**WorkforceGPS**

**Transcript of Webinar**

**Disability & Employment eLearning Modules:**

**A Tool to Support Organizational Learning**

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JON VEHLOW: Welcome to "Disability & Employment eLearning Modules: A Tool to Support Organizational Learning." So without further ado, I'd like to kick things off to our moderator today, David Jones, workforce analyst, Employment and Training Administration with the U.S. Department of Labor. David?

DAVID JONES: Great. Thanks, Jon. And hello, everyone. I understand we have a full virtual house with nearly 1,700 registrants for today's webinar. So thank you for taking the time and spending the next hour with us. At ETA, we are very excited to put a spotlight on a new resource called eLearning Modules to help support the workforce training needs for nearly 2,400 American Job Centers focused on disability employment.

I will be joined today by co-moderator Laura Gleneck who is a project manager with the National Disability Institute. Laura has been our leading technical assistance provider for the Disability Employment Initiative since 2010. Thanks for joining me today, Laura.

LAURA GLENECK: David, it's great to be here and hello, everyone. I'm really pleased, also, today with our turnout and excited to be with you to help highlight the eLearning Modules to support the workforce system. But first, it's really my pleasure to introduce to you our panel who were selected because of the strong commitment to this work.

Our presenters have joined us to help provide a snapshot of the three eLearning Modules you're going to learn more about today and I thought a nice way to introduce them would be to share some insights of those special contributions to the taskforce to share an overview of the 23 Individuals with Disabilities Module.

We have Steve Upchurch and Lisa McNiven, Steve, representing vocational rehabilitation within the Indiana Family and Social Services Administration, brings creative insights assisting with the development of competency-based and interactive online training.

And Lisa, a disability consultant with the New Mexico Governor's Commission on Disability, has a strong background on disability awareness training to assist individuals through employment opportunities.

To share an overview of their Working Across Partners Module, we have Yolanda Wright and Jacqueline Korengel. Yolanda is with Missouri's Office of Workforce Development and brings a unique perspective with career experience in disability working with vocational rehabilitation for 25 years and now with the State Workforce Agency.

And Jacqueline is with the Education and Workforce Development Cabinet for Kentucky Skills U and brings expertise on strategies and programs targeted to understanding and accommodating learning disabilities and differences. And then finally, we have Amanda Ramsey and Leslie Wojtowicz who will highlight the presiding Inclusive Business Services Module.

Amanda is with the Kansas Department of Commerce-Workforce Services and brings experience in serving youth and adults with disabilities with an integrated educational and workforce settings. And Leslie with Central Minnesota Jobs and Training Services, Inc. has been involved in two disability employment initiatives.

She brings both a personal and agency goal of helping increase access to people with disabilities using the services of the American Job Center. We're really grateful for their talents and to share their passion and wisdom with us today.

MR. JONES: Thanks, Laura. And this is one dynamic panel and I know there is an army 23 amazing taskforce members standing behind them today. Our objectives for today's webinar are the following, we want to highlight and celebrate the collaboration across WIOA programs on the success release of three eLearning Modules.

We will then drill down by illustrating how each of these modules apply to scenario-based situations by telling a story. At ETA, we sincerely believe storytelling is just one creative way to help break down barriers. And finally, we will highlight ways how this tool can be disseminated to further increase organizational learning and awareness. Next.

So let's briefly begin with our first section focused on the background and the vision. Last summer when ETA started the planning process, we began with a very broad vision.

We simply wanted to release a virtual training tool in WorkforceGPS which is ETA's online learning platform and the tool would support frontline American Job Center staff, managers and business engagement team to work with employers and these folks were largely our customers that we wanted to target for our eLearning Modules. And, we identified three broad systemic needs that we wanted to get addressed.

One, ensuring inclusive and accessible services at the American Job Center to people with disabilities, two, maximizing WIOA partnership to scale up services and finally, implementing strategies to engage and support employers. But, at ETA, we knew we could not do this work alone, we needed voices and talent from the field. Laura.

MS. GLENECK: That's right, David. Since last September, our work was driven in part by a taskforce of 27 members that represented 20 states. One leading criteria for ETA was to convene representatives across all four WIOA titles and that goal was accomplished, as you will see on this slide.

