

Accessibility Commitments

The AEM Center is committed to providing our TA recipients with high-quality accessible materials. To that end, this slide deck follows the POUR principles:

- Perceivable
 - Alt text on images
 - High color contrast
 - Readable font
 - Video with closed captions and audio description
- Operable
 - Distinct slide titles
 - Shortened links with descriptive back-halves
- Understandable
 - Clear structure and layout
 - Consistent formatting
 - Effective use of images
- Robust
 - Checked for accessibility using both the accessibility checker built into PowerPoint with manual checks for reading order

Improving Digital Accessibility: Quality Indicators for Guiding Systems Change

AHEAD Free Member Webinar

April 26, 2022

2:00 – 3:30 PM ET

Links to Download Materials

- Slide Deck: bit.ly/AHEAD-PPT-May22
- Quality Indicators: bit.ly/AEM-QI-HE
- Self-study Guide for the Quality Indicators: bit.ly/QI-HE-StudyGuide



Panelists

- **Cynthia Curry**, Project Director, National AEM Center
- **Alison Driscoll**, AEM Center Higher Ed Specialist
- **Joanne Benica**, Director of Disability Services Center, University of Southern Maine
- **Mark Nichols**, Senior Director, Universal Design & Accessible Technologies, Virginia Tech

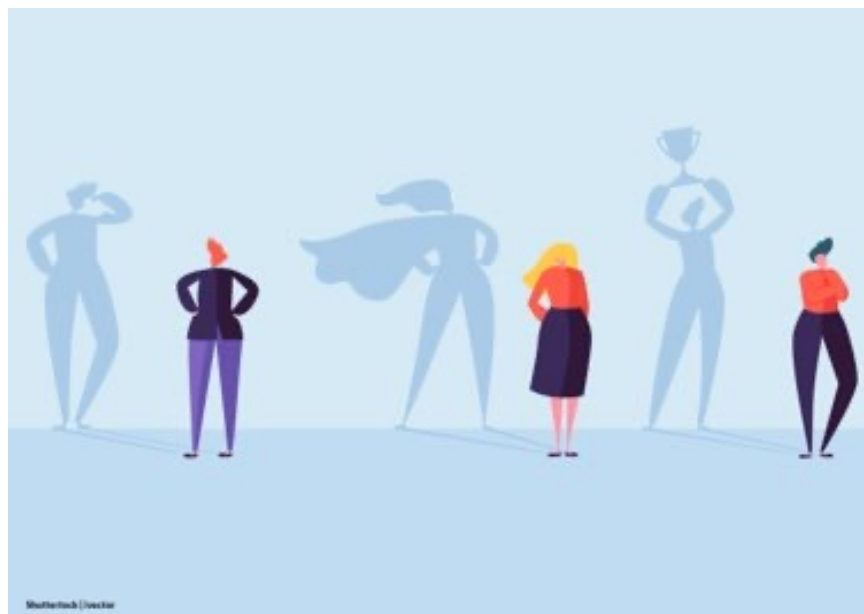
Poll 1

Please **select the title that best describes your role or position** at your institution:

- Disability/Accessibility Services
- Faculty
- EIT/ICT
- Accessible Technology
- ADA/504 Coordinator
- Instructional Designer
- Other

Goal

You will identify at least one action for making progress toward improving the accessibility of materials and technologies provided to the students of your institution.



What to Expect

- An introduction to the National AEM Center at CAST
- Some probing questions for the audience
- A shared definition of “accessible”
- An overview of the *Quality Indicators for Providing Accessible Educational Materials and Technologies in Higher Ed*
- Examples of how the Quality Indicators are currently being used by two IHEs
- Resources for going further

About the National AEM Center



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Goal of the AEM Center

To build the capacity of states to provide and support the use of high-quality accessible educational materials (AEM) and accessible technologies – in a timely manner - for all learners who need them from PreK-12 to postsecondary education.



