

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

# Digital Educational Materials

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6581 Old Main Hill, Logan, UT 84322 | (435) 554-8213

[ncademi.org](https://ncademi.org/) | ncademi@usu.edu

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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 Digital Educational Materials](https://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 DM1: Commitment from Leadership to Prioritize Digital Accessibility in the Provision of Educational Materials](#_Quality_Indicator_DM1:)
* [Quality Indicator DM2: Guidelines for Accessibility in Procurement](#_Quality_Indicator_DM2:)
* [Quality Indicator DM3: Guidelines for Accessibility of Educator-Selected Digital Materials](#_Quality_Indicator_DM3:)
* [Quality Indicator DM4: Guidelines for Accessibility of Educator-Created Digital Materials](#_Quality_Indicator_DM4:)
* [Quality Indicator DM5: Professional Development and Technical Assistance](#_Quality_Indicator_DM5:)
* [Quality Indicator DM6: Data Collection and Use](#_Quality_Indicator_DM6:)
* [Quality Indicator DM7: A Sustainability Plan](#_Quality_Indicator_DM7:)

### Quality Indicator DM1: Commitment from Leadership to Prioritize Digital Accessibility in the Provision of Educational Materials

**Statement:** State and local educational agencies (SEA and LEAs) establish a leadership structure for the provision and use of high-quality accessible digital educational materials to ensure students with disabilities can access the curriculum at the same time and with the same ease, privacy, and independence as students without disabilities.

**Intent:** Commitment from leadership is essential for initiating and sustaining a coordinated system for providing accessible digital educational materials. 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 consistent coordination.

* [Matrix for Critical Component DM1.1: Steering Committee](#_Critical_Component_ADEM)
* [Matrix for Critical Component DM1.2: Statement of Commitment](#_Critical_Component_1.2:)
* [Matrix for Critical Component DM1.3: Clear Role Expectations](#_Critical_Component_DM1.3:)

#### Critical Component DM1.1: Steering Committee

A cross-disciplinary digital accessibility steering committee at both the SEA and LEA levels, determined by the size and organizational structure of the agency. At a minimum, the following roles and responsibilities are included:

* 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

Select current level of implementation for Critical Component DM1.1:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for a cross-disciplinary digital accessibility steering committee has not yet been considered.  | The SEA and LEAs (the “agency”) are mapping roles, departments, and community participants, with attention to including representatives from each listed area and individuals with disabilities. Initial outreach is underway to invite members. | 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 digital accessibility, and coordinating across divisions. Some perspectives may still be underrepresented. | A fully functioning, cross-disciplinary steering committee has been established by the agency. All required roles are represented, including students, parents, and individuals with disabilities. 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 accessibility goals are regularly reviewed. |

Implementation rating of DM1.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM1.2: Statement of Commitment

A publicly available agency statement of commitment to digital accessibility. The SEA leads by modeling this statement, which can be adopted or adapted by LEAs.

* A shared definition of what accessibility means, explicit to the agency’s obligation to students, staff, and community members with disabilities.
* A shared vision and goal of a coordinated system for providing accessible digital educational materials.
* Incorporation of [W3C/WAI recommendations for an accessibility statement,](https://www.w3.org/WAI/planning/statements/) such as
	+ Measures the agency takes to support digital accessibility of its website and educational materials provided to students
	+ Process by which staff, students, families, community members, and others can provide feedback or inform the agency of accessibility barriers
	+ Technical specifications the agency uses to ensure accessibility
	+ Conformance status of websites and digital materials provided by the agency
	+ Methods by which the agency evaluates its websites and digital materials for accessibility
	+ Name and title of agency representative authorizing the statement

Select current level of implementation for Critical Component DM1.2:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The provision of a digital accessibility statement has not yet been considered. | The SEA is exploring models and guidance from W3C/WAI for creating a public accessibility statement. Staff are learning about legal obligations under the Americans with Disabilities Act (ADA) Title II. A draft statement is in development that includes a shared definition and vision. Key components (technical specs, feedback processes, conformance status, etc.) are being identified and discussed internally. | The SEA has published a public digital accessibility statement that includes a shared definition, the agency’s accessibility vision, and some key elements from W3C/WAI recommendations (e.g., feedback mechanism, conformance status). Awareness of the statement is increasing across the SEA, and LEAs are informed of the availability of the statement.  | The SEA’s statement is publicly posted, frequently referenced, and kept up to date. It includes all key components aligned with W3C/WAI guidance. The statement is endorsed by senior leadership and integrated into communications, procurement, and digital governance processes. LEAs adopt or use the SEA statement to inform the development and ongoing updates of their own.  |

Implementation rating of DM1.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM1.3: Clear Role Expectations

Clear expectations regarding roles and responsibilities across the agency.

* Accessibility responsibilities embedded in position descriptions
* Use of accessibility practices included in performance evaluations

Select current level of implementation for Critical Component DM1.3:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| Expectations for digital accessibility practices by role and responsibility have not yet been considered. | The SEA and LEAs (“the agency”) are reviewing existing position descriptions and evaluation criteria to identify where accessibility responsibilities should be included. Planning is underway to align expectations with relevant roles (e.g., instructional staff, procurement, IT, leadership). Leadership is exploring options for job-embedded accessibility responsibilities. | The agency has added accessibility-related responsibilities to some position descriptions and/or performance evaluation tools (e.g., for edtech leads, instructional designers, curriculum specialists). Staff in those roles are being supported through training and guidance. The agency is working toward consistent application of digital accessibility roles and responsibilities across departments and positions. | Accessibility expectations are systematically embedded in all relevant job descriptions and performance evaluations across the agency. Hiring, onboarding, and supervision processes reinforce these responsibilities. Staff understand how their role contributes to the agency’s accessibility goals. Expectations are reviewed periodically and updated as needed to reflect evolving practices and policies. |

Implementation rating of DM1.3:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment Record a rationale for your rating of DM1.3:

Record action items with timelines to make progress on DM1.3:

Record date of next assessment of DM1.3:

### Quality Indicator DM2: Guidelines for Accessibility in Procurement

**Statement:** State and local educational agencies (SEA and LEAs) follow guidelines with deliberate actions to ensure accessibility is embedded in all components of edtech procurement—from initial bidding through product selection and contracting.

**Intent:** Agencies consider a range of factors in the edtech procurement process. The intent of Quality Indicator DM2 is to ensure all edtech solutions, including assessments, are accessible for students with disabilities. Processes for evaluating and vetting edtech applications and products include clearly defined accessibility criteria. Contracts with vendors include accountability for current and future product accessibility. The SEA leads by modeling these guidelines, which can be adopted or adapted by LEAs.

* [Matrix for Critical Component DM2.1: Accessibility in Procurement Processes](#_Critical_Component_2.1:)
* [Matrix for Critical Component DM2.2: Vendor Demonstration Requirement](#_Critical_Component_2.2:)
* [Matrix for Critical Component DM2.3: Accessibility Evaluation](#_Critical_Component_2.3:)

#### Critical Component DM2.1: Accessibility in Procurement Processes

Procurement tools and resources used by the agency embed accessibility as a requirement of the bidding process.

* Requests for Information (RFI)/Requests for Proposals (RFP) explicitly reference Web Content Accessibility Guidelines (WCAG) 2.1 Level AA as the accessibility standard.
* Accessibility criteria are integrated into the product scoring system at the same level of importance as other requirements.
* Contracts, purchase agreements, memoranda of understanding, or other similar documents include language holding the vendor to account for claims regarding product accessibility, including the commitment to continuous improvements documented within an accessibility roadmap.

Select current level of implementation for Critical Component DM2.1:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The inclusion of digital accessibility requirements in procurement tools and resources has not yet been considered.  | The SEA and LEAs (“the agency”) are reviewing current procurement tools (e.g., RFP templates, scoring rubrics, contract language) to identify gaps related to accessibility. Staff are learning about WCAG 2.1 Level AA (or a higher standard) and best practices for embedding accessibility into bidding processes. Planning is underway to update procurement documents. | All of the agency’s RFIs/RFPs include WCAG 2.1 Level AA (or a higher standard). Product evaluation rubrics begin to include accessibility criteria. Contract templates include some accessibility terms, and vendors are beginning to be asked about accessibility roadmaps. The agency is beginning to align tools across departments.  | All of the agency’s procurement tools and resources (RFI/RFP, scoring rubrics, contracts) include WCAG 2.1 Level AA (or a higher standard) as a non-negotiable requirement. Accessibility is weighted proportionately with other major product criteria. Contracts include enforceable clauses holding vendors accountable for accessibility claims and continuous improvement, tied to an accessibility roadmap. All procurement tools and resources are routinely reviewed and updated to stay current with accessibility standards and best practices. |

Implementation rating of DM2.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM2.2: Vendor Demonstration Requirement

The agency requires vendors to demonstrate evidence of product accessibility.

* A third-party Accessibility Conformance Report (ACR), based on the Voluntary Product Accessibility Template (VPAT®), is used to disclose product conformance to WCAG standards.
* Responses to the following questions are used to measure vendor accessibility maturity:
	+ Who is your organizational contact for product accessibility questions?
	+ What internal training does your organization provide to build capacity for producing accessible products?
	+ What processes and workflows does your organization use to ensure accessibility is embedded in all phases of product design and development?
	+ What tools does your organization use to ensure that design and development teams are integrating accessibility in production?
* An accessibility-specific demonstration by the vendor shows how the product works with common assistive technology used by students with disabilities without relying on an accessibility overlay or widget.