We were also fortunate that several members of the taskforce brought additional program expertise surrounding older workers, veterans, Trade Act as well as current and former Disability Employment Initiative grantees and overall, this taskforce encompassed both a diverse and national voice that enriched the development of the learning content material that we're going to see and highlight.

MR. JONES: That's right, Laura. During the beginning brainstorming stages, the taskforce, in collaboration with ETA, tackled the how in the world do we do this question. While we had a big vision we started with many small steps and from the very beginning, we reached agreement that we would design an innovative tool that would be engaging and accessible to our users.

We would achieve learning by including realistic scenarios in the setting of the American Job Center and we would integrate technical assistance resources and tools wherever possible. Laura.

MS. GLENECK: So between the months of September through April we took creative and thoughtful steps with an outcome resulting in the successful release of three eLearning Modules focused on serving individuals with disabilities, working across partners and providing inclusive business services.

Throughout the development, it really was a collaborative peer review process by the three taskforce subcommittees, the mayor team, NDI and ETA and what I think is really particularly exciting is that we were able to incorporate local and state practices from across the country that were shared by the taskforce members.

The modules were built on software called Rise 360, a technology platform that enabled the modules to be web-based, 508 compliant, interactive and flexible. So let's begin by describing our first module serving individuals with disabilities and for that, David, I'm going to turn it back to you.

MR. JONES: Great. Thanks, Laura. And as I mentioned before, we, again, believe storytelling can help break down barriers. So rather than just share a policy of practice, we sought to creatively integrate that into a story to help with connectedness in application.

To help set the stage, the first module and the following two all take place at the setting of an American Job Center in a fictional town called Sunrise and we introduce characters carrying out day to day tasks. And, that is why we introduce in our title a day in the life of an American Job Center because serving others is what we do.

It should be noted that at the time these were drafted from pen to paper it was pre-COVID-19 and we recognize we are currently in a new normal with services being more virtual, but as we do pivot to get all Americans back to work, we hope this module can be a tool for a future blueprint with how we incorporate strategies and training within the setting of the American Job Center.

Module one was designed to provide a foundation to American Job Center frontline staff with the following learning objectives, understanding the foundation of WIOA's vision in Section 188, understanding disability-related information, maximizing physical and programmatic access and effective communication and interaction. Next.

At this point, I will pass it on to Steve and Lisa to highlight the technical assisting strategies focused on programmatic access and we'll begin with Steve. Steve.

STEVE UPCHURCH: Yes. Thank you. Next slide, please. So what I really appreciate about these eLearning Modules is the scenario-based or storytelling approach, which really helps the learner, I think, contextualize the concepts and the strategies that are being introduced. One such scenario in module one that addresses programmatic access is that of a Jackie and Sally.

Jackie wants to find a higher paying job. She has limited vision and was informed by her best friend about the local American Job Center offering a very good resume writing workshop. So Jackie meets Sally at the front desk of the Sunrise AJC, or American Job Center, and was provided a one-page application to complete.

The application form is in small font and Jackie asked for the individual's – and asked for the individual's name, address and phone number as well as a brief work history summary, but due to her limited vision Jackie was not able to fill out the paperwork on her own. So she approached Sally for support.

So this particular story or scenario creates three possible actions and you'll see this as we progress to the next slide and in the actual module, three possible actions that American Job Center staff member Sally can take to assist Jackie to access the workshop the center is offering.

Now, let's take a look – to take a moment to select the best responses that Sally could take to help Jackie and for that, I'm going to pass this to Lisa McNiven.

LISA MCNIVEN: Thank you, Steve. In the next slide that you see, it's about – and based on the scenario that you just heard in the previous slide – (inaudible) – that apply. This scenario and question format is what you will see in the experiential format in the eLearning Module on serving individuals with disabilities.

This is designed especially with those who are working as the frontline staff, as it is important to have an understanding of the best possible answer that you would need to help serve a person with a disability at an American Job Center. In this poll that you see in front of you, what should Sally do?

Would it be number one, Sally can offer the workshop application form electronically so that Jackie can use one of the American Job Center computers with screen reading software to fill out the form on her own? Will it be number two, Sally asked Carlos, another American Job Center staff member, to assist Jackie in filling out the form?

