

1. Please tell me about yourself.

My name is Gloria Bennett. I am the Director of Community Resources, and I came to work here in April of 1989. So I have been here for 27 years. I am not an instructor, and when I came, I did not know braille. I'm still not proficient in braille, but it was a do-it-yourself, teach-yourself-braille-or-else, because my job was to adapt materials in the Learning Resource Center. I don't work at the Learning Resource Center anymore, but I am the Community Resources person. I work with visitors, do tours, do volunteer program, our non-profit organization.

I do read braille by sight, not by touch. There is a difference in those of us who read braille, who can see—we don't get into touch, because that is a long process. To learn to read braille by touch, you have to start with very basics. Learning how to follow a line, learning how to distinguish lines and spaces—it's a very, very complicated process. You and I can learn braille, letters. We can learn how to write on a braille writer, but to learn how to read by touch is a much more complicated process, and that's what blind people are doing. Not those of us who are maybe working with blind people. I know I can't do it, and I don't think most of our staff who are not blind can do it either.

I do love braille. I think it's wonderful. And we here at the school, we emphasize braille through the use of braille textbooks, for all of our braille readers, braille homework, and so forth, and I'll introduce to you to our braillists. We have two now, two braillists who are always putting things into braille for students. Teachers do it on a daily basis. We'll take a little tour. I will show you the classroom. Every classroom has braille writers and braille embossers, and many of the students have refreshable braille devices. Also, a lot of our students use Apple devices that talk, rather than have refreshable braille.

2. Please tell me about TSBVI.

We have, in a regular school year—what we call our comprehensive program, is the school year program from August to June. We have about 155 residential students. Most of them are residential. There are a few from the area who are day students. The school buses bring them and pick them up every day.

But generally, they come from all over Texas, and they are residential, which is a big part of our education program. Then, they go home, and in the summer, we have two months of summer school and elementary month and secondary month, plus a few other programs. If you look on our website, you will see in our summer programs. We have a work program, we have a RESPET (?) program, various programs throughout the summer for those students who don't come here during the school year.

Now there are about 9,000 blind students in Texas, and with all of our programs—summer, comprehensive program year, and our short-term programs (those are the programs from their districts come for either a weekend or a week at a time all through the school year)—we see about 700 students a year. Even so, out of 9,000, that's not a high percentage.

We serve, here at the school, students of ages 6 to 22. Before 6, they are served through Teachers of the Visually Impaired, who also serve those other 9,000 students who don't come here. Each visually impaired student in Texas is assigned, through their school district, a TVI—a Teacher of the Visually Impaired. That TVI is certified, so they got their degree and then they have to also get their certification to be a TVI. There are only two universities in Texas where you can get your certification, and that would be Texas Tech in Lubbock and Stephen F. Austin in Nacogdoches.

Now, because the School for the Blind for the state of Texas has a mission of serving all of the students in Texas—one of the ways we do that is that we train teachers here. Through Texas Tech, we have a professor on loan who has their office and their classroom here on our campus. So if you wanted to become certified, if you got a job as a teacher at our school, you were qualified in everything except you didn't have your TVI vision certification, you could go to Saturday classes. She has her classes here in Austin. You can get your certification through Texas Tech, but right here in Austin, without having to leave your job, or not have a job and go back to college to get your certification. You can do it right here. So that's one of the ways that we serve students, is by constantly training people to become TVIs.

So if you are a braille student and you are in, oh let's say—a small school district, Waxahachie—and you are visually impaired—could be totally blind or some form of visual impairment—you have a TVI assigned to you. And every special education student goes through the special education system, the ARD system. We call it special ed process, the ARD process. That stands for Admission Review Dismissal. At the beginning of the year, you will have an ARD meeting, which includes your parents, your classroom teacher, your special education teacher, your TVI, maybe a special education director—whatever is in there—and what they do at the ARD meeting is, based on your ability, which is based on your testing, what you are capable of. These are the Texas TEKS [Texas Essential Knowledge and Skills] that we expect you to cover this year. You're in second grade, this is what you should cover. You should be reading at this level by the end of the year, etc. And that's true for all special education students. Then, at the end of the year, there is another ARD meeting—same group of people—how did they progress, did they achieve that goal, what's their next goal.

