

WeCo

GAAD: Live Demos

Thursday, May 16, 2019

CAPTIONING PROVIDED BY CAPTION ACCESS LLC

<http://www.captionaccess.com/>

For assistance email [support@captionaccess.com](mailto:support@captionaccess.com)

\*\*\* TypeWell transcription provides a meaning-for-meaning representation of spoken conversation to facilitate real-time communication access. This rough-edited copy is provided for reference and is not a verbatim record of the proceedings. \*\*\*

Hi, sue Ann. Andy's here with the members of Zoom. We'll show them what you're doing here.

Sue Ann: Great! Are you ready?

Yeah. Are you ready?

Sue Ann: You don't have to stand behind me. Whatever I have on my laptop is projected on that big monitor over there in front of you. I'm also going to have JAWS. It might be better to close the door to hear JAWS better. We can try it with it open and see if you can hear it. Or, you can close it right off.

OK. I'm going to turn up JAWS.

Is everybody familiar with JAWS in general?

Participant: Kind of.

Sue Ann: JAWS is a particular screen reader software program. There are others. There's one that one of my coworkers uses. It's called NVDA. I don't know what the acronym stands for. It's a free version that works well, but it's not as compatible with other programs and software as JAWS is.

I'm going to turn up the sound. You can hear him. It's kind of funny because JAWS' logo is the head of a shark. You know Jaws? The movie?

Basically, your typical screen reader reads the text on the screen. A couple more points to note is that JAWS cannot read images like text within an image. It cannot read that. That's one thing to keep in mind.

Also, JAWS users or screen reader users in general only can see what the screen reader cursor is focused on. Try to look at that web page through a straw. That's the only part that I can see/hear, what the JAWS cursor is on. Basically, it is the little hole that you see through. Whatever you see through the hole is what I hear through my screen reader.

That's why it's important when I talk about different components on the page. It's important to have these components because I always say that people that are disabled are human first. Then we're disabled after that.

What I mean by that is a person without a disability, they want it on a page. They're in a hurry to get to a page, to a heading, where they can find the information, that search box, to hurry through the search box. We, as blind individuals or low vision individuals who use screen readers, want the exact same thing.

Any questions before I start to let you hear JAWS?

Participant: Is there something analogous with apps as opposed to website?

Sue Ann: I'm sorry. What's your question?

Participant: For phones or tablets, is there something that works comparably?

Sue Ann: To JAWS? To a screen reader? Good question.

After you've seen me and others, go see Dane's demonstration. His is on an Apple iPhone. I think pretty much all Apple products have their own built-in screen reader called Voiceover. That's the comparable screen reader on those products.

If you see Maureen, she can show you her braille display laptop. She has an iPhone, too. She's not going to demonstrate it, but she uses Siri a lot.

I have an iPhone that I just got. I'm still practicing on it. I can't use that because I have a speech impediment along with being blind. Me and Siri don't get along well. She's like, "I'm sorry. Can you repeat that?"

I'm just trying to learn how to do text messages. Everyone's like, "Hit that button so you can say what your text message is." I tried that. It doesn't work very well

Also, the Android phone has a screen reader as part of its product. It's called Talk Back.

There is no JAWS or no NVDA screen readers on those devices because they already have their own.

Any other questions before I let you all hear JAWS? Alright.

A couple things to keep in mind. In the browser window, you see the title. It tells you the page title. I believe it says . . .

Screen reader: Welcome to WeCo... [reading page title and program]

Sue Ann: It tells you page title and program I'm in. As a WeCo employee, I have so many different windows open at a time. My screen reader tells me the title of the page and program I'm in. In this case, it's the web browser, Internet Explorer.

Tonight, I have this other window open in Chrome.

Screen reader: [Reading chrome page]

Sue Ann: It tells me the page title of this and that I'm in Chrome.

This is one reason why page titles are really important to individuals who use screen readers.

If it just said, "About us" and "chrome," about us whom? Is it about us from the U of M, from the independent county library? It's really important to have the page title and an indication of what site I'm on.

We'll go back to WeCo.

Another thing that we do -- I say "we" as in screen readers -- is when we load a page -- I'm going to try to go to a page now -- the screen reader provides me with information when it loads the page so I get an idea of what's on the page.

[Screen reader announcing what Sue Ann is typing]

Can you hear JAWS OK?

JAWS: [Reading WeCo screen]

Sue Ann: It's not talking. I'm going to have it tell me the title to see what's going on with this title.

