

## CRITICAL COMPONENTS OF QUALITY INDICATORS FOR THE PROVISION OF ACCESSIBLE EDUCATIONAL MATERIALS AND ACCESSIBLE TECHNOLOGIES IN K-12

---

### QUALITY INDICATOR 1

The agency has a *coordinated system for the provision of appropriate, high-quality accessible materials and technologies* for all learners with disabilities who require them.

#### Intent

If a learner with disabilities needs accessible materials and technologies, an agency cannot deny provision for any reason (e.g., type of disability, copyright eligibility, type of format needed, administrative concerns, fiscal concerns).

#### Critical Components

To effectively address this quality indicator, the following components should be present across a coordinated system for the provisions of accessible materials and technologies.

A means for ensuring the provision of print materials in high quality accessible specialized formats and accessible technology to deliver them

- Braille to learners who require this format
- Large print to learners who require this format
- Audio to learners who require this format
- Digital text to learners who require this format

A means for ensuring the provision of accessible digital materials

- All digital materials procured from free and commercial sources meet WCAG 2.0 AA and Section 508 accessibility standards
- All digital materials selected and acquired by educators for curriculum content (e.g., web pages, video, units, learning activities, and assessments) are accessible
- All digital materials created by educators for curriculum content (e.g., web pages, video, electronic worksheets, units, learning activities, and assessments) are accessible

A means for ensuring the provision of accessible technologies that are either directly usable without assistive technology or made usable with assistive technology

- All technologies procured from free and commercial sources meet WCAG 2.0 AA and Section 508 accessibility standards
- All technologies selected and acquired by educators for management and delivery of curriculum (e.g., learning management systems and technologies that deliver units, learning activities, and assessments) are accessible

A means for ensuring the provision of accessible materials and technologies to learners who need them with appropriate protection and management of digital rights

- Learners who are served under IDEA and meet copyright criteria (requirements for using files sourced through the NIMAC)
- Learners who are served under IDEA but do not meet copyright criteria
- Other learners who meet copyright criteria
- Other learners who do not meet copyright criteria

Collaborations, internal and external, that are important to developing and sustaining a coordinated system of sources for accessible materials and technologies

## QUALITY INDICATOR 2

The agency supports the acquisition and provision of appropriate accessible materials and technologies *in a timely manner*.

### Intent

In general, “timely manner” means that learners who require accessible materials and technologies receive them at the same time that non-disabled peers receive materials and technologies. Appropriate consideration is given to factors that could delay timely delivery. Agencies have clearly defined policies and procedures to identify and address sources of delay.

### Critical Components

To effectively address this quality indicator, the following components should be present when addressing timely manner.

A state definition of timely manner as required by IDEA

A means for ensuring timely delivery

- Tracking timely delivery (e.g., delivery log; exception tracking by educators, students, and families)
- Coordinating with Accessible Media Producers (AMPs)
- Including timelines in purchasing agreements with publishers and technology vendors
- Procuring accessible materials and technologies that are available
- Requiring that educators select, acquire, and use accessible materials and technologies
- Requiring that educators use accessibility practices when creating materials (e.g., documents, presentations, spreadsheets, and other self-made materials)
- Identifying delays to timely manner (e.g., late selection of materials; failure to include NIMAS and material and technology accessibility language in RFPs and purchasing contracts; delayed publisher preparation and delivery of files to the NIMAC; failure to procure accessible materials that are available; late identification of students; delayed follow-up on IEP decisions; unavailability or lack of use of AT or other content delivery devices; lack of training on how to select, create, and use accessible materials and technologies)
- Correcting identified delays

Collaborations, internal and external, that are important to the timely delivery of accessible materials and technologies

### QUALITY INDICATOR 3

The agency develops and implements *written guidelines* related to effective and efficient acquisition, provision, and use of accessible materials and technologies.

