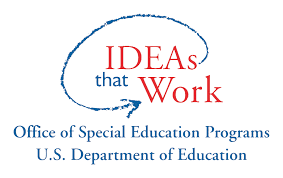


# Self-Assessment Tool: Quality Indicators for the Provision and Use of Accessible Formats

SEPTEMBER 2025

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## Purpose of this Self-Assessment Tool

The self-assessment tool presented in this resource is designed for SEAs and LEAs that are prepared to implement the [Quality Indicators for the Provision and Use of Accessible Formats](ncademi.org/quality-indicators) (“Quality Indicators”). SEA and LEA leadership teams are also directed to [NCADEMI’s Readiness Protocol,](https://ncademi.org/quality-indicators/implementation/readiness/) which guides teams through a deliberation process to assess the fit and feasibility of implementing the Quality Indicators.

Once an SEA or LEA is ready to implement the Quality Indicators, the self-assessment tool presented in this resource helps identify strengths, gaps, and redundancies in the agency’s system. The self-assessment tool is based on the model of Innovation Configurations developed by the CEEDAR Center to evaluate curriculum and professional learning reform (Hall & Hord, 2001; Roy & Hord, 2004). Innovation Configurations guide innovation within an educational agency to facilitate the change process. They are configured on two dimensions: essential components of the innovation and degree of implementation (Bailey et al., 2020).

Originally applied to Quality Indicators by the National Center on Accessible Educational Materials, an Innovation Configuration can be used to unify the statewide provision and use of accessible materials in preK-12 systems (National AEM Center, 2022). Like the original Innovation Configuration for Quality Indicators, NCADEMI’s self-assessment tool is configured on the essential components of a coordinated system for providing high-quality accessible materials in a timely manner.

To facilitate cycles of “Plan-Do-Study-Act,” whereby the agency develops a plan, implements it, observes the results, and acts on what was learned (Kennedy & Jackson, 2022), SEA and LEA leadership teams deliberate the current degree of implementation of each component along a continuum from “Not Started” to “Scaling & Sustaining.” In addition to documenting the agency’s current level of implementation, teams record the rationale for their determination, the specific action items needed to progress to the next level, and the date for the next self-assessment of the component.

## Conducting Self-Assessments

Prior to conducting a self-assessment, ensure that critical perspectives representing multiple areas of the agency are available for input. This input will optimize the effectiveness of an agency’s implementation process. Some examples of the roles and responsibilities that should be considered for input include:

* Administration from both general and special education
* Technology (education, information, instruction, and assistive)
* Instructional materials adoption
* Curriculum and instruction
* Assessment
* General education
* Special education and related services
* Procurement
* Finance
* Students, staff, parents and caregivers, and community members with and without disabilities

### Using the Self-Assessment Matrices

With agency leadership and cross-disciplinary staff engaged, teams should begin the self-assessment process for a Quality Indicator by thoroughly reading its statement and intent, as well as each Critical Component. A matrix with descriptions of four levels of implementation is provided for each Critical Component of the Quality Indicator:

* Level 0: Not Started
* Level 1: Emerging, meaning the agency is laying the groundwork for implementation
* Level 2: Operationalizing, meaning the agency is beginning to apply practices toward implementation
* Level 3: Scaling & Sustaining, meaning the agency is embedding practices for full implementation

Each level describes specific actions an agency may be taking to make progress toward full implementation of the Critical Component. Teams deliberate the continuum of implementation levels and select the description that most accurately describes the agency’s current practices. The corresponding score is entered in the final column of the matrix, labeled “Rating,” along with the date of the assessment.

### Recording Rationales

During the deliberation process, the team records the key points that informed the selected score. This information is essential for future reference during the next cycle of self-assessment, and as team turnover happens over time.

### Recording Action Items with Timelines

To facilitate active implementation of the Quality Indicators, teams are prompted to record action items for progressing toward the next level. Descriptions of agency practices are embedded within the scoring matrix, aligned to each level. Teams are encouraged to use these, as well as novel ideas generated by team members, for inspiration when identifying action items. Each action item should have a timeline to completion.

### Recording the Date of the Next Assessment

Cycles of self-assessment are necessary for an agency to achieve continuous progress toward implementation and sustainability. The last step is to set a date for the next self-assessment of the Critical Component. Teams should set the next self-assessment date based on the timelines established for their action items.

### Progress Monitoring and Continuous Improvement

The results of the first cycle of self-assessment, whether for a single or all Quality Indicators, provide the agency with a baseline to build from. Like all systems change endeavors, implementing the Quality Indicators is an ongoing process that must be sustained over the long term. The highest level of implementation is intentionally labeled “Scaling & Sustaining” for this reason. Without continuous monitoring through cycles of self-assessment, and taking actions when necessary to sustain progress, the system is at risk of remaining stagnant or slipping backward.

### Tracking Your Agency’s Cycles of Self-Assessment

Teams are encouraged to upload the self-assessment tool to a collaborative online workspace approved by the agency. Versions can be identified by date when saving the file after each cycle of self-assessment (e.g., “QI\_cycle\_x\_month\_day\_year” where “x” indicates the cycle number). Completed cycles can be archived on an agency’s shared file storage system and a backup folder. A common protocol should be shared with all team members for accessing, updating, saving, and storing each self-assessment cycle.

This resource, inclusive of the self-assessment matrices, is licensed under a Creative [Commons Attribution-ShareAlike 4.0 license](https://creativecommons.org/licenses/by-sa/4.0/) (CC BY-SA 4.0). Users are free to share and adapt the content under the terms of the CC BY-SA 4.0 license, including copying, redistributing, remixing, and transforming. For example, an agency might consider recreating the self-assessment matrices in a spreadsheet with charts or graphs that display improvement over time.

## Self-Assessment Matrices

* [Quality Indicator AF1: Commitment from Leadership to Provide Accessible Formats in a Timely Manner for Students Who Need Them](#_Quality_Indicator_AF1:)
* [Quality Indicator AF2: Guidelines for State and Local Coordination with the National Instructional Materials Access Center (NIMAC)](#_Quality_Indicator_AF2:)
* [Quality Indicator AF3: Guidelines for Documenting the Consideration of Accessible Formats in the IEP](#_Quality_Indicator_AF3:)
* [Quality Indicator AF4: Guidelines for Acquiring Accessible Formats](#_Quality_Indicator_AF4:)
* [Quality Indicator AF5: Professional Development and Technical Assistance](#_Quality_Indicator_AF5:)
* [Quality Indicator AF6: Data Collection & Use](#_Quality_Indicator_AF6:)
* [Quality Indicator AF7: A Sustainability Plan](#_ICM_for_Quality_6)

### Quality Indicator AF1: Commitment from Leadership to Provide Accessible Formats in a Timely Manner for Students Who Need Them

**Statement:** State and local educational agencies (SEA and LEAs) establish a leadership structure for the provision and use of high-quality accessible formats of educational materials for students with disabilities who need them.

**Intent:** Commitment from leadership is essential for initiating and sustaining a coordinated system for providing high-quality accessible formats in a timely manner. This commitment is demonstrated through public messaging, internal structures, and the alignment of roles and responsibilities across the agency. Leadership includes at least one individual with decision-making authority and a cross-disciplinary steering committee. This leadership structure is needed at both the state and local levels to ensure parallel efforts and consistency in coordination.

* [Matrix for Critical Component AF1.1: Steering Committee](#_Critical_Component_1.1:)
* [Matrix for Critical Component AF1.2: Statement of Commitment](#_Critical_Component_AF1.2:)
* [Matrix for Critical Component AF1.3: Clear Role Expectations](#_Critical_Component_AF1.3:)

#### **Critical Component AF1.1: Steering Committee**

A cross-disciplinary steering committee at both the SEA and LEA levels, determined by the size and organizational structure of the agency. Examples of roles and responsibilities include:

* Administration from special education
* Technology (education, information, instruction, and assistive)
* General education
* Special education and related services
* Assessment
* Instructional materials adoption
* Procurement
* Data management
* Students with disabilities and their parents or caregivers
* Additionally, at the state level:
  + NIMAC State Coordinator
  + AT Act Program representative
  + State Parent Center representative

Select current level of implementation for Critical Component AF1.1:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for a cross-disciplinary steering committee has not yet been considered. | The SEA and LEAs (“the agency”) are identifying key representatives from each area. Initial outreach is underway to invite members. At the SEA level, staff are reaching out to the NIMAC State Coordinator, the AT Act Program, and the Parent Information Center to invite representatives. | A steering committee has been established with participants from several key areas of the agency. The committee meets periodically and has begun identifying priorities, building shared understanding of the provision of accessible formats under IDEA, and coordinating across divisions. Some perspectives may still be underrepresented. | A fully functioning, cross-disciplinary steering committee within the agency is established. All required roles withing the agency are represented, including students, parents, assessment, and data management. The committee has clearly defined responsibilities, a regular meeting structure, and decision-making or advisory authority. It coordinates with agency leadership and across initiatives. Data, policies, and progress toward ensuring the provision of accessible formats in a timely manner are regularly reviewed. |

Implementation rating of AF1.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF1.2: S**tatement of Commitment

A publicly available agency statement of commitment to the provision of accessible formats for students with disabilities who need them. The SEA leads by modeling this statement, which can be adopted or adapted by LEAs.

* An explanation of the agency’s obligation to provide accessible formats under the Individuals with Disabilities Education Act (IDEA), like the provision of other accommodations and supplementary aids and services for students with disabilities.
* A shared vision and goal of a coordinated system for providing high-quality accessible formats of educational materials in a timely manner (see [Critical Component AF 2.2 for the definition of “timely manner](#_Critical_Component_AF2.2:)”).

Select current level of implementation for Critical Component AF1.2:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The provision of a statement of commitment to the provision of accessible formats for students with disabilities has not yet been considered. | The SEA is reviewing legal obligations under IDEA related to the provision of accessible formats for students with disabilities. Leadership is learning about the specific needs of students with disabilities who require accessible formats and coordinating with relevant internal departments and the State NIMAC Coordinator. A draft statement is in development that includes a shared definition and vision. | The SEA has published a statement of commitment with an explanation of the obligation to provide accessible formats alongside the provision of other accommodations and supplementary aids for students with disabilities (e.g., assistive technology, alternative and augmentative communication). Internal awareness of the statement is increasing, and LEAs are informed of the availability of the statement. | The SEA's statement is publicly posted, frequently referenced, and kept up to date. LEAs adopt or use the SEA statement to inform the development and ongoing updates of their own. |

Implementation rating of AF1.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF1.3: Clear Role Expectations**

Clear expectations regarding roles and responsibilities for ensuring the timely provision of accessible formats.

* Embedded in position descriptions
* Included in performance evaluations

Select current level of implementation for Critical Component AF1.3:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| Expectations for ensuring the provision of accessible formats by role and responsibility have not yet been considered. | The SEA and LEAs (“the agency”) are reviewing existing position descriptions to identify where responsibilities related to the provision of accessible formats should be included. Planning is underway to align expectations with relevant roles (e.g., special education, procurement, assistive technology, IT). Leadership is exploring options for job-embedded accessibility responsibilities. | The agency has identified key roles and responsibilities related to the provision of accessible formats and has begun incorporating them into position descriptions across relevant departments (e.g., special education, technology, procurement). Staff in those roles are being supported through training and guidance. The agency is working toward consistent application of responsibilities for the provision of accessible formats across departments and positions. | Clear expectations regarding roles and responsibilities for the provision of accessible formats are fully embedded in all relevant position descriptions within the agency. Hiring, onboarding, and supervision processes reinforce these responsibilities. Staff understand how their role contributes to the agency’s commitment to access for students with disabilities. Expectations are reviewed periodically and updated as needed to reflect evolving practices and policies. |

Implementation rating of AF1.3:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

### Quality Indicator AF2: Guidelines for State and Local Coordination with the National Instructional Materials Access Center (NIMAC)

**Statement:** State and local educational agencies (SEA and LEAs) coordinate with the NIMAC to facilitate the production and distribution of high-quality accessible formats in a timely manner.

**Intent:** SEAs understand the requirement to adopt the National Instructional Materials Accessibility Standard (NIMAS). Both SEAs and LEAs understand the process for opting in to the NIMAC. Procedures are established requiring publishers to send NIMAS files to the NIMAC as part of all instructional materials purchase agreements and adoption contracts. SEAs and LEAs also establish and uphold procedures to ensure NIMAS source files are effectively utilized to provide accessible formats to eligible students in a timely manner.

* [Matrix for Critical Component AF2.1: Opt in to NIMAC Coordination](#_Critical_Component_2.1:)
* [Matrix for Critical Component AF2.2: Definition of “Timely Manner”](#_Critical_Component_2.2:)
* [Matrix for Critical Component AF2.3: Direct Publishers to Submit NIMAS Files](#_Critical_Component_AF2.3:_1)
* [Matrix for Critical Component AF2.4: Identify State NIMAC Coordinator](#_Critical_Component_AF2.4:_1)

#### **Critical Component AF2.1: Opt in to NIMAC Coordination**

On an annual basis, both the SEA and all LEAs opt in to coordinating with the NIMAC.

* The SEA adopts NIMAS and chooses to opt in to coordinating with the NIMAC under the assurances section of the IDEA Part B State Application.
* As part of the LEA’s assurances to the SEA for eligibility to receive IDEA funds, the LEA chooses to opt in to coordinating with the NIMAC.
* SEAs that coordinate with the NIMAC keep a signed NIMAC Coordination Agreement on file with the NIMAC, submitting a new agreement only when the NIMAC State Coordinator changes.
* LEAs do not submit a NIMAC Coordination Agreement to the NIMAC.

Select current level of implementation for Critical Component AF2.1:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The agency (SEA or LEA) is not yet aware of what it means to coordinate with the NIMAC. | The SEA and LEAs (“the agency”) are reviewing the NIMAS and NIMAC provisions of IDEA, including the benefits of opting into coordination with the NIMAC. The SEA is exploring how to communicate the NIMAS- and NIMAC-related requirements to LEAs for guiding opt-in decisions. | The SEA has adopted NIMAS and opted into coordinating with the NIMAC, as reflected in the IDEA Part B State Application. The SEA is actively providing guidance to LEAs, helping them understand the benefits and requirements of coordinating with the NIMAC, but full participation from all LEAs may not yet be achieved. | The SEA is in an annual routine of adopting NIMAS and opting into the NIMAC when completing the IDEA Part B State Application. All LEAs are in an annual routine of opting into coordinating with the NIMAC as part of their assurances for eligibility to receive IDEA funds. |

Implementation rating of AF2.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF2.2:** Definition of “Timely Manner”

The SEA provides a definition of “timely manner.”

* The widely adopted definition of “timely manner” is a variation of “at the same time” (i.e., a student who requires an educational material in an accessible format receives that format at the same time students without disabilities receive the same educational material).

Select current level of implementation for Critical Component AF2.2:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The SEA is not aware of the requirement under IDEA for a state definition of “timely manner.” | The SEA is reviewing the requirement of a state definition of “timely manner” under IDEA. Staff are researching definitions adopted by other SEAs. | The SEA adopts a definition of “timely manner” consistent with IDEA. A plan to systematically communicate and provide guidance to LEAs on the definition of timely manner is being developed. | The SEA definition of “timely manner” is widely adopted and understood by all LEAs. The definition is integrated into state and local policies, procedures, and practices, and all LEAs have adopted this understanding consistently. |

Implementation rating of AF2.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF2.3: Direct Publishers to Submit NIMAS Files**

**T**he SEA and all LEAs direct publishers to submit NIMAS source files to the NIMAC.

* The SEA provides recommended language for LEA contracts and purchase orders.

Select current level of implementation for Critical Component AF2.3:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The agency (SEA or LEA) is not aware of whether it directs publishers to submit NIMAS source files to the NIMAC. | The SEA and LEAs (“the agency”) are reviewing contract and purchase order documents for language requiring publishers to submit NIMAS source files to the NIMAC. LEAs that don’t currently include this language reach out to the SEA for guidance. | The SEA has developed recommended language for contracts and purchase orders to require that publishers submit NIMAS source files to NIMAC. The language is included in all SEA contracts and purchase orders with publishers. The SEA is beginning to systematically communicate the recommended language to LEAs. Some LEAs are using the SEA-recommended language in contracts and purchase orders. | The SEA-recommended language for requiring publishers to submit NIMAS source files to the NIMAC is widely adopted and understood by LEAs. The SEA and all LEAs have a consistent understanding of the requirement and hold publishers accountable by confirming NIMAS source files have been deposited in the NIMAC under the conditions of the contract or purchase order, including the specified timeline. |

Implementation rating of AF2.3:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component AF2.4: Identify State NIMAC Coordinator

The SEA identifies a NIMAC State Coordinator.

* The State Coordinator is the individual that formally opts into the NIMAC on behalf of the SEA and serves as the primary contact for NIMAC-related assistance for the state.
* The State Coordinator is responsible for designating and managing the state’s Authorized Users of the NIMAC, adding and deleting accounts as needed.

Select current level of implementation for Critical Component AF2.4:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The SEA and LEAs are not aware of whether a NIMAC State Coordinator has been named. | The SEA is learning about its IDEA responsibilities related to the identification of a NIMAC State Coordinator. The SEA contacts the [NIMAC State Coordinator identified on the NIMAC’s website](https://www.nimac.us/nimac-state-coordinators/) to confirm the information is up to date. If needed, the SEA contacts the NIMAC for assistance at [nimac@aph.org](mailto:nimac@aph.org). | The SEA has an actively appointed NIMAC State Coordinator. Both the SEA and the Coordinator understand the role and responsibilities of the NIMAC State Coordinator. The SEA has ensured that an appropriate number of Authorized Users of the NIMAC are designated. The SEA has informed all LEAs of the purpose, name, and contact information of the NIMAC State Coordinator. | The SEA monitors changes to the NIMAC State Coordinator and ensures that both the NIMAC and LEAs are informed of updates. |

Implementation rating of AF2.4:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

### Quality Indicator AF3: Guidelines for Documenting the Consideration of Accessible Formats in the IEP

**Statement:** The state educational agency (SEA) develops IEP team guidelines for adoption or adaptation by local educational agencies (LEAs).

**Intent:** While IDEA does not specify a requirement that the IEP team consider a child’s need for accessible formats of educational materials, the IEP development process is the most appropriate mechanism for ensuring that students with disabilities who need accessible formats receive them in a timely manner. As with assistive technology (AT) devices and services, the IEP team determines the type of accessible format or formats that the student needs. The SEA minimizes duplication of effort across the state by developing IEP team guidelines for LEA adoption or adaptation.

* [Matrix for Critical Component AF3.1: Explanation of Students’ Right to Accessible Formats](#_Critical_Component_3.1:)
* [Matrix for Critical Component AF3.2: Sample Form Language](#_Critical_Component_AF3.2:)
* [Matrix for Critical Component AF3.3: IEP Guidelines](#_Critical_Component_3.3:)

#### Critical Component AF3.1: Explanation of Students’ Right to Accessible Formats

An explanation of the right of students with disabilities who need accessible formats to receive them in a timely manner.

Select current level of implementation for Critical Component AF3.1:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for an explanation of the right of a student with a disability to receive accessible formats in a timely manner has not yet been considered. | The SEA is reviewing the IDEA regulations for language related to SEA and LEA obligations for providing accessible formats for students with disabilities who require them. Initial discussions are taking place regarding how to effectively communicate these obligations to all relevant audiences. | The SEA has developed an explanation of a student’s right to receive accessible formats in a timely manner, aligned with IDEA’s requirements. The explanation is available on the SEA’s website alongside related special education policies, guidelines, and resources. The explanation has been communicated to LEAs. | An explanation of a student’s right to receive accessible formats in a timely manner, clearly aligned with IDEA’s requirements, is integrated with the SEA’s IEP guidance and related training resources. IEP teams consistently reference the explanation in the IEP development process. |

**Implementation rating of AF3.1:**

**Team members:**

**Date of discussion:**

**Rationale for your rating:**

**Action items with timelines to make progress:**

**Date of next assessment:**

#### **Critical Component AF3.2: Sample Form Language**

**Sample or required forms with language that prompts the IEP team to consider the student’s need for accessible formats.**

Select current level of implementation for Critical Component AF3.2:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for IEP and related forms that include prompts related to a student’s need for accessible formats has not yet been considered. | The SEA is reviewing existing IEP and related forms to identify gaps related to the consideration of a student’s need for accessible formats. Input from LEA administrators, educators, and parents is being solicited as the SEA begins drafting revised forms. | The SEA has drafted a final revision of the IEP and related forms with prompts for the IEP team to consider the student’s need for accessible formats. The revisions have been submitted for approval. The revised forms may be under pilot testing in a sample of LEAs. | The SEA has fully implemented sample or required forms with language that consistently prompts IEP teams to consider the student’s need for accessible formats. IEP teams consistently use the forms to drive meaningful discussions about accessible formats as part of the regular IEP documentation process. The SEA ensures that the forms are updated regularly and reflects best practices and the latest guidance on accessible formats. |

Implementation rating of AF3.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF3.3: IEP Guidelines**

Guidelines that describe relevant information to include when documenting a student’s need for and use of one or more accessible formats in the IEP, such as:

* Accessibility features of format(s) needed by the student to interact with the educational materials
* Assistive technology and necessary features for accessing the accessible format(s)
* Instructional strategies for the student to use the accessible format(s) in all environments
* Use of accessible format(s) for participation in all assessments, including the statewide assessment
* Postsecondary goals and transition services
* Training required for the student, staff, and family, including self-advocacy skills

Select current level of implementation for Critical Component AF3.3:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| A description of the relevant information to include when documenting a student’s need for and use of one or more accessible formats in the IEP has not yet been considered. | The SEA is identifying how the provision and use of accessible formats relates to each section of the IEP, and the respective information to include. Input from LEA administrators, educators, and parents is being solicited as the SEA begins drafting | The SEA has issued guidelines that include some relevant information for IEP teams to document, such as accessibility features, related assistive technology, instructional strategies, and the use of accessible formats for participation in assessments. The SEA has communicated these guidelines to LEAs, and IEP teams are beginning to document information about a student’s need and use of accessible formats in IEPs. | The SEA has issued clear, actionable guidelines for IEP teams as they consider a student’s need for accessible formats across sections of the IEP form. IEP teams consistently document information on accessibility features, assistive technology, instructional strategies, use of accessible formats in assessments, postsecondary goals, and required training for the student, staff, and family. The SEA regularly reviews and updates the documentation guidelines, ensuring they remain aligned with best practices and evolving regulations. |

Implementation rating of AF3.3:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

### Quality Indicator AF4: Guidelines for Acquiring Accessible Formats

**Statement:** State and local educational agencies (SEA and LEAs) provide guidelines that support the timely acquisition of high-quality accessible formats.

**Intent:** When the IEP team determines that a student needs an accessible format to access the materials used in the general education curriculum, the SEA or LEA is responsible for providing those educational materials in the format(s) required by the student in a timely manner. The amount of time it can take to acquire an accessible format varies widely, depending on the format required and whether the material has already been produced in the needed format by one or more organizations. Federally funded programs are available to help SEAs and LEAs meet the IDEA’s requirement to provide accessible formats to a student with a disability in a timely manner.

* [Matrix for Critical Component AF4.1: Acquisition Guidelines](#_Critical_Component_AF4.1:)
* [Matrix for Critical Component AF4.2: Guidelines Include Funded Sources of Accessible Formats](#_Critical_Component_4.2:)
* [Matrix for Critical Component AF4.3: Guidelines for Locally Produced Accessible Formats](#_Critical_Component_4.3:)
* [Matrix for Critical Component AF4.4: Guidelines for Copyright Protection](#_Critical_Component_AF4.4:_1)

#### **Critical Component AF4.1: Acquisition Guidelines**

Guidelines for initiating the process of acquiring accessible formats as early as possible.

* The search for accessible formats of educational materials needed by a student must begin as soon as possible following the development of the IEP.
* Because braille materials can take months to produce, agencies should consider placing orders from accessible media producers (AMPs) at least six months in advance of the date needed.

Select current level of implementation for Critical Component AF4.1:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to provide guidelines for initiating the process of acquiring accessible formats as early as possible has not yet been considered. | The SEA is reviewing current acquisition timelines. In partnership with the State AEM Contact, the SEA assesses how long it takes to provide high-quality accessible materials by format type (e.g., braille, audio, large print, digital text, tactile graphics). The SEA is beginning to draft guidance on early acquisition of accessible formats. | The SEA has drafted guidelines on early acquisition by format type. The guidelines include placing orders for braille materials from AMPs at least six months in advance of the date needed. LEAs have access to draft guidelines and some IEP teams are referring to the guidelines for prompt acquisition. Feedback is being collected to improve the guidelines. | The SEA issues clear, actionable guidelines for acquiring all accessible format types as early as possible to ensure students have access in a timely manner. IEP teams consistently apply the guidelines. The SEA regularly reviews and updates the guidelines, ensuring they remain aligned with best practices and evolving regulations. |

Implementation rating of AF4.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF4.2:** Guidelines Include Funded Sources of Accessible Formats

**Guidelines include a description of** federally and state-funded sources of accessible formats, including information about:

* [Bookshare](https://bookshare.org/), an OSEP-funded project that provides a range of accessible digital formats at no cost to schools and families of eligible students
* The state’s Instructional Resource Center (IRC), which typically maintain a library of accessible formats and manage requests for materials for eligible students, can be accessed through [State AEM Contacts](https://ncademi.org/resources/state-aem-contacts)
* The [Federal Quota Program](https://www.aph.org/federalquota/), through which states are allocated annual funds to purchase specialized educational materials from the American Printing House for the Blind, including but not limited to braille and large print
* The [Louis Database of Accessible Materials](https://louis.aph.org/#/), in which accessible formats from over 50 organizations can be searched
* The [National Library Service for the Blind and Print Disabled (NLS)](https://www.loc.gov/nls/) and its network of State libraries, which provide braille and audio
* The [Described and Captioned Media Program (DCMP)](https://dcmp.org/), an OSEP-funded project that provides accessible educational videos at no cost to schools and families of students with disabilities

Select current level of implementation for Critical Component AF4.2:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to provide guidelines that include a description of state- and federally- funded sources of accessible formats has not yet been considered. | The SEA is reviewing current use of federally and state-funded sources of accessible formats for acquisition by LEAs. Additional sources are being identified with support from the State AEM Contact. The SEA is beginning to draft guidance on sources of accessible formats. | The SEA has drafted guidelines directing LEAs to all identified sources of accessible formats. LEAs have access to draft guidelines and some IEP teams are beginning to acquire accessible formats from at least two of these sources. Feedback is being collected to improve the guidelines. | The SEA issues clear, actionable guidelines outlining sources of accessible formats. IEP teams consistently acquire accessible formats from all federally and state-funded resources as available to ensure timely delivery. The SEA regularly reviews and updates the guidelines, ensuring they remain aligned with best practices and evolving regulations. |

Implementation rating of AF4.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF4.3: Guidelines for Locally Produced Accessible Formats**

Guidelines include a description of options for producing accessible formats locally, including scanning materials and recording audio.

Select current level of implementation for Critical Component AF4.3:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to provide guidelines that describe options for producing accessible formats locally has not yet been considered. | The LEA is reviewing current practices related to local production of accessible formats and are identifying additional options (e.g. apps, software/hardware, device settings). Staff are beginning to coordinate across departments (e.g. special education and instructional technology) to draft guidance on methods for producing accessible formats. | The LEA has drafted guidelines describing options for producing accessible formats locally, such as scanning print materials, recording audio, and converting documents into accessible formats. Schools have access to draft guidelines and some schools are using them to support local creation of accessible formats. Feedback is being collected to improve the guidelines. | The LEA issues clear, actionable guidelines that describe options for locally producing a range of accessible formats. Schools consistently produce accessible formats within their capacity when materials are not available from an AMP. LEAs regularly review and update the guidelines, ensuring they remain aligned with best practices and evolving regulations. |

Implementation rating of AF4.3:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component AF4.4: Guidelines for Copyright Protection

Guidelines include a means for schools to protect copyright by ensuring accessible format files are securely distributed to eligible students.

Select current level of implementation for Critical Component AF4.4:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to provide guidelines for protecting copyright of educational materials when distributing accessible formats has not yet been considered. | The SEA is reviewing current copyright practices and is developing guidance for LEAs to ensure secure distribution of accessible format files to eligible students. Some LEAs are providing accessible format files with awareness of copyright protections. | The SEA has drafted guidelines for protecting copyright by ensuring accessible format files are securely distributed to eligible students. The SEA is beginning to communicate the guidelines to LEAs. Some LEAs are integrating the SEA guidelines into their local procedures. | The SEA issues clear, actionable guidelines for protecting the copyright of educational materials through secure distribution of accessible formats to eligible students. LEAs have built copyright protection into their local procedures. These procedures are consistently used for acquiring accessible formats. The SEA regularly reviews and updates the guidelines, ensuring they remain aligned with best practices and evolving regulations. |

Implementation rating of AF4.4:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

### Quality Indicator AF5: Professional Development and Technical Assistance

**Statement:** State and local educational agencies (SEA and LEAs) provide or arrange for coordinated, sustainable professional development (PD) and technical assistance (TA) that address all areas of the provision and use of accessible formats.

**Intent:** All agency staff involved in ensuring effective IEP development and implementation, including technology (educational, instruction, information, and assistive) and general and special education, are provided with the necessary knowledge, support, and resources to effectively carry out their roles. Training matches specific roles with appropriate tools and practices. To minimize cost and duplication of effort across LEAs, the SEA coordinates learning opportunities and resources with federally and state-funded partners.

* [Matrix for Critical Component AF5.1: PD Includes Accessible Formats](#_Critical_Component_AF5.1:_1)
* [Matrix for Critical Component AF5.2: Role-Specific Training](#_Critical_Component_5.2:)
* [Matrix for Critical Component AF5.3: Accessible Training Materials](#_Critical_Component_5.3:)
* [Matrix for Critical Component AF5.4: Leverage Existing Training Resources](#_Critical_Component_5.4:)
* [Matrix for Critical Component AF5.5: Training Material Repository](#_Critical_Component_5.5:)
* [Matrix for Critical Component AF5.6: Designated Support Role](#_Critical_Component_AF5.6:)

#### **Critical Component AF5.1:** PD Includes Accessible Formats

Topics related to the provision and use of accessible formats by students with disabilities are appropriately embedded in relevant professional development priorities, including core and elective subjects/coursework.

Select current level of implementation for Critical Component AF5.1:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to embed topics related to accessible formats in PD priorities has not yet been considered or is limited to special education. | The SEA and LEAs (“the agency”) are reviewing current PD priorities and identifying where topics related to accessible formats naturally align (e.g., curriculum adoption, personalized learning, accessibility). Planning is underway to embed accessible format topics into these existing initiatives. Coordination between curriculum, tech, and special education leaders is underway. | Topics related to the provision of accessible formats are integrated into some existing PD offerings within the agency (e.g., differentiating curriculum materials, use of assistive technology in general education). Both special education and general education staff begin to develop a common understanding of the provision and use of accessible formats by students with disabilities. | Topics related to the provision and use of accessible formats are an intentional component of all relevant PD priorities across the agency — especially those focused on instructional materials, IEP development, assessment, and subject area accommodations. |

Implementation rating of AF5.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF5.2: Role-Specific Training**

**Training is differentiated by staff role and responsibilities.**

Select current level of implementation for Critical Component AF5.2:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for differentiated training on the provision and use of accessible formats has not yet been considered. | The SEA and LEAs (“the agency”) are identifying key staff roles involved in the provision and use of accessible formats for students with disabilities. Planning is underway to define what each role needs to know and do to support effective implementation. Staff are coordinating to develop differentiated learning objectives, training outlines, or role-based modules. | The agency offers differentiated accessibility training for multiple staff roles (e.g., procurement, special education teachers, paraprofessionals), aligned to their specific responsibilities. Examples of training content include use cases, decision-making tools, and guidance tied to job functions. Feedback is gathered to refine and expand offerings to additional roles. | The agency routinely delivers differentiated training related to the provision and use of accessible formats based on staff roles. IEP teams, special education staff, general education staff, procurement teams, paraprofessionals, and related service providers have tailored learning pathways. Expectations are aligned with staff responsibilities, and systems are in place to onboard new personnel and refresh training over time. |

Implementation rating of AF5.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF5.3: Accessible Training Materials**

**Training materials are exemplars of accessibility, modeling best practices for providing accessible content for all participants.**

Select current level of implementation for Critical Component AF5.3:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for accessible training materials has not yet been considered. | The SEA and LEAs (“the agency”) are reviewing current training materials to identify accessibility gaps (e.g., missing alt text, unreadable slides, lack of captions). Planning is underway to adopt accessibility checkpoints in the PD development process. Staff responsible for training are learning how to apply accessibility principles to their content. | Some agency training materials and presentation resources demonstrate digital accessibility best practices (e.g., slide templates with proper heading structure, videos with captions, documents with accessible formatting). PD developers are using accessibility checklists, and internal reviews are helping to improve quality. | All agency training materials produced or shared model digital accessibility, including consistent use of accessible templates, media, and documents. Accessibility reviews are part of the standard PD development process. Materials are regularly updated to reflect evolving standards and staff feedback. |

Implementation rating of AF1.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF5.4: Leverage Existing Training Resources**

Federally and state-funded training and TA resources are leveraged for evidence-based content and cost savings, including the [National Instructional Materials Access Center](https://nimac.us/) (NIMAC), the state’s [AT Act Program](https://at3center.net/state-at-programs/), [State AEM Contact](https://ncademi.org/resources/state-aem-contacts), and the [National Center on Accessible Digital Educational Materials & Instruction](https://ncademi.org/) (NCADEMI).

Select current level of implementation for Critical Component AF5.4:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to leverage federally and state-funded resources to support the provision and use of accessible formats has not yet been considered. | The SEA and LEAs (“the agency”) are identifying relevant federally and state-funded resources and technical assistance providers. Staff have been assigned to initiate contact with the NIMAC, AT Act Program, AEM Contact, and NCADEMI about available training and TA. | The agency has begun using external TA center content and training modules to supplement internal PD. Select staff participate in webinars, learning communities, or consultations offered by the NIMAC, AT Act Program, and NCADEMI. Resources such as publications and learning modules are shared with educators. Efforts are underway to align these resources with state and local goals. | Federally and state-funded TA resources are systematically integrated into the agency’s PD strategy. Trainers use and adapt external materials for local implementation. The agency maintains active partnerships with TA providers and routinely updates internal resources using vetted, evidence-based tools. These collaborations strengthen quality, sustainability, and cost efficiency. |

Implementation rating of AF5.4:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF5.5: Training Material Repository**

A centralized online repository of resources and archived training materials is maintained to stay current with available resources and best practices.

