The Learning Management System:
Sharing and Accessing Professional Development Resources

Jani Kozlowaki: Good afternoon everyone, and welcome to the webinar! You're joining us for the Learning Management System, Sharing and Accessing Professional Development Resources webinar presented by the National Center on Early Childhood Development, Teaching, and Learning. This is the second webinar this year, in our Spotlights on Innovative Practices Theory.

I'm Jani Kozlowaki, and, before we begin, I'd like to go over some information regarding the webinar and the features of the Adobe Connect platform.

At times, we're going to ask you to type into the chat box, which is located on the right-hand side of the PowerPoint slide. We'd also like to point out that there is a question and answer box on the lower right-hand corner of your screen. If you have any questions related to the presentation or other related topics, please type your question there, and we'll be monitoring that question and answer box throughout, and can get back with you. Supporting documents for the webinar, including a PDF of the PowerPoint, is located down in the lower right-hand corner of your screen. When you complete the evaluations, or the webinar, we ask that you complete an evaluation. We'll have a link to the evaluation on the final slide. And, when you complete the evaluations, you'll be able to download a certificate of completion for your participation in the webinar.

If you're viewing this webinar with a group of colleagues on one computer, and only one person is registered for the webinar, please forward the evaluation link to your colleagues, who also viewed the webinar so they can complete the evaluation and receive a certificate of completion themselves.

So everyone, I'm really excited about this webinar today, because there's so much to learn about the possibilities for sharing online course work and all of the available professional development resources that we have out there for the early care and education workforce. For today, we're going to provide some context to this issue, and then we'll highlight some innovative strategies used in Colorado and Pennsylvania.

The National Center on Early Childhood Development, Teaching, and Learning is very interested in the use of technology to support the early childhood workforce and our professional development systems. DTL has led the way through offering courses available through early educator central, and the possibilities for learning management systems are endless. So, today we're going to highlight the work of these two "Race to the Top" early learning challenge states that can provide us with strong examples of what is possible as we look ahead and plan for additional webinars and resources on this topic in the future.

So, without further ado, I will turn it over to your presenter today, Kathy Thornburg.

Kathy Thornburg: Thank you, Jani. And now, we are pleased to share information with you about sharing PD resources via your state learning management system. As Jani said, I'm Kathy Thornburg, and Rebecca Velenchis and I are happy to be part of the National Center for Early Childhood Development, Teaching, and Learning in bringing you this webinar. And, we have

guests, as you can see on the slide, from Colorado and Pennsylvania, that were part of a pilot project, and Jennifer, Renee, Jenn, and Kris will be sharing with you a little bit later. We will introduce them to you more formally at that time.

So, our objectives today are to describe why we want to share resources, and which states are ready to share, and how you will be able to share PD training with other states. This opportunity is coming to us through MyPeers, so you'll also learn a little bit more about MyPeers.

So again, welcome, and we'll find out who is with us in just a minute. Thanks to those who introduced yourself in the chat box, and in just a minute, we'll have a poll so we can find a little bit more out about you, and then, we'll be sharing why we're doing this, and learn from Colorado and Pennsylvania about their LMS's and their experiences in sharing files. Then, we will show how you, too, can share source files, and we'll have information to cite if you want your state to participate in this effort.

So, we met some of you in the chat box, but now please take a minute to respond to this poll. So first, let us know your professional role, and then answer the question below, yes or no, to the second question about whether you've ever taken an individualized course through an LMS, or possibly even through an online course in some other way. Oh, I see lots of yeses. This is a great group to have on today. So, we'll wait just a minute. Lot of state staff with PD, TA providers with us today. LMS administrators and staff, and the numbers are still changing, so we'll just wait another minute. So, over 70% of you have, in fact, taken an online course. For those of you who have not, you'll see some exciting possibilities today.

A few people are still checking in.