Select current level of implementation for Critical Component DM2.2:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for vendors to demonstrate product accessibility has not yet been considered. | The SEA and LEAs (“the agency”) are identifying expectations for vendor-provided evidence. Staff are learning how to review ACRs, draft maturity questions, and observe accessibility demonstrations. Planning is underway to include these requirements in procurement processes. Conversations are occurring across teams (e.g., IT, instruction, procurement) about feasibility and alignment. | The agency requires ACRs for some digital product procurements and requests maturity responses for high-priority tools. Accessibility demos are piloted with select vendors to evaluate product behavior with assistive technology. Some staff are trained to interpret ACRs and evaluate vendor responses. Findings are used to inform procurement decisions. | ACRs, maturity responses, and assistive technology demonstrations are standard requirements in all agency procurements. The agency has trained reviewers who evaluate evidence, ask follow-up questions, and identify reliance on accessibility overlays. Results are documented, inform purchasing decisions, and help the agency track vendor performance over time. |

Implementation rating of DM2.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM2.3: Accessibility Evaluation

The agency conducts direct testing to evaluate for accessibility.

* Testing conducted by a native assistive technology user, trained staff member, or trusted contractor.
* The extent of the testing (full/partial, manual/automatic) is dependent on the sufficiency of accessibility documentation and evidence provided by the vendor.

Select current level of implementation for Critical Component DM2.3:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to test products for accessibility in the procurement process has not yet been considered.  | The SEA and LEAs (“the agency”) are learning about different testing methods (automated, manual, assistive technology-based) and determining when direct testing is needed. Potential testers (e.g., trained staff, AT users, contractors) are being identified. Internal protocols for how testing will complement vendor evidence are being developed.  | The agency conducts direct testing for select procurements, especially when vendor documentation is insufficient. Testing is carried out by trained internal staff or external partners. Testing depth varies based on risk and product use. Results begin to inform decision-making and vendor feedback. Resources and protocols are under refinement. | The agency has a routine process for conducting or commissioning accessibility testing that complements vendor documentation. Testing is performed by experienced users of assistive technology, trained accessibility evaluators, or qualified contractors. Results are documented, communicated to vendors, and used to inform procurement decisions and improvement plans. |

Implementation rating of DM2.3:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

###

### Quality Indicator DM3: Guidelines for Accessibility of Educator-Selected Digital Materials

**Statement:** State and local educational agencies (SEA and LEAs) provide clear, actionable guidelines for educators or designated staff to evaluate the accessibility of digital content selected for classroom use.

**Intent:** These guidelines ensure that learning materials selected by educators (e.g., teachers, paraprofessionals, related service providers) meet accessibility expectations. Examples of digital learning materials include websites, interactive tools, and multimedia resources. To conserve educators’ time and effort, the agency considers the roles and responsibilities of staff to distribute the load of implementing these guidelines. For example, a trained staff member or team may be designated to provide support for difficult accessibility evaluation tasks. While either the SEA or LEA can initiate the provision of these guidelines, the SEA can minimize duplication of effort by taking the lead.

* [Matrix for Critical Component DM3.1: Website Guidelines](#_Critical_Component_3.1:)
* [Matrix for Critical Component DM3.2: Document Guidelines](#_Critical_Component_3.2:)
* [Matrix for Critical Component DM3.3: Application Guidelines](#_Critical_Component_3.3:)
* [Matrix for Critical Component DM3.4: Multimedia Guidelines](#_Critical_Component_3.4:)

#### Critical Component DM3.1: Website Guidelines

Guidelines for testing website accessibility, including:

* Recommended automated tool(s)
* Methods for manual testing

Select current level of implementation for Critical Component DM3.1:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to provide staff with guidelines for testing website accessibility has not yet been considered.  | The SEA and LEAs (“the agency”) are identifying practical, user-friendly tools for testing website accessibility (e.g., automated checkers, browser extensions). Manual methods are being reviewed (e.g., keyboard navigation, image checks) and draft guidelines are under development. Planning is underway to integrate accessibility testing into staff training and digital resource selection protocols. | The agency provides draft guidelines that include at least one recommended automated tool and simple manual checks (e.g., keyboard navigation, color contrast) for testing website accessibility. Basic training or how-to materials are available to staff who are beginning to use these tools as part of digital material selection. Feedback is being collected to improve the guidelines. | The agency provides clear, actionable website accessibility testing guidelines, including vetted automated tools and manual techniques aligned with agency expectations. The guidelines are included in training, digital resource vetting protocols, and ongoing instructional support. Staff consistently apply the methods when selecting online resources for instruction. |

Implementation rating of DM3.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM3.2: Document Guidelines

Guidelines for testing digital document accessibility (e.g., Word, Google Docs, PDFs), including:

