

Training To - Go Menu

AT:LAST, Inc. – Your MD Co-op
Delivers Assistive Technology
Training To Your Door!



Maximize your technology investment
by providing your staff
with the training needed to:

- | <u>Column A</u> | <u>Column B</u> | <u>Column B</u> |
|--|---|---|
| ✓ Oper <u>ate</u> devices | ✓ Initi <u>ate</u> imple-
mentation | ✓ Integr <u>ate</u> across
the curriculum |
| ✓ Differenti <u>ate</u>
instruction | ✓ Incorpor <u>ate</u> AT as
universal design
for learning | ✓ Substanti <u>ate</u>
response to
intervention |
| ✓ Evalu <u>ate</u>
intervention | | |

Feed them our training and
you'll be glad they ate!

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KEY:

HD - Half day

LD - Lecture/demonstration

FD - Full day

HO - Hands-on

What is Assistive Technology? Exploring AT Devices From the Dollar Store to the Electronic Store

Target Audience

This half-day workshop is targeted at *any* educational professional who desires an intensive overview of multiple types of assistive technology (AT) that can be used in the classroom for students with disabilities. Participants may be special education teachers, inclusive general education teachers, technology coordinators, child study team members, occupational and physical therapists, and Resource personnel such as speech/language pathologists, vision specialists, etc.

Description of Experience

IDEA mandates that Assistive Technology “be considered” as part of the IEP process. It is difficult to meet the spirit of the law if staff participating in that process has no real familiarity with what is available and the potential of that AT to improve student outcomes. This session will demystify the common belief that AT equates to a student using a laptop. All types of AT from no tech and low tech to high tech will be explored for the purpose of facilitating greater, meaningful participation in the curriculum. Participants will learn how to modify assignments using principles of Universal Design by using multiple types of technology to meet the needs of diverse learners. They’ll be equipped with many tips and tools to use in their classroom instantly! Participants will also have the opportunity to interact with numerous types of assistive technology ranging from reading and writing software programs to alternate keyboards and access devices.

Learning Objectives

- Understand the assistive technology continuum (no/low tech, mid-tech and high-tech);
- Understand how universal design and AT support inclusion
- Recognize the SETT process
- Gain first-hand experience using multiple types of AT hardware and software
- Begin to conceptualize matching basic types of AT to individual learners with disabilities
- More meaningfully participate in the IEP process

Presented by Christina Schindler

Technology In Tough Times: Maximizing Features in Microsoft Word & Office to Differentiate Instruction for All Learning Styles

Target Audience

This hands-on workshop is targeted at *any* educational professional who wants to utilize technology in their classroom but are inhibited from purchasing new software by budgetary constraints. Participants may be special education teachers, general education teachers, technology coordinators, child study team members, inclusion staff, parents of students with disabilities, and resource personnel including occupational therapists, physical therapists, or vision specialists.

Description of Experience

There are multiple tools to help support students with disabilities built directly in your PC and Mac computers. Participants will uncover these hidden tools and see how they can support students with a range of disabilities from vision impairments to hearing loss to learning disabilities. Participants are guaranteed to leave with new tricks to implement immediately . . . with software you already own!

Participants will modify the Windows operating system as well as Microsoft Word to help support reading, writing and study skill demands in a hands-on lab environment. Participants will also have the opportunity to customize accessibility features on a Macintosh computer.

Learning Objectives

Create worksheets and quizzes using drop-down menus

Customize Windows by utilizing accessibility and display features

Customize Macintosh through accessibility features

Customize Microsoft Word to support reading demands through:

- Changing the visual display
- Using AutoSummary
- Utilizing readability statistics

Use *ReadPlease* to read any electronic text

Customize Microsoft Word to support writing demands through AutoText, AutoCorrect, and Track Changes.

Presented by Christina Schindler

Let's Go Digital: Audiobooks and e-Text as Alternatives to Traditional Textbooks

Target Audience

This workshop can be tailored to high school, middle school, or elementary school general education teachers, reading teachers, technology coordinators, and child study team members.