OK. So, most of you are state staff. Some of you might be connected with a whole lot of different roles we have up there today. And then, quite a few of you are TA providers, and a good number, LMS administrators. And, we welcome the higher ed faculty member and program administrators. This is perfect. OK. So, back to this slide. So, this webinar is for all adults in early childhood who need PD hours. So, this session may provide some new opportunities for the workforce. But, why are we having this webinar? We always have to think of the end user, why we do the work we do, and of course, as on this slide, it's all about the children.

We're also moving this work forward because there are courses that were recently developed using federal funds, starting with some of the ELC states, as Jani mentioned, and therefore should be made available to all professionals regardless of which state they live in. This idea actually originated a couple of years ago with Colorado wanting to share some of their materials, and in turn, of course, hoping other states would want to share with them and others. So, just to get started, I assume everyone on the line knows what a Learning Management System is, but if not, here's the definition:

A software application for the administration, documentation, tracking, reporting, and delivery of educational courses, or training programs. This is what we're talking about today, and I recently typed in on online professional development for early childhood teachers. You can see some examples on the right, in addition, of course, to all of the advertisements and related

topics, I got 135 results for more to obtain training online, so this is quite a prominent message for delivering. So, before we hear from Colorado and Pennsylvania folk, I'd like to ask Rebecca to tell you more about MyPeers and how this is all happening. Rebecca?

Rebecca Velenchis: Wonderful. Thank you, Kathy. So, as you can see from the slide on the screen, there is a brief description about what MyPeers is and kind of what the overall design is behind the virtual platform, and really what we're trying to drive at here. So, it launched in June of 2016. MyPeers is a virtual learning network where members can brainstorm, exchange ideas, and share resources with colleagues from across the country.

The intent was to take these stand-alone communications and create kind of a comprehensive repository of where these dialogues can happen and where networking can take place. So, the platform was made available by the Office of Head Start to do just that, to connect peers and promote learning for those with common interests and similar program responsibilities. Currently, there are over 12,000 members in MyPeers. MyPeers has both communities and work groups that are facilitated on this virtual space, or in this virtual space.

Currently, there are 51 communities and 75 work groups, with more added every day. For the purposes of today's call, we're going to focus specifically on the State Learning Management System's Workgroup, otherwise known as the LMS Workgroup. The primary purpose for the LMS Workgroup is really to provide a place for state LMS administrators, managers, and staff to share professional development modules for early childhood providers with other LMS administrators, managers, and staff.

So, Workgroup was originally developed in March of 2017, which was our official pilot release on the MyPeers platform, and included DTL staff, along with representatives from Colorado, Pennsylvania, and Rhode Island. Over the last several months, we have been testing out the features and functionalities of the Virtual Space, and really practicing how this space can serve as a file repository, and potentially even become a very robust discussion board.

One of the materials that we have worked to put together to enhance the user experience for this online space, again that is targeted for LMS administrators, managers, and staff, is a Terms of Use. The Terms of Use highlights what members of this Workgroup, that they are uploading and downloading materials in good faith. The document proposes language for members to consider when participating in the Workgroup and is really intended to support the sharing of materials. And, I believe there actually might be a version of the Terms of Use for this Workgroup that can be found in your supporting documents pane of the Adobe Connect platform. We do have some language in there around, again, kind of the general expectations for sharing materials, in terms of uploading and downloading.

The document is broken out into kind of the expectations for what folks who are uploading materials to the space can expect, and then for folks who are downloading materials from the space, what they can also expect, and what they would agree to in terms of acknowledging copyrights permission, licensing requirements, all of those things. The second resource that we have developed to support the use of this space is what we're referring to as a Modules Matrix. Now, the Matrix is really designed to support, again, the user experience and serve as a way for members to quickly search for appropriate materials.

There are a number of sections that are specified in the Modules Matrix, and what we are asking for is that when members upload their materials, they do complete the rows of the Module Matrix so that way others can easily look at this spreadsheet and search it and look for modules and materials and sessions that are right for them and their systems and their context. So, the general sections that we have in a Modules Matrix, the first one is general information, and that includes the name of the module, some descriptions, clock hours, and a date that the materials were included in the LMS Workgroup. We have a place to put contact information, so if there are questions by folks who are downloading the materials and wanting to use them, that they'll have a point of contact.