That process is how you get admitted to the School for the Blind. If you have an ARD meeting, and you're from Waxahachie, and you're a young blind student, and you need to learn braille, and Waxahachie doesn't have a teacher who can give you the number of hours a week that the ARD committee decided you need for braille reading, then they call the School for the Blind and they say, we have a student who needs to come to your school. They come here, they get that particular subject, all their education here, they reside here, they live here, they get all the benefits of living in a residential school. And at the end of the year, well, was that goal achieved? And if so, can they come back to their local school and proceed with their education? Do they need another year at the school for the blind?

That's how it works. That's how we get our 155 students out of those 9,000. The ones who need to come here for whatever it is that they are supposed to be learning that year. The rest of the students are able to—say, the student in Waxahachie is older, doesn't need a braille teacher, already has his braille down,

and can get all of his educational materials through the Teacher of the Visually Impaired, who has got a brailist who is helping them, the materials in braille that he needs every day, for homework, etc. So there's a constant production by hundreds of people around the state, braille materials for students who need that for their class work and their homework, as well as braille textbook.

So here at the school, all of our students have been admitted through that system. The purpose is to get the skills that they need and then be able to go back to their local school, live with their family, go to the school in their neighborhood, with their friends, etc. Generally, that's where they will be when they graduate, so that's their home. They come here, get the skills they need, and they go home.

They get the skills and the educational areas—reading, writing, arithmetic—but we also emphasize skills in the Expanded Core Curriculum areas. This is very, very important for the visually impaired people, and especially visually impaired students. It's called the Expanded Core Curriculum, or the ECC. It's a list of skills that visually impaired children have to have some special instruction to learn, that sighted students mostly don't, because they learn from each other, they learn from watching. It's a little bit less complex for them. It includes things like technology skills.

We're exceptionally proud of the ECC, because our former superintendent Phil Hatlen was part of the nationwide committee that created the Expanded Core Curriculum. And now, as of about 4 years ago, it's a law in Texas that these skills have to be provided to every visually impaired student in school. It includes social skills, recreational skills, orientation and mobility, and technology. Sighted student doesn't have to have special training in orientation and mobility. That's learning to use the cane. Orientation—learning to find your way. Mobility—learning how to get there safely. Technology, of course, is specific to visually impaired students.

Here, at the school, when a student is finished with the school day time activities and they go to their dorm, then for the rest of the afternoon and evening, they are working on social skills, recreation skills, they are learning to play. We have a tandem bicycle club—they get out and ride tandem bicycles—we have a bowling alley, we have a pool. They play goal ball. It's another recreation skill that we emphasize here at the school. It's a game that was invented by blind people for use by blind people. Everybody who plays it has to wear a blindfold. It's a team of three against three, and it's a big heavy ball with a bell in it, so you can hear it? It's thrown to make a goal, and your job is to stop them from getting, you know, a typical game. We do a lot of that, we have a wrestling team, a cheerleading team, junior, senior prom. We do all those social things that sometimes visually impaired and blind students don't get to participate in as much in their local school. We emphasize that here.

So you can come to the school if you are between 6 and 22. So that means, we have an elementary school, not as many elementary students as older students, because if you were a parent, would you want your 6-year old to go away to school? Very hard. They do, but it's very hard. And they come here with that purpose of being admitted through the ARD committee. They may not be able to get the skills they need at 6 or 7 in their local district, so they then come here and get those skills. Then they are ready to go through the rest of elementary in their local district.

And it goes all the way to 22 by law. So even if you are a blind student here at the school and you complete all of your state board education requirements—you are ready to graduate—you can choose to stay from 18 to 22 and go into our Exit program. In Exit, they are working on life skills—how to get a job, how to find a job, how to hold a job—all the things that you are going to need as an adult. That's our Exit program. We have lots of kids who choose to stay. By then, they are adults and they can choose to stay from 18 to 22. There are those who are at 18, they are ready to go. They are out. They are on their way. We have students who are at 18, go on to college.

We have every kind of vision that you can think of. We have totally blind students, we have students that are low vision, we have deafblind students. We have every kind of ability levels that you can think of. We have students who are very basic skills and are not going to progress past some basic skills learning, all the way to students who are going to go to college or who will be ready for college at that time. We have all kinds of cognitive levels, learning levels, all the way through. So the school, in its 155 students, encompasses a wide range of ages, ability levels, vision, acuity. Very wide range. For that reason, our classes are small and the staffing ratio is very low. Our job is just to give those kids the skills that are on their goals and objectives, to get those goals and objectives met and maybe transition them back home.

Now, while they are here, we do send them home every weekend, because we want them not to lose that connection to their family, to their neighborhood, to the places that their family goes. Every Friday, they get on buses and we take them to the area that they live in: Dallas, Ft. Worth, San Antonio, Houston. If they live in El Paso, we fly them home every weekend. Then, they come back on Sunday. And once a month, there is always one long weekend. Usually it has to do with a federal holiday. Might be Columbus Day, so that they don't have to come back until Monday night instead of Sunday night. Our major goal is to get them home as often as possible, because they are away from home and we don't want that connection to be lost and we want their parents to be aware of everything that they are learning.

It's very individualized. Everything at the school is really individualized, because no two students are the same and no two students have the same needs. So some come for a year—a year is pretty short. But some come for 1 year, 2 years. Some stay for 4 years. At the end of the year, when they have that ARD meeting, they decide—the teachers who have taught them that year all sit around in one of these big rooms over here—and discuss what that student has done, what he has accomplished, what's next. Then, they prepare for that ARD meeting and they get into that ARD meeting with the parents and the local teacher.

I like to say that, when students come here, we are really just borrowing them from their local school, because, ultimately, they are going to go back to their local school. So the Teacher of the Visually Impaired, who had them in their local school, is going to get them back, so they are a part of their whole educational time here.

Since it's far away, those ARD meetings are usually done on a speaker phone. They are in Waxahachie and we are here. But it's a connected ARD meeting, so everybody is involved in that. So at the end of the

year, it will be decided by all of those people who have the input—whether they need another year or whether they are ready to transition back.

Yes, I think student's input is considered. It's not the top consideration, cause they never want to leave. It's so wonderful here. It's such a relief for students—it's such a benefit—for students to come to this School for Visually Impaired. Everything here is set up for them. Everything. Where and how they live, where and how they go to school, they are taught by orientation and mobility teachers. There are routes for how to get from here to there. So they are becoming very independent, they know the whole place, they can go around the school just using a cane. Our purpose is to teach them to be independent so, when they go back, they will be able to manage that orientation and mobility through high school or their middle school or their elementary school. It's a big challenge. But coming here, everything is set up just for them. So leaving here is really hard.

So it's not by student's choice, although as they get older, when they are at that point where they can decide whether to graduate or to stay in Exit program or to stay another year, their input is taken into account, for sure. Because, by the time they graduate, they are adults. They are 18, they are over 18. They can sign for themselves. But up until then, the parents are quite involved in every decision.

3. What classes do you provide for your students? How are the classes taught?

4. How do your students use braille?

If they are braille readers, braille is used in all of their classrooms. Their textbooks are in braille, their math books. Everything is in braille. Math braille is even another story. It's very difficult. Our job here is mostly to get those math concepts, which are visual, three-dimensional concepts, into a two-dimensional, non-visual understanding. So our algebra and geometry classes are very, very important.

We have another program called the Dual Enrollment program, for those students who are very academic, go to their local high school for part of the day, come back here for academic support, generally take their algebra and geometry here. Now, once they get up into the higher math—calculus and physics and all those higher math classes—they are going to have to go to the high school to take them, because we don't have a teacher who—we don't have enough students to have a teacher to teach that—but our brailist does all their math homework in braille, all their instructions. So it's a combination of regular school and us.

Now, the dormitories have braille everywhere. They have a kitchen, a large kitchen. Maybe a student will have learning to cook as one of their goals. Those goals that the ARD meeting that they are presented with are not just education. They are not just reading, writing, arithmetic, but they are life goals too. So they use braille when they are doing laundry, when they are cooking, putting dishes in the dishwasher, all of those things. Braille is on everything.

Some of our students won't ever read braille, and they use what we call tactile symbols, which is something that a pre-braille reader or a non-braille reader can use. It's not even braille. It's a tactile, literally a tactile symbol that means something. And some of the students who learn those tactile symbols then move on to learning braille. They are the more basic skill students, and they can learn. Here, I will show you.

These are some tactile symbol books that students created with their teachers. This is exploring the pet store. That symbol means pet store. So Matt took a van to the pet store. And I don't know all of this, but Matt knows what all of this means. This is probably his name symbol. To you and I, this means nothing. To Matt, he can read this. Very individualized. Let's see. Carolina showed friend her bedroom. What a soft bed! And I don't know which of these is the bed, but I'm going to show you the tactile symbol. That's their swing, outside, push Carolina. This would be outside.

