people in the community who need them most. Having said that, I am opening this up for questions, comments, suggestions from anyone. Said hello. My name is Paul from Central State University. This is my first FDLP conference, and some of you in the room probably know my wonderful colleague Sue Kendall who has

been to many of these, and is retiring, and am I jealous. But my question is for Jennifer, regarding the service animals. I understand the difference between service animals and non-service animals, but I was curious about the distinction between pets and comfort animals as I think of all pets and they comfort animal in a way. I was wondering if you could comment on that.
>> This could be different for your institution, but in the resident halls, we allow comfort animals, not pets, but comfort animals. Students have to register with the office of disability access, and if they have a legitimate medical reason, they can have an animal with them in the resident Hall, a comfort animal. That animal cannot go anywhere else on campus, but stay in the residence. Service animals don't have to be registered with any entity on campus. If a student has a service animal, they can go anywhere they want in any of the buildings with that animal, but the comfort animals you have to have special permission and have a doctors note or something and go through the process of registration to get excepted for them to have that animal with him. It can be a cat, squirrel, bird, or whatever. Said how would you determine the legitimacy --
>> How would you determine the legitimacy of a service animal?
>> Sometimes they will wear a vest, but the main way that you would know if it is a service animal is by their behavior. They should be very well behaved and be quiet and staying close to their human and like I said, they should be potty trained and not be disruptive in any way, like in a classroom setting, they should be sitting on the floor to the entire class next to their human, and not walking around sniffing people or anything like that. Often times, there are various reasons why people have service animals. It could be for a blind person to help guide them or for somebody who has trouble going from a seat into a standing position where this person can actually lean on the dog for stability. It can be any type of doll, so sometimes a little dog issues more frequently for people who have diabetes or have seizures because they are more attentive and alert and can alert the person to a change in the smell of their breath, or a change in behavior that precedes a seizure. Usually, even if it is a small doll, it should be behaving the same way, not disruptive at all and always potty trained. Left back -- [LAUGHTER]
>> I am the person that is supposed to be answering the questions. The next question says that when you have an animal come into the library, and you suspect that it may not be a service animal, how do you go about approaching the student? For the first time in the last couple of years, we had the situation on campus and I'm curious to know how you approach the situation.
>> If you see somebody with an animal that you suspect money out! May not be a service animal, you have two questions you can ask. One, is this a trained service animal and be a dog. What task is the dog trained to perform. You cannot ask what disability the person has that they are using the animal for, but you can ask that if it is a trained service animal, they can respond yes or no. If they lie, you can ask them what it is trained to do, and they should be able to provide an answer that makes sense. But if the dog is behaving in a way that leads you to believe it is not a service animal, we referred those situations to our office of disability access, but actually the law of the state that even if it is a service animal, if it is being disruptive or not potty trained, those are reasons that you can ask those persons with a legitimate service animal to leave. If you have a situation where the animal is disruptive, and you suspect it is not a service animal, you can ask them to leave the building with that animal if you have an office of disability access, you can also refer them to it.
>> Do we have any other questions or comments? Anyone? Kelly, do we have any virtual questions? Okay. Here comes one.
>> Yvonne, public libraries tend to have a lot of homeless people and often times they can be disruptive or they can be or turn out to be a problem. Tell me what the public does in regards to this? There is people who could be dealing with homeless that make camp out in your library?
>> Yes, we do have homeless in our area and in fact there is some who sleep outside. We go outside to our newspaper been, and we may -- bin and we may see a homeless person sleeping on the bench. Sometimes our library in the wintertime or the summertime serves as the cooling station for the

homeless. Of course, they will come in, to get cool in the summer time and also in the winter at the warming station. If they get really disruptive in the library, we have security available to address that situation.
>> Do you want to speak a bit about how you met one person, and now four years later, you are doing a presentation at a public library that knows nothing about FDLP, would you explain your process?