JAWS: [Reading target website]

Sue Ann: It said one region. I think it said 16 headings and 100 and something links.

A region is basically a block or container that you probably visually see on the screen, but I don't have any indication that there's a block or container with a border around it. I don't have any indication that that's there.

One way to tell assistive technology that there's something in what they call a region is for them to code whatever they want the content to be within that container/region.

It told me some information. It told me how many headings, that there was some kind of content in a region on this page, and how many links. It gives me an idea of what's on the page.

Screen reader users typically navigate via headings. That's why it's really important to have headings on a page. I know for the WCAG 2.0 guidelines and [Inaudible] standards, it doesn't require you have to have headings. The only thing it says is if you have headings, make sure that they're clear and descriptive so when a user like a screen reader user -- I mentioned we only know what we land on. That's why it's important that headings are descriptive.

The other requirement is if you have headings, start with heading 1. Don't skip heading levels.

I'm going to go on this page and jump from heading to heading on the page. I'm going to assume it has a heading 1. This is what I do when I go to a site.

It said, "home page heading level 1." It says, "clickable." I'm going to assume you click on it and something will happen. Sometimes that's not the case. Sometimes that's an issue with the way that the page is coded. Sometimes, it can be a quirk in the screen reader/and browser that you're on.

It says home page. I know what page I'm on. I see heading 1.

Now we have the shortcut keys for screen readers. If I hit the H key, it jumps me to the next heading on the page. It doesn't matter what heading level it is.

Can you hear that OK? It said, "women's swim." I'm going to assume this has to do with women's swimwear.

JAWS: Level 3 clickable.

Sue Ann: These headings are pretty descriptive. I'm getting a good idea of what's under this if I decide to use my down arrow key.

JAWS: [Inaudible] links clickable.

Sue Ann: I'll use the down arrow key to view the content. I'll know what's under there via headings.

[Screen reader speaking]

I can also jump to different headings by levels. I'll see if there's any more heading level 1's.

It told me there are no more level [coughing] 1 headings on this page. Those are some shortcut keys that we use.

Up here, I believe it's visible. I'm going to tab to it.

We can also use the tab key. The tab key is important for those who have vision who are keyboard dependent because of their fine motor skills. There's something impairing them. It can be a wide range of things. Or, individuals who prefer to use a keyboard.

I'll tab.

[Screen reader says "skip to main content"]

These are what we call "skip-to links."

This is another way for screen reader users to jump to what they say, to main content of the page.

If I hit enter, it should take me to the heading 1 home page or something like that for the main content on the page.

You're probably asking what's the reason for the skip-to link? On this page, you'll see a navigation menu, advertising, etc. on the top, before you get to the main content of the page. This is an easy way for users to jump to the main content of the page.

[Screen reader reading]

We don't have to hear that part, but it said, "heading [Inaudible] home page." It took us to the right spot, to the main "content" of the page.

Another quick point that I'd like to make. This is really important. We find out that clients have trouble with this a lot.

Assistive technology, screen readers in particular, just because of what you see displayed on the screen doesn't mean it's always red or can fade to a user that way.

What I mean is that assistive technology, screen readers in particular, takes the information from the HTML source code page. That's where it takes its information from to convey it to the user.

We just recently had a client -- where you see home heading 1, they had some kind of heading, but it wasn't coded using the HTML level 1 heading. It looked like it was in a larger font and bold, but they didn't use the HTML heading 1 page. My screen reader just read it as, For example, "home page." It didn't say it was a heading. I didn't have any indication. I would assume [No audio.]

We're going to head over and see Chad.

We're going to pop in, Chad.

Chad: I'm demonstrating Dragon Naturally Speaking. We know this version of speaker recognition, as well. I'm trying to get it back on.

Click blank document.

Switch to Mozilla Firefox.

Click services.

Page down.

Click free accessibility review.

Click testers.

Click resources.

Page down.

Click free.

Click cancel.

Click WeCo's free.

Click cancel.

Mouse grid.

4.

5.

Click.

Page down.

Participant: It works!

Chad: Click learn more. 2 is 2.

Once in a while, there's a link there with the same words in it, and there is a box with options. I'm just going to say choose 1, 2, or 3. I've seen it come up to 10 times because there's the same word for dozens of links. It doesn't know which one I want.

Participant: This is great. Thank you for showing us.

Chad: No problem.

Participant: You helped me learn stuff . . .

Chad: Good.