There's some specific technical information where we're asking for some details around software applications that were used to develop the files, any software applications that are needed to open, edit, and play the modules. We're also looking at a specific section on around content and focus, so users can search by target audience or age groups addressed, by core competencies, by early learning domains. So, those are just a few under the content and focus. And then, the last section that we have in the Modules Matrix is we started to fill out some of the content considerations.

So, as people who want to use the materials are downloading them, that they'll be able to see if there are copyright restrictions or notes, image rights restrictions or notes, just general permissions, video permissions, all of those fun logistical details that we certainly need to pay attention to when we are sharing and exchanging information on the LMS Workgroup in this way. So, I'm going to pause there and see if there are any questions that immediately spring to mind, for anyone who's listening, about the MyPeers space or the Workgroup itself.

Please do keep in mind, as you're thinking about the Workgroup and listening to the presentation as we go along, the Workgroup is for LMS administrators, managers, and staff only, and there is a request to join process that we will detail later on in the webinar. All right, I don't see any questions that are popping up just yet, but feel free to add them into the chat box as you go, if you do think of something else. Oh, I did miss a question. "Who are the administrators and the Workgroup in MyPeers?"

So again, this is for administrators, managers, and staff for learning management systems from states, so if your LMS administrator, manager, or staff are not on the call today, please do feel free to share the information with them from the call, and again, we will detail the registration process for MyPeers and the process to join the Workgroup more towards the end of the call. So, I will just go ahead and get to our exciting work that Colorado and Pennsylvania have been doing. So, just a few remarks about our team from Colorado, who is going to be sharing their information with you today. Renee Alarcon has worked with the state of Colorado since 2002, She has worked in several different departments, and at the governor's office, but her colleagues are glad she's back in the Department of Human Services as the professional development information systems service administrator. Jennifer McDonald has 20 years of experience developing training materials and communications for adult learners, focusing on early childhood providers, Head Start staff, child welfare staff, nurses, home visitors, and others who care for children and families. She currently serves as an instructional designer and E-learning developer for the Office of Early Childhood for the state of Colorado.

And, Jennifer O'Brien is the data and communications manager at the Early Childhood Professional Development team at the Colorado Department of Education. She has worked in a variety of settings to promote the well-being of children and their families. Jennifer has been involved with early childhood professional development for over 15 years, and is particularly interested in how data can be used to further early care and education efforts. Now, it is my pleasure to turn the microphone over to Jennifer O'Brien.

Jennifer O'Brien: Thank you, Rebecca. That was a very nice introduction. So, my first slide is just a little bit about our learning management system. We call it—its name here in Colorado is the Colorado Shines Professional Development Information System. It's a combined registry and learning management system, so there's kind of all one system. At this point, we have about 47,000 users in the system. We have at least 53 online, self-paced courses available to early childhood professionals for free. In Colorado we have 270,000 course completions, and so those users have completed 270,000 courses. Then, we have two FTE dedicated to instructional design. I just thought that you all might want to know sort of how we do some of the stuff that we'll be talking about in the next two slides.

So, we have two FTE dedicated to instructional design. They live in the same agency that houses both our licensing department and QRAS, so there's really some nice integration there. We also have one and a half help desk support staff that we use for the whole professional development information system, has a variety of career development tools, and courses are one of the things that our help desk staff help people navigate.

So, the things we've gained through this Workgroup, I mean it's really ... We talked a lot about the advantages of sharing course content. You know many of us are using federal dollars. We have, you know, we all have different contexts and priorities, but in general we're all heading in the same direction, so it makes sense to do some sharing of this content. It makes a lot of sense to share because course development comes with a cost. We kind of did some estimation at one point, and, you know, a one-hour interactive self-paced course requires between 100 and 120 instructional design hours, and then 40 to 80 subject matter hours.

And then, in our experience, contracting a one-hour interactive course is anywhere between $10 to $15,000. And so, with that, you know, doing some cautionary would be ideal. We talked through, and still continue to talk through, some challenges. So, some of the challenges are really, if there's any state-specific content within the courses, you'd really want to make that content fit your own state. We talked about the challenges around keeping the content fresh and well-maintained. And then, also we recently talked a bit about some issues and challenges around sharing the media that lives within these courses.

So, we're still working through some of those challenges. And then, because of those conversations, we settled on what it is we need to move forward. And obviously, the repository where we can put some of these courses and course materials was essential. The terms of use that Rebecca discussed earlier really came out of conversations about what do we need moving forward, both as the party who is sharing the content and receiving the content. And then, also we needed some way to kind of catalog the courses, which is where the Modules Matrix that Rebecca talked about earlier came in.

So, the course content that we're most ready to share, and again, we're working through some issues around media sharing, but I just wanted to tell everybody on the webinar today about some sharing possibilities that we see. We have a language and literacy series. The content was originally developed by AEM, and then adapted for an online, self-paced environment, and it's 14 modules with topics like chronological awareness, alphabet knowledge and print awareness, dual language learners, supporting diverse learners, so things of that nature. And, these courses were developed purposefully in a generic way so they don't have date-specific content in them, because we really did ... When we started developing, we really were developing with the idea of sharing in mind. We have, also, an adult-learner series.

Six modules, a total of seven and a half clock hours, covering topics like learning transfer, culture, training facilitation skills in diverse learners. We have a playground safety for child care centers course, I mean the topic is self-explanatory, and this does have some Colorado licensing and QRS content, but also a lot of content around consumer products and safety commission best practices, so definitely applicable to everybody. We have a course titled "How Experiences Impact Early Brain Development," and this course explains how adverse early childhood experiences influence early child development, it describes how adult relationships with young children influence their development. It explains what it means to be a responsive caregiver. It explains how a consistent and secure environment support brain connections in a young child. And then, some Colorado specific content explains how primary care giving and continuity of care strategies earn points in our state [Inaudible].

Next course, recognizing the impact of bias, so, covers the definition of conscious and unconscious bias, how our brains support unconscious bias, the importance of self-awareness around all this. Covers vulnerable decision points, and how to address them, and then strategies to reduce bias. So, a really timely course. And then, also the last course that I'll talk about here is supporting breastfeeding in child care. So, describing the benefits of breastfeeding, identifying the proper ways to receive, store, and prepare breast milk, and then other ways to support breastfeeding families and be breastfeeding friendly. So, that's the course content that we're closest to sharing at this point.

So, I think that we have a little bit of space here for some questions, if anybody has them.

Rebecca: Jennifer, do you see a question from Janine that says, "Are the courses intended only for child care providers, or could these be used for workers who provide services?"

Jennifer: Yep. Right. Yep. And, it looks like Jenn McDonald answered that. So, it's meant for, it's really specific for early childhood. All right, so I am not seeing anymore questions in the Q&A box.

Rebecca: Jennifer, the only one I see, actually was trying to take really fast notes when you were describing all of the wonderful sessions and modules and services you have, and wondered if there would be a description of those that maybe we could send out when we send out the recording? Would you be willing to type that up and we'll send it out to everyone at that time?

Jennifer: Sure, I already have it typed up in my notes here that I'm using for the webinar, so ...

Rebecca: Hey, well, that'd be great.

Jennifer: I guess I can do that.

Rebecca: OK. Thanks so much. OK. So if we are set with questions for Colorado, it looks like we are ready to hear a little bit more about Pennsylvania's E-learning and their experience with the LMS Workgroup. So, I'll just take a second to introduce Kris Madden. Kris is the professional development registry manager for the Pennsylvania Key, or PA Keys. She works closely with the PD manager for Pennsylvania. Kris oversees the implementation of the Professional Development Registry, including the technical aspects, enhancements to the system, coordination, and implementation of policies and procedures for the PD Registry. So, welcome Kris. We're excited to hear about your experience with the Workgroup.

Kris: Thanks so much, Rebecca, I'm glad to be on the call today. So, I just wanted to start with a little overview of our registry. In February of this year, we implemented a brand-new registry system, and that has been a little bit of a process in a short amount of time. And, it is a Workforce Data Registry combined with a Learning Management System, and we're expecting a lot more users within our system, and that entails more learning opportunities for the users in the field. So, currently we have 67,000 users using our registry, but with the new QRIS standards in Pennsylvania, we're expecting up to 200,000 users, and that is because in the past, if the center was licensed by Department of Human Services, that didn't necessarily mean that they were part of the QRIS system, and now it's changing that any licensed facility or provider, including family home child care will now be under the QRIS system.

And, there are four levels of stars in Pennsylvania within the QRIS system. So, that just gives you a little background on the work that we've been doing to implement the brand new system, and how we're expecting more users along the way as we work towards the new standards. We do focus a lot on E-learning, just because we do have a lot of family home providers within the state of Pennsylvania, and a lot of times they're working from 6 in the morning 'til 6 p.m., so it's hard for them to get out to go to face-to-face sessions.

So, not only for family home providers, but other providers as well, E-learning is a huge part of our state's professional development. So, today I'm going to highlight the CypherWorx courses, and those were the courses created with our Race to the Top funds, and I'm going to go over those 25 available, but we also have a lot of E-learning, as far as our Better Kid Care courses. And, those are also national, so if other states are interested, Better Kid Care, you can go to their website and see those courses. So, we have 5,000 participants a month, but just for Kid Care alone, and the topics vary for Kid Care. We also offer online ECELS courses, and that's with our Pennsylvania American academic or theatrics courses, so most of those are aligned to the CC topic code. We have the Branagh Group that we contract for our ERS online courses, so we have a lot of people completing the ERS courses. And, something new to Pennsylvania is our national course approval.

So, one of our first national organizations to get approved within Pennsylvania is Pro Solutions. So, I just wanted to make note that today, for today's call, we're going to talk about the specific CypherWorx courses. So, with Race to the Top, we had $750,000 to create 120 hours of online content over the three-year time period. So what happened is, we contracted with a consultant

along with the CHSL, to kind of determine where the gaps were in professional development in Pennsylvania, and we really took a strong look at where we needed to apply E-learning for the folks in PA, to allow them to get topics that were much needed in our state.

So, once we determined what those topics were, we found subject matter experts, and they are already PQAS approved in Pennsylvania, and PQAS is our Pennsylvania Quality Assurance System, and that's basically the trainer approval process that an applicant needs to go through to become a trainer. So, we found specific subject matter experts that were experts in the specific knowledge areas that we were looking to create content. So, once we figured out the content, and we figured out the subject matter experts, they basically wrote the content for these E-learning courses, along with our consultant. And, once those content areas were created, they basically wrote the script of what exactly they wanted the E-learning content to be, and they also incorporated all of the knowledge checks that they wanted along the way.

Because one of the major points with our E-learning courses in our rubric that we score is that the E-learning content must have some kind of knowledge check along the way, so that we know that participants are actually learning from the courses, and they're not just clicking through. And, I also have rubrics to share if anyone's interested in that, as well. So, once they created the content, and the knowledge checks, we contracted with CypherWorx, which actually, they have their own learning that they create on their own LMS platform, called Collabornation, so people can go on their LMS to take E-learning courses, but they also contract with other organizations like the PA Key. Whenever we create our own content, we give it to them. They have writers, developers, and designers for instructional design, and they make the course come alive. So, they add the avatars, which are people that you click on, and you hear them speak within the E-learning course, and they make it more interactive with reflection questions, different functionality parts within the E-learning course.

So then, once those were complete, they send them back to the PA Key, and again, we want to make sure that the content is relevant, we want to make sure that the content, or the functionality, is easy for the providers in the field using this E-learning platform. So, then we send this information, the package deal, out to consumer reviewers. So, some of them may be trainers approved. They're different than the subject matter experts because we really want a full grasp of what they think of the course that has been created.

So, it might be a director of a facility, we might ask some staff members within, if it's a pre-K teacher, or like for the health and safety courses specifically, we might send them out to some health and safety consultants just to get their review and make sure that the content is researched and reliable. So, once those consumer reviewers come back, if there's any edits that need to be made, they're edited back at CypherWorx, and then we review them here, and then they're published on our platform. So, that's just kind of an overview of how we got started with these courses and how it went from start to finish.

We do have a high completion rate, just because of the ease of the technical functionality. That was really important for us, because we found in our field, in Pennsylvania, not everybody's tech savvy, and we wanted something easy. We didn't want people to have to go back and forth, or click in and out of things, or go to multiple lessons. So, we wanted to make sure that it was easy and functionable, and we found that that helps with our high completion rate. I don't

have exact statistics for our CypherWorx courses, just because we implemented the new registry with New World Now, so I haven't been able to gain those reports just yet, but if you're interested, I can always get those for you.

And again, we had various topics, including the health and safety topics, and we'll go over the different courses that we have available. And, I thought you might be interested, because we do have courses available through the CypherWorx courses that are specific to our trainers, that our trainers have to complete before completing their application and before being approved for a PQAS instructor. And again, after we completed the first half of our courses, we had extra money to work with other courses, so we really thought it was important to create more Spanish version courses for our field.

And this is just an overview. Again, we determined the gaps in our field, of where we really needed to find more PD and create more content. We chose our subject matter experts and the consultants to work together to write the content, and once we wrote the content, it was sent to CypherWorx, and their instructional design team, to create the live version, the interactive. And then, again, it came back to consumer review, and then they are now published on our new registry. So, here's just an example of the course titles, and what Pennsylvania's willing to share. Again, we were very intentional about the topics that we chose, so there could be anything in here from assessments, there's health and safety.

The Core Knowledge Competencies are specific to Pennsylvania, but if another state would want to take a look at this and say, "Hey, I really like the outline of how this course looks, maybe I can use the same outline and just use our state core knowledge competencies." And, that's the same for Engaging Adult Learners, and the Linking Standards Curriculum Framework and Assessment. Those are the specific ones for our trainer approval process, so that's why I highlighted those, because I thought that might, again, be of interest to other states, as I've heard a lot in the field that other states have been looking to kind of revamp or revise their trainer approval process. And again, with the CCDBG standards, health and safety was important for us, too.

And, we also, the last one, Nurturing Early Childhood and School-Age Professional Dispositions: Strategies for Directors. We found that there wasn't enough content for director-specific coursework out there, so that was important to Pennsylvania, as well. And then, again, the Safe Infant Sleep, STEM and the early learning standards, and Supervising Activities in the School and Summer Enrichment Programs, because we found that school age was a definite need in our area for more content. So, some items to consider. Again, this is kind of along the same lines as what Jennifer had said, a lot of our courses are Pennsylvania specific. Like, some of the examples have the outline of Pennsylvania as a state.

Sometimes they list the early learning standards specific to Pennsylvania, or the core knowledge competencies. But, as a state, we really were proud of the work that we accomplished here, and the courses that we have to offer. And, if we put them in MyPeers and another state looks to see, "Hey, I really like this disposition course, is there things that I can take from this course, and do I have an instructional design team on staff with me that could take this core module and make it their state specific information?"

And, we are willing to do that, we want to share our information. So, basically you can do as you wish with the course. Something else to be considered is, content may sometimes need to be updated. For example, we published our core knowledge competencies and big ideas framework two years ago, but with the implementation of the new registry, we found that Chapter 2 was outdated because it was really about using the professional development plan in the old registry, so that content was no longer valuable to our new registry.

So, it's something that we can work out with CypherWorx. We've had them take off lessons, too, but they are a great organization to work with, so if it's something that you want to change, they can help you make those changes, or we can help you, or you can use your instructional design team to do as you wish, like I said. So again, it's just about taking our content and revising it to make it your own. And, I just like this quote. The benefit of the Workgroup for all of us, I think, is just that, "Knowledge is power but only when shared." And, Colorado has some great literacy series, that's something that we don't have a lot of E-learning on in Pennsylvania.

We might have something that another state may also benefit from, and we've used a lot of money and spent a lot of time and resources on creating these materials, and we just want to be able to offer them to other states. 'Cause, I think we're all at the same place, where E-learning is huge and important and a need for all of our states, so the more we can share, the more we can learn from each other. Did anyone have any questions for Pennsylvania?

I just wanted to note, too, that we will be at the National Registry Alliance and also ECPLI. CypherWorx will be there, I'll be there, so if you have specific questions about our courses, feel free to find us and talk to us, we'd be more than willing to have you take a look in our LMS and kind of see how the course looks there, or you can also go over to the MyPeers.

Kathy: And, do you see questions actually in the chat, at the bottom of the chat box? "Where would teacher learn strategies to support children who are dual language learners in the Pennsylvania LMS?"

Kris: We do have WETA courses in our Pennsylvania LMS, but I had to get more clarification around those, because those were not created by PA Key or OCDEL, they're actually created from Wisconsin. So, we do have those to offer, but I'm not sure, I need to get more specifics about that. But, I can get back to you.

Kathy: That would be great. And, Elizabeth from California said they have some early childhood online modules in those English and Spanish, and this is exactly why we're having this webinar, because ... Elizabeth, I'm not sure if you're with the LMS system in California, but Rebecca will tell you in just a minute who can join the Workgroup. As she mentioned earlier, it is a closed workgroup, just for LMS administrators and staff.

So, we hope there are a lot of you out there from various states who are excited about this and will be able to share additional resources. And, Cara said, "Bill has a community of practice around the E-learning for states and projects and want to be part of ..." Oh, at their conference, "will also continue this conversation to talk about what they're doing." That's great, Cara. Rebecca, do you see any other questions up there that I missed?

Rebecca: I do not. I see some messages that folks might be typing, but I don't see a specific question.

Kathy: OK. Well you can take it away.

Rebecca: So, please do keep typing into the chat box, in the Q&A if you do have questions. We certainly want to make sure that everybody gets answers. So, thank you very much to Jennifer—Jennifer, Renee, and Kris for sharing this information, and your ability to be on the presentation today, as well as for all of your efforts around the Workgroup thus far, it's been very, very helpful.

So, thank you. In terms of opening up the Workgroup for more membership, it's actually a two-pronged approach. You will need to be a member of the virtual learning platform called MyPeers, and once you are a member of MyPeers, I will work with you to get you into the Workgroup space. And, as we said a couple of times, and as Kathy just reiterated, it is for LMS administrators, managers, and staff only.

So, if you are interested or you want to talk to your LMS administrator, manager, and staff about this opportunity, please do feel free to reach out. Formal requests, we think the easiest way to kind of get folks into the system, and get you sharing the materials and accessing all of the files that you need, would just be to send me an email. It would be wonderful if you could include LMS Workgroup Membership Request in the subject line, that would be very helpful for me. And again, my email is on the screen, Rebecca.Valenchis@aemcorp.com. So, just shoot me an email with LMS Workgroup Membership in the subject line, and I will work with you to get you into MyPeers and to get you into the Workgroup space.

Kathy: So, thank you all for joining this session, but an extra big thanks to Jennifer and Kris and Renee and Jenn for sharing with us today. We so appreciate your interest and hope to continue the conversation.

Thank you so much.