>> None of it was planned, and I will tell you the honest truth and it is kind of funny, but it is true, Carmen and myself was staying at the Hilton Garden in the city and having breakfast every morning together, and we started talking and it all evolved from chatting outside of conference hours. We are motivated to serve the community and it just happened. It has happened on its own. You saw one thing and the next thing come. As long as all parties are interested, and there is a number of things that we have in common already. You get invited and you talk about what we can do next year. Then we say this is what we are doing. Does that answer your question as it is kind of evolving, always evolving.
>> You actually had an interesting way of making contact, [indiscernible].
>> Rick, who is now at Indian health services, he was my neighbor, and we was at a barbecue in the summer, and talking about our jobs. So actually, and I had forgotten about that Robin. All of this came out through after hours chatting, and then of course, he gets further and develops further through your conferences and your presentations. All that really happened to just talking to people. If I hadn't, we probably wouldn't have or may not have. It just shows a lot can happen when people start talking and cooperate and have a common goal and care about a certain thing, you can come together and do a lot. Even federal government agencies can work together, and informally, you would not think a federal agency is good to start cooperation to a barbecue or having breakfast at a motel in Montana, but it can happen.
>> [indiscernible]
>> My question goes back to serving populations of homeless -- homelessness. We talk a lot about the need for social workers or the need for social work in some way. Do you have any experience with that?
>> I haven't actually had any experience with that, however, I think that one approach would be to do heavy research, online research, and there is so many tools available online to address those situations, and I would try to start online.
>> I spent nine years as a public library and before I went to the academic world, and we experienced a lot of homelessness in my library toward the end of my tenure at the public library, we had a part-time social worker come into our library, and that individual was able to get to know our population to identify quirks in their behavior so if she recognized they were not being medicated, she could intervene, and we wrote a grant to have her come in part-time, and I think now she is actually full-time in our building and works between us and the Salvation Army shelter. We also had policy that helped to ensure equal access to resources without trying to discriminate to our patrons, homeless or not. Having a policy and empowering the staff I think is important because they have every right to be there just as a person with a home.
>> Todd, I am going to take your role a little bit here, and asked the audience how many of us have been to a tribal library? I am now in that category but I was not two months ago, [indiscernible], so I am grateful that tribal libraries, a group of them have joined the depository program, and I think that on paper, joining is sort of a first step, and now the process for librarians in that community, it is really important for us to take the next step to physically go and experience the tribal library. I feel like I am seeing a dramatic thing, but I am quite a change person now that I have been to this particular setting and it is not only the tribal library, but college library, and it is a public library. So it is a college library and have a children's section because there is an understanding that this is a community library, and I think if you go to a tribal library, you may feel self-conscious. That is okay. It is such a community, and generally communities, and they welcome you and they know you are not from the community. I am interested in your reaction?

>> I totally relate to what you are saying, and I will mention that I don't take for granted ever being invited back to this tribal college library Institute because it is a very close knit annual event, and I was unsure what I was going to encounter the first time that I went in 2015, and what I found is that I was very well received and invited back each year. It doesn't happen to everyone, and I have seen some speakers not get invited back from the government and from universities and colleges. The reason they are not invited back is not so much the content of their presentation, but the tone that they used in the presentation. I am told that person had more of a rescue tone and not a sharing tone. You go there to share information and here is something we have that might be of interest to you, not present themselves as we are here to rescue or something. That tone is detected within about a minute, and I hear about this every year. What I am trying to say is that it is a community that really values the time that you spend with them. Just going in and making a whirlwind, and if you are visiting a library, I will say in general, it is time spent to understand the issues, ask questions, and to learn very valued and years ago, we could only go for two days, and I go for six nights and am told every year how much everyone appreciates it. That has been my experience.