We see it offers internet control. I saw that you were working in a document. With Dragon Naturally Speaking, can you use it to manipulate a document?

Chad: Yep. Let me open Word.

Or control Word?

Chad: Yeah, you can use Microsoft Word, but it's not working with Word right now. I'll just use Word Pad, which works just the same.

Switch to Word Pad.

I'm demonstrating Dragon Naturally Speaking.

Delete that.

Delete that.

Open new document.

Delete that.

Click file.

That's the bad thing when you're trying to dictate certain words, you want to go to the file. It doesn't recognize the file. That's the tough part about navigating to any Word Document. It's going between -- I will demonstrate. I can push ALT. You can see the menus, like a letter or number will show up. If F appears, I can click on that.

If I want to save or save as . . .

Then I can . . .

It's kind of a combination between using the technology when it's helpful and using other technology like ALT keys or something like that. That's awesome. That's really cool.

Chad: I'll use keyboard navigation. I'm searching

Keep going through the sub-menus. Say I want to go there. I hit enter.

That's the hard part about some websites. If you're using a keyboard navigation, you don't have that focus in here, and you can't tell where I'm at. That's a big thing we test for, too, to make sure websites have the focus indicator.

Any questions?

They were wondering what your name was. I let them know that Chad's demonstrating.

Do we have any questions out there for Chad and Dragon Naturally Speaking?

No questions.

Excellent.

Chad: Thank you.

Thank you. I think we're going to move on and see Maureen. We might stop back in a little bit.  
Thank you.

[Background noise; speaker inaudible]

We met when I came in.

Hi. Hello.

Maureen: Braille is made up of 6 dots. They're like the dots on a dice. You have the left column dots. That's dot 1.

The only way that you know something is capitalized in braille is because there's a .6 in front of it.

Participant: Do you delete? I did a [Inaudible.] That's not my strong suit.

This is the left-hand side one.

Maureen: K is [Inaudible.] You hit them both at the same time.

Participant: Oh no. Maybe you can help me spell my name. I'm nervous.

Which one's for K?

Maureen: 1 and 3.

Participant: 1 and then 3?

Maureen: Do them at the same time, though.

Participant: I'm getting confused. I'm sorry.

This is 1, 2, 3, 4. So, 1 and . . .

Thank you.

Maureen: Then E is [Inaudible.]

Participant: Together?

It's 1, 2, 3, 4.

Actually 3 and then 4.

5 would be the middle . . .

Maureen: There you go.

[Laughter]

L is 1, 2, 3.

Y is 1, 2, 3, 4, 5, 6.

Participant: Nope.

Thank you.

Maureen: It vibrated? That meant it's like an error read when you're trying to get it to do something that it didn't want to do.

Participant: How long did it take you to get comfortable?

Maureen: I was comfortable with braille. That took me about two weeks to learn the characters and about a year to get any speed.

Participant: That's impressive.

Participant: [Inaudible]

Maureen: Good question. I don't know.

I had someone read and they did [Inaudible.] I don't know. I suppose.

I'll show you the reading. Some users were learning how to use iPhones.

Participant: Are you liking your phone?

Maureen: So far. I already called 911 once accidentally.

[Laughter]

I'm liking it. I'm liking texting and Siri. Just learning how to do email.

For example, if I'm reading, you don't see very much. I don't know how many words you see on the screen at a time. I see "[Inaudible] extends what." That's all I see. I have to hit the down arrow to get to the next line. You can do gestures with Voiceover. Its operation has been compared more than once to an old-style television.

You get that from reading.

Participant: Do you prefer to read or to have something read to you?

Maureen: It depends on what I'm reading. If I'm reading something that is like an email that's probably getting deleted, I don't care. I'll probably just delete it.

If I'm reading something where I want to take in more of what it says, especially training stuff, I like to read it in braille.

It depends on where I am. The nice thing about braille is it doesn't talk, so on the bus, I don't have something rapping away. It's private.

I have a desktop computer, as well. I use JAWS and braille display. It puts in braille what JAWS is saying. I work for WeCo half time and have my own business doing braille transcription half time. When I have to transcribe document for people, I use JAWS and the braille display. I can make corrections when I put stuff in braille.

I kind of use both of them. I really am a braille fanatic mostly.

Participant: You mentioned that there are two different types of braille. There's a condensed.

Maureen: Right now, it's in contracted braille. If you looked at the word "tuning," you can't probably see this, but it's tun. Where it says -ing, it's only one character under my finger that means -ing.