Seamless Transitions



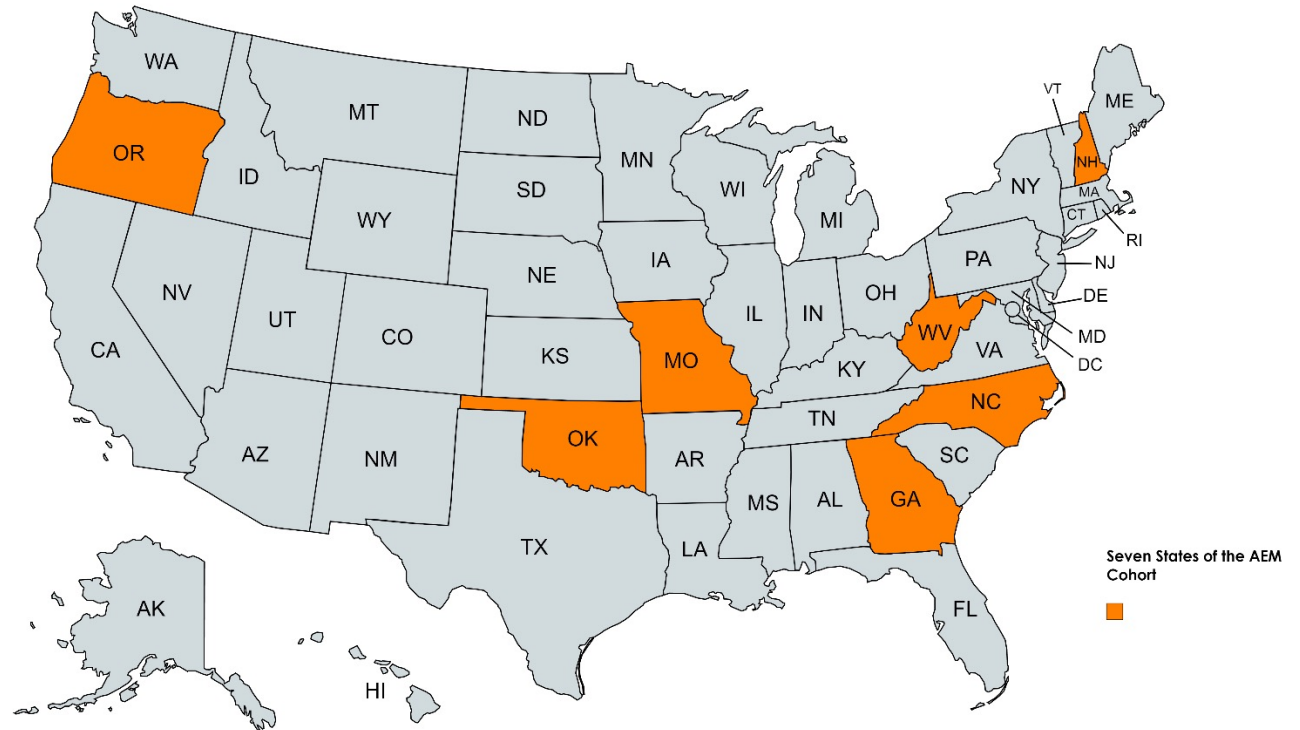
Three Tiers of Technical Assistance (TA)

- **Universal TA**
Our website, publications, webinars, online learning modules, podcast, etc.
- **Targeted TA**
Products and services targeted at early learning, higher ed, and workforce development
- **Intensive TA**
Continuous, ongoing TA for seven states in the AEM Cohort to inform changes in K-12 policy, program, practice, and operations in state education agencies and local education agencies (SEAs and LEAs).



Seven States of the National AEM Cohort

- Georgia
- Missouri
- New Hampshire
- North Carolina
- Oklahoma
- Oregon
- West Virginia



Introduction to Accessibility



Waterfall in the Chat

What are **up to 3 keywords** that appear in your institution's or your own definition of "accessible?"

- Take 30 seconds to reflect and enter those words in the chat
- On the count of 3-2-1, share your keywords!

Poll 2

Complete this sentence starter: *My higher ed institution has:*

- **Not yet started to think about** accessibility as an institutional responsibility and relies on DS offices to provide accommodations for students who need accessible materials and technologies.
- **Started to think about** accessibility for students with disabilities as an institutional responsibility.
- Made **some progress** toward ensuring that materials and technologies are accessible for all students, including students with disabilities, from the beginning.
- Made **significant progress** toward ensuring that materials and technologies are accessible for all students, including students with disabilities, from the beginning.
- **Developed a system** for ensuring that accessible materials and technologies are provided to all students, including students with disabilities.



Quality Indicators for Providing AEM & Accessible Technologies



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AEM Quality Indicators

1. A Coordinated System
2. Timely Manner
3. Written Guidelines
4. Learning Opportunities
5. Data Collection
6. Data Use
7. Allocation of Resources



Coordinating Higher Education Systems

Download the Quality Indicators with Critical Components for Higher Education: bit.ly/QI-HE



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Resources



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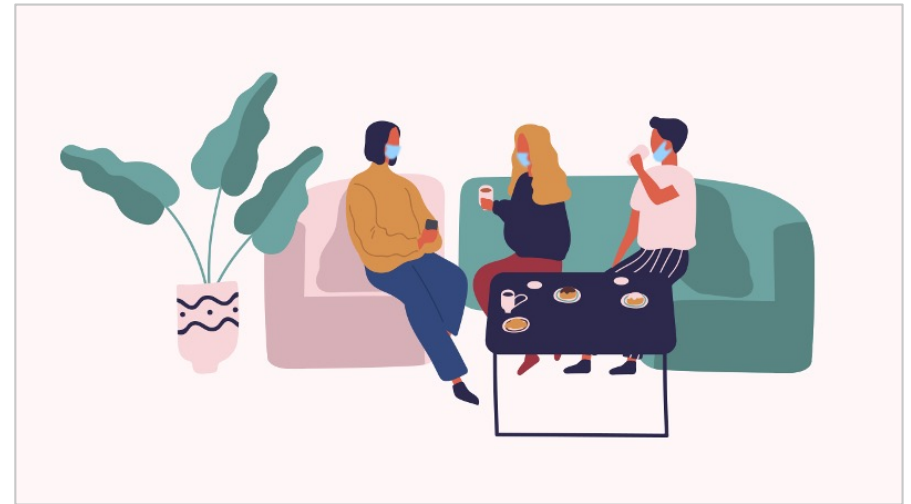
AEM Café

Grab a monthly cup of TA!

Every first Thursday of the month from 1:00–2:00 pm PT / 4:00–5:00 pm ET, we focus on a topic, share some little-known resources from the AEM Center, and the rest is up to you.

The AEM Café is open and ready to welcome you!

Register: bit.ly/AEM-Cafe-register



Select & Purchase Accessible Materials

- Vetting for Accessibility
bit.ly/AEM-vetting
- Communicating with Vendors
bit.ly/AEM-vendors
- Understanding the VPAT
bit.ly/AEM-VPAT

Accessible Design

- Design for Accessibility
bit.ly/AEM-design
- Websites
bit.ly/AEM-websites
- Documents
bit.ly/AEM-docs
- Video
bit.ly/AEM-create-video
- Math
bit.ly/AEM-create-math
- EPUB
bit.ly/AEM-EPUB
- Social Media
bit.ly/AEM-social-media

Teaching & Learning with Accessible Materials

- Teach with Accessible Video
bit.ly/AEM-videos
- Teach with Accessible Math
bit.ly/AEM-math
- Personalize the Reading Experience
bit.ly/AEM-reading
- Personalize the Writing Experience
bit.ly/AEM-writing



Systems & Capacity-building

- Quality Indicators for Providing AEM & Accessible Technologies
bit.ly/AEM-QIs
- AEM Pilot for the Quality Indicators for K-12
bit.ly/AEM-Pilot
- Online Learning Series
bit.ly/AEM-modules

Stay Connected. Contact us.


 **Twitter:** @CAST_UDL

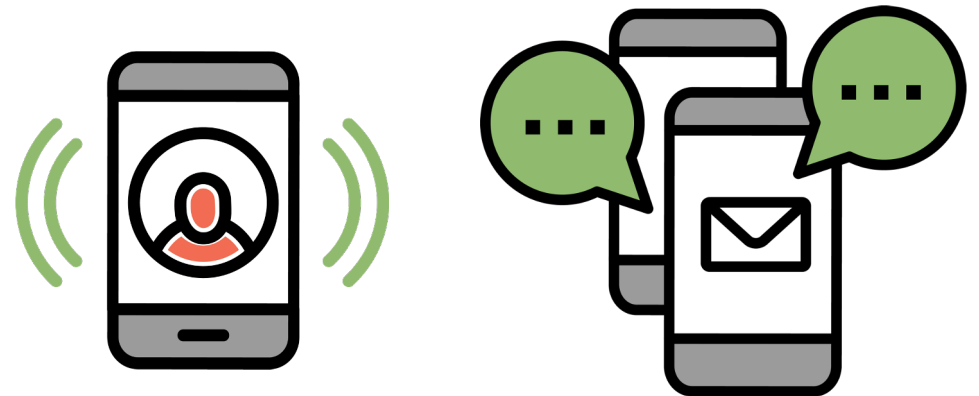
 **Facebook:** @CASTUDL

 **Email:** aem@cast.org

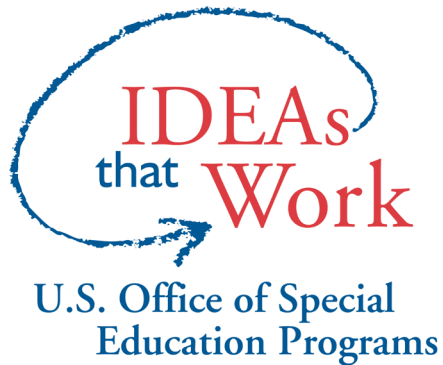
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Disclaimer



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