Select current level of implementation for Critical Component AF5.5:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for a centralized online repository of resources to stay current with available resources and best practices has not yet been considered. | The SEA and LEAs (“the agency”) are identifying existing training materials, templates, and reference documents that should be organized into a shared repository. Teams are planning the structure, access points (e.g., internal website or learning platform), and update procedures. Accessibility and usability of the repository itself are part of the planning process. | The agency has launched a centralized online repository that includes key guidance documents, recorded trainings, tools, and resources related to the provision and use of accessible formats. Content is curated in alignment with the procedures, tools, and services used/approved by the agency. Staff are encouraged to use and contribute to the repository. Feedback is being collected to inform development. | The agency’s online repository is a go-to source for current, relevant, and accessible training materials and guidance. It is maintained on a regular schedule and reflects updates to procedures, tools, and resources. Staff rely on it to access on-demand support, and feedback mechanisms inform ongoing improvement. |

Implementation rating of AF5.5:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF5.6: Designated Support Role**

A designated accessible formats coordinator(s) or team is named for staff to provide feedback on professional development and related supports, request technical assistance, and receive timely guidance.

Select current level of implementation for Critical Component AF5.6:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for a designated accessible formats coordinator(s) or team has not yet been considered. | The SEA and LEAs (“the agency”) are planning how to designate and support one or more staff members or team as the main point of contact for questions and feedback related to the provision and use of accessible formats. Roles, responsibilities, and procedures for intake and follow-up are being defined. Staff are being consulted about their support needs. | The agency has designated an accessible formats coordinator(s) or team, and staff are informed of how to reach them. This coordinator(s) or team is responding to questions about practices, resources, and PD. A process for tracking inquiries and collecting feedback on challenges is in use or being tested. | The agency’s designated coordinator(s) or team is a well-known and trusted resource within the agency. Staff routinely reach out for assistance and provide feedback through established channels. The coordinator(s) or team collaborates routinely communicate with leadership to address recurring issues, update resources, and support training. The accessible format coordinator role is integrated into the agency’s professional learning and technical support systems. |

Implementation rating of AF5.6:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

### Quality Indicator AF6: Data Collection & Use

**Statement:** State and local educational agencies (SEA and LEAs) continuously measure progress toward a sustainable coordinated system for the provision and use of accessible formats for eligible students with disabilities.

**Intent:** While protecting student privacy, data are routinely collected and used to assess the effectiveness of all areas of the system and inform actions needed to improve practice, program planning, and resource allocation. The targets of self-assessment are clearly defined to help the agency ensure that students who need accessible formats are identified as early as possible and that those students receive high-quality, usable materials in a timely manner.

* [Matrix for Critical Component AF6.1: Data on Accessible Format Needs](#_Critical_Component_6.1:)
* [Matrix for Critical Component AF6.2: Data on Accessible Format Provision](#_Critical_Component_AF6.2)
* [Matrix for Critical Component AF6.3: Track Delivery Times](#_Critical_Component_6.3:)
* [Matrix for Critical Component AF6.4: Student Feedback](#_Critical_Component_6.4:)
* [Matrix for Critical Component AF6.5: Family Feedback](#_Critical_Component_AF6.5:)
* [Matrix for Critical Component AF6.6: Educator Feedback](#_Critical_Component_AF6.6:)
* [Matrix for Critical Component AF6.7: Consider IDEA Part B Data](#_Critical_Component_AF6.7:)

#### **Critical Component AF6.1: Data on Accessible Format Needs**

Methods for securely collecting and reporting the number of students with disabilities who require accessible formats.

* By grade level
* By disability category
* By other demographics (e.g., gender, race, school/district)
* By type of accessible format required

Select current level of implementation for Critical Component AF6.1:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for collecting and reporting data on the number of students with disabilities who require accessible formats has not yet been considered. | The SEA is considering options for collecting and reporting data from LEAs on the number of students with disabilities who require accessible formats. Discussions are happening between the agency’s special education, data, and IT teams. Independent of the SEA, the LEA is considering options for collecting and reporting data on the number of students with disabilities who require accessible formats. Discussions are happening between the agency’s special education, data, and IT teams. | The SEA has developed a system for securely collecting and reporting data on the number of students who require accessible formats. The data are disaggregated by some categories. The system is being tested with a cohort of pilot LEAs. Feedback from all parties at the SEA and LEA levels is informing improvements to the secure system. Independent of the SEA, the LEA has developed a system for securely collecting and reporting data on students who require accessible formats. The data are disaggregated by some categories. The system is being tested with a cohort of schools. Feedback from all parties at the LEA and school levels is informing improvements to the secure system. | The SEA has a fully operational and secure system for collecting and reporting data from LEAs on the number of students who require accessible formats. LEAs follow protocols provided by the SEA to securely and accurately provide the data. The data are disaggregated by all categories. The SEA and LEAs regularly use the data to track progress, inform decision-making, and refine policies and guidelines related to the provision and use of accessible formats. Independent of the SEA, the LEA has a fully operational and secure system for collecting and reporting data from schools on the number of students who require accessible formats. Schools follow protocols provided by the LEA to securely and accurately provide the data. The data are disaggregated by all categories. The LEA and schools regularly use the data to track progress, inform decision-making, and refine policies and guidelines related to the provision and use of accessible formats. |

Implementation rating of AF6.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF6.2:** Data on Accessible Format Provision

Methods for securely collecting and reporting the number of students with disabilities who require and are provided accessible formats.

* By grade level
* By disability category
* By other demographics (gender, race, school/district)
* By type of accessible format provided

Select current level of implementation for Critical Component AF6.2:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for collecting and reporting data on the number of students with disabilities who require and are provided accessible formats has not yet been considered. | The SEA is considering options for collecting and reporting data from LEAs on the number of students with disabilities who require and are provided accessible formats. Discussions are happening among the agency’s special education, data, and IT teams. Independent of the SEA, the LEA is considering options for collecting and reporting data from schools on the number of students with disabilities who require and are provided accessible formats. Discussions are happening among the agency’s special education, data, and IT teams. | The SEA has developed a system for securely collecting and reporting data from LEAs on the number of students who require and are provided accessible formats. The data are disaggregated by some categories. The system is being tested with a cohort of pilot LEAs. Feedback from all parties at the SEA and LEA levels is informing improvements to the secure system. Independent of the SEA, the LEA has developed a system for securely collecting and reporting data from schools on the number of students who require and are provided accessible formats. The data are disaggregated by some categories. The system is being tested with a cohort of schools. Feedback from all parties at the LEA and school levels is informing improvements to the secure system. | The SEA has a fully operational and secure system for collecting and reporting data from LEAs on the number of students who require and are provided accessible formats. LEAs follow protocols provided by the SEA to securely and accurately provide the data. The data are disaggregated by all categories. The SEA and LEAs regularly use the data to track progress, inform decision-making, and refine policies and guidelines related to the provision and use of accessible formats. Independent of the SEA, the LEA has a fully operational and secure system for collecting and reporting data from schools on the number of students who require and are provided accessible formats. Schools follow protocols provided by the LEA to securely and accurately provide the data. The data are disaggregated by all categories. The LEA and schools regularly use the data to track progress, inform decision-making, and refine policies and guidelines related to the provision and use of accessible formats. |

Implementation rating of AF6.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF6.3: Track Delivery Times**

Methods for securely collecting and reporting the number of days between the date the accessible format is required (for timely manner) and the date it is provided to the student with a disability**.**

* By student detail (grade level, disability category, other demographics)
* By accessible format type

Select current level of implementation for Critical Component AF6.3:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for collecting and reporting data on the timeliness with which accessible formats are provided has not yet been considered. | The SEA is considering options for collecting and reporting data from LEAs on the number of days between the date the accessible format is required (for timely manner) and the date it is provided. Discussions are happening among the agency’s special education, data, and IT teams. Independent of the SEA, the LEA is considering options for collecting and reporting data from schools on the number of days between the date the accessible format is required (for timely manner) and the date it is provided. Discussions are happening among the agency’s special education, data, and IT teams. | The SEA has developed a system for securely collecting and reporting data from LEAs on the number of days between the date the accessible format is required (for timely manner) and the date it is provided. The data are disaggregated by some categories. The system is being tested with a cohort of pilot LEAs. Feedback from all parties at the SEA and LEA levels is informing improvements to the secure system. Independent of the SEA, the LEA has developed a system for securely collecting and reporting data from schools on the number of days between the date the accessible format is required (for timely manner) and the date it is provided. The data are disaggregated by some categories. The system is being tested with a cohort of schools. Feedback from all parties at the LEA and school levels is informing improvements to the secure system. | The SEA has a fully operational and secure system for collecting and reporting data from LEAs on the number of days between the date the accessible format is required (for timely manner) and the date it is provided. LEAs follow protocols provided by the SEA to securely and accurately provide the data. The data are disaggregated by all categories. The SEA and LEAs regularly use the data to track progress, inform decision-making, and refine policies and guidelines related to the provision and use of accessible formats. Independent of the SEA, the LEA has a fully operational and secure system for collecting and reporting data from schools on the number of days between the date the accessible format is required (for timely manner) and the date it is provided. Schools follow protocols provided by the LEA to securely and accurately provide the data. The data are disaggregated by all categories. The LEA and schools regularly use the data to track progress, inform decision-making, and refine policies and guidelines related to the provision and use of accessible formats. |

Implementation rating of AF6.3:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF6.4: Student Feedback**

**Methods for protecting student privacy while collecting feedback from students about their use of accessible formats, and use of this information to make corrections and improvements.**

Select current level of implementation for Critical Component AF6.4:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to collect feedback from students about their use of accessible formats has not yet been considered. | LEAs are planning how to collect feedback from students about their use of accessible formats. Staff are consulting privacy experts and drafting data collection plans that comply with FERPA and other privacy laws. Planning includes identifying methods (e.g., surveys, interviews, personal communications) and protocols that anonymize responses and protect students' identities. Special education case managers are being consulted about methods for securely collecting feedback directly from students on their caseloads. | LEAs are beginning to collect anonymized or de-identified feedback from students about their use of accessible formats, with documented procedures to protect privacy. Additionally, special education case managers are using an agency-approved protocol to report direct feedback from students on their caseload. Feedback is being analyzed and used to identify improvements in the timely delivery and quality of accessible formats provided to students. | LEAs routinely collect, review, and act on feedback from students about their use of accessible formats, collected through privacy-protected methods. Feedback is gathered from students with a range of disabilities and who use different types of accessible formats. Feedback is systematically analyzed and used to improve the quality and timely delivery of accessible formats provided to students. |

Implementation rating of AF6.4:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component AF6.5: Family Feedback

Methods for protecting student and family privacy while collecting feedback from families of students with disabilities about their observations related to their children’s use of accessible formats, and use of this information to make corrections and improvements.

Select current level of implementation for Critical Component AF6.5:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to collect feedback from families about their observations of their children’s use of accessible formats has not yet been considered. | LEAs are planning how to collect feedback from families about their children’s use of accessible formats. Staff are consulting privacy experts and developing procedures to protect both student and family identity. Tools and communication methods that are inclusive and accessible (e.g., translated surveys, plain language) are being identified. | LEAs are beginning to collect feedback from families through privacy-protected methods, such as de-identified surveys, opt-in interviews, and discussions during IEP meetings. Feedback is being analyzed and used to identify improvements in the timely delivery and quality of accessible formats provided to students. | LEAs routinely collect, review, and act on family feedback about their children’s use of accessible formats. Collection methods are accessible, multilingual, and protect student and family privacy. Feedback is systematically analyzed and used to improve the quality and timely delivery of accessible formats provided to students. |

Implementation rating of AF6.5:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component AF6.6: Educator Feedback

Methods for protecting student privacy while collecting data from educator observations of the use of accessible formats by students with disabilities, and use of this information to make corrections and improvements.

Select current level of implementation for Critical Component AF6.6:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to collect feedback from staff observations of the use of accessible formats by students with disabilities has not yet been considered. | LEAs are planning how to securely collect and use staff feedback about their observations of the use of accessible formats by students with disabilities. General education and special education staff, including paraprofessionals and related service providers, are being consulted about potential protocols. | LEAs are beginning to collect feedback from staff via a set protocol that maintains student privacy (e.g., direct communication with case managers, online form submission, weekly staff meeting). Feedback is being analyzed and used to identify improvements in the timely delivery and quality of accessible formats provided to students. | LEAs routinely collect, review, and act on observations reported from staff. Internal feedback loops are well-established, and improvements are made based on real-time observations and data analysis. Feedback is systematically analyzed and used to improve the quality and timely delivery of accessible formats provided to students. |

Implementation rating of AF6.6:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF6.7: Consider IDEA Part B Data**

A means to consider a student’s potential need for accessible formats when analyzing IDEA Part B data**.**

* For data indicating that a student is not making expected progress in subject areas, a team considers whether the formats of curriculum materials or the design of educational technologies used for teaching, learning, and assessment are presenting functional barriers, such as physical, sensory, or perceptual.
* For data indicating that a student is experiencing suspension, expulsion, or risk of dropping out, a team considers whether functional barriers to educational materials are interfering with efforts to promote Multi-Tiered Systems of Support (MTSS) or Positive Behavioral Interventions and Supports (PBIS).

Select current level of implementation for Critical Component AF6.7:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to consider a student’s potential need for accessible formats when analyzing IDEA Part B data has not yet been considered. | The SEA and LEAs (“the agency”) are planning how to use IDEA Part B data to identify a student’s potential need for accessible formats. Existing IDEA Part B data analysis procedures are being reviewed to identify barriers to progress or positive behavior that may be related to the need for accessible formats. | The agency is beginning to use IDEA Part B data via a system that includes consideration of students’ potential need for accessible formats when data indicate lack of progress or behavioral concerns. The agency is working to ensure that this process is integrated into routine data analysis. | The agency has fully integrated the consideration of accessible formats into the analysis of IDEA Part B data. When student progress or behavior is not meeting expectations, teams consistently consider whether curriculum materials or educational technologies are presenting functional barriers. This consideration is a routine and consistent part of the data analysis process, and actionable steps are taken to address any identified barriers. |

Implementation rating of AF6.7:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

### Quality Indicator AF7: A Sustainability Plan

**Statement:** State and local educational agencies (SEA and LEAs) plan for sustaining the activities that support a coordinated system for providing high-quality accessible formats in a timely manner.

**Intent:** Sustainability is the process of turning an initiative into a lasting, established program and keeping it going over time. Using assessment data in cycles and adopting a continuous improvement mindset are critical to sustainability. An agency uses transparent communication and dissemination strategies to sustain its ongoing efforts and success. Resources are allocated and responsively adjusted to sustain continuous improvement

* [Matrix for Critical Component AF7.1 Routine Self-assessments](#_Critical_Component_7.1:)
* [Matrix for Critical Component AF7.2: Internal Communication Strategy](#_Critical_Component_7.2:)
* [Matrix for Critical Component AF7.3: External Communication Strategy](#_Critical_Component_AF7.3:_1)
* [Matrix for Critical Component AF7.4: Dissemination Strategy](#_Critical_Component_AF7.4:)
* [Matrix for Critical Component AF7.5: Resource Allocation](#_Critical_Component_AF7.5:)

#### **Critical Component AF7.1:** Routine Self-assessments

Conduct routine self-assessments to identify areas for growth and measure continuous progress toward meeting the Quality Indicators with Critical Components for the Provision and Use of Accessible Formats.

Select current level of implementation for Critical Component AF7.1:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to conduct self-assessments to measure continuous progress toward meeting the Quality Indicators with Critical Components for the Provision and Use of Accessible Formats has not yet been considered. | The SEA and LEAs (“the agency”) are reviewing NCADEMI’s self-assessment tool and planning how to incorporate it into system improvement efforts. Leaders are identifying who will participate, what data will inform the assessment, and how results will be used. Early discussions may include aligning the self-assessment process with broader strategic planning. | The agency has conducted a baseline self-assessment of at least three Quality Indicators with Critical Components, with a plan to progress through all seven. Key staff with critical perspectives are involved in the self-assessment process. Results inform specific program areas, such as PD or IEP team guidance, and some actions have been taken. Procedures for consistently tracking progress over time are being developed. | The agency has instituted routine cycles of self-assessment of all seven Quality Indicators. Assessment results guide planning, resource allocation, and engagement with leadership, staff, and families of students with disabilities. Results are used to celebrate progress and address persistent gaps. |

Implementation rating of AF7.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF7.2: Internal Communication Strategy**

**An internal communication strategy to keep staff informed** of the:

* Status and any updates to the agency’s obligations for providing accessible formats
* Training and professional development (PD) opportunities
* Opportunities to provide feedback on the implementation of accessible formats
* Ways to request technical assistance, including training and coaching

Select current level of implementation for Critical Component AF7.2:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for an internal communication strategy has not yet been considered. | The SEA and LEAs (“the agency”) are identifying key internal audiences (e.g., special education, IEP teams, IT, procurement, leadership) and planning how to keep them informed. Messaging goals, communication channels (e.g., staff updates, staff portals), and roles for maintaining communication are being defined. Planning includes ways to gather staff feedback. | Internal communication about digital accessibility is underway within the agency. Staff receive updates on agency efforts, available training, and how to get support. There are emerging channels for staff to share questions or concerns, and feedback is being used to improve messaging and outreach. Communication is coordinated across departments. | A comprehensive internal communication strategy withing the agency keeps all relevant staff regularly informed about progress, expectations, training, support options, and ways to provide feedback. Communication is timely, accessible, and coordinated across divisions. The agency routinely uses staff feedback to improve internal communication methods. |

Implementation rating of AF7.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF7.3: External Communication Strategy**

**An external communication strategy to keep families informed** of the:

* Status and any updates to the agency’s obligations for providing accessible formats
* Ways to provide feedback on their children’s experience with accessible formats provided by the agency
* Services and resources for supporting their children who require accessible formats

Select current level of implementation for Critical Component AF7.3:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for an external communication strategy has not yet been considered. | The SEA and LEAs (“the agency”) are identifying the best ways to reach families with information about the provision and use of accessible formats. Initial discussions are underway to determine the key areas that need to be communicated to families, such as the agency’s obligations, feedback mechanisms, and available services. Communication goals, accessible formats, translation needs, and contact points for feedback are being developed. | The agency has developed a communication strategy that includes updates on its actions for providing accessible formats, methods for families to provide feedback, and information on available services and resources. Information is shared through accessible channels (e.g., website, newsletters) and at every IEP meeting. The agency is refining external communications based on feedback. | The agency maintains a coordinated, accessible external communication strategy that keeps families informed about the status of the provision and use of accessible formats, opportunities for providing feedback, and available support resources. The agency regularly reviews the communication strategy and uses feedback from families to continuously improve its outreach efforts. |

Implementation rating of AF7.3:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF7.4: Dissemination Strategy**

**A dissemination strategy to ensure guidelines are widely available through varied means to reach all applicable parties.**

Select current level of implementation for Critical Component AF7.4:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for a dissemination strategy to ensure guidelines are widely available has not yet been considered. | The SEA and LEAs (“the agency”) are identifying the various audiences who need access to guidelines related to the provision and use of accessible formats (e.g., special education, general education, IEP teams, families, procurement) and planning how to distribute them in accessible, practical formats. Dissemination goals, responsibilities, and preferred communication channels are being established. | The agency is sharing accessible format guidelines through multiple channels, such as the agency website, internal training hubs, and printed materials. Efforts are underway to ensure the content is accessible, easy to navigate, and tailored by audience. Dissemination is coordinated across departments. | The agency has a sustained dissemination strategy that ensures accessible format guidelines are easily available and routinely updated across platforms and formats. All relevant audiences know where to find the guidelines and how to apply them. The strategy ensures equitable access—including in-person, digital, and accessible formats—and is regularly evaluated for reach and effectiveness. |

Implementation rating of AF7.4:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### **Critical Component AF7.5: Resource Allocation**

**Allocation of resources to sustain coordinated fiscal, human, and infrastructure needs, including consideration of:**

* Alignment of staff roles and responsibilities with the agency’s obligation to provide accessible formats in a timely manner
* Funding models
* Grant opportunities
* Budgeting strategies

Select current level of implementation for Critical Component AF7.5:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to allocate resources to sustainably meet fiscal, human, and infrastructure needs has not yet been considered. | The SEA and LEAs (“the agency”) are reviewing existing resource allocations (staffing, technology, funding) and identifying gaps in capacity to meet obligations related to the provision and use of accessible formats. Planning is underway to align staff responsibilities, explore funding models or grant opportunities, and build the provision and use of accessible formats into budget requests and program plans. | The agency has begun to allocate specific resources—such as dedicated staff time for training, the alignment of staff roles and responsibilities as necessary, or budget lines—to ensure the timely provision and use of accessible formats for students with disabilities. Responsibilities are being formalized in position descriptions, and the agency is seeking or leveraging funding opportunities to expand or sustain efforts. | The agency has a long-term, coordinated approach to resource allocation that supports all aspects of the provision and use of accessible formats. The agency’s obligations are reflected in staffing, job responsibilities, budgets, procurement plans, and technology infrastructure. The agency actively pursues and integrates grant funding to sustain its activities. Cycles of self-assessment inform resource planning. |

Implementation rating of AF7.5:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

## Contact NCADEMI

Please reach out to NCADEMI for support with using the *Self-Assessment for the Quality Indicators for the Provision and Use of Accessible Formats*.

E-mail: [ncademi@usu.edu](mailto:ncademi@usu.edu)

Voice or Text: (435) 554-8213

## References

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