Tuning dial. Period. Then it says the word, "that." It's never spelled out "that." It's a T with a space. That's "that." There are about 215 contractions. That's contracted braille. That's how books, magazines, or anything you'd normally read is written.

I can also change this to computer braille, which doesn't have -- that's got the word "that" all the way written out. It gets rid of . . .

The period after "dial" is a different shape. When it was contracted, it was dots 2, 5, 6. Now it's dots 4, 6, 6.

Computer braille was made to make embossers that you print braille and stuff with to work better with -- it has something to do with how the asking codes work. I don't understand the technical part.

It must have to do with how websites see stuff like when you write something on a form, and you have to write in the computer braille to get the form to work.

Then there's uncontracted braille, which nobody uses unless they're a beginner. They don't know the contractions yet.

[Laughter]

Participant: Is contracted compared to shorthand?

Maureen: Yeah, it is.

In 2016, the United States changed the braille code because there were problems. When people had been using Braille, the internet was never around. There weren't some of the problems getting things to talk to each other with braille. They changed it from what was called literary braille to unified braille in 2016. They took away some contractions and added others. They made some changes in the rules.

They had to do that because there were conflicts. For example, there's a website called Scripture 4 All. It's the number 4. You couldn't tell. If you didn't know any better, you were reading the web address, and you couldn't tell if it was sculpture period all because some characters meant two different things. That caused a conflict. They changed it to make it so that those conflicts went away.

That's been effect for three years now. Most blind people have gotten used to it, but I still get requests from some elderly blind people to put it in literary because they don't know the new contractions yet. My braille business is booming because a lot of the braille transcribers retired and restarted with the new [Inaudible.] They didn't want to learn a new code

Participant: How Long did it take you to get used to the new code?

Maureen: I'm still getting used to it. The difference between the new and old code was -- now there are emphasis markers in a word document. There may be 5 words bolded and another word that's italicized, especially in textbooks. It helps students know what's important, so they underline and bold it. There was not a good way to do that in braille. The [Inaudible] put these emphasis markers in.

As you're reading, you can pay attention to that word because it's bolded. That's a whole bunch of different characters that I think clutters up documents. I imagine sighted people feel that way, too, if there are too many emphasis markers.

Participant: It can be a visual distraction. I know you're using Voiceover and emojis. What do you get on a braille keyboard?

Maureen: I haven't seen one yet. That's a great question.

When I set up my phone with this, they were talking to each other. They since stopped. I don't know why. It says I'm connected to my phone. Let me check.

Internet? Yep.

iPhone, you're already connected.

I don't know why. If I did, I'd go to the emoji keyboard and see what it does on here.

Participant: Thank you for showing me to spell my name. Nice to meet you.

Maureen: Any questions?

Welcome. Thank you for coming.

Participant: It's fascinating to see. I'm glad I got to see it.

Maureen: Thank you. You're welcome.

We have the folks from Zoom here in the room. We've been in here for 5 or 10 minutes with you. They saw a little bit about typing the name.

Could you show them anything we may have missed earlier in your presentation?

Maureen: Yeah. One of the things I did in the first half is I showed people the desktop. I'll turn this on. The desktop has file manager, a word processor, Note Pad, email, media, all those things.

I went to the word processor. That's where I was when Kelly wrote her name.

This is what a blank document looks like. There's the first one.

It's pretty much like you can save it as a Doc file. You can important and save to your desktop and [Inaudible.]

I showed them that. I showed them the website. It's asking me if I want to save this. I'm telling it no.

Do they see a website?

I don't think so.

Maureen: I was trying to go to . . .

I couldn't get it to open Caring Bridge. I don't know why.

It's also taking a really long time to load tonight. I think it's using the internet from my phone, and there's not many bars. I think that's part of the problem. I'm not sure how well it's . . .

[Inaudible] means you're telling me you're connected. Do something besides loading.

It did go there this time, which is good.

If you see the [Inaudible] folks, tell them that their site doesn't work.

Participant: I used to work there.

Maureen: OK.

Participant: [Inaudible.]

Maureen: Yeah. It would open before.

When at a website, it takes it to the top of the page. The first thing I'd look for is headings. There's a command for that.

It says, "start your free website." Start a site. That sounds like an ad. Maybe not.

Save time with one update is the next heading.

Benefits.

You can go jump through. I can also look for links. It says. . . . [Background noise; speaker inaudible]

Donate.

