Quality Indicators with Critical Components for the Provision of Accessible Educational Materials and Technologies

# A Self-Assessment and Periodic Monitoring Tool for K-12 and Higher Education Procurement and Related Personnel

Instructions:

* Describe the current status of systems within the agency or institution according to each of the seven Quality Indicators for the Provision of Accessible Educational Materials and Accessible Technologies. For each Quality Indicator, select the option that most closely describes current status.
* Use the comment box to clarify, amplify, and provide evidence to support the selection.

## INDICATOR 1: The agency or institution has a coordinated system for the provision of appropriate, high-quality accessible materials and technologies for all learners with disabilities who require them.

### INTENT: A coordinated system means that the agency or institution has a method for ensuring that learners who need them receive specialized formats of print materials and accessible digital materials and accessible technologies.

Currently, systems for the provision of accessible materials and technologies to all students who need them for educational participation and achievement are:

* Not started
* Under development
* In place for some students
* In place for most students
* In place for all students
* In place for all students who require them

Evidence to support rating:

## INDICATOR 2: The agency or institution 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.

Currently, "timely manner" as it applies to accessible materials and technologies is:

* Not yet defined
* Defined but not yet measured
* Met for some
* Met for most
* Consistently met

Evidence to support rating:

## INDICATOR 3: The agency or institution 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.

Currently, written guidelines for selection, acquisition, and use are:

Not started

Under development

Somewhat developed

Mostly developed

Fully developed and in use

Evidence to support rating:

## INDICATOR 4: The agency or institution 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., coaching, presentations, webinars, briefs, book studies) and range from introductory to advanced to reach all stakeholders.

Currently, learning opportunities and technical assistance are:

Not provided

Under development

Available to some stakeholders

Available to most stakeholders

Available to all stakeholder

Evidence to support rating:

## INDICATOR 5: The agency or institution 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).

Currently, data are:

Not collected

Collected from a single source (e.g., IRC, Disability Services, other)

Collected from several sources (e.g., APH, Bookshare, others)

Aggregated from all sources into a separate system

Included in the agency or institution data collection system for all students

Evidence to support rating:

## INDICATOR 6: The agency or institution 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.

Currently, use of data to guide change is:

Not started

Under development

Implemented for some

Partially implemented for most

Implemented for most

Evidence to support rating:

## INDICATOR 7: The agency or institution 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).

Currently, allocation of resources is:

Not started

Under development

Implemented for some

Partially implemented for most

Implemented agency- or institution-wide

Evidence to support rating: