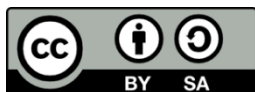
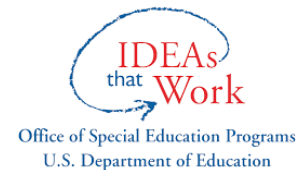


Technical Assistance Needs of State and Local Educational Agencies: Summary of 2025 Data Collection

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Purpose and Intended Audience

This document was prepared by the National Center on Accessible Digital Educational Materials & Instruction (NCADEMI or “n-cademy”), in partnership with [Dr. Natalie Shaheen](#), to report on the findings of a mixed methods study on the current challenges and opportunities state educational agency and local educational agency (SEA and LEA) administrators/staff experience with the accessibility of digital educational materials provided to students in PreK–12 schools. The need for this information is driven by new federal policy on web and digital accessibility. Specifically, Title II of the Americans with Disabilities Act (ADA) now includes accessibility requirements for the web-based materials and mobile apps used in schools. For background and recommended action steps, refer to NCADEMI’s resources, [Meeting the ADA Title II Web and Mobile Accessibility Requirements: A Roadmap for State and Local Educational Agencies](#) and [Quality Indicators for the Provision and Use of Accessible Digital Educational Materials in PreK-12 Systems](#).

In addition to SEA and LEA administrators/staff, the intended audience of this report includes policymakers, researchers, families of students with disabilities, and vendors of educational materials and technology.

Introduction

In this summary, we report the findings of a needs assessment on the implementation of the ADA Title II Web and Mobile App accessibility regulations (Nondiscrimination on the Basis of Disability, 2024) in PreK-12 schools. Specifically, we explored:

1. The actions SEAs and LEAs are currently taking to implement the new accessibility regulations.
2. The technical assistance the SEAs and LEAs would find most beneficial.

This needs assessment is part of a cooperative agreement NCADEMI has with the Office of Special Education Programs (OSEP) at the U.S. Department of Education. NCADEMI’s goal is to improve the quality, availability, timely provision, and use of accessible digital educational materials through training and technical assistance for SEAs, LEAs, and related target audiences.

The needs assessment occurred in the first quarter of 2025 and consisted of six data collection activities:

- Survey of SEA employees,
- Survey of LEA employees, and
- Four listening sessions with SEA and LEA employees.

We used descriptive statistics to analyze the quantitative survey data, and we used emergent coding to analyze the qualitative data from the surveys and listening sessions. This information is presented in the section, *Summary of Findings: Needs Assessment Surveys and Listening Sessions*.

During the needs assessment period, NCADEMI also conducted three audience-specific, virtual, focus group sessions for the following three groups:

- State Digital Learning Leaders,
- Open Educational Resource (OER) Adopters, and
- State Assistive Technology (AT) Act Programs.

Convening virtual focus groups was a way for NCADEMI to gather additional qualitative data from critical perspectives during the needs assessment period. The information collected from these virtual focus groups is presented in the section, *Summary of Findings: Focus Groups*.

Summary of Findings: Needs Assessment Surveys and Listening Sessions

The *NCADEMI National Digital Accessibility Needs Survey for State Educational Agencies* and the *NCADEMI National Digital Accessibility Needs Survey for Local Educational Agencies* were open between January 15 – March 28, 2025. *NCADEMI National Digital Accessibility Needs Listening Sessions* were held on February 6, February 11, March 20, and March 26.

Fifty-five individuals participated in the needs assessment activities. Over two-thirds of the participants were special education administrators or staff and just under one quarter were information/educational technology (IT/EdTech) administrators or staff. The participants were from all over the United States, but the Middle Atlantic and East North Central regions predominated the sample.

In this section, we provide a high-level overview of the needs assessment findings. See Appendix A for a presentation of the quantitative data. Appendix B and Appendix C provide

the SEA and LEA survey instruments, respectively. Appendix D provides the listening session protocol and questions.

Most participants indicated their agencies were aware of the new ADA regulations. However, only four LEA participants and one SEA participant (fewer than 10%) felt their agency was strongly positioned for compliance with the new regulations.

Complying with the new ADA regulations requires SEAs and LEAs incorporate accessibility considerations into numerous aspects of their practice, including curriculum adoption. Over 40% of the LEAs represented in this sample have incorporated accessibility considerations into their requests for proposals (RFPs) and/or vendor contracts, requiring vendors to meet a specified accessibility standard and provide documentation they meet that standard (e.g., Voluntary Product Accessibility Template [VPAT]/Accessibility Conformance Report [ACR]). Unfortunately, over one quarter of the represented LEAs and over half the SEAs are not yet taking any action to incorporate accessibility into their curriculum adoption process.

Curriculum adoption is complex and often cross-departmental work. So we asked all participants about staff involvement in curriculum adoption at their agency. We learned general education staff are involved in curriculum adoption at over 60% of the represented LEAs, and IT/EdTech staff are involved at half the LEAs. Only 46% of the LEA participants indicated their special education staff are involved in curriculum adoption at their agency.

A number of participants indicated their special education and assistive technology (AT) staff are rarely invited to the curriculum adoption table, and that concerned many participants. A quote from one LEA participant exemplifies the sentiment:

These [adoption] committees are comprised of general education teachers. If a special education teacher wants to attend, they can. But the administrators in charge of establishing these groups do not routinely make sure there is special education representation. As an AT Specialist, I have invited myself, but don't feel my voice is truly heard.

Over one quarter of the SEA participants indicated their agency does not engage in curriculum adoption. SEAs that are involved in curriculum adoption have varied memberships of adoption teams based on the nature of the adoption.

In listening sessions 1 and 4, participants explained that, from their perspective, the only people really doing accessibility work are the people working with blind and low-vision and

d/Deaf and hard of hearing students. In these participants' agencies, accessibility is seen as a purely low incidence disability concern, not a concern for the broader field of special education, nor for general education.