So we're getting down to pre-braille and very basic, and we have student who will never get beyond this. And then we have students that will use this later on. It's the concept of learning that some things make words and the words together make sentences, and pretty soon, you got a sentence in a story. So this is the most basic way of teaching that to students who are pre-braille. That student can take this home and tell the story to their parents.

Here's summer school, 2012, Writer's Workshop. There is all of their writing in there. This is 9/11 story. I don't know whose class this was. I think with elementary students. Yeah, these kids were in 5th or 6th grade, and they interviewed people for their 9/11 memories, put it in large print, made a book, put that book in braille. So that says the exactly the same thing. There's the braille version and the print version. So that's how we use braille. Because our students—some read print, some read braille—often things are in both.

5. How do your students learn braille? What are some frequent difficulties that they encounter?

For one thing, if you were to learn to be a fluent, good braille reader, there are lots and lots of contractions to learn. You know about contracted and uncontracted braille? Many people believe, and we have a former principal of the school who comes and teaches braille to staff—who don't need it but would like to learn it—she believes, let's just stick with uncontracted and make it easier for everybody. But a braille reader would not say so.

Most [prints] are in contracted forms, although here, we often do both contracted and uncontracted. We just had a play last weekend, and we had programs in both contracted and uncontracted.

It's a process to learn contracted braille. Oh, I would love for you to meet Christian. One student that I know personally, who just lost his sight, just last year. And he's a fantastically fast and excellent braille reader. Another student might have been struggling with braille for years. So again, everything is so individual.

I did a program at the Thinkery. It's a children's museum here in Austin, over by the old airport. But they had an adult night, so we presented braille. Their theme that night was the senses, and we went and presented our sense, which is vision. And I had two students with me, and one of them is the one that I'm talking about, who just lost his sight. We had some braille writers, and then we had technology. So all these adults were coming up to learn about braille and to see what we had to offer.

That was very interesting, because they were mostly in their 20s and 30s, some older people, but mostly at this evening at the Thinkery, there were a lot of dates coming in and just having a great time. And when they came to our area and sat down and learned how to write on a braille writer, it was so interesting, because some of them were very slow and pondering—we had a chart up there—and this one guy came in and sat down and I explained about it, and he went, oh okay, psh, psh, psh.

That's the difference in people, whether you are a child or an adult, you either get it very quickly or you have to work out a little harder. So there's just no definite answers to a lot of these things. It's all so individual. Especially because, when you are sighted, you take in more than just what you see. You make judgments based on what you see. I've been looking at that tree [past the windows] thinking, that's not a very healthy tree. Now, a visually impaired person could walk over and feel that tree, touch the leaves, but they are not going to see what I see. So you take in and make judgments and all sorts of things. Everybody is different.

6. What are the results of teaching braille to your students?

7. Are other braille systems (e.g. math, music, programming, foreign language) taught at TSBVI? What are the results?

8. What are the goals of Unified English Braille (UEB)? Please tell me about your transition plan for teaching UEB and current results.

What I have been hearing from people is that, it is simplified—contracted braille. The “unified” part stands for the fact that all English-speaking countries now will have the same unified braille code, where before, England, Australia—the English-speaking countries—had their own quarks in their braille code. So they have unified that. One of the reasons for that is, you can produce a book here, send it to Australia, it would be perfectly fine for them, and vice versa.

That, I think, would be the two main reasons—was to simplify it, to bring it up to date, because it was codified so long ago that a lot of those uses died. A lot of the things were very 19th century, very old-fashioned and not used anymore. So the purpose was really to make it more simple, make it easier to learn, and make it easier to cross-country—the English-speaking countries. There is still French braille,

there is German braille—each country has their own version of braille, each language has their own language—but if you are in English-speaking country, then you will be up to—all have the same unified English braille.

The kids like it. The adults, our staff were a little reticent about changing the horse in the middle of the stream. Of course, there is no end to the stream. It just goes on for time. But the kids like it and they have no problem changing, because it is very, very similar to what we were using before. The alphabets are exactly the same. The contractions are the same, but they have thrown out some of the rules for sticking two words together.

All of our teachers have been through an online course in the UEB and get their certificate, so everybody is up to date at the school. Being that we are the primary school for the blind, our teachers have to keep up to date, and it was required of them to take the UEB course already. So they will be ready when those books start coming out. The textbooks are going to be in UEB, everything is. They have to be ready, so they already had to do that.