Description of Experience

Many students struggle with the task of reading traditional textbooks. The font is too small, words are too close together and they simply become frustrated at the overwhelming amount of text they are required to read. This session will provide an in-depth look at alternatives to traditional paper-based texts. Topics include the benefits and concerns of using electronic texts, resources for obtaining e-text (both in the public domain & through fee services), playback devices such as digital book players, talking books and MP3 players.

Participants will have the opportunity to try various audio players, convert traditional text into e-Text and create digital books for use in the classroom and at home. They'll leave with tricks and resources to use immediately! (Half-day sessions are available in a lecture/demonstration format. Full-day sessions afford opportunities for hands-on learning.)

Learning Objectives

Identify different types of e-Text

Understand the benefits/concerns of using e-Text

Identify multiple online resources for obtaining e-Text

- Fee resources
- Free resources
- Membership only resources

Try multiple types of audio book players

Scan a traditional textbook using various scan-read programs

Construct a digital talking book using PowerPoint

Presented by Christina Schindler

Get Them Opening Books Again: AT to Inspire Reading

Target Audience

This workshop is ideal for all special and general education teachers, Title One teachers, technology coordinators, child study team members, and disability support providers.

Description of Experience

There are ways to get struggling students excited about reading again . . . it just might not be in our conventional paper-based format. Participants will explore how assistive technology has revolutionized the way we read material! Technology is an excellent tool to motivate struggling readers and increase comprehension skills. This session will explore alternatives to paper-based texts, tools for organizing ideas and study skill tools including digital books, scan-read technology and electronic spellers. Participants will be equipped with lots of easily implemented new ideas to get their students excited about reading again!

Learning Objectives

Identify different types of reading material & understand how technology can modify those formats

Understand how digital books work including the DAISY format

Experience using scan-read software programs

Scan a traditional textbook using various scan-read programs

Experience electronic spellers

Try multiple types of audio book players

Identify multiple online resources for supporting reading:

- Fee resources
- Free resources
- Membership only resources

Presented by Christina Schindler

Handwriting: Let's Go Digital

Target Audience

This half- or full-day workshop is for all special and general education teachers, technology coordinators, child study team members, and disability support providers.

Description of Experience

Taking notes and completing writing assignments can be a frustrating task for many students who struggle with handwriting. Integrating appropriate writing tools in the classroom can help alleviate the stress frequently associated with the daunting task of legible handwriting. Let's get students focused on the task at hand – learning the material – and allow technology to help support the often difficult and time-consuming task of notetaking.

Participants will explore all types of handwriting aids from low-tech adapted pens and paper to mid-tech portable note takers through high-tech digital white-boards. Half-day format is lecture/demonstration. Full-day format provides time for participants to explore the technologies hands-on.

Learning Objectives

Identify no, low and high tech writing options

Understand the SETT process

Explore various hardware and software including:

- Portable notetakers
- Digital white boards
- Screen capture devices
- Speech recognition
- Modified pens and pencils

Identify implementation strategies to get these writing supports in place

Presented by Christina Schindler

Jump Start the Writing Process with Inspiration

Target Audience

This workshop is for all special & general education teachers, technology teachers and coordinators, child study team members, and disability support providers.

Description of Experience

Do your students have difficulty organizing thoughts to even *begin* to tackle a writing assignment? *Inspiration* is a powerful visual learning tool that inspires students to develop ideas and organize their thinking. This session will explore how to create visual outlines and dynamic graphic organizers. Participants will also practice methods for integrating *Inspiration* into the language arts, science, and social studies curriculum. Staff will see the added features and accompanying web resources of the newest version, *Inspiration 8*, along with a demonstration of the beta program, *Webspiration*.

Participants will leave this hands-on session with the skills to implement *Inspiration* in their classrooms immediately.

Learning Objectives

- Build a concept map with *Inspiration*
- Transition to an outline view in *Inspiration*
- Change symbols, create links and add notes in a concept map
- Make *Inspiration* read all text aloud
- Integrate *Inspiration* into their curriculum
- Modify templates to meet the needs of their learners
- See the beta version of *Webspiration*

Presented by Christina Schindler

Sifting Through the Features: Comparison of Kurzweil 3000, WYNN and TextHELP Read & Write Gold

Target Audience

This workshop is for special and general educators, ESOL teachers, technology coordinators, child study team members, and disability support providers.

Description of Experience

Scan and Read Programs are not just for testing accommodation! They are extremely powerful instructional tools for students who struggle with reading, writing, and study skills.

They scan. They read aloud. They highlight. They help students write. But no two products are created equal. Participants will explore the many features of three popular scan-read programs side by side: *Kurzweil 3000*, *WYNN* and *TextHELP Read & Write Gold*. *This comparison will afford them the opportunity to see first-hand which software is most appropriate for their differing learners.*

Learning Objectives

Understand the technology behind scan-read systems (OCR technology)

Explore WYNN, K3000 & TextHELP RWG for:

- Reading
 - Online
 - Textbooks
- Writing
- Scanning
- Study Skills
- Notetaking

Understand the implementation issues surrounding scan-read systems;

Understand the benefits/concerns of using e-Text

Identify multiple online resources for obtaining e-Text

- Fee resources
- Free resources
- Membership-only resources

Scan a traditional textbook using various scan-read programs

Presented by Christina Schindler

Tackling College Level Writing: AT Tools to Support the Transition from High School to College

Target Audience

This workshop is for high school special and general education teachers, technology coordinators, child study team members, and disability support providers. The session is also appropriate for parents and their college-bound students with learning disabilities.

Description of Experience

Attending lectures and taking notes, organizing assignments, and writing term papers can be overwhelming writing tasks for all college students but are especially daunting for college students with disabilities. Technology tools can help lessen the burden of these academic requirements and greatly improve academic outcomes. This workshop will provide your staff with the knowledge to ensure that proper technology supports are in place before high school students make that critical transition to higher education.

In this session, participants will explore technology tools that should be part of many transition plans including: portable notetakers, word prediction programs, talking word processing software and speech recognition tools. Participants will be equipped with a list of programs to try as well as online resources.

Learning Objectives

Understand how disability support differs from secondary education to higher education

Identify how assistive technology can support students who struggle with:

- reading
- writing
- notetaking

Make a plan to get AT in place for use in high school and or college

Have a basic understanding of:

- word prediction
- talking word processing
- Voice recognition
- notetaking options

Identify multiple online resources for assistive technology to help ensure a successful transition from high school to college

Presented by Christina Schindler

AT & Transition: Understanding the Law & Options for Students with Disabilities in a College Environment

Target Audience

This half-day workshop is designed for high school special education teachers, child study team members, disability support providers, parents of students with disabilities, and even your high school students with disabilities.

Description of Experience

Attending college is now a real possibility for many students with disabilities, and assistive technology (AT) has an important role to play in helping them be successful in college. But often, educators and parents are unaware of the need to plan ahead for the use of AT when transitioning from the high school to college environment. This session will describe how students can access services in higher education, address the change from a K-12 to college environment, and will discuss where AT fits in the college environment.

Participants will be able to see first-hand various types of assistive technology hardware and software that are being used successfully as accommodations in higher education. Discussions concerning the key issues in AT implementation will be discussed.

Learning Objectives

Identify ways students with disabilities can access services in higher education

Understand the legal differences between disability support in secondary and college education

Understand how technology can help support students with disabilities in:

- Learning from lectures
- Reading demands
- Writing demands

Identify different types of hardware and software to support learning in a college environment

Discuss the implementation issues surrounding AT in higher education

Presented by Christina Schindler

Capitalize On Alternative Funding Sources For Purchasing Communication Devices

Target Audience

This workshop is targeted at school-based speech therapists and their administrators who may be unaware they can successfully submit letters of recommendation for AAC devices to insurance companies and Medicaid through the device manufacturer.

Description of Experience

While IDEA is a funding source for communication devices, it is not the only alternative available for schools. Some families may be unaware that they can own the device outright (and would actually prefer it) if they move frequently or their student is about to transition out of K-12 services). With parental permission, school-based speech therapists can write letters of recommendation to private insurance companies and to Medicaid to obtain these devices. While this process used to be time intensive, device manufacturers have streamlined the process by providing templates and other resources.

This workshop will introduce your speech pathologists to the process and the many benefits of using a student's insurance and Medicaid to acquire AAC devices. Topics reviewed will be:

- "funding packets" offered online by many device manufacturers to assist in letter writing
- Maryland Medicaid requirements/restrictions
- Federal (Medicare) requirements to assist attendees in the understanding of what the state guidelines are based on.

Detailed information on the "keys" to successful letter writing will be presented.

Acceptable and questionable letters of recommendation will be presented in order to heighten attendees' awareness of crucial pitfalls.

Learning Objectives

Identify specific individuals in your population who would benefit from owning an AAC system

Discuss general letter writing strategies, appropriate information to include, and pitfalls to avoid that may result in denials or deferments

Learn appropriate ways to present this information and procedures to get positive support from parents

Understand the different procedures when writing from a medical perspective vs. educational

Presented by Diana Jurist

What Are the Options When You Can't Speak? An Overview of Augmentative Communications Strategies and Systems

Target Audience

This introductory workshop is for special education teachers, speech-language pathologists, parents, service coordination teams, and other support persons who work with individuals with communication impairments. Populations to be discussed include beginning communicator (birth-3) through children and young adults with mild to severe cognitive and/or physical disabilities.

Description of Experience

This workshop will introduce both the novice and those with some Augmentative and Alternative Communication (AAC) experience to SETT (Student/Environment/Tasks/Tools) Framework procedures for identifying needs, access and mobility considerations, cognitive considerations, and general language goals of end users. This session will provide an overview of the vast array of augmentative communication/speech generating devices on the market today. Participants will learn the important distinctions between static and dynamic displays, digital vs. synthesized voices, and integrated vs. "stand alone devices." The continuum of no-tech, low-tech, mid-tech, and high-tech devices will be highlighted. Attendees will be introduced to functional charts which help them understand both the device categories as well as which devices fall in to those categories. Attendees will leave with a solid understanding of the different categories of devices and their application to the populations they serve.

Learning Objectives

- Categorize speech-generating devices by features and functions
- discuss general and SETT strategies for determining appropriate communication systems
- discuss how an appropriate/inappropriate AAC system can help or hinder an individuals communication success
- identify individuals who would benefit from an AAC system
- identify the appropriate professional with whom to proceed for an evaluation procedure

Presented by Diana Jurist

Augmentative and Alternative Communication: AAC – A to A

Target Audience

This workshop is targeted to speech-language pathologists, special educators, early intervention staff, service coordination teams, and other supportive personnel involved in the selection, implementation, and support of augmentative and alternative communication (AAC) devices and strategies. It is designed for those in need of a better understanding of how specific devices differ, what populations they serve, and how one might make better recommendation decisions based on feature comparisons. The populations discussed include toddlers, children and youth with mild to severe physical disabilities, developmental delays, and/or multiple disabilities.

Description of Experience

A to A is not a misprint! To cover AAC from A to Z would take weeks. It's not surprising that busy professionals just getting started with helping someone to communicate may feel overwhelmed and unsure where to begin. This session will cover the low-tech, lower cost options in speech-generating devices from AbleNet, Adaptation, AMDi, Attainment, and ATI as well as Velcro-sensitive materials from Augmentative Resources.

Participants will experience what's available from easy-to-record single message devices to multi-level/multi-overlay options that "grow" as skills are mastered. Included are devices that allow for sequenced "scripts" to stimulate interaction as well as ones that generate your chosen messages randomly for a variety of participatory functions. Free online resources to jump-start and support use of these devices provide additional ongoing support and ideas on how to increase active participation in the curriculum and improve outcomes for students.

Learning Objectives

- Discuss a variety of ways to adapt your environment using these low-tech devices to support everyday communication

- Identify strategies for involving and motivating children to communicate during classroom activities

- Identify students who would benefit from AAC and discuss how communication tools create self determination, and ultimately change short-and long-term goals

- Identify specific activities that would be significantly more engaging for students if they had a means to "vocalize"

- Develop multiple communication strategies

Presented by Diana Jurist

Boardmaker: Out of The Box Basics

Target Audience

This workshop is targeted at special education professionals, speech pathologists, early childhood educators, ESOL teachers, paraprofessionals, and others supporting students with communication difficulties.

Description of Experience

Boardmaker Software enables staff to easily and quickly generate Picture Communication Symbols (PCS), no-tech communication boards, overlays for mid-tech devices and instructional materials to help facilitate language development and communication skills as well as to support learning.

This workshop, available as a full or half day hands on session will have your staff up and running quickly, creating and saving materials customized to their students' needs. They'll learn strategies and tips to begin assisting the student who is unable to communicate orally, NOW! Participants will see numerous applications such as labels for items in the environment, schedules, behavior management charts, worksheets, and other picture-based learning materials.

Learning Objectives

- Discuss a variety of ways to adapt or enhance the environment using this software
- Develop strategies for involving and motivating children to communicate during all classroom activities as well functional communication and recreational activities
- Identify the specific individuals in your population who would benefit from PCS strategies, and what the next steps in assisting them should be
- Select and modify a specific Sample Boardmaker template to match the needs of your students
- Create a communication or classroom activity from scratch based on your students' needs

Presented by Diana Jurist

Beyond Boardmaker: The Quick Add-ons

Target Audience

This half-day workshop is targeted at special education professionals, speech pathologists, early childhood educators, ESOL teachers, paraprofessionals, and others supporting students with communication difficulties.

Description of Experience

Mayer Johnson Co., makers of Boardmaker software, also produces a number of “companion products” that make it even quicker and easier to produce everything from visual schedules to curriculum materials for math and science, to motivating learning games. Staff will explore quick “print and implement activities” for your non-verbal or non-English proficient students to make informed decisions about future software needs to efficiently support students in academic or therapeutic settings.

Learning Objectives

- Develop a variety of ways to adapt the classroom environment using these pre-made activities

- Customize strategies for involving and motivating children to communicate during all classroom, therapeutic, and recreational activities

- Review the Add-on libraries and specific activities that will allow them to expand learning opportunities in the classroom

- Select and modify a specific add-on activity to reflect how it could be tailored for use with different students

Presented by Diana Jurist

Boardmaker Plus: Moving from Static to Interactive Materials

Target Audience

This full-day, hands-on session is designed for participants with some experience using Boardmaker but who are new to Boardmaker Plus. Ideal participants include special educators, speech/language pathologists, and other professionals supporting students with communication impairments in need of a more powerful and flexible learning and communication tool.

Description of Experience

Boardmaker Plus adds the on-screen interactivity of voice, animation, and video to Boardmaker's Picture Communication Symbols to revolutionize instruction by creating both print and interactive learning materials to address standards, adapt curriculum, and provide alternate assessments. The day will cover the programming and "user settings" of Boardmaker Plus as well as linking boards; pop-up boards; writing boards; communication boards; classroom activity boards such as interactive schedules, interactive matching boards, and MANY, MANY MORE...

Participants will have the opportunity to take paper-based boards and transform them into interactive ones. Once staff sees their own work transformed they'll marvel at both the time savings and the increased quality of their instruction.

Learning Objectives

- Recognize a variety of ways to improve and adapt environment using this software
- Discuss strategies for involving and motivating students to communicate during all classroom activities
- Identify the specific individuals in your population who would benefit from a more engaging and interactive classroom experience
- Design and link communication pages
- Design an interactive "matching" activity using Boardmaker Plus
- Modify existing static classroom activities into interactive activities

Presented by Diana Jurist

An Introduction to Computer Access Solutions

Target Audience

This session is targeted to assistive technology professionals, special and general educators, OT's, PT's, and student service teams supporting students with physical difficulties who need to access computers for educational and/or communication uses.

Description of Experience

This session will introduce attendees to many ways individuals with disabilities can access a computer. Many different pieces of hardware as well as software programs will be introduced and discussed. Hands-on time with support will be provided via a "rotating" computer lab design. During this part lab, part lecture-style session, we will discuss everything from the basic accessibility features already available on your computer to specialized input devices for those with multiple physical challenges, as well as speech recognition software and products for those with low vision or blindness.

Learning Objectives

- Discuss a variety of ways to adapt your computer to make it more accessible

- Discuss strategies that can be used for involving and motivating a student to accomplish tasks once thought to be too difficult

- Identify the different categories of Computer Access

- Identify specific activities in your school setting that would be more engaging for students if they had the means to participate

- Determine a "general best fit" for computer access based on a short description of individual needs

Presented by Diana Jurist

Mounting and Positioning AAC Devices and Computers for Improved Student Outcomes: Daessy Mounts

Target Audience

This workshop is for assistive technology professionals, occupational and physical therapists, speech pathologists, and other support staff working with individuals with communication impairments whose physical impairments may necessitate use of a wheelchair, walker, or adapted furniture.

Description of Experience

Proper positioning of AAC devices and computers is critical to successful use. Daessy mounts, long an industry standard for mounting communication devices, computers, and more, must be customized for the end user. This necessitates that service providers have familiarity and experience with the components in order to “get it right the first time” when purchasing.

Participants will not only have hands-on experience with a variety of mounting systems and components, they will learn the best practices to follow when determining options, measurements, and placement. Participants will be guided through an evaluation and mounting process. Attendees will leave with a solid understanding of the different types of Daessy mounts available, the proper procedures to follow, the tools to use, and the considerations they need to address.

Learning Objectives

- Discuss a variety of Daessy Mounting systems and the chairs for which they are suitable

- Discuss general strategies for mounting, taking the consumer’s height, growth potential, access needs, and environmental setting into consideration

- Discuss general safety issues surrounding mobility, transportation, and tilting needs of individuals using these mounts

- Identify and justify the proper placement, height, angle and components needed to personalize the mounting system

- Demonstrate correct mounting and removal procedures when not in use

- Demonstrate the ability to follow directions, identify parts out of the box, and assemble a mounting system

- Evaluate and build a customized mounting system for an individual’s specific needs

Presented by Diana Jurist

About Our Trainers

CHRISTINA SCHINDLER joined AT:LAST in the summer of 2008 as an Assistive Technology Specialist after working eight years as the assistive technology specialist for the Center for Assistive Technology and Inclusive Education Studies (CATIES) located at The College of New Jersey. In NJ, she provided training and technical assistance to teachers, students, parents, faculty, and disability support providers, on the benefits of assistive technology for students with disabilities. In her position at AT:LAST, she continues to provide assistive technology training and technical assistance to Maryland school districts and community members. Mrs. Schindler is a certified special, general, and history education teacher. She holds a M.S. in Educational Technology and an Assistive Technology Certificate.

DIANA JURIST joined AT:LAST in the summer of 2008 as an Assistive Technology Specialist after working nearly ten years as a consultant for an AAC manufacturer. Mrs. Jurist has conducted numerous in-services and training sessions to rehabilitation therapists (S/LP, OT), public and private schools, governmental offices (OVR/DVR/MHMR), insurance providers, private practice organizations, and consumers. She has been a regular presenter at regional assistive technology conferences and the CAMA Tours. Mrs. Jurist's educational experience in Speech Language Pathology at SUNY Cortland, 12 years' experience in both the Computer and Assistive Technology/AAC fields, years of experience in technology and funding, and her exposure to a diverse population of individuals provides professionals with valuable information to improve not only their clients' communication but also their quality of life.

AT:LAST, Inc.
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