Several SEA and LEA participants talked about being the only one doing accessibility work at their agency/district/school. One SEA survey respondent wrote, "just me," to one open-ended question and to another question they wrote, "I'm it, and I'm trying to get the word out to our school that serves students all over the state." Similarly, one listening session participant said she was the sole person doing this work and was responsible for designing accessibility professional development for paraprofessionals, teachers, related service providers, and special education directors. At another LEA, one AT specialist was doing all the accessibility testing and professional development for her colleagues. Some listening session participants shared that, in addition to being the only ones doing the work, they feel like they are the only ones paying attention to accessibility.

Participants explained numerous barriers impede their agency's ability to comply with the new ADA regulations. Both SEA and LEA participants said lack of teacher training on how to create accessible digital learning materials was a significant barrier (e.g., documents, slide decks, videos).

The other significant barriers participants mentioned, however, diverged. LEA participants identified two significant barriers: their agency not prioritizing digital accessibility and vendors' lack of understanding about, and support for, accessibility. SEA participants identified their three significant barriers as limited awareness, lack of clarity about their agencies' role and responsibilities with respect to digital accessibility, and lack of guidance for teachers on selecting accessible instructional materials (e.g., websites, apps).

Participants were eager for technical assistance to help their agencies overcome the aforementioned barriers. Most of the respondents, at both the SEA and LEA level, requested technical assistance on three topics:

1. Creating digitally accessible learning materials (e.g., teacher-created websites, documents, slide decks, and videos).
2. Evaluating digital materials for accessibility.
3. Digital accessibility basics (i.e., features of accessible digital materials).

When asked what formats of technical assistance would be most helpful, answers diverged based on the type of agency. SEA respondents requested fact sheets, one-pagers,

and web-based tutorials. Conversely, LEA respondents requested three formats: web-based professional learning modules with the option for CEUs or micro credentials, fact sheets or one-pagers, and practice publications (e.g., documents with instructions for creating accessible digital content).

Discussion of Needs Assessment Findings

The findings from this needs assessment resonate with the research findings on SEA and LEA enactment of accessibility policies at different times and places as well as the broader literature.

Educators' lack of knowledge about accessibility has been a barrier to policy enactment for over two decades (Hendricks et al., 2003; Noble, 2005; Wisdom et al., 2007). Moreover, a recent study of K-12 professional development resources pertaining to accessibility found a lack of resources designed for teachers (Syifa & Shaheen, 2025). The lack of professional development resources for teachers has likely contributed to the significant teacher training barrier participants have identified in the present needs assessment. The broader educational change in literature underscores the critical role teachers play. When educational change involves technology, teachers have more influence than other parties (Cohen & Mehta, 2017; Fullan, 2007; Reich, 2020; Tonduer et al., 2012; Tyack & Cuban, 1995).

Two other barriers, which the participants identified in the present needs assessment, are discussed in the referenced literature. Contemporary research on SEA and LEA enactment of accessibility policies identified competing priorities and vendor relations as decelerators (Shaheen, 2022, 2025). Accessibility policies are one of many concerns SEA and LEA administrators are attempting to address with limited resources, and accessibility does not tend to make the top of their list (Shaheen, 2022). Previous research has also shown education agencies frequently encounter vendors who lack sufficient understanding of accessibility requirements and, in some cases, are not even fully transparent about the accessibility of their products (Shaheen, 2022, 2025).

Recommendations for SEAs and LEAs

Based on the findings from this needs assessment and previous research, we make the following recommendations for SEAs and LEAs:

1. SEAs initiate communication with LEAs about the ADA Title II requirements and the actions the SEA is taking to support LEAs in meeting the conformance timelines.
2. SEAs develop digital accessibility policies and guidelines that can be adopted or adapted by LEAs, including accessibility requirements in all components of the procurement process, educator-created digital materials, and educator-selected digital materials.
3. SEAs and LEAs include professionals with expertise in disability learning and in AT when making educational technology decisions, including related policy development.
4. SEAs and LEAs define clear roles and responsibilities for enacting digital accessibility requirements within agency job descriptions.
5. SEAs deliver, or provide for, job-specific training on digital accessibility that is available to all LEAs statewide.

Actions for NCADEMI

NCADEMI is taking the following actions informed by the needs assessment data:

1. Raise awareness of the ADA Title II final rule through a robust dissemination plan of one-pagers and fact sheets.
2. Prioritize the following training and technical assistance topics for SEAs and LEAs:
 - Including digital accessibility in all components of procurement.
 - Creating digitally accessible learning materials (e.g., teacher-created websites, documents, slide decks, and videos).
 - Evaluating digital materials for accessibility.
 - Applying digital accessibility basics (i.e., features of accessible digital materials).
3. Offer web-based learning modules that SEAs and LEAs have the flexibility to administer themselves.
4. Produce practice-oriented resources that support the implementation of SEA and LEA digital accessibility policies.

5. Train SEA and LEA teams on implementing evidence-based practices for creating and sustaining a coordinated system for providing accessible digital educational materials.

Summary of Findings: Focus Groups

During the needs assessment period, NCADEMI conducted three audience-specific, virtual, focus group sessions. Convening these focus groups was for collecting nuanced information from people with shared responsibilities related to digital accessibility in K-12 schools. The three focus groups were State Digital Learning Leaders, Open Educational Resource (OER) Adopters, and State Assistive Technology (AT) Act Programs. Key themes, insights, and patterns from each of the three focus group sessions are presented in this section. See Appendices B through D for the specific focus group protocols and questions.

State Digital Learning Leaders

The Focus Group of State Digital Learning Leaders was held to inform the NCADEMI team's understanding of current challenges and opportunities state-level EdTech Directors and digital learning leaders face in relation to the accessibility of digital educational materials provided by, and used in, elementary and secondary education. Specifically, the NCADEMI team was interested in learning how we can assist in improving related policies and practices.

Four people participated in the State Digital Learning Leaders Focus Group: One from a southwestern state educational agency, two from the same northwestern state educational agency, and one from a government educational agency. Key themes, insights, and patterns from the focus group session are presented below.

Areas of Advancement in the Accessibility of Educational Materials

Participants described a range of ways their agencies have improved access to educational materials for students with disabilities. These included policy-level requirements ensuring digital accessibility from the beginning and practice-oriented strategies for providing AT.

- **Accessibility from the Beginning:** The COVID-19 school closures highlighted significant gaps in accessibility, especially for teacher-created content. One agency responded by developing new accessibility standards for educators and embedding

Section 508 compliance requirements into vendor procurement processes. Exceptions to Section 508 compliance required formal justification.

- **AT Partnerships:** A participant described a successful contract with a special education technology center, funded through grants, providing AT like braille readers and communication devices. This partnership strengthened collaboration between EdTech and special education teams to ensure access by students with disabilities.
- **Coordination with the NIMAC:** Another agency relies on the [National Instructional Materials Access Center](#) (NIMAC) to facilitate the provision of accessible formats such as braille, digital text, and large print. An important note is the NIMAC is a repository of electronic source files of primarily K-12 print instructional materials. Students must meet specific eligibility criteria to receive accessible formats from NIMAC-sourced files.
- **Interagency Support:** One state leverages partnerships with its own state services for the blind and deaf to provide students with needed accessible materials.

Barriers to Implementing Accessible Educational Materials

Participants identified the following three persistent challenges:

- **Geographic and Resource Constraints:** Rural districts face low internet bandwidth, limited budgets, and staffing shortages that hinder accessibility efforts.
- **Training Gaps:** Teachers often lack knowledge on creating accessible PDFs, slide decks, and other materials, as well as using built-in accessibility features in educational technology.
- **Procurement Autonomy:** In states where LEAs independently adopt curriculum materials, districts can struggle to enforce accessibility requirements during procurement.

Procedures and Training for Accessible Educational Materials

One participant reported their agency requires vendors to complete a Section 508 compliance form, and they maintain an alternative access policy when selected products are not fully accessible. Other participants were less familiar with their agencies' policies, and some noted that student data privacy tends to dominate discussions over accessibility standards.

For training and professional development, one agency offers “micro-trainings” on accessibility features, integrates best practices into asynchronous resources, and includes accessibility tips in weekly newsletters. In contrast, other agencies remain siloed between general education and special education, limiting opportunities for collaboration.

Partnerships and Preparedness for ADA Title II

Participants identified a range of internal partnerships, including EdTech, IT, English Language Acquisition, assessment, procurement, and Section 504 teams, as essential to advancing accessibility goals. Collaborations with Education Service Agencies (ESAs) were highlighted as particularly critical in supporting districts.

Regarding ADA Title II, one agency has begun assessing district preparedness through surveys and is transitioning from Section 508 standards, while another agency relies on ESAs to train districts. Smaller rural districts were identified as requiring the most support in preparing for the new ADA Title II requirements.

Recommendations for NCADEMI Support of Digital Learning Leaders

Participants expressed strong interest in tools and resources, including:

- Checklists, templates, and examples of accessible materials.
- Web-based tutorials and evaluation tools.
- Procurement guides and sample contract language.
- Vetted information about commonly used educational technology products.

Key Takeaways from Digital Learning Leaders

Participants emphasized achieving equitable digital accessibility requires breaking down silos and fostering cross-departmental collaboration. As one participant summarized, “We’re all on the same team to support all students.” Another participant reinforced the responsibility for this accessibility work cannot rest with any single person or division, underscoring the collective effort needed to ensure every student can, “...follow their hopes and dreams, and learn and succeed.”

Open Educational Resource (OER) Adopters

The Focus Group of OER Adopters was held to inform the NCADEMI team’s understanding of current challenges and opportunities OER adopters face in relation to the accessibility

of digital educational materials curated for use in elementary and secondary education. Specifically, the NCADEMI team was interested in learning how we can assist agencies, that have adopted OER on a large scale, with improving practices related to evaluating and remediating OER for accessibility.

Three people participated in the Focus Group of OER Adopters: A northeastern SEA project manager, a northwest SEA contractor, and a mid-Atlantic Educational Service Agency (ESA) student services administrator. Key themes, insights, and patterns from the focus group session are presented below.

Drivers of OER Adoption

Participants reported their agencies view OER as a pathway to affordable, high-quality curriculum content and equal access to educational materials. The ESA participant explained while their state lacks a formal OER initiative, demand for OER in school districts has been growing, with ESAs positioned to provide critical support.

Common Sources of OER

Participants identified a range of OER sources their agencies use, including:

- [OER Commons](#)
- [Library of Congress](#)
- [Learning for Justice Lessons](#)
- [BEETLES Project](#)
- [OpenSciEd](#)
- [CK12](#)
- [National Council for History Educators](#)
- Websites of state museums
- Teacher-created materials

Staff Training and Evaluation for Accessible OER

All three participants were part of state teams that received joint training from the Institute for the Study of Knowledge Management in Education (ISKME) and National Center on Accessible Educational Materials (AEM Center) in Accessible OER Academies offered between 2022 and 2024. However, internal training in their states remains inconsistent and uncoordinated.

Two participants reported their states lack defined accessibility criteria for OER evaluation. The third participant's state, however, requires automated and manual accessibility scans aligned to the Web Content Accessibility Guidelines (WCAG) 2.1 AA standards before OER can be published on the state-hosted platform. Any flagged materials are removed from

this state’s website, placing emphasis on accessibility by design. This same participant explained teachers who create OER are provided a pre-approved list of tools, including accessibility features, and teachers are trained to use the built-in accessibility checkers of these tools.