Will it be number three, Sally tells Jackie that American Job Center policy states that she must find a way to fill out the form on her own if she wants to participate in the workshop? Let's take a look at the poll. The polling that you see in front of you it looks like the high score is option number one at 96 percent.

And then the close second is option number two, which is at 27 percent and no one had chosen number three. So the answer is both option one and two are both good actions Sally could take to assist Jackie, as they provide alternate methods for Jackie to complete the form, either electronically with assistive technology or with the assistance of another individual.

It's never acceptable to treat the customer as if she is on her own. Please pull down the slide of the poll. And all customers with or without a disability need to be provided with quality customer service. For a person with a disability, providing an option is the best choice for the customer, as the customer knows themselves best.

When they have choices, they can choose the most appropriate – (inaudible) – combination that works best for them. I'm now going to give the slide to Steve.

MR. VEHLOW: Steve, you might be on mute right now.

MR. UPCHURCH: Oops, sorry about that. I was on mute. These interactive eLearning Modules are designed with American Job Center staff in mind and our recommendation regarding a dissemination and applying module one is that they be shared with American Job Center staff as a part of their ongoing staff development training, both frontline and management.

The modules should also be included in all new hire training at American Job Centers to make sure that as new staff come in they are trained in the same concepts.

The modules are also beneficial more than just to the American Job Centers, however, they should be shared with state vocational rehabilitation agency staff as well for cross-training purposes along with VR's employment services providers and other state and local community programs serve individuals with disabilities. Lisa has some other ideas for sharing and applying module one. Lisa, do you want to share?

MS. MCNIVEN: In addition and if feasible, you want to disseminate the eLearning Modules to the following sources, share on social media, such as LinkedIn, Twitter, Facebook, etc. and also share with the business and community engagement leaders to bring awareness to employers, such as employers that already hired individuals with disabilities and to both small and large businesses as they may consider hiring people with disabilities after receiving the training from the eLearning Modules in your community. Thank you. I'm going to pass the slide to Laura.

MS. GLENECK: Thank you. Thank you, Steve and Lisa. And in the first module, Steve and Lisa introduced one of the TA tools which is the case scenarios. So now we're going to turn to our next module focused on working across partners where we creatively leave some of the same characters that you're going to meet in module one and there we introduce some new ones.

In this module, Working Across Partners, we learn the value of how strategic partnerships and collaboration can increase access for adults and youth with disabilities to successfully participate in American Job Center services.

We do this through the following learning objective, partnerships and collaboration, expanding accessibility through effective partnerships, implementing universal design and access strategies and leveraging funds and resources. This module is targeted to both frontline staff and managers. And now I'm going to turn it over to Yvonne and Jacqueline to talk more. And Yvonne, I'll start with you.

YVONNE WRIGHT: Thank you so much, Laura. It is a pleasure to be here. Again, my name is Yvonne Wright and I just want to say first of all what a privilege it was to participate on this taskforce. As we talked about, this has been such a collaborative effort of so many different partners.

It was a pleasure to get to co-lead this particular module where Jodi Yanda from the State of Minnesota – Jodi, I hope you're able to join us today. We needed all our partners to contribute together to make this happen. My background, as Laura mentioned before, has mostly been in working with vocational rehabilitation, but two years ago I moved over to work in workforce development.

So this project has held a particular passion for me to see how we can grow and nurture these important partnerships to serve job seekers with disabilities. So this module, Working Across Partners Module, as we've already shared, focused on supporting frontline managers and workforce development staff and knowing how to work better with partners to serve their customers.

So working with partners not only enhances the opportunity to build our own relationships but also to expand the access for resources to help our customers so that they have an array of resources to support them and assist them during the training or their job searches.

And I've had the opportunity to share these modules with all of our workforce boards in Missouri, with the Governor's Council on Disability and with various disability groups as well and I hope it's going to be a beneficial tool for them. One of the most exciting parts of this project was capturing what other states were doing and to be able to share those.