>> I am going to jump in here and say what Todd said about working with the tribal communities. Those of you who have speakers of other languages who are immigrants or who are second-generation, that very much applies. It has to do with your tone and how you approach them. I was in Puerto Rico for 38 years. My Spanish is very accented, but fluent. There is an approach I have to take, and I prefer taking, and if you approach speakers of other language with an attitude of I am here to help you and I know what you don't know, they are going to close down and shut you out. The attitude of I am here to share with you, and tell me about your experiences and let me know what you need, even if you know three words of whatever the language is with the people who use your library community, use those three words and have them tell you about something. I have had very much the same experience that it is the tone, and I would venture to say it is the love and the sharing attitude with which you approach people who are in our underserved population and makes a big difference in be able to get service to them.
>> I have one quick thing and I have also learned you learn something new every time you speak with somebody. I learned something less conference that I was not aware of as Marianne Hansen who is in charge, since she learned something every new -- year, and has been doing something since 1990.
>> I have been in my current position for year, and my question to you Yvonne and the other lady, and since coming to the downtown branch, homelessness, we have many homeless in our community. My library has 32 full access computers and I guess my question is how do you deal with the coexisting because our homeless will come in at 9:00 a.m., and they stay until 9:00 p.m. and entertain themselves on the computer. We do have trouble and we have police officers that come in from 2:00 p.m. in to the evening, and for the most part, it is there library and they come and it is there place. We want them there, but how do we coexist and get pages to not be afraid of coming there because there is homeless people there, and some are sometimes sex offenders and it is a three-story building and unless there is children on that floor, they can be there. So this may not be an answer to this question, but how do you deal with that to get people to understand that it is okay to come so that you are just not a library for homeless.
>> I was going to say that I am Kathy from a statewide library from Pennsylvania and an city library, and a couple of ways we have addressed that is that we have good software on the public assess computers that they can only be on for a certain amount of time per day. So, they have to move from a computer to go read a newspaper, look at a magazine, so that is one way that we have addressed it. Also, we try and put out different things for people to be helped. We have different groups come in at different times in order to have them sent to health services or immigration services or different things like that so they are not intimidated and they see the people all of the time, and say maybe I can approach that person. As far as fighting, we do have a security since we are a government library, the capital police are with us, and what they do is that they go into the upper stacks and the people know they are there, and

they know if they act up anyway like fighting or etc., because they think of them as their computer and I will always sit at the same computer every day, they know they are being watched and they do have to control themselves. We also have people from the local mental hospital that has come and been released. We try and treat them with respect, but they also know it is a privilege to be there, and if they do not act according to being in a library, they will be asked to leave.
>> I have been given a two minute time limit. Yvonne, if you want to speak briefly, and I think we have someone standing in the back that I am going to give the last question two.
>> In public -- last question.
>> We have limited time on the computer and I library, and we utilize that. We also have security available if they get disruptive, our library staff, we have policies in place how to address those kinds of things as well.
>> Thanks you Yvonne. I just want to touch on what you just said. The magic word is policy. If you have any kind of an issue and homelessness is not the basis for any action on your part. You always want to look at the behavior, and that means you had better have, and it is vital that you have a code of conduct. If you have collection management policy, you must have a code of conduct. What that does is it gives you a basis for taking some sort of action that if actionable like disruptive conduct, hygiene, or whatever the case may be. Comfort animal as opposed to bring in their Python, this is not a service animal. We have had that and I have seen that. It also gives you the basis to communicate among your staff so that you are all on the same page of how you will handle this. We actually have supervisory meetings about what happened and how did you handle it? If your security staff gets involved because sometimes security will come in and start doing something that is preempted, is that what they are doing actionable underneath our code of conduct? It also helps if your code of conduct has been reviewed by your legal counsel.
>> Thank you. I think that is great advice. I am going to take 30 more seconds to say Yvonne and I have a poster that builds upon information about the underserved, and that 1:00 p.m., I will be there. The poster and the brochure to go with it are available on the conference website. There is also a presentation this afternoon from the consumer finance protection Bureau, and Yvonne and a colleague have a presentation about their work with immigrant populations at 2:30 PM, make that 3:00 p.m. today. Those are some further ways to explore this topic of working with the underserved. We thank you very much for your time and attention. [APPLAUSE] [Event Concluded]