I don't think she [Dr. Pruitt, one of the teachers] is teaching UEB right now. I think maybe next year she will be. And really, to teach UEB just means we don't teach certain things that we taught before, and it's a little bit more simplified than it was before. It is really not that changed. It is really not.

Math is another thing. I think they have a plan to change braille math in the future. Nemeth braille. Well, I am not a math person, but I love Nemeth braille, because it is very understandable, to me as a non-math person. When you take on all that stuff and put it linearly, which braille math has to be—you can't do fraction plus fraction over fraction—you have to have a way to write it linear. I understood that with Nemeth braille. You open the fraction, you got the top, you have the divider, you have the bottom, you close the fraction. To me, it was very, very understandable.

And I think, in order to do higher-level engineering, computer skills, math skills, you have to have the ability to do high-level math. For regular kids, who are just going to learn basic math, it's a little different. You don't have to be quite as Nemeth-specific. So they are really trying to simplify braille math. My own opinion is, I don't know how you can make it simple and still have those high-level math users. And those are areas that visually impaired people excel in. High-level engineering, math, computer sciences, coding. You have to be able to have it in braille, where you can make use of it. That's just my opinion, one person's opinion, but that has to do with braille math.

I know you have something in here about braille music. We don't have anyone right now who is teaching braille music, but we do have people coming in and teaching it for certain programs. We are trying to get more efficient at teaching braille music, for those musicians who want music theory, in addition to just music playing. To play music, you only have to learn it by ear. You learn how to make it, which you can learn how to do that by ear. But to write music, you may need something more complicated like braille music. There are several programs out there that teach braille music that we have here on campus, but I don't believe we have any students right now who are learning braille music.

9. What are the benefits that students who know braille encounter when learning UEB? What are the difficulties?

10. How has technology facilitated (or failed to facilitate) the adoption of braille?

Technology is huge. The ability to type and print on a regular computer keyboard—translate that to braille and emboss it in braille—is huge. So technology is, probably one of the areas that have benefited visually impaired people the most. It has allowed written material to get into braille more quickly, more easily. Anybody can go into a computer in any classroom and put on a regular keyboard. Now, they can also input on a device that is a braille keyboard. With or without a refreshable braille, they can input it. That device will then translate it. It will emboss the braille and translate it and write to print.

A student, especially the students in all of the regular-ed classrooms—their local school classrooms—need to be able to have it for their own use and for their teacher who doesn't read braille. Their classroom teachers use. So if I write a paragraph or a paper, and I want to read it later and take it home, I need it in braille, but I need her or him to have it in print. Technology is the only way to do that. So technology is just huge.

It's certainly not here that they are less encouraged to learn braille, cause we do emphasize braille. We participate in the Braille Challenge. Most of the visually impaired students throughout Texas participate in the Braille Challenge. It's nationwide, and about 3, maybe 4 years ago, we had a student that qualified for the national competition. She didn't win, but she did go to, I'm guessing, it was D.C. She qualified to go to the national competition. Everybody likes to compete, to see how good they are, and they work very hard on practicing braille after school for Braille Challenge. So we definitely emphasize braille.

Now, for library reading, that's a difference. That's your choice. If you want to come in and get a good book and read the newest teenage, dystopian book like, what's that book that they love so much? But you know, books are hot. You want to read that book. Right now, it's hot. Our librarian will download it from Audible and hand it to you on Apple device, on an iPod or an iPad. So that's personal choice because that's your after-school library reading. There are those kids who do prefer to leisure reading. They prefer braille. And there are those others who would rather just listen to the book.

Now, I say personal preference, because I personally used to be a voracious reader and I bought every book I could get my hands on. And now, I do all my reading through listening, because my eyes are just too tired to do that at the end of a long day and I'm a lot older. I just don't do a lot of print reading anymore. I'd fall asleep. So that's more of a personal choice—the library reading, the leisure reading.

But as far as classroom, the textbooks are in braille, we teach braille. For a visually impaired or blind person, to not be able to read or produce braille is a form of illiteracy. So our job here at the school is to see to it that every student who can be literate in braille is, and we feel that very strongly. We support braille very strongly.

11. In your opinion, what is the role of braille in today's society?

12. What are a few things that non-blind people can do to further braille?

It [awareness] demystifies blind people. Many people—good people—are just so afraid of losing their sight and how they would live if they became blind. Blindness and blind people are a little bit of a mystery to them, as well as the fact that it's a low-incidence condition. There aren't that many blind people out there. When you go through your day, how many blind people do you see?