* Recommended automated tool(s)
* Methods for manual testing

Select current level of implementation for Critical Component DM3.2:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to provide staff with guidelines for testing document accessibility has not yet been considered. | The SEA and LEAs (“the agency”) are reviewing document accessibility tools. Draft guidelines for testing core features are under development (e.g., headings, alt text, table structure). Efforts are being coordinated with instructional and technology teams. Planning is underway to integrate document accessibility testing into staff training and digital resource selection protocols. | The agency provides draft guidelines that include at least one automated document accessibility evaluation tool (e.g., a built-in checker in Word or Docs) and basic manual techniques (e.g., checking heading structure, reading order). Training or how-to materials are available to staff who are beginning to use these tools as part of digital material selection. Feedback is being collected to improve the guidelines. | The agency provides clear, actionable guidelines for testing document accessibility. Specific automated tools are formally recommended for each platform used by the agency (e.g., Microsoft, Google Suite, Adobe Acrobat), are easy to access, and integrated into staff workflows. Manual checks (e.g., keyboard navigation, reading order, tagged PDFs) are clearly explained and widely practiced alongside automated checks. Staff consistently apply the methods when selecting digital documents for instruction.  |

Implementation rating of DM3.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM3.3: Application Guidelines

Guidelines for manually testing interactive applications and tools (e.g., apps and simulations), including:

* Identification of common barriers in interactive tools
* Recommended tests

Select current level of implementation for Critical Component DM3.3:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to provide staff with guidelines for manually testing the accessibility of interactive applications and tools has not yet been considered. | The SEA and LEAs (“the agency”) are identifying common barriers of interactive tools (e.g., lack of interoperability with assistive technology). Because interactive products are often more complex and less amenable to automated testing than websites and digital documents, the agency is determining how to centralize manual testing. Key accessibility checkpoints (e.g., keyboard navigation, visual contrast, screen reader compatibility) are under development and review. | The agency provides draft guidelines that include at least one manual testing method for evaluating accessibility in apps and simulations (e.g., keyboard-only navigation, clear focus indicators, or compatibility with screen readers). Training or how-to materials are available to staff who are beginning to use these tools as part of digital material selection. Feedback and is being collected to improve the guidelines. | The agency provides clear, actionable guidelines that are integrated into selection processes for interactive tools. A comprehensive protocol includes checklists for performing manual accessibility checks tailored to interactive content. Staff consistently apply the methods when selecting interactive applications for instruction. |

Implementation rating of DM3.3:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM3.4: Multimedia Guidelines

Guidelines for selecting accessible multimedia, including:

* Captioned video
* Audio described video
* Transcripts for audio

Select current level of implementation for Critical Component DM3.4:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to provide staff with guidelines for selecting accessible multimedia has not yet been considered. | The SEA and LEAs (“the agency”) are reviewing requirements for multimedia accessibility and identifying examples of captioned, audio described, and transcribed materials. Planning is underway to integrate accessible multimedia selection into staff training and digital resource selection protocols. | The agency provides draft guidelines that explain what to look for when selecting multimedia (e.g., checking for accurate, synchronized captions; confirming audio descriptions for essential visuals; requiring transcripts for podcasts and audio recordings). Training or how-to materials are available to staff who are beginning to apply these criteria when selecting videos or audio for classroom use. Feedback is being collected to improve the guidelines. | The agency provides clear, actionable guidelines for selecting accessible multimedia. Approved sources, repositories, or content libraries with accessible media are identified. Accessibility of multimedia is integrated into lesson planning and instructional support systems. Staff consistently apply the criteria when selecting multimedia for instruction.  |

Implementation rating of DM1.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

### Quality Indicator DM4: Guidelines for Accessibility of Educator-Created Digital Materials

**Statement:** State and local educational agencies (SEA and LEAs) provide clear, actionable guidelines for creating accessible digital learning materials with agency-supported tools.

**Intent:** These guidelines help educators (e.g., teachers, paraprofessionals, related service providers) make informed decisions, use the right tools, and apply accessibility best practices during content creation. To conserve educators’ time and effort, the agency considers the roles and responsibilities of staff to distribute the load of implementing these guidelines. While either the SEA or LEA can initiate the provision of these guidelines, the SEA can minimize duplication of effort by taking the lead.

* [Matrix for Critical Component DM4.1: Educator-Created Guidelines](#_Critical_Component_DM4.1:)
* [Matrix for Critical Component DM4.2: Approved Content Creation Tools](#_Critical_Component_D4.2:)
* [Matrix for Critical Component DM4.3: Content Creation Guidelines](#_Critical_Component_D4.3:)

#### Critical Component DM4.1: Educator-Created Guidelines

Guidelines for implementing accessibility criteria of educator-created content by media type:

* Text (e.g., heading structure, lists, descriptive hyperlinks, use of columns and tables)
* Images (e.g., alt text and image descriptions)
* Video (e.g., closed captioning and audio description)
* Audio (e.g., text transcript)