Partnerships and Systemic Challenges for Accessible OER

Formal partnerships to support accessible OER are lacking. While participants stressed the value of cross-functional collaboration, involving IT, special education, and contractors, they cited challenges caused by silos, chains of command, and limited coordination across teams.

Recommendations for NCADEMI Support of OER Adopters

Participants identified the following priorities for national technical assistance:

- Asynchronous tutorials and synchronous supports like webinars and coaching.
- Resources for vetting and evaluating OER accessibility.
- Training materials for use by state and district leaders.
- Virtual workshops with examples of accessible and inaccessible OER.
- Guidance aligned with state and district priorities.
- Incorporating AI tools for accessible OER creation and curation.

Key Takeaways from OER Adopters

Participants emphasized that improving OER accessibility requires engaging professionals outside traditional accessibility roles and aligning accessibility goals with existing educational initiatives. As one participant explained, “Universal doesn’t equal accessible any more than digital equals accessible,” underscoring the importance of making accessibility explicit within Universal Design for Learning (UDL) frameworks.

State Assistive Technology (AT) Act Programs

The Focus Group of State AT Act Programs was held to inform the NCADEMI team’s understanding of the current challenges and opportunities AT Act Programs face in relation to improving the accessibility of digital educational materials provided by, and used in, elementary and secondary education. Specifically, the NCADEMI team was interested in learning how we can support AT Act Programs’ goals in this area of digital accessibility.

Seven people participated in the Focus Group of State AT Act Programs: Three from southern states, two from separate northeastern states, one from a midwestern state, and one from a southwestern state. Key themes, insights, and patterns from the focus group session are presented below.

AT Act Program Knowledge and Expertise in Accessible Educational Materials

All participants reported having at least one staff member with knowledge of accessible educational materials (AEM) in K–12 settings. These staff members include directors, project leads, coordinators, and AT specialists. Their responsibilities span training and technical assistance on the following topics:

- Locating accessible formats.
- Creating accessible content.
- Implementing AEM procedures.
- Consulting with districts on student-specific needs.

Resources and Services Provided by AT Act Programs

AT Act Programs deliver a variety of services to schools, educators, and families, including the following three categories listed below.

- **Training and Professional Development:** Live and recorded webinars, self-paced courses, boot camps, and statewide conferences on AT and digital accessibility.
- **Tools and Access Supports:** Lending libraries, statewide subscriptions to learning centers, and hands-on training on AT products such as screen readers, magnification software, and alternative keyboards.
- **Communities of Practice:** Peer learning networks and curated resources for AT and AEM.

Despite these offerings, participants stressed a critical funding gap: AT Act Programs do not receive dedicated AEM-related funding, yet supporting accessibility is essential for AT to succeed. As one participant noted, “We can preach or advocate assistive technology all we want. But it’s not going to work if the materials aren’t accessible.”

AT Act Program Partnerships with State Education Agencies (SEAs)

Six of the seven participants reported constructive partnerships with state education agencies (SEAs). Collaborations include co-hosting AT and AEM events, presenting information to districts, and aligning accessibility initiatives with broader state priorities.

Common SEA partners include AT/AEM contacts, EdTech/IT teams, special education offices, and vocational rehabilitation.

However, participants also cited barriers. Some SEAs lack awareness of the AT Act Programs' purpose and value, leading to duplications of efforts and missed opportunities. Limited SEA funding and SEA capacity further challenge collaboration.

School District and Family Training and Technical Assistance Needs

Requests for support from school districts are often technology-focused (e.g., device instructions) rather than process-oriented (e.g., matching tools to student needs). Participants emphasized shifting to capacity-building—helping districts establish operational procedures rather than solving individual cases one at a time.

Parent requests were fewer but they all focused on understanding their child's rights to AT and AEM, advocating effectively with school teams, and preparing for postsecondary transitions. Some AT Act Programs serve as liaisons between schools and families, facilitating collaborative solutions.

Recommendations for NCADEMI Support of AT Act Programs

Participants suggested NCADEMI prioritize concise, actionable resources:

- Short videos (3–5 minutes) and audio explainers.
- One-page fact and tip sheets summarizing longer materials.
- Graphics illustrating student eligibility for accessible formats.
- Listening sessions and town halls to foster collaboration.
- Resources clarifying the roles of teachers, paraprofessionals, administrators, and families in providing AT and AEM.

Key Takeaways from AT Act Program Representatives

Participants underscored AT cannot be effective without accessible materials. They stressed the importance of:

- Building district capacity to align AT and AEM processes.
- Strengthening collaboration with SEAs.
- Engaging educators, families, and school teams in a shared responsibility model.

As one participant summarized, ensuring student success requires, “connecting accessibility with what states already prioritize,” and aligning AT and AEM with educational goals schools value most.

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Appendix A. Quantitative Data

These data were collected between 1/21/25–3/28/25 through a Qualtrics survey.

A total of 19 responses to the SEA survey were recorded and 26 responses to the LEA survey were recorded. The total sample across surveys was 45.

Table 1. What is your primary role within your Educational Agency?

Participants could select one option.

Response	SEA <i>n</i>	SEA %	LEA <i>n</i>	LEA %	Total <i>n</i>	Total %
General education administrator or staff	0	0%	0	0%	0	0%
Special education administrator or staff	12	63.2%	18 ¹	69.2%	30	66.7%
Information/educational technology (IT/EdTech) administrator or staff	2	10.5%	8	30.8%	10	22.2%
Other (please specify)	5 ²	26.3%	0	0%	5	11.1%

¹ The LEA survey had a fifth response option: AT Specialist. This figure includes the 12 LEA respondents who selected AT Specialist.

² 3 of the participants classified themselves as “other.” Shaheen reclassified based on the text description they provided (1 was EdTech staff and 1 was a special ed staff).

Table 2. In which U.S. region do you work?

Participants could select one option.