About us.

[Inaudible]

A lot of times, I'll either go through headings or links, or I'd do a find and look for the word "skip."  
That's how I start often. It's not found.

I wish the guys from . . .

Skip to content.

Apparently, there isn't one here. It's not finding that word.

I love when sites have that. For example, I don't know how much you see on the screen, but all I see is personal health on this line. Personal health. Journeys of any condition, Caring Bridge. Link. Google.

It could take a really long time to read down a site before you get to where the content is. I love the skip place.

Participant: [Inaudible]

Maureen: Yeah.

Participant: The keyboard itself is sending you tactile feedback of braille?

Maureen: It's braille. You should come see it.

For example, right here is the word "we." Then there's a space. There's an H, which is the word "have." There are 215 instructions in braille. We have detected that . . . Java Script is currently disabled. You need to have that on. I don't know how that works.

Caring Bridges West. Best viewed with Java script. That's a problem with braille and Java script. There's a conflict. Sometimes sites don't work as well with one a bunch of Java.

We have a question from the folks at Zoom.

Question: What is the biggest challenge you find people make in coding websites that effects using braille?

Maureen: What affects using braille - - there's a problem with a lot of Java. That's the only thing I can think of that is a problem specifically with braille, but the other things that affect braille are the same things that affect using speech.

For example, I was telling the group before that, in this building, I can't get on their WiFi because to get to the part that you have to agree to the terms, there's a check box. Normally, if there's a check box, you hit the space bar to check it. When it's checked, you can feel the letter X in braille in the check box. It's not coded right. It won't work. I can't ever agree to the terms because I can't check the check box. So, I tried to get on -- I asked Industrious if there's another. They said to get on the T3 guest WiFi. I can't agree to their terms because you have to watch a video first. I can't watch a video on this.

I got lost in what I was saying.

Some of the problems -- if you're using speech and can't get a check box to check, you'll have problems.

At a desktop, you can watch the video. I could there get it to work.

Usually, the things that affect braille are the same bad things that would affect any speech. If I'm in a search box and I do a down arrow on this, and I don't see search button, I don't know how to do the search.

Or, if you're jumping from form field to form field in braille, you go like this basically. Or like this.

If I'm doing that and the form isn't labeled right -- I might get on the edit box, but I don't know what it's for. If it's labeled right, it will say first name in braille. Then there's a mark next to it, so you know that's a form. The cursor automatically goes there. You can write your first name. If it's labeled right, you see the empty space. It's the same errors that cause general inaccessibility that come up with braille.

Thank you.

Maureen: Welcome.

I always feel like I'm just in wonder when I come to these things having no background in any technology. Then I'm just wowed watching your braille laptop there and seeing it change was just almost mesmerizing.

Maureen: Yeah.

Thank you again.

Maureen: You're welcome.

We're all packed up, Dane?

Dane: Yeah.

Do you have a quick demonstration you can do for our folks viewing in online?

Dane: I sure could.

Do we have anyone connected online?

Yeah, we have a few members tuning in online.

Dane: Can you hear me?

Can everyone hear alright?

Yep. Everyone can hear.

Dane: OK. Do we have any specific questions first?

Any questions?

Nope.

Dane: OK.

None right now. So, demonstration.

Dane: This is Voiceover on iPhone. I'll open Safari. I'll go to WeCo's website and demonstrate quickly.

[Voiceover reading WeCo website]

It goes from paragraph to paragraph.

I can also go between different items like headings. Go to different sections on the page.

[Voiceover reading sections]

Or go backwards.

Can everyone hear the iPhone speech OK?

Yep.

Great.

Voiceover: Research not finding what we need. Heading level 3 . . .

Dane: Field, For example.

Voiceover: Address. Here are the search results for test . . .

Dane: Do we have any specific questions at this point?

Participant: I have a question. You're on our web page. Does most of [Inaudible] with different apps [Inaudible]?

Dane: Typically, yeah. Good question.

If I go to a native app in the app store . . .

Voiceover: Heading.

Dane: It's the same.

Voiceover: [Reading headings]

Dane: Here we go. Headings. Yes.

Voiceover: [Continues reading]

Dane: A lot of native apps do that.

The iTunes store will be the same.

Go to contrast. I can see headings in there.

It records while I change . . .

Participant: Does the tab navigation identify the region that you can jump to?

Dane: Let's find out. I believe it is.

Yes, if I go to containers, here it is.