Select current level of implementation for Critical Component DM4.1:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for accessibility criteria by media type has not yet been considered.  | The SEA and LEAs (“the agency”) are reviewing accessibility practices for different media types. Designated staff are coordinating across curriculum and tech teams to draft guidelines on how staff should structure digital text, describe images, and ensure accessibility of video and audio. Planning is underway for how to introduce this to staff through training and templates. | The agency provides draft guidelines that cover the basic accessibility features by media type (e.g., use headings in text, write alt text for images, add captions to videos). Training on the guidelines is available to staff who are beginning to understand features of accessible media by specific type. Feedback is being collected to improve the guidelines. | The agency provides clear, actionable media-specific accessibility guidelines. Guidelines are embedded in training, templates, and instructional design workflows. Staff consistently identify accessibility features to include when creating text, images, video, and audio. Guidelines are routinely reviewed and updated to reflect evolving standards. |

Implementation rating of DM4.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM4.2: Approved Content Creation Tools

Guidelines include an agency-approved list of content creation tools that support accessibility, including third-party integrations used in a learning or content management system (LMS or CMS).

Select current level of implementation for Critical Component DM4.2:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for an agency-approved list of content creation tools that support accessibility has not yet been considered. | The SEA and LEAs (“the agency”) are identifying commonly used tools for content creation (e.g., slide decks, assessments, multimedia), including third-party apps integrated with the agency’s LMS or CMS. Each is being reviewed for accessibility support. Selection criteria for the approved list are being developed. Coordination across IT, curriculum, and instructional tech is initiated.  | A preliminary list of content creation tools that support accessibility is made available by the agency, with basic documentation on why each tool is approved for use. Staff are encouraged to use these tools for creating learning materials. Some third-party LMS or CMS tools have been evaluated, and staff are starting to ask questions about accessibility when adopting new tools. | A comprehensive list of approved, accessibility-supportive content creation tools is made available by the agency. Staff are required to use these guidelines. The list is regularly updated as content creation tools, including LMS and CMS integrations, are routinely reviewed for accessibility compliance. |

Implementation rating of DM4.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM4.3: Content Creation Guidelines

Guidelines for using product-specific accessibility supports when creating content with tools on the agency-approved list.

Select current level of implementation for Critical Component DM4.3:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to provide guidelines for using product-specific accessibility supports has not yet been considered.  | The SEA and LEAs (“the agency”) are reviewing existing instructions and information for creating accessible content with the approved tools, prioritizing the products most used by staff (e.g., how to apply heading styles, add alt text, enable captions, or structure accessible quizzes). Platform-specific supports, such as quick-start guides, checklists, and embedded help, are being identified. Coordination with instructional leaders is underway to align efforts with professional development. | The agency provides draft guidelines or tip sheets showing how to use accessibility supports in some agency-approved content creation tools (e.g., how to add alt text in the LMS, use accessible layout templates in an approved text editor, or how to caption a video in an approved player). Training or how-to materials are available to staff who are beginning to use accessibility supports in agency-approved tools. Feedback is being collected to improve the guidelines. | The agency provides clear, actionable guidelines for using accessibility supports in all agency-approved content creation tools. Known accessibility limitations of products are documented, with workarounds or alternatives provided. Staff consistently use accessibility supports when creating content in agency-approved tools. The agency monitors product updates to adjust guidelines as needed. |

Implementation rating of DM4.3:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

### Quality Indicator DM5: 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 builds the capacity of all staff to meet their responsibilities related to digital accessibility.

**Intent:** All agency staff involved in evaluating, procuring, selecting, creating, and using digital educational materials are provided with the necessary knowledge, support, and resources to effectively carry out their roles. Training matches specific roles with appropriate tools and techniques. 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 DM5.1: PD Includes Digital Accessibility](#_Critical_Component_5.1:)
* [Matrix for Critical Component DM5.2: Role-Specific Training](#_Critical_Component_5.2:)
* [Matrix for Critical Component DM5.3**:** Accessible Training Materials](#_Critical_Component_DM5.3:)
* [Matrix for Critical Component DM5.4**:** Leverage Existing Training Resources](#_Critical_Component_5.4:)
* [Matrix for Critical Component DM5.5: Training Material Repository](#_Critical_Component_5.5)
* [Matrix for Critical Component DM5.6: Designated Support Role](#_Critical_Component_D5.6:)

#### Critical Component DM5.1: PD Includes Digital Accessibility

Digital accessibility is appropriately integrated into all relevant professional development (PD) priorities, including the use of high-quality instructional materials and edtech in subjects across the curriculum.

Select current level of implementation for Critical Component DM5.1:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to integrate digital accessibility into 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 digital accessibility naturally aligns (e.g., curriculum adoption, instructional design, edtech integration). Planning is underway to embed accessibility principles into these existing initiatives. Coordination between curriculum, tech, and special education leaders is underway. | The agency integrates accessibility concepts into some existing PD offerings (e.g., accessible design during curriculum training, guidance on evaluating edtech tools). PD facilitators begin referencing accessibility as a standard part of instructional quality. Educators are introduced to connections between accessibility and effective teaching practices.  | Digital accessibility is a consistent, intentional component of all relevant PD priorities—especially those focused on instructional materials, curriculum planning, and technology use. It is not treated as a separate topic but as fundamental to instructional effectiveness and quality. PD facilitators are trained to model accessible practices, and accessibility is part of evaluation and follow-up support. |

Implementation rating of DM5.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM5.2: Role-Specific Training

Training is differentiated by staff role and responsibilities, including digital accessibility in:

* Instructional materials review
* Procurement
* Teacher selection of supplemental curriculum materials
* Teacher creation of learning materials

Select current level of implementation for Critical Component DM5.2:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for differentiated accessibility training by staff role and responsibilities has not yet been considered.  | The SEA and LEAs (“the agency”) are identifying key staff roles involved in the selection, procurement, and creation of digital educational materials. Planning is underway to define what each role needs to know and do to support accessibility. Staff are coordinating to develop job-specific learning objectives, training outlines, or role-based modules. | The agency offers job-specific accessibility training for multiple staff roles (e.g., procurement, curriculum review teams, instructional staff), aligned to their specific responsibilities. Training content includes varied resources, such as use cases, decision-making tools, and guidance tied to job functions. Feedback is gathered to refine and expand offerings to additional roles. | Digital accessibility training is differentiated and routinely delivered based on staff roles. Procurement, instructional design, curriculum selection, and classroom content creation each 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 DM5.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM5.3: Accessible Training Materials

Training materials are exemplars of digital accessibility, modeling best practices for providing accessible content.

Select current level of implementation for Critical Component DM5.3:

| **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. PD facilitators are learning how to apply accessibility principles to their content. | Some training materials provided by the agency demonstrate digital accessibility best practices (e.g., slide templates with proper heading structure, videos with captions, documents with accessible formatting). PD facilitators are using accessibility checklists, and internal reviews are helping to improve quality. Staff begin to understand the accessibility practices being modeled. | All training materials provided or shared by the agency model digital accessibility, including consistent use of accessible templates, media, and documents. Accessibility reviews are part of the standard PD development process. Training not only teaches accessibility—it embodies it. Materials are regularly updated to reflect evolving standards and staff feedback. |

Implementation rating of DM5.3:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM5.4: Leverage Existing Training Resources

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

Select current level of implementation for Critical Component DM5.4:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to leverage federally and state-funded resources to support digital accessibility has not yet been considered.  | The SEA and LEAs (“the agency”) are identifying relevant federally and state-funded accessibility resources and technical assistance providers. Staff have been assigned to initiate contact with the state’s AT Act Program and NCADEMI about available training and TA, as well as recommendations for additional support related to the agency’s digital accessibility priorities.  | 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 NCADEMI, the AT Act Program, or other available organizations. Resources such as publications, accessibility rubrics, checklists, or training modules are shared with staff. 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 DM5.4:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM5.5: Training Material Repository

A centralized online repository of resources and archived training materials is maintained to stay current with accessibility standards and tools used by the agency.

Select current level of implementation for Critical Component DM5.5:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for a centralized online repository of resources to stay current on accessibility standards and tools has not yet been considered.  | The SEA and LEAs (“the agency”) are identifying existing training materials, accessibility tools, 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 provides a centralized online repository that includes key guidance documents, recorded trainings, tools, and resources related to accessibility. Content is curated in alignment with current agency-supported tools and platforms. 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 accessibility standards (e.g., WCAG updates), edtech platforms, and instructional practices. Staff rely on it to access on-demand support, and feedback mechanisms inform ongoing improvement. |

Implementation rating of DM5.5:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM5.6: Designated Support Role

A designated digital accessibility coordinator(s) or team is named for staff to request technical assistance and provide feedback on agency-provided resources and professional development.

Select current level of implementation for Critical Component DM5.6:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for a designated digital accessibility 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 digital accessibility assistance and feedback. Roles, responsibilities, and procedures for intake and follow-up are being defined. Staff are being consulted about their support needs.  | The agency has designated a digital accessibility coordinator(s) or team, and staff are informed of how to reach them. The coordinator(s) or team is responding to requests for support with accessibility practices, resources, and PD. A process for tracking inquiries and collecting feedback on accessibility 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 routinely communicate with leadership to address recurring issues, update resources, and support training. The digital accessibility coordinator role is integrated into the agency’s PD and technical support systems. |

Implementation rating of DM5.6:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

### Quality Indicator DM6: 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 digital educational materials.

**Intent:** Ongoing assessment is necessary to ensure the agency’s actions are effectively contributing to improvements in the accessibility of digital educational materials. Feedback is gathered from multiple sources—products, students, families, and educators—with strong protections for privacy. These data are used to inform decisions about procurement, training, instructional practice, and student support.

* [Matrix for Critical Component DM6.1: Inventory of EdTech Accessibility](#_Critical_Component_6.1)
* [Matrix for Critical Component DM6.2: Student Feedback](#_Critical_Component_6.2:)
* [Matrix for Critical Component DM6.3: Family Feedback](#_Critical_Component_6.3:)
* [Matrix for Critical Component DM6.4: Educator Feedback](#_Critical_Component_D6.4:)

#### Critical Component DM6.1: Inventory of EdTech Accessibility

An ongoing inventory of accessibility information available for all edtech applications, products, and curriculum provided by the agency, and use of this record to prioritize the replacement of inaccessible products over time.

Select current level of implementation for Critical Component DM6.1:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need for an inventory of accessibility information for the edtech applications and products provided by the agency has not yet been considered.  | The SEA and LEAs (“the agency”) are identifying all edtech products currently in use and developing a framework for tracking their accessibility status. Designated staff are exploring what accessibility data to include (e.g., ACRs, user testing results, vendor commitments, student-reported barriers) and how to maintain the inventory. Internal conversations are underway about how these data will inform decisions. | The agency has an inventory that includes accessibility documentation of agency-approved edtech products, as well as notes on any known accessibility barriers. Data are being collected from vendor reports, staff experiences, and user feedback. The agency uses this inventory to inform training, guidance for educators and decisions about renewals or adoption. Early efforts to prioritize replacement of inaccessible products have begun.  | The agency’s inventory of accessibility information of all agency-approved edtech products is comprehensive, current, and actively used by leadership, procurement, tech, and instructional teams to guide decisions. Accessibility status is regularly updated with new evidence, including user feedback and vendor communications. The inventory is used to prioritize replacement of inaccessible products and advocate for product improvements. Systems are in place to ensure the inventory is sustained over time. |

Implementation rating of DM6.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM6.2: Student Feedback

Methods for protecting student privacy while collecting feedback from students with and without disabilities about their user experience with the digital educational materials and technology provided for the curriculum, and use of this information to make corrections and improvements.

Select current level of implementation for Critical Component DM6.2:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to collect feedback from students about their user experience with digital educational materials and technology has not yet been considered.  | The LEA is planning how to collect feedback from students about their user experience. Designated staff are consulting privacy experts and drafting data collection plans that comply with FERPA and other privacy laws. Planning includes identifying tools (e.g., surveys, interviews, usability tests) and protocols that anonymize responses and protect students' identities. | The LEA is beginning to collect anonymized or de-identified feedback from students about their digital learning experiences, with documented procedures to protect privacy. Feedback is being gathered across multiple student populations, including students with disabilities. Early findings are being used to identify and address barriers and improve guidelines. | The LEA routinely collects student feedback about digital accessibility through privacy-protected methods, with strong participation from students with and without disabilities. This feedback is systematically reviewed and directly informs improvements to digital tools, instructional practices, and procurement decisions. The agency communicates how student voices shape action and maintains clear, trusted privacy protocols over time. |

Implementation rating of DM6.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM6.3: Family Feedback

Methods for protecting student and family privacy while collecting feedback from families of students with and without disabilities about their observations of their children’s experience with the digital educational materials and technology provided for the curriculum, and use of this information to make corrections and improvements.

Select current level of implementation for Critical Component DM6.3:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to collect feedback from families about their observations of their children’s experience with digital educational materials and technology has not yet been considered. | The LEA is planning how to collect feedback from families about their children’s experiences with digital materials and technologies. Designated 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. | The LEA is beginning to collect feedback from families through privacy-protected methods, such as de-identified surveys, opt-in interviews, or focus groups. Outreach includes families of students with and without disabilities. Early findings are being used to identify and address barriers and improve guidelines.  | The LEA routinely collects, reviews, and acts on family feedback about digital accessibility. Collection methods are accessible, multilingual, and protect student and family privacy. Results inform improvements to digital tools, PD, and family engagement strategies. The agency publicly shares how feedback is being used and maintains trustworthy, equitable data practices over time. |

Implementation rating of DM6.3:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM6.4: Student Feedback

Methods for protecting student privacy while collecting feedback from educator observations of students with and without disabilities using the digital educational materials and technology provided for the curriculum, and use of this information to make corrections and improvements.

Select current level of implementation for Critical Component DM6.4:

| **Not Started (0)** | **Emerging (1)** | **Operationalizing (2)** | **Scaling & Sustaining (3)** |
| --- | --- | --- | --- |
| The need to collect feedback from educator observations of students using digital educational materials and technology has not yet been considered. | The LEA is planning how to collect and use educator feedback about student interactions with digital materials, including accessibility challenges. Designated staff are consulting with privacy and data specialists to design tools that allow for meaningful feedback without naming or identifying individual students. Planning includes aligning with multi-tiered systems of support (MTSS), IEP, or curriculum feedback processes. | The LEA is beginning to collect data from educator observations of students using digital educational materials—such as checklists, digital learning reflection forms, or surveys—with clear guidance for anonymizing student information. Early findings are being used to identify and address barriers and improve guidelines.  | The LEA routinely collects, reviews, and acts on data collected from educator observations via well-established privacy-compliant methods. Information is used to improve guidelines, instructional supports, and PD. The feedback process is embedded in instructional review cycles, and educators understand how their input contributes to accessibility improvements. |

Implementation rating of DM6.4:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

### Quality Indicator DM7: A Sustainability Plan

**Statement:** State and local educational agencies (SEA and LEAs) plan for sustaining the activities and resources that support a coordinated system for providing accessible digital educational materials.