Response	SEA <i>n</i>	SEA %	LEA <i>n</i>	LEA %	Total <i>n</i>	Total %
New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, or Vermont	0	0%	0	0%	0	0%
Middle Atlantic: New Jersey, New York, Pennsylvania, Maryland, or Delaware	0	0%	13	50%	13	28.9%
East North Central: Illinois, Indiana, Michigan, Ohio, or Wisconsin	7	36.8%	5	19.2%	12	26.7%
West North Central: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, or South Dakota	5	26.3%	2	7.7%	7	15.6%
South Atlantic: Florida, Georgia, North Carolina, South Carolina, Virginia, Washington, D.C., or West Virginia	1	5.3%	3	11.5%	4	8.9%
East South Central: Alabama, Kentucky, Mississippi, or Tennessee	1	5.3%	0	0%	1	2.2%
West South Central: Arkansas, Louisiana, Oklahoma, or Texas	0	0%	1	3.8%	1	2.2%
Mountain: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, or Wyoming	0	0%	0	0%	0	0%
Pacific: Alaska, California, Hawaii, Oregon, or Washington	5	26.3%	2	7.7%	7	15.6%
U.S. Territories: American Samoa, Commonwealth of Northern Mariana Islands, Guam, Puerto Rico, or U.S. Virgin Islands	0	0%	0	0%	0	0%

Table 3. Do you work within the Bureau of Indian Education?

Participants could select one option.

Response	SEA <i>n</i>	SEA %	LEA <i>n</i>	LEA %	Total <i>n</i>	Total %
Yes	1	5.3%	0	0%	1	2.2%
No	18	94.7%	26	100%	44	97.8%

Table 4. In your opinion, what are the greatest barriers for LEAs to provide digital educational materials that meet accessibility criteria for use by students with disabilities?

Participants could select up to 4 options. The 19 SEA participants selected a total of 73 options ($M = 3.8$). The 26 LEA participants selected a total of 97 options ($M = 3.7$). Across both surveys, the 45 participants selected a total of 170 options ($M = 3.8$).

Response	SEA <i>n</i>	SEA %	LEA <i>n</i>	LEA %	Total <i>n</i>	Total %
Digital accessibility is not viewed as a priority	7	36.8%	13	50%	20	44.4%
Limited information and awareness of digital accessibility requirements	13	68.4%	10	38.5%	23	51.1%
Unclear roles and responsibilities regarding the agency's responsibility for digital accessibility	11	57.9%	8	30.8%	19	42.2%
Missing accessibility requirements in procurement policies	6	31.6%	4	15.4%	10	22.2%
Publishers and vendors who don't understand or support accessibility	5	26.3%	12	46.2%	17	37.8%
Lack of staff trained to evaluate the accessibility of ed tech tools	6	31.6%	10	38.5%	16	35.6%

Response	SEA <i>n</i>	SEA %	LEA <i>n</i>	LEA %	Total <i>n</i>	Total %
Lack of guidance for teachers to select accessible supplementary instructional content (e.g., websites, multimedia)	10	52.6%	11	42.3%	21	46.7%
Lack of teacher training on how to create accessible instructional materials (e.g., teacher-created documents, websites, videos)	10	52.6%	16	61.5%	26	57.8%
Lack of funding for meeting digital accessibility requirements	4	21.1%	9	34.6%	13	28.9%
Other (please specify)	1	5.3%	4	15.4%	5	11.1%

Table 4a. Barriers Identified by Participant Role

Table 4a below details responses by specific participant role to the question, “In your opinion, what are the greatest barriers for LEAs to provide digital educational materials that meet accessibility criteria for use by students with disabilities?” Special education administrator or staff (SE A/S) selected “lack of teacher training to create accessible instructional materials” (n = 12, 26.7%) and “limited information and awareness of digital accessibility requirements” (n = 11, 24.4%) as top barriers. Assistive technology staff (AT S) selected “lack of teaching training on how to create accessible instructional materials” (n=8, 17.8%) and “digital accessibility is not viewed as a priority” (n=7, 15.6%) as the top barriers. However, regardless of role, the top barrier cited was “limited information and awareness of digital accessibility requirements” (n = 23, 53.0%) and, equally, “lack of guidance for teachers to select accessible supplementary instructional content” and “lack of teacher training on how to create accessible instructional materials” (n = 21, 47.4%) as the top barriers. Note that general education administrator or staff was a role option, but no participants identified as that role; therefore, that category is not included in the table. The remaining category in the table, “IT A/S,” stands for “Information/Educational Technology Administrator or Staff.”

Response	SE A/S n (%)	IT A/S n (%)	AT S n (%)	Other n (%)	Total n (%)
Digital accessibility is not viewed as a priority	7 (15.6%)	3 (6.7%)	7 (15.6%)	3 (6.7%)	20 (45.3%)
Limited information and awareness of digital accessibility requirements	11 (24.4%)	2 (4.4%)	4 (8.9%)	6 (13.3%)	23 (53.0%)
Unclear roles and responsibilities regarding the agency's responsibility for digital accessibility	8 (17.8%)	3 (6.7%)	5 (11.1%)	3 (6.7%)	19 (43.0%)
Missing accessibility requirements in procurement policies	3 (6.7%)	1 (2.2%)	3 (6.7%)	4 (8.9%)	11 (34.8%)
Publishers and vendors who don't understand or support accessibility	7 (15.6%)	4 (8.9%)	4 (8.9%)	4 (8.9%)	19 (43.0%)
Lack of staff trained to evaluate the accessibility of ed tech tools	6 (13.3%)	2 (4.4%)	5 (11.1%)	3 (6.7%)	16 (36.2%)

Response	SE A/S n (%)	IT A/S n (%)	AT S n (%)	Other n (%)	Total n (%)
Lack of guidance for teachers to select accessible supplementary instructional content (e.g., websites, multimedia)	9 (20.0%)	2 (4.4%)	4 (8.9%)	6 (13.3%)	21 (47.4%)
Lack of teacher training on how to create accessible instructional materials (e.g., teacher-created documents, websites, videos)	12 (26.7%)	0	8 (17.8%)	1 (2.2%)	21 (47.4%)
Lack of funding for meeting digital accessibility requirements.	3 (6.7%)	2 (4.4%)	3 (6.7%)	5 (11.1%)	13 (29.3%)
Other	3 (6.7%)	0	0	1 (2.2%)	3 (6.7%)

Table 5. What actions, if any, is your agency or school currently taking to ensure accessibility is considered in the adoption of digital curriculum materials (provided by LEAs)?

Participants could choose all applicable answers. The 19 SEA participants selected a total of 29 options ($M = 1.5$). The 26 LEA participants selected a total of 54 options ($M = 2.1$). Across both surveys, the 45 participants selected a total of 83 options ($M = 1.8$).

Response	SEA <i>n</i>	SEA %	LEA <i>n</i>	LEA %	Total <i>n</i>	Total %
Requests for proposals (RFPs), contracts, and other agreements specify a required accessibility standard (e.g., based on the Web Content Accessibility Guidelines [WCAG])	3	15.8%	12	46.2%	15	33.3%
RFPs, contracts, and other agreements require documentation on the accessibility of the product (e.g., a completed Voluntary Product Accessibility Template [VPAT®] or Accessibility Conformance Report [ACR])	2	10.5%	11	42.3%	13	28.9%
Staff conduct accessibility testing prior to entering into contracts with vendors	3	15.8%	8	30.8%	11	24.4%
Contracts and other agreements include expectations for continuous improvement in product accessibility	3	15.8%	8	30.8%	11	24.4%
None of the above	3	15.8%	7	26.9%	10	22.2%
My agency does not provide curriculum adoption guidance for LEAs	4	21.1%	n/a	n/a	n/a	n/a
I'm not aware of curriculum adoption procedures (or guidance for LEAs)	10	52.6%	5	19.2%	15	33.3%
Other (please specify)	1	5.3%	3	11.5%	4	8.9%

Table 6. What professional roles in your agency or school are involved in the review or evaluation of general education curriculum materials for SEA or LEA adoption?

Participants could choose all applicable answers. The 19 SEA participants selected a total of 31 options ($M = 1.6$). The 26 participants selected a total of 57 options ($M = 2.2$). Across both surveys, the 45 participants selected a total of 88 options ($M = 1.96$).

Response	SEA <i>n</i>	SEA %	LEA <i>n</i>	LEA %	Total <i>n</i>	Total %
General education administration or staff	5	26.3%	16	61.5%	21	46.7%
Special education administration or staff	5	26.3%	12	46.2%	17	37.8%
Assistive technology (AT) specialist(s)	3	15.8%	7	26.9%	10	22.2%
Information/educational technology (IT/EdTech) administration or staff	4	21.1%	13	50%	17	37.8%
Other (Please specify)	4	21.1%	6	23.1%	10	22.2%
My agency does not review curriculum materials for adoption	5	26.3%	n/a	n/a	n/a	n/a
I'm not aware of the professional roles involved in my agency's curriculum review procedures	5	26.3%	3	11.5%	8	17.8%

Table 7. What technical assistance topics would be most helpful to improve the provision and use of accessible digital educational materials by LEAs and schools?

Participants could select up to 4 options. The 19 SEA participants selected a total of 70 options ($M = 3.7$). The 26 LEA participants selected a total of 84 options ($M = 3.2$). Across both surveys, the 45 participants selected a total of 154 options ($M = 3.4$).

Response	SEA <i>n</i>	SEA %	LEA <i>n</i>	LEA %	Total <i>n</i>	Total %
Digital accessibility basics (i.e., features of accessible digital materials)	14	73.7%	15	57.7%	29	64.4%
Creating digitally accessible learning materials (e.g., teacher-created websites, documents, videos, and slide decks)	15	78.9%	19	73.1%	34	75.6%
Evaluating digital materials for accessibility	12	63.2%	17	65.4%	29	64.4%
Including accessibility requirements in procurement processes (e.g., sample language and working with vendors)	11	57.9%	9	34.6^	20	44.4%
Ensuring accessibility when selecting and using course management systems	7	36.8%	8	30.8%	15	33.3%
Ensuring accessibility when selecting and using video conference systems for instruction	1	5.3%	3	11.5%	4	8.9%
Providing accessible formats of educational materials in the Individualized Education Program (IEP)	9	47.4%	10	38.5%	19	42.2%
Other (please specify)	1	5.3%	3	11.5%	4	8.9%

Table 7a. Technical Assistance Topics by Participant Role

Table 7a below details responses by specific participant role to the question, “What technical assistance topics would be most helpful to improve the provision and use of accessible digital educational materials by LEAs and schools?” Special education administrators or staff (SE A/S) equally selected “digital accessibility basics” and “creating digitally accessible learning materials” (n = 14, 31.1%) as their top two topics. Assistive technology staff (AT S) equally selected “creating digitally accessible learning materials,” “evaluating digital materials for accessibility,” and “providing accessible formats” as their top choices (n = 7, 15.6%). Regardless of role, the topics most frequently selected were “creating digitally accessible learning materials” (n=36, 79.1%) and “digital accessibility basics” (n=32, 70.0%). Note that general education administrator or staff was a role option, but no participants identified as that role; therefore, that category is not included in the table.