Voiceover: Bed time selected. 3, 5.

Dane: Yes. It does work with native apps.

Voiceover: Alarm. Tap. Stop bedtime. Alarm.

Dane: That's an example. It could be anything.

Voiceover: Double tap to open. 7:20pm.

Dane: It will update as the time. . . . you could hear that it switched over to 7:20. If I left it here, it will say it again when it goes to 7:21.

Voiceover: Calendar, Thursday, May 16th. Double tap to open.

Dane: Any questions?

Participant: No, but they're all thanking you for the demonstration.

Dane: You're very welcome.

I think I'm going to take these viewers into the other room to see if there's anything else going on. We really appreciate it. Thank you.

Dane: You're welcome.

We're going to go say hi to Lynn. Does anyone have questions to ask Lynn about accessibility or their website or navigating websites?

Lynn: Hi. I'm going to sit down.

Hello.

Questions are coming through on the chat if they have anything.

Lynn: I'm actually representing users who live with cognitive disabilities, partially because -- well, totally because I grew up in a family with generations of cognitive disabilities including epilepsy and mental illness. I got very used to what it was like to navigate life with a cognitive disability. Some of the work that I've done in my career has focused on how people take in information differently on websites, you know, content management really matters when people live with cognitive disabilities, having things that are intuitive and easy to comprehend, having websites that aren't totally cluttered.

When I worked in government, we used to deal with people that wanted to use websites as filing cabinets for every back copy or newsletter ever created. Things like that can really create hampered accessibility for someone who lives with a cognitive disability.

All the basic things that you're taught about content management and being clear, simple language, limited use of acronyms, white space on a page, are helpful to people living with cognitive disabilities.

It was interesting conversation . . .

I have a question from Brie.

Question: Any recommendations on creating alt-text? I find it is difficult to teach content strategists to think outside of traditional standards and for digital / accessibility.

Actually, this is a good question to ask me because part of the work I did for the state of Minnesota was to teach a group of people how to write alternative text tags about things that they knew nothing about like certain graphics and maps and schematics that had to do with roads that were going through people's neighborhoods that needed to be out for public comment.

You're never going to hit the mark with everybody with alternative text tags. One of the first workshops we taught as a company at WeCo, we had two people who were blind having kind of a big fight about one likes really descriptive tags and the other wanted it short and concise.

People who are blind are just as different as anyone else. We'll have different preferences.

At WeCo, we try to hit a sweet spot with alternative text tags and to more focus on what the visual user is getting that the non-visual user needs to know about. Sometimes, that will warrant a longer alternative text tag.

For example, at MDOT, we might have a complicated graph showing something. That would warrant a long description alternative text tag.

I think it's asking yourself the question, "if I keep this short, is there something that the non-visual user will miss?" Focus on keeping that information the same for the visual user and non-visual user. That's what we use as a guide.

Is that helpful at all, Brie?

There might be a slight delay.

OK.

Any other questions about anything? It doesn't have to be cognitive.

My background, I've worked in a few different areas of accessibility. I know just enough about code to be dangerous.

[Laughter]

But probably focused more on content management in my career.

Great.

Of course, we have the incomparable Jen Hurst on the line, who is our accessibility specialist and works with me on document accessibility from California. She is great at answering questions, as well.

I think that I will just turn this back over to Andy unless there's another question.

Of course, if you think of something, our email address -- I'll type it in. If you give us a huge amount of questions, we can't answer that, but we can take a few questions from you if you need to send them to our accessibility department at [accessinfo@theweco](mailto:accessinfo@theweco).

Happy to help.

Thank you for attending online tonight. It's the first time we were able to do the live stream. It was really fun to have you with us.

We're excited about being able to live stream our events and include more people who may not be able to get to beautiful Minneapolis or don't have time or may not be able to come because they live with a disability. We're happy to include you. I'll turn it back to Andy.

Andy? It's your show.

[Laughter]

Andy: Is anyone wanting to see a demonstration that we might not have seen completely, or are all content with the demonstrations we've seen this evening?

No problem. Thank you.

Thank you, Brie, for tuning in. I'm glad we had this opportunity available for you.

Excellent. On that note, we're going to end the stream. This will be available online. I'll post the link to the Eventbrite page and the Meet Up page.

If you want to find us after the event, it's available there. Otherwise, if you have questions, reach me via our Meet Up page or my email address that I'll put here in a moment.

Thank you. Have a great evening.

[End of meeting]