

TAACCCT Voluntary Accessibility Summary Template

To support grantees in documenting the fulfillment of the SGA requirements for accessibility, SkillsCommons has created a guide for grant project directors or designated project staff to complete and post within SkillsCommons that would aid in the documentation process. **The use of this template is voluntary.** The template provides the basic elements for describing the methodologies your project used to assure their compliance with accessibility requirements. The SGA TAACCCT requirements for each round are provided at the end of this document.

Describe the name, title, and type/amount of experience the accessibility reviewer(s) have in conducting reliable accessibility evaluations:

Ann Rodhouse, B.S., M.S.: Metropolitan Community College Consultant, 2016

I reviewed online curriculum modules created by MCC under the Trade Adjustment Assistance Community College and Career Training grant to determine whether the following requirements were met:

Creative Commons Attribution License visibility

DOL disclaimer visibility

Involvement of industry partners

Accessibility: course accessible to qualified individuals with disabilities

Incorporation of the principles of universal design for learning

Describe the accessibility rubric used to conduct the accessibility review. The Skills Commons Accessibility Checkpoints can be found at: <http://support.taacct.org/accessibility>. You are welcome to use other accepted rubrics.

Accessibility Checklist for MS Word 2016 Documents:

Formatting Documents with Styles: Use heading styles, Nest heading styles appropriately, Title style used only once in document, Do not use formatting tools, Emphasis not italics, "bold style" used not bold button on toolbar, Enter not used to control whitespace, Use styles to control whitespace, Styles used for lists, Lists not formatted using formatting toolbar, List number used to create ordered list, Bullet style used for unordered list, Table of contents for longer documents

Column tool used to create columns: Tabs & spaces not used to create "columns", Table tool used to create tables

Tables: Draw table tool not used to create "tables", Tables used for tabular data, Tables not used for layout, Do not use heading styles in tables – use formatting buttons, not styles, Enter or return key not used to create white space in tables, Cell margin and cell padding were used to adjust white space within tables, Header rows have been set to repeat on each subsequent page of a table, even if table does not break over to other pages, Effort have been taken to prevent rows from breaking across pages, Complex tables have been broken up into smaller and simpler tables, Where captions do not provide adequate information about the data in a table, test alternatives have been added where appropriate, Caption have been placed above their associated tables, Appropriate captions have been added to tables when tables are complex, hen a style manual has to be followed, or when documents are designed primarily for print

Hyperlinks: Link text has been used that describes the link's destination, "click here" and "more" have not been used for link text, Document hyperlinks have descriptive text describing the destination, Exceptions are appropriate when the URL is used on advertisements or handbills or if there is some instructional benefit from providing the URL as the link text, Link text for the same site is the same for each link, Different sites use different link text

Non-text elements (charts, pics, graphs): Text boxed have not been used in the document, Bordered paragraphs have been used to simulate the effect of text boxes, All non-text images have alternative text, Align non-text elements in line with text: select "In Line with Text" as "wrapping style" for all non-text elements, Include captions for images when alternative text is not sufficient to convey the meaning of the image, If style guide restriction necessitates additional text be used to describe an image, captions may be used, Use captions to convey the meaning of images when documents have been optimized for print rather than electronic distribution, Place all captions below the image they describe, If alt text area for a non-text area cannot convey adequate information about the non-text element, then provide an explanation or describe the non-text element in the surrounding text, Avoid the use of drop caps (large first letter is used to start a paragraph), Limited use of watermarks

Headers & Footers: Use headers and footers for: running headers, logos, page numbers, copyright messages, Unacceptable uses of headers & footers: document title, author, contact information, date of document revision, document version numbers

Color is not the only way info is conveyed

Document metadata: Title of document is entered into the "Document Properties", Language has been set in "language property" in the "document properties", Changes in language are identified in the text of the document

Summarize the tools and procedures used to conduct the accessibility evaluations.

Manual inspection of document: view Navigation Pane to look for document organization, show formatting symbols to see use of tabs, spaces, and enter, check list formatting, check document properties, proper use of tables, check proper use of columns, color contrast of text with background, meaningful hyperlinks, font size, check tables and non-text items for appropriate use of alt text, check for use of text boxes or word art, use of formatting vs toolbar, and use of simple language

Use Word's Automated Accessibility Checker

Use Navigator for Windows and tabbing to navigate through a document to check reading order and inaccessible elements


Signature of Principal Investigator

9/7/17
Date

JOANIE HONTI
Print/Type Name of Principal Investigator

Mapping New Careers in Geospatial Technologies
TAACCCT Project Name

SGA TAACCCT requirements by Round:

For Round 1:

“All online and technology-enabled content and courses developed under this [TAACCCT] SGA must incorporate the principles of universal design (see <http://www.cast.org/udl/>) in order to ensure that they are readily accessible to qualified individuals with disabilities. The content and courses must be in full compliance with the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act of 1973, as amended, and the Web Content Accessibility Guidelines 2.0, Level AA (<http://www.w3.org/TR/WCAG/>).”

Retrieved 12/5/2014 from: <http://www.doleta.gov/grants/pdf/SGA-DFA-PY-10-03.pdf> . page 8.

Accessibility

Element	Accessibility feature	Met	Not Met	NA
Navigation	Consistent navigation throughout course			
	Clear and concise links			
	Meaningful and simple alt text for images used for navigation			
	Site can be navigated using keyboard (tab & enter keys)			
Text	No broken links			
	Text is provided in a sans serif font (e.g., Calibri, Arial, Verdana)			
	Uses one font and color for text.			
	Avoids overuse of all CAPS, bold, or italics.			
Documents	Avoids underlining words.			
	Uses standard heading levels in MS Word to organize content			
	Does not use text boxes			
	MS Word documents containing links are converted to PDF			
Images/Graphics	PowerPoint presentations are accessible			
	Scanned PDF articles are accessible			
	Alternative text is used for images			
	Alternative text succinctly describes the content			
	Long description used for graphic elements with detailed information			
	Images are clear			
	"Blank" alt tag used for aesthetic graphics			
Videos	Does not use blinking text, images, or cursors			
	Video quality is clear			
	Provides a transcripts and/or captioning			
	Appropriate file length: under 15 min.			
	Provides descriptions of images (charts, graphs, slides) where necessary			
Audios	Narrated PowerPoint presentations are accessible: notes provided			
	Video player required is compatible with multiple operating systems and requires only a standard, free plug-in			
	Provides transcript			
	Quality is clear			
	Appropriate file length: meet goal of activity, but not so long to restrict user's ability to download using lower bandwidth			
	Audio player required is compatible with multiple operating systems and requires only a standard,			

	free plug-in			
Tables for lay out	Cells in tables are ordered that makes sense for screen reader users			
Tables for data	Data cells are associated with header cells			
	Description of table in page content			
	Table summary and caption for the table			
Color and Contrast	Text is on background with good contrast			
	Avoid using color only to convey meaning			
Flashing/Flickering objects	Separate link to graphics that flickers with warning			
Exams	Forms for practice exams are accessible			
	Extra time available when necessary			

Universal Design for Learning

Principle/Guideline		Met	Not Met	NA
Provide options for perception				
	Ability to vary volume or rate of speech or sound			
	Ability to vary speed or timing of video, animation, sound, simulations, etc.			
	Offer alternative for auditory information			
	Provide alternative for visual information			
Options for language, mathematical expressions, & symbols				
	Clarify vocabulary & symbols			
	Clarify syntax & structure			
	Support decoding text, mathematical notation, & symbols			
	Promote understanding across languages			
	Illustrate through multiple media			
Provide options for comprehension				
	Activate or supply background knowledge			
	Highlight patterns, critical features, big ideas, and relationships			
	Guide information processing, visualization, and manipulation			
	Maximize transfer and generalization			

Ann Rodhouse

Metropolitan Community College Consultant 2016

Reviewed online curriculum modules created by MCC under the Trade Adjustment Assistance Community College and Career Training grant to determine whether the following requirements were met:

- Creative Commons Attribution License visibility
- DOL disclaimer visibility
- Involvement of industry partners
- Accessibility: course accessible to qualified individuals with disabilities
- Incorporation of the principles of universal design for learning

Cozad Community Schools 2014 - 2016

Worked with students who had speech/language impairments, including providing assistive technology for students who had multiple disabilities

ESU #11 2009 – 2012

Worked directly with students who benefitted from using AAC devices, students who had speech/language verifications, including students with multiple disabilities. Served as consultant to special education staff about assistive technology options for students.

Nebraska Educational Assistive Technology 1996 - 2009

Regional coordinator/trainer – provided training, consultative services and technical support to educators, parents, service providers, and students on a wide variety of assistive technology devices and software, presented at state and national conferences. Specific to accessibility: served on a task force with Assistive Technology Partnership to review accessibility issues with the Student Records System.

Nebraska Diagnostic Center 1991 – 1996

Served as Speech/Language Pathologist for team evaluations of students who had a wide variety of disabilities who came from across the state for two week evaluations

ESU #10 1988 – 1991

Worked in the school systems with students who were verified as speech/language impaired at the elementary and preschool levels



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