It's so low incidence that whenever we have an opportunity to, as I had said, go into a museum—when we heard they were doing senses—we called up and said, could we come? And all those people who came knew nothing about braille, nothing. Oh, I know, there are blind people out there. They have their canes. They knew nothing about braille, haven't thought about it.

So awareness is important. You might see it on an elevator or a bathroom wall, right before the door, so it will tell you whether it's men's or women's, and that's about all you see. You never see a braille book. You never see a braille magazine. It's just really almost hidden. Braille is almost hidden from regular society, because they have no use for it and no need of it. So awareness is really the best way that sighted people can help, is just by demystifying the fact that our children, our students do everything that everybody else does, learn everything that everybody else does.

I wish you could have seen our play last weekend. We had a play, where the kids were just—they were so good. It was a play called "Check, please," and it was little vignettes about dating. There were two tables—restaurant tables—on stage, and the lights would come up and there would be two people here, then that would go down and two different people would come up here. There was a main male and female character who went through each vignette, but all the blind dates were different people.

The dialogue that they learned, their acting skills were just amazing, just like anybody else who is in a play. They learned it, they memorized it, they knew what to do, they acted it. And when we put on our plays, we open them to the public. We don't charge. Just come and watch them, because you will see that blind children can do everything that any other child can do, except see. There are limitations, and they learn how to accommodate those limitations and live very, very satisfying life.

So that would be the main thing that sighted people can do, is demystify blindness. Blindness is just another way of living, and if you're blind, you just take it and stride, cause that's what you know. And here, our job is just to give kids skills so that they can go back wherever they are going to go and be successful. That's all we care, that they are successful.

13. Is there anything else you would like to add?

Just be aware of it, learn not to be afraid of blindness. How to deal with blind people, we have a little video that's called What Do You Say to a Blind Person? When you are talking to a blind person, you can say, did you see that tv show last night? They are not afraid of sight words. They are not insulted. You don't have to walk on eggs and be real careful about what you say. They're just people. They go to places, they go to movies, they play sports.

Our PE teacher is low-vision. He is visually impaired and he has done an iron man triathlon. It's very impressive. He's my hero. And right now, he just took our elementary students to a triathlon, where our elementary students did riding, swimming, and biking in an elementary triathlon. We have a bowling alley, we have a swimming pool. We just have everything that every other person wants to participate in and do.

So that's the key thing. Don't be afraid of it, of blindness. Just respect them like you would respect anybody else. If you are uncomfortable watching a blind person trying to cross the street, you don't know whether you should ask to help them or not, could I help you? Ask. If they say no, fine. Blind people know what they need.

We would love to see all restaurants have braille menus. That's one thing you could say. We encourage restaurants to have braille menus and we would love for the day that all restaurants have braille menus, so that as a blind person, you can sit down and order for yourself and not have to have somebody read you the menu. That would be a big thing right there. Jersey Mike's just opened right across the street on Lamar and the Triangle, and they made sure they had braille menus, because there are lots and lots of blind adults and children around here. I like to see every restaurant have a braille menu. Any place where you're handing out things to the public, have a braille version.

Web designers need to learn how to become accessible web designers. There's an organization called Knowbility, which helps web designers learn how to put those things into their design that make it readable by visually impaired people. Blind people use text-to-speech software that reads everything on that website to them out aloud. Now, when I first started here, they were so poorly written that you would go to a website, and to get through the website, you tab. You would tab and it would say, link, link, link. Now, it will say, link to www...

So, in these 27 years since I have been here, web design has become tremendously better, but it's not good enough. All web designers need to add accessibility and that sort of accessibility in their web design. It's a very simple manner for them, it's not a big deal, it's just learning what to do and how to do it. Make all websites accessible.

For example, did you hear about Amplify Austin, where all these non-profits—over 500 non-profits—worked together in a 24-hour period on one website to raise money for their non-profits? There's a lot of publicity, lots of people come to the website, find something that they are interested in—pets or education—then decide where they would like to donate. 500 non-profits. They pick their non-profit

and they go and they say, yes, I want to donate. The website is really readable by visually impaired people. And then, they get to the page that's going to take your money, and it wasn't accessible. All of my friends—blind friends—had difficulty with that page, so now, I'm going back to work with them and say, your website was accessible but the people who were handling your donation page was not blind-friendly.

If you are in any kind of web development or technology, learn about accessibility. Contact Knowbility and learn how to do it so that it is accessible. That would be very big.