We immediately recognized that while we could use this platform to teach others there were already practices we would use to learn from others as well. So by sharing other states' practices, we're letting everybody else know if they did it, so can we. And so at this point, I'm going to turn it over to my colleague Jacqueline and she's going to start us off by highlighting some of the state practices that we share. So Jacqueline.

JACQUELINE KORENGEL: Thank you, Yvonne. Before I begin, I just want to say I'm grateful for the opportunity to be able to contribute to the eLearning Development Taskforce and Working Across Partners Module. I selected the module in which to work, because it dealt with cross-partner collaboration and learning and how best to serve individuals with disabilities.

It was a learning experience for me not only through the module development but especially benefiting from the expertise of other taskforce members. As someone who works in adult education, I appreciate the way the modules are chunked into manageable sections for learning and there are a variety of ways in which learning is presented and supported.

Take, for example, Idaho. Idaho's Department of Labor offers able to work for individuals with disabilities on its site – (inaudible) – further search could produce accessibility resources, including Idaho's Training Center that is education oriented and provides definitions and training on topics like assistive technology and universal design for learning.

Idaho universities also provide information and resources on universal design. These examples are a great way to support and expand upon topics of interest. Yvonne, would you like to talk a little bit about Iowa?

MS. WRIGHT: Sure. One of the practices, along with Idaho and Virginia, that we really wanted to highlight was the Disability Employment Initiative project in Iowa and basically, I think this encapsulates the Working Across Partners Module, because what they did is they brought a group of individuals together to meet and discuss together how they could best serve their common customer of the individual with a disability.

What they did is they brought in vocational rehabilitation but they didn't stop there. A lot of times what I've seen is that people tend to stop with voc rehab and while voc rehab is an excellent resource, there are other disability employment groups, there are other disability interest groups.

And so they reached out to other disability agencies and the nice thing is is that if you don't know where to reach out to from a workforce perspective, VR will know how to connect folks to those different agencies and disability resources. Then they looked into other agencies to incorporate, such as school districts, housing agencies, benefits planning agencies.

So they didn't just stop with focusing on pretty traditional disability agencies or groups, they expanded it out to include other parties that they knew would be interested. So just imagine the knowledge that that group gained just by getting together, not to mention the resources and opportunities to better serve their mutual customers.

And Iowa is a great example for me to share, again, because it's an easy place to start. People already have these contacts, they may just not have thought about bringing them together all at the same time, at the same place and around the same topic. And Jacqueline, I'll turn it back over to you.

MS. KORENGEL: Thank you. I think it's important to note that the taskforce members provided feedback about the module development but they were also encouraged to submit resources as well. So it's likely that some of these state examples were submitted by taskforce members themselves.

Virginia is also showcased in tools and resources of this section and includes links to its lead center and cross-system's accessibility taskforce activities. I tend to be partial to a blended approach to learning where perhaps you would take this segment and you could introduce a topic of discussion with a group or an individual and then follow up with activities associated with state examples.

For instance, the module uses a video to reinforce the concept of inclusive design and one way, to use Virginia's example, is to share or ask a group or individual to find an example of what the lead center provides for inclusive design. Virginia's lead center actually offers numerous resources under its Road to Inclusive Career Pathways tabs.

One second. So the state examples, in particular, are a great jumping-off point but so are some of the other tools and you can use them with groups to stimulate discussions and policy development, expound on other topics like assistive technology, managers can use it to support onboarding new hires or use it as a refresher for existing staff and of course, it could be used with – to help educate other internal and external stakeholders. And with that, I'll turn it back to you, David. Thank you.

MR. JONES: Great. Thank you. And we are now going to introduce module three. And in module three, what we are doing is we are shifting gears by integrating a story on how the American Job Center can meet the needs of a business.

We framed it around a new grocery store coming into town of Sunrise and the storyline focuses on how the One-Stop and VR can work jointly together to meet the needs of a business and we weaved in the following learning objectives, helping businesses understand reasonable accommodation, interviewing people with disabilities, engaging businesses in work-based learning programs and making the business case for hiring people with disabilities.

When we developed this module, it was chiefly targeted for business service teams in the American Job Center, because this group largely has a very strong connection with the businesses and they are in a very unique position to advocate how people with disabilities can be a good investment in the workplace. Next.

So I will now pass it on to Amanda and Leslie who will highlight this model. And Amanda, I think we start with you.

AMANDA RAMSEY: Thanks, David. As David said, this module was developed around the scenario of a growing business coming to the town and the scenario shows how the Job Center was able to work with partners like vocational rehabilitation when initiating their relationship as well as while meeting their needs over time of the local business.

Our eLearning committee wanted to focus on how we collaborate to serve our business customers and share how we support employers while promoting inclusion. We also wanted to be sure to include existing resources and examples from the field. Due to the group's input and how the scenario unfolds in this module it is especially applicable for AJC staff and partners to engage employers.

The scenario progresses through the stages involved in engaging a new employer and provides realistic strategies for inclusion. Under each topic covered in these modules, there are tools and resources that reinforce the topics with hands-on materials and information that can be used and adapted.

For example, this module includes a work opportunity tax credit eligibility desk aid. A desk aid could be useful for business services staff when explaining the program and answering questions but also useful for employers as a reference when developing internal processes for using the tax credit.

Another tool entitled basics for business, finding a comfort level with disability is a pamphlet with quick facts for disability etiquette to raise awareness about working with individuals who have a disability. So next I wanted to highlight just a couple of the tips from this module.

During outreach and collaboration, take steps to cultivate a relationship and build trust before proposing business solutions. Number two, when providing specialized programming and support, work with a team of partners who represent different resources, expertise and programs.

This section of the training does a great job of explaining how when we include our workforce partners we increase our value to our employers. And finally, make sure recruiting and hiring practices are accessible. Next, Leslie will share a few examples of how her local area is using these tips to provide inclusive business services. Leslie.

LESLIE WOJTOWICZ: Thank you, Amanda. Along with all my other presenters and taskforce members I do want to say it was a privilege to be a part of this eLearning Taskforce. As mentioned, I wanted to share a couple of examples of Central Minnesota that relate to the tips that Amanda just shared.

Here is the first example that mainly focuses on the outreach and collaboration tips. We have a regional business services team that does its best to connect on a quarterly basis. This team is made up of all WIOA partners that work with employers. At this meeting, we share program updates, community updates and ensure we have a coordinated effort in engaging local businesses.

If, for example, the Title I partner is the main contact at the business, they know enough about Wagner-Peyser or vocational rehabilitation services to share the agency resources. The key at these meetings is to be sure you know enough about each other's program to make informed referrals or share information.

This group established some ground rules when it first started. Competition and territorial attitudes are left at the door. We're coming together to help ensure the business is viewed as a customer and if possible, their needs met. This example highlights how we need to work together to view business as a customer and to take steps to understand their needs.

Being able to share resources in plain language, avoid acronyms and program jargon will help engage the business. I encourage you if your local area doesn't have a regional business services team, establish one. It is a great way to ensure open communication and provide services to the community.

The second example I'd like to share includes all of the tips and strategies outlined. Prior to COVID-19 and still today local employers in Central Minnesota have had a hard time filling their openings. There are now hiring signs everywhere. The local board decided to promote education on untapped pools of individuals that have been overlooked as potential employees.

It was called the Untapped Workforce Series. One of those populations identified as an untapped pool of potential workers for people with disabilities. The event was free and we promoted it through human resource groups and employer networks. These events targeted the employers to help educate them on the untapped workforce.

Event content included tips on accommodations and resources. There was a panel of employers who hired people with disabilities and people with disabilities who were successfully employed were all able to share. Employers were able to ask questions, receive resources and connect with business services staff who could continue to provide ongoing support.

This event was followed up by a targeted hiring event where additional outreach and marketing to people with disabilities occurred. It was well attended and a great turnout for both the educational event and the hiring event that followed. The space limited the number of employers that were able to participate.

We capped out at 26 with a waitlist and we had approximately 90 jobseekers attend. In the follow-up survey, at least 30 interviews and/or hires happened directly as a result of the targeted hiring event. It is important to share best practices so that others can replicate to help both a jobseekers with disabilities and the employer.

It is a win-win. I now want to share some dissemination strategies and how you can apply information for module three. The first strategy is to share the module with local board and One-Stop operators. I've shared this information with the local board and got their buy-in to have all staff review the modules.

In Central Minnesota, we were also fortunate that the review of the modules by all staff was written into our regional plan. The One-Stop operators in Minnesota are mainly consortium models and include all WIOA partners. These modules have been shared with the One-Stop operators across the state.

Another strategy is to share with state-level groups that have large networks for dissemination. For example, state workforce board associations, the Department of Education and the Department of Labor. It is important to get buy-in from leadership for relevant staff to review the modules and if possible, for all the staff to review.

You can post the module on LinkedIn and other social networking platforms. I encourage you cast the net wide and share with as many networks as possible. The module is great to incorporate for staff onboarding and ongoing training opportunities. We plan to discuss the module at our regional business services meeting.

The Providing Inclusive Business Services Module is a great resource for business services staff from the American Job Centers and partners who want to expand and more fully integrate services for their employers. We have shared just a few of our favorite tips and strategies.

There are several more in this module and I hope you take the time to enjoy them and learn as much as we did. And now I'm passing the mike back to David.

MR. JONES: Great. Thank you. And can we go back one slide? There we go. So folks, we did get some questions that came in and we'd like to take the time to answer them and if everyone on the panel would like to expand on the questions asked or the answers, feel free to chime in.

We got one question, "What is the nearest American Job Center to Martinsburg, West Virginia?" And I know a lot of times folks in the field might be wondering where is the nearest American Job Center. There is a website for that and it is careeronestop.org. So if you go to careeronestop.org, you'll be able to kind of find a tool where basically you can put in a zip code and find your closest American Job Center.

That's the great thing about technology is that we can always find something at our fingertips very close to us. Another question we've got is, "Are the eLearning Taskforce tools available to the public?" It is and we will be highlighting that website soon. It is disability.workforcegps.org.

And before we take any more questions, I kind of want to reflect with Laura a little bit at this point. Laura, based on what we heard today from the panel is there anything that strikes out at you as an a-ha moment?

MS. GLENECK: Yeah. I love what Leslie said. And Leslie, I wrote that down. I think it's really poignant and it is important to share best practices so that others can replicate to help both the jobseeker with disabilities and the employer and I think that applies across all three modules, David.

When we were working with this, I know ETA's vision at the beginning was hear from the voices from the field. You know, it's peer to peer. You hear that, business to business, but it's peer to peer and it was really important to learn, share within all three modules what are the best practices, what are the tools and strategies, what are the state examples that come from this.

So Leslie, I'm glad that you captured that and I think all three of the panels did, David, as they reflected on there are the similar technical assistance tools in each of the modules that applied to the targeted audiences. And so I just think that would be my a-ha moment, the importance of really sharing what's working in the field so that it can be replicated with others.

MR. JONES: I agree, Laura. And I'll reflect as well from what I heard earlier today. You know, with the first module serving people with disabilities, when Lisa gave us that poll, basically, there really is no one way to do things, there are many options. And so there are actually two routes that we could've taken and I think that's important with service delivery.

We can be flexible. There are alternative options that we can always take and we can always be creative and also teamwork is so important with serving people with disabilities, asking another who might have more expertise is something one can do in the American Job Center.So I thought Lisa and Steve captured that really nice.

I know in the Working Across Partners, as Yvonne and Jackie highlighted, again, the customer is at the center of things and how the programs were able to kind of work around the customer to meet their needs and the customer can be either an individual with a disability or an employer.

So I thought it was really neat to show how partners can leverage resources to serve a customer.

And finally, with Amanda and Leslie in their module in meeting the needs of the business is highlighting how, in that module, breaking down the myth that reasonable accommodations aren't as expensive as one might assume and how this business service team can really advocate and highlight how the median cost might only be $500 and not something very high, but also how the team can also advocate how it's good business. It might help their bottom line, because oftentimes we know that people with disabilities can be very loyal and hard working in the workforce.

So they were some of the key highlights that I gathered from today and also in the modules themselves. And I think at this point what I would like to do is take another question. And Laura, perhaps you can expand on this and the panel may want to expand on this too, "Which instructional tools were chosen for this eLearning Taskforce?" And one thing I'd like to take a stab at we were creative in tackling different approaches.

As we've highlighted today, state examples, we highlighted tools and resources, tips and strategies and it was a collaborative process. Laura, is there any way you'd like to expand on that answer more?

MS. GLENECK: Yeah. I would and I would just say it's only as good – I think, David, you said this before, it's only as good as you apply something. I think I'm stealing my words from as we move forward, but it was not just – and the taskforce was key in this.

Again, we have 27 members across 20 states who volunteered time and energy and commitment and contribution and who really took this seriously and knew that, yes, there was content, there was words that we could say, but saying that in the field they needed to learn how to apply it.

And so really help to drive, to make sure that they were responsive, engaging, tools and resources that would help not only apply the language but to be able to share more broadly. So I would say it was just a phenomenal collaboration and as we had said, a peer review by all of us to make sure that what was included in these modules was going to be effective and responsive.

And David, I don't know if we have time to open up to any other panelist to share their thoughts. I'm doing a time check. I know that might be. So does anybody – any of the panelists want to share anything about the tools?

MR. JONES: Okay. We won't put any –

MR. UPCHURCH: Hi. This is –

MR. JONES: Oh, go ahead, Steve. Go ahead.

MR. UPCHURCH: Oh, I'm sorry. This is Steve Upchurch. I was just going to say that I really appreciate how interactive the modules are and it really keeps the learner engaged in the process and I think it helps for a more meaningful learning experience. So I think that's one of the highlights that I take from these modules.

They're very interactive, very easy to use, but that interactivity feature really helps, I think, with engaging with the material.

MS. GLENECK: Great. I think, Yvonne, you also wanted to share.

MS. WRIGHT: Yes. I was just going to add that one of the things that I will always take away from this experience and what helped us, I believe, make very good modules was the fact of the diversity of the individuals that were involved in putting this together.

I can think through the beginning, middle and end phases of this process and at all times we were able to get every person's perspective on this and that was just such an invaluable resource. If you had a workforce agency representation without representation from the disability community, it wouldn't balance right.

It wouldn't work right. And conversely, if you had only a more one-sided toward serving people with disabilities, we'd miss the ambiance and the message that comes from the workforce community along with our other partners in adult education and other resources.

So I think that watching it come together one of the most important things that I think makes it sound is the fact that everyone contributed at a very honest, open, if you will, critical but critical in the sense of making it the best product it could possibly be.

MS. GLENECK: Yeah. I would definitely agree with that.

MR. JONES: Thank you. And Laura, we do have another question and I'll take a first stab and perhaps I can have Yvonne respond afterwards. One of the questions is, "Do you have testing and certificates at the end of each module?" And I would take a first stab and mention that the one thing to keep in mind is this taskforce did amazing work in a six-month period and time was of the essence to get something out.

And so we would've loved to have expanded it further, but we were very constrained with time that we had. The other thing is we wanted to make learning fun. You know, sometimes it's all about testing, certificates and getting that grade for how many correct and we wanted to make this optional where we wanted to make this encouraging and fun for the learner. And I'll make – I'll have Yvonne expand to that question, if possible. Yvonne.

MS. WRIGHT: Okay. I want to clarify what it is that you need – that you want me to expand on, David, I apologize.

MR. JONES: Oh, sure. The question was, "Do you have any additional thoughts about testing and certificates at the end?" How do you feel about that?

MS. WRIGHT: You know, I think that when we put together the modules, we wanted to make sure that it was as user-friendly as it is possible and if you haven't been through the modules yet, you will find that you can skip to certain sections. One of the reasons that we put the modules together the way we did was that some people relate better to looking at what other states do.

Some people relate better to looking at the scenarios, but we wanted to be able to put it all in one package. I think that that's certainly something that we can look at in the future as far as if that would enhance or solidify the learning retention of the pieces, I think that would be great, but I think that the original intent was just to let people be able to use this at their ease and their pace to get what they can get out of it to best suit their needs.

MR. JONES: Great. Thank you, Yvonne. And anybody else wanting to add on that before we continue with closing remarks? Amanda.

MS. RAMSEY: Hi. This is Amanda. Yeah. I just would like to add that one of the cool things about this module is it really is – and they can be used as conversation openers.

Since we are really looking at finding what works in our own local areas and with our own workforce boards I think that this could be a really good opportunity, maybe not just wanting to measure when someone's completed the training and that they understood what they learned but also what actions did they take.

So I would encourage anyone to take this to the next step as it relates, if you want to use it for staff development, to use it as kind of a stepping stone and what – how could you assess how they use what they learned in your own local area and in your own office. Thank you.

MR. JONES: Great. Thank you. And Jacqueline, I think you may want to share a few remarks on that.

MS. KORENGEL: Yes. I was just going to say in the scenarios, you saw that you had options to pick from and I think because there are a number of ways in which to appropriately address things that the feedback you get from the different scenarios in what you choose is almost like a test, except that it gives you a lot more options.

So while there might be an absolute don't do this, right, there are various ways in which to do it correctly. So I think the modules provide an opportunity to follow it in that pathway as opposed to having right and wrong answers.

MR. JONES: Great. Thank you, Jacqueline. And I think overall, like what the modules is really trying to help us do is help us think outside of the box in serving the customer, in serving who would be an individual with a disability or the employer and think of different options and thinking creatively and get the discussion going.

You know, this could be a really neat tool where you could have a cross-training among local offices and have a dialogue about it, just like what would you do in this situation. So that's what makes it really a neat tool is to begin the dialogue and that's what we hope we can accomplish.

So how about we go to the next slide? And I know there was some questions about this as to where these eLearning Modules can be found and this is the answer. What you have seen and heard today is just a small snapshot of what is available.

The eLearning Modules can be found at disability.workforcegps.org and we are very happy to share that these modules have since grown to become our third-most visited site within WorkforceGPS and this really should not come as a surprise, because the momentum was very positive over time, as Laura will describe. Laura.

MS. GLENECK: That's correct, David. During the past year, we traditionally finished our taskforce meetings with a question in a virtual word cloud in which taskforce vendors had to complete and in one-word sentence and this really helped to drive not only what we just learned about but to really push us forward.

And here you see these are seven of the word clouds and I'm just going to touch on four of the leading questions that we asked. So one question was, "What do you hope the audience gains from the eLearning Modules?" And the prominent answers in the taskforce was understanding. I love that.

I absolutely loved all of them but really loved that that's what that was. Another question, "What will American Job Center frontline staff learn from these modules?" And the chief top word was partnership and I think you heard a lot about that from our panelists today.

Another question was, "Our teamwork throughout this process has led to" and the prominent word being success. I thought that was very cool.

And then our final question during our last taskforce meeting in April was, "How do you hope the American Job Center customer experience changes after frontline staff start using the eLearning Modules?" And the prominent word was access and I've been in the Disability Employment National Training and Technical Assistance since 2001 and I think anybody on that team will always say we are trying to increase access.

So I hope this kind of motivates you as another way to start engaging and looking at these modules. And so David, we know that – and I kind of alluded to it before, we know that learning is only successful if it can be shared.

So as we aim to strengthen system capacity to serve people with disabilities and employers, we're really looking to you, to our audience today, to help us spread the knowledge far and wide within the workforce system. We developed a flyer that you can download from the FileShare pod.

It was also included as an attachment to today's webinar announcement and I'm certain that it will be posted with the webinar archive and we're going to ask if you can please help spread the word and share more about this and share some of the tips and strategies that you learned today. And David, I'm going to turn it to you for our final words.

MR. JONES: Great. Thanks, Laura. And we wanted to take a brief moment to close with a special quote from Brian Miller who passed away in April due to COVID-19. Brian was a leader in the workforce system monitoring the VR program from RSA in the U.S. Department of Education.

Brian was a world traveler and he once shared in his travel blog that "There are more places to visit than one can ever hope to in one lifetime. Beyond the mountains are more mountains." And I think for me, Brian's quote goes beyond one personal adventure. It can also describe our professional lives for so many of us in public service that we learn to embrace the value of the journey to make a difference. Next.

So we close today's webinar with a vision that our eLearning Modules can help navigate through the mountains in helping people with disabilities rise and shine in the labor market. So on behalf of Laura, the Maher team and the whole ETA family, thank you for joining us and we wish you a wonderful holiday weekend. Goodbye.

(END)