Response	SE A/S n (%)	IT A/S n (%)	AT S n (%)	Other n (%)	Total n (%)
Digital accessibility basics (i.e., features of accessible digital materials)	14 (31.1%)	3 (6.7%)	6 (13.3%)	8 (17.8%)	32 (70.0%)
Creating digitally accessible learning materials (e.g., teacher-created websites, documents, videos, and slide decks)	14 (31.1%)	6 (13.3%)	7 (15.6%)	8 (17.8%)	36 (79.1%)
Evaluating digital materials for accessibility	11 (24.4%)	4 (8.9%)	7 (15.6%)	7 (15.6%)	29 (65.5%)

Response	SE A/S n (%)	IT A/S n (%)	AT S n (%)	Other n (%)	Total n (%)
Including accessibility requirements in procurement processes (e.g., sample language and working with vendors)	7 (15.6%)	1 (2.2%)	4 (8.9%)	5 (11.1%)	17 (38.4%)
Ensuring accessibility when selecting and using course management systems	6 (13.3%)	1 (2.2%)	6 (13.3%)	3 (6.7%)	16 (36.2%)
Ensuring accessibility when selecting and using video conference systems for instruction	1 (2.2%)	1 (2.2%)	3 (6.7%)	1 (2.2%)	6 (13.6%)
Providing accessible formats of educational materials in the Individualized Education Program (IEP)	5 (11.1%)	0	7 (15.6%)	8 (17.8%)	20 (45.0%)
Other	1 (2.2%)	1 (2.2%)	0	0	2 (4.5%)

Table 8. What formats of technical assistance would be most helpful to support your agency or school in improving the provision and use of accessible digital educational materials?

Participants could select up to 4 options. The 19 SEA participants selected a total of 73 options ($M = 3.8$). The 26 LEA participants selected a total of 92 options ($M = 3.5$). Across both surveys, the 45 participants selected a total of 165 options ($M = 3.7$).

Response	SEA <i>n</i>	SEA %	LEA <i>n</i>	LEA %	Total <i>n</i>	Total %
Live webinars with direct instruction (low interactivity)	7	36.8%	9	34.6%	16	35.6%
Live virtual coaching (high interactivity)	9	47.4%	10	38.5%	19	42.2%
Fact sheets and one-pagers.	16	84.2%	17	65.4%	33	73.3%
Policy publications (e.g., documents with guidelines for meeting digital accessibility requirements in federal statutes)	8	42.1%	8	30.8%	16	35.6 [^]
Practice publications (e.g., documents with instructions for creating accessible digital content)	7	36.8%	16	61.5%	23	51.1%
Web-based tutorials	13	68.4%	9	34.6%	22	48.9%
Web-based professional learning modules with an option for CEUs or micro credentials	9	47.4%	18	69.2%	27	60%
Facilitated virtual learning communities with peers who work in other LEAs	4	21.1%	5	19.2%	9	20%

Response	SEA <i>n</i>	SEA %	LEA <i>n</i>	LEA %	Total <i>n</i>	Total %
Other (please specify)	0	0%	0	0%	0	0%

Table 9. Which of the following statements best describes your agency’s readiness to meet the new Americans with Disabilities Act (ADA) Title II requirements for web content and mobile app accessibility?

Participants could select one option.

Response	SEA <i>n</i>	SEA %	LEA <i>n</i>	LEA %	Total <i>n</i>	Total %
My agency is already strongly positioned for compliance, with responsibilities assigned and investments made in training, procurement, and resources to ensure digital accessibility at every level of the agency	1	5.3%	4	15.4%	5	11.1%
My agency is beginning to position itself for compliance by planning a course of action	6	31.6^	5	19.2	11	24.4%
My agency is aware of the requirements but has not yet begun to take formal actions toward compliance	7	36.8%	8	30.8%	15	33.3%
I’m not aware of my agency’s preparations related to the new ADA Title II requirements	4	21.1%	8	30.8%	12	26.7%
Other (please specify)	1	5.3%	1	3.8%	2	4.4%

Appendix B. SEA Survey Instrument

The *NCADEMI National Digital Accessibility Needs Survey for State Educational Agencies (SEAs)* was administered entirely online via an accessible online form. Informed consent was required from participants per Utah State University's Institutional Review Board.

1. What is your primary role in your State Educational Agency (SEA)?
 - General education administrator or staff.
 - Special education administrator or staff.
 - Information/educational technology (IT/EdTech) administrator or staff.
 - Other (please specify).
2. In which U.S. region do you work?
 - New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, or Vermont.
 - Middle Atlantic: New Jersey, New York, Pennsylvania, Maryland, or Delaware.
 - East North Central: Illinois, Indiana, Michigan, Ohio, or Wisconsin.
 - West North Central: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, or South Dakota.
 - South Atlantic: Florida, Georgia, North Carolina, South Carolina, Virginia, Washington, D.C., or West Virginia.
 - East South Central: Alabama, Kentucky, Mississippi, or Tennessee.
 - West South Central: Arkansas, Louisiana, Oklahoma, or Texas.
 - Mountain: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, or Wyoming.
 - Pacific: Alaska, California, Hawaii, Oregon, or Washington.
 - U.S. Territories: American Samoa, Commonwealth of Northern Mariana Islands, Guam, Puerto Rico, or U.S. Virgin Islands.
3. Do you work within a Bureau of Indian Education-funded program or agency?
 - Yes.
 - No.
4. In your opinion, what are the greatest barriers for local educational agencies (LEAs) to provide digital educational materials that meet accessibility criteria for use by students with disabilities? Choose up to 4 options.
 - Digital accessibility is not viewed as a priority.