**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 DM7.1: Routine Self-Assessments](#_Critical_Component_7.1:)
* [Matrix for Critical Component DM7.2: Internal Communication Strategy](#_Critical_Component_7.2:)
* [Matrix for Critical Component DM7.3: External Communication Strategy](#_Critical_Component_7.3:_1)
* [Matrix for Critical Component DM7.4: Dissemination Strategy](#_Critical_Component_7.4:_1)
* [Matrix for Critical Component DM7.5: Resource Allocation](#_Critical_Component_7.5:_1)

#### Critical Component DM7.1: 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 Digital Educational Materials.

Select current level of implementation for Critical Component DM7.1:

| **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 Digital Educational Materials** 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 launched 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 procurement improvements, 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 community members. Results are used to celebrate progress and address persistent gaps. |

Implementation rating of DM7.1:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM7.2: Internal Communication Strategy

An internal communication strategy to keep staff informed of:

* The status of the agency’s progress toward implementing guidelines for providing accessible digital educational materials
* Related training and professional development (PD) opportunities
* Ways to request technical assistance and support
* Opportunities to provide feedback on what’s working and what needs to be improved

Select current level of implementation for Critical Component DM7.2:

| **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., instructional staff, IT, procurement, leadership) and planning how to keep them informed. Messaging goals, communication channels (e.g., newsletters, 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. Relevant leadership and staff begin to receive information about the agency’s guidelines, available training and PD, and how to request support. There are emerging channels for staff to share questions or concerns, and feedback about communication is beginning to be used to improve messaging and outreach. | A comprehensive internal communication strategy keeps all staff regularly informed about the agency’s progress, expectations, training and PD, 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 DM7.2:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM7.3: External Communication Strategy

An external communication strategy to keep families and community members informed of:

* The status of the agency’s progress toward digital accessibility improvements
* Ways to provide feedback on their children’s experience with the educational materials provided by the agency
* Services and resources for supporting their children who require accessible digital educational materials
* For parents and caregivers with disabilities, a way to provide feedback on their own experience with supporting their children’s education

Select current level of implementation for Critical Component DM7.3:

| **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 and community members with updates and support related to digital accessibility. Communication goals, accessible formats, translation needs, and contact points for feedback are being developed. Planning includes specific outreach for families of students with disabilities and parents/caregivers with disabilities. | The agency is actively communicating with families and community members about accessibility-related actions, supports, and feedback opportunities. Information is shared through accessible channels (e.g., website, newsletters, family engagement nights). Initial steps are in place to ensure parents with disabilities can share their own experiences. The agency is refining external communications based on feedback. | The agency maintains a coordinated, accessible external communication strategy that consistently shares updates, resources, and multiple ways for families and community members to provide feedback. Communication reaches diverse family populations, including those with disabilities. The agency regularly reviews the communication strategy and uses feedback from families and the community to continuously improve its outreach efforts.  |

Implementation rating of DM7.3:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM7.4: 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 DM7.4:

| **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 digital accessibility guidelines (e.g., educators, IT staff, vendors, community partners) and planning how to distribute them in accessible, practical formats. Dissemination goals, responsibilities, and preferred communication channels are being established. | The agency is sharing digital accessibility guidelines through multiple channels, such as the agency website, internal training hubs, vendor onboarding documents, 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 accessibility 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 DM7.4:

Team members:

Date of discussion:

Rationale for your rating:

Action items with timelines to make progress:

Date of next assessment:

#### Critical Component DM7.5: 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 digital accessibility obligations
* Funding models
* Grant opportunities
* Budgeting strategies

Select current level of implementation for Critical Component DM7.5:

| **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”) is reviewing existing resource allocations (staffing, technology, funding) and identifying gaps in capacity to meet digital accessibility obligations. Planning is underway to align staff responsibilities, explore funding models or grant opportunities, and build accessibility into budget requests and program plans. | The agency has begun to allocate specific resources—such as dedicated staff time, accessible infrastructure upgrades, or budget lines—for implementing accessibility practices. Accessibility 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 its digital accessibility system. Accessibility is reflected in staffing, job responsibilities, budgets, procurement plans, and infrastructure investments. The agency actively pursues and integrates grant funding to sustain accessibility. Cycles of self-assessment inform resource planning. |

Implementation rating of DM7.5:

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 Tool: Quality Indicators for the Provision and Use of Accessible Digital Educational Materials*.

E-mail: ncademi@usu.edu

Voice or Text: (435) 554-8213

## References

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