#### Intent

Written guidelines include the roles, knowledge, skills, actions, alignment, and coordination required for delivery of accessible materials and technologies in a timely manner. Guidelines are communicated in multiple ways (e.g., webinars, trainings, handouts, websites) and broadly disseminated to ensure that all responsible parties can understand and apply them.

#### Critical Components

To effectively address this quality indicator, the following components should be included in the development and dissemination of written guidelines.

Guidance that specifies federal, state and local policies (e.g., statutory and regulatory requirements including but not limited to timely provision; technology accessibility standards; provision of AEM in the IEP; copyright protection and management of print and digital materials, definitions)

Procedural guidelines for the decision-making processes for providing accessible materials and technologies for all learners with disabilities who need them

- Determination of need
- Selection of formats and/or features for educational participation and achievement
- Acquisition of formats and features
- Determination of supports for use
- Inclusion of accessible materials and technologies in transition plan/Summary of Performance (SOP)
- Notation of where to go for help

Procedural guidelines for overall procurement processes for providing accessible materials and technologies for all learners

- Priority selection of accessible materials and technologies in procurement procedures, including digital accessibility language in RFPs and purchasing contracts
- Procedures for selecting or creating accessible digital materials (e.g., accessible documents, closed captioning, audio description services)

Delineation of duties and responsibilities at all levels of the SEA or LEA

- General education
- Curriculum development
- Materials and technologies procurement
- Administration
- Instructional and information technology
- Special education
  - IEP team (educators and families)
  - Assistive technology
  - Instructional and related services

Guidelines represented in multiple formats (e.g., print, digital, audio, electronic or embossed braille) and widely disseminated through multiple means (e.g., website, policy manuals, handouts)

Collaborations, internal and external, that are important to the development and dissemination of guidelines

#### QUALITY INDICATOR 4

The agency provides or arranges for *comprehensive learning opportunities and technical assistance* that address all aspects of the need, selection, acquisition and use of accessible materials and technologies.

##### Intent

Ongoing learning opportunities and technical assistance draw from multiple sources, are offered in different forms (e.g., in person, briefs, webinars, book studies) and range from introductory to advanced to reach all stakeholders.

##### Critical Components

To effectively address this quality indicator, the following components should be included in learning opportunities and technical assistance.

Targeted topics that provide all involved individuals with the awareness, knowledge, and skills needed to fulfill their responsibilities (e.g., legal issues, policies and procedures, decision making, copyright and management of accessible materials, structure and utility of formats, technology systems and updates, acquisition sources, implementation practices)

Intended audiences include, but are not limited to

- Administrators
- Educators
- Librarians and media specialists
- Students and families
- SEA and LEA personnel
- Technology directors and instructional technology staff
- Transition support staff

Designed in ways that

- Leverage local, state, and national resources
- Consider the roles and responsibilities of the intended audience
- Use multiple means and formats for delivery (e.g., in person workshop, webinar, video, website, virtual communities, electronic newsletter)
- Meet WCAG 2.0 AA and Section 508 accessibility standards (e.g., accessible website and digital materials; closed captioning and audio description of video; transcripts of audio; live captioning for webinars; multiple formats of print materials)
- Acknowledge readiness levels of participants (e.g., beginner, intermediate, advanced)
- Vary in intensity and duration as appropriate to the topic and audience

Collaborations, internal and external, that are important to capacity building on all aspects of accessible materials and technologies

## QUALITY INDICATOR 5

The agency develops and implements a *systematic data collection process* to monitor and evaluate the equitable, timely provision of appropriate, high-quality accessible materials and technologies.

### Intent

Data are collected that measure the degree to which accessible materials and technologies provide all learners with disabilities the opportunity to acquire the same information, engage in the same interactions and benefit from the same services as learners without disabilities with substantially equivalent ease of use (Office of Civil Rights Compliance Review No. 11-11-6002).

### Critical Components

To effectively address this quality indicator, the following components should be present in a systematic process to evaluate all aspects of the system.

Strategies for collecting data on the extent to which learners effectively receive appropriate, high-quality accessible materials and technologies in a timely manner

- Timely identification of students
- Students served
  - Disability categories
  - Student demographics
- Formats provided
- Sources of accessible materials and technologies used
  - Timely delivery
  - Quality of materials (e.g., accuracy of coding and content, ease of use)
- Student and family feedback (e.g., meetings, interviews, conversations, surveys)

Strategies for collecting data on the legal compliance of materials and technologies

- Compliance with copyright in the management and use of digital materials
- Materials procured that meet minimum accessibility standards (WCAG 2.0/Section 508)
- Technologies procured that meet minimum accessibility standards (WCAG 2.0/Section 508)

Strategies for collecting data on learning opportunities and technical assistance provided to stakeholders

- Providers
- Delivery formats (e.g., in person, webinar, videos, virtual communities)
- Evidence of impact (e.g., proportion of educators selecting and creating accessible digital materials; records of timely delivery; student satisfaction with accessibility of materials and technologies)

A plan for collecting and maintaining data on student use of accessible materials and technologies

- Collection methods
- Selection of a management system that supports
  - Legal requirements related to student confidentiality
  - Monitoring of use by individual students
  - Cross-referencing data on student use with data on disability categories served

- Cross-referencing data on student use with data on (school, LEA, SEA) student population demographics
- Data collection timelines
- Responsible party

Collaborations, internal and external, that are important to developing and implementing a systematic data collection process

## QUALITY INDICATOR 6

The agency *uses the data collected to guide changes* that support continuous improvement in all aspects of the systemic provision and use of accessible materials and technologies.

### Intent

Data are systematically analyzed to gauge effectiveness of all aspects of the current system and are used to inform actions needed to improve future practice, program planning and resource allocation.

### Critical Components

To effectively address this quality indicator, the following components should be present when analyzing and using data.

A specific plan for analyzing and using the data, including, but not limited to

- Purpose for which the data will be used
- Audiences with whom the data will be shared
- Strategies for both quantitative and qualitative analysis
- Strategies that protect individual student identities
- Timeline for periodic review of data
- Timeline for implementation of data driven decisions

Participation in analysis of data by various stakeholders (e.g., administrators, technology directors, educators)

Strategies for cross-referencing data on timely delivery of high quality accessible materials and technologies with data on student independence, participation and progress

Strategies for cross-referencing data to determine equity in the provision of accessible materials and technologies

- Cross-referencing student use data with data on disability categories served
- Cross-referencing student use data with (school, LEA, SEA) student population demographic data

Multiple means for dissemination of results to targeted audiences

Use of data to improve future practice, program planning and resource allocation

Collaborations, internal and external, that are important to using data to inform changes in the provision of accessible materials and technologies

## QUALITY INDICATOR 7

The agency *allocates resources* sufficient to ensure the delivery and sustainability of **quality services to learners with disabilities who need accessible materials and technologies**.

### Intent

Sufficient fiscal, human, and infrastructure resources are committed to ensure **that learners' needs are appropriately addressed** (e.g., determination of need, provision of appropriate accessible materials and technologies, delivery of services, learning opportunities).

### Critical Components

To effectively address this quality indicator, the following components should be included in allocating resources.

Multiple resource types are provided, including, but not limited to

- Fiscal (e.g., funds are allocated for equitable provision of accessible materials and technologies)
- Human (e.g., staff at multiple levels with knowledge to assist with selection, acquisition, and integration of accessible materials and technologies in instruction)
- Infrastructure (e.g., coordinated data systems, coordinated provision systems, instructional technology, assistive technology, training)

Resources are used to address the needs of all stakeholders, including, but not limited to

- **All learners being served**
- Educators
- Instructional and information technology staff
- Families

Collaborations, internal and external, that are important to leveraging resources for the benefit of all stakeholders