- Limited information and awareness of digital accessibility requirements.
 - Unclear roles and responsibilities regarding the agency’s responsibility for digital accessibility.
 - Missing accessibility requirements in procurement policies.
 - Publishers and vendors who don’t understand or support accessibility.
 - Lack of staff trained to evaluate the accessibility of ed tech tools.
 - Lack of guidance for teachers to select accessible supplementary instructional content (e.g., websites, multimedia).
 - Lack of teacher training on how to create accessible instructional materials (e.g., teacher-created documents, websites, videos).
 - Lack of funding for meeting digital accessibility requirements.
 - Other (please specify).
5. What actions, if any, is your agency currently taking to ensure accessibility is considered in the adoption of digital curriculum materials provided by LEAs? Choose all that apply.
- Requests for proposals (RFPs), contracts, and other agreements specify a required accessibility standard (e.g., based on the Web Content Accessibility Guidelines [WCAG]).
 - RFPs, contracts, and other agreements require documentation on the accessibility of the product (e.g., a completed Voluntary Product Accessibility Template [VPAT®] or Accessibility Conformance Report [ACR]).
 - Staff conduct accessibility testing prior to entering into contracts with vendors.
 - Contracts and other agreements include expectations for continuous improvement in product accessibility.
 - None of the above.
 - My agency does not provide curriculum adoption guidance for LEAs.
 - I’m not aware of my agency’s curriculum adoption guidance for LEAs.
 - Other (please specify).
6. What professional roles in your agency are involved in the review or evaluation of general education curriculum materials for SEA or LEA adoption? Choose all that apply.
- General education administration and staff.
 - Special education administration or staff.
 - Assistive technology (AT) specialist(s).
 - Information/educational technology (IT/EdTech) administration or staff.

- Other (please specify).
 - My agency does not review curriculum materials for adoption.
 - I'm not aware of the professional roles involved in my agency's curriculum review procedures.
7. What technical assistance topics would be most helpful to improve the provision and use of accessible digital educational materials by LEAs in your state? Choose up to 4 options.
- Digital accessibility basics (i.e., features of accessible digital materials).
 - Creating digitally accessible learning materials (e.g., teacher-created websites, documents, videos, and slide decks).
 - Evaluating digital materials for accessibility.
 - Including accessibility requirements in procurement processes (e.g., sample language and working with vendors).
 - Ensuring accessibility when selecting and using course management systems.
 - Ensuring accessibility when selecting and using video conference systems for instruction.
 - Providing accessible formats of educational materials in the Individualized Education Program (IEP).
 - Other (please specify).
8. What formats of technical assistance would be most helpful to support your agency in improving the provision and use of accessible digital educational materials by LEAs in your state? Choose up to 4 options.
- Live webinars with direct instruction (low interactivity).
 - Live virtual coaching (high interactivity).
 - Fact sheets and one-pagers.
 - Policy publications (e.g., documents with guidelines for meeting digital accessibility requirements in federal statutes).
 - Practice publications (e.g., documents with instructions for creating accessible digital content).
 - Web-based tutorials.
 - Web-based professional learning modules with option for CEUs or micro credentials.
 - Facilitated virtual learning communities with peers who work in other SEAs.
 - Other (please specify).

- 9.** What are your current sources of information about digital accessibility in education?
[open-ended question]
- 10.** Which of the following statements best describes your agency’s readiness to meet the new Americans with Disabilities Act (ADA) Title II requirements for web content and mobile app accessibility?
- My agency is already strongly positioned for compliance, with responsibilities assigned and investments made in training, procurement, and resources to ensure digital accessibility at every level of the agency.
 - My agency is beginning to position itself for compliance by planning a course of action.
 - My agency is aware of the requirements but has not yet begun to take formal actions toward compliance.
 - I’m not aware of my agency’s preparations related to the new ADA Title II requirements.
 - Other (please specify).
- 11.** Please share any additional information regarding your agency’s needs for improving the accessibility of digital educational materials provided by LEAs. [open-ended question]

Appendix C. LEA Survey Instrument

The *NCADEMI National Digital Accessibility Needs Survey for Local Educational Agencies (LEAs)* was administered entirely online via an accessible online form. Informed consent was required from participants per Utah State University's Institutional Review Board.

1. What is your primary role within your Local Educational Agency (LEA)?
 - General education administrator or staff.
 - Special education administrator or staff.
 - Assistive technology (AT) specialist.
 - Information/educational technology (IT/EdTech) administrator or staff.
 - Other (please specify).
2. Do you work at the agency level (e.g., school district, regional school unit, service agency) or school level (e.g., an elementary, middle, high school)?
 - Agency level.
 - School level.
3. In which U.S. region do you work?
 - New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, or Vermont.
 - Middle Atlantic: New Jersey, New York, Pennsylvania, Maryland, or Delaware.
 - East North Central: Illinois, Indiana, Michigan, Ohio, or Wisconsin.
 - West North Central: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, or South Dakota.
 - South Atlantic: Florida, Georgia, North Carolina, South Carolina, Virginia, Washington, D.C., or West Virginia.
 - East South Central: Alabama, Kentucky, Mississippi, or Tennessee.
 - West South Central: Arkansas, Louisiana, Oklahoma, or Texas.
 - Mountain: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, or Wyoming.
 - Pacific: Alaska, California, Hawaii, Oregon, or Washington.
 - U.S. Territories: American Samoa, Commonwealth of Northern Mariana Islands, Guam, Puerto Rico, or U.S. Virgin Islands.

4. Do you work within a school funded by the Bureau of Indian Education?
 - Yes.
 - No.
5. In your opinion, what are the greatest barriers for LEAs or schools to provide digital educational materials that meet accessibility criteria for use by students with disabilities? Choose up to 4 options.
 - Digital accessibility is not viewed as a priority.
 - Limited information and awareness of digital accessibility requirements.
 - Unclear roles and responsibilities regarding the agency's responsibility for digital accessibility.
 - Missing accessibility requirements in procurement policies.
 - Publishers and vendors who don't understand or support accessibility.
 - Lack of staff trained to evaluate the accessibility of ed tech tools.
 - Lack of guidance for teachers to select accessible supplementary instructional content (e.g., websites, multimedia).
 - Lack of teacher training on how to create accessible instructional materials (e.g., teacher-created documents, websites, videos).
 - Lack of funding for meeting digital accessibility requirements.
 - Other (please specify).
6. What actions, if any, is your agency or school currently taking to ensure accessibility is considered in the adoption of digital curriculum materials? Choose all that apply.
 - Requests for proposals (RFPs), contracts, and other agreements specify a required accessibility standard (e.g., based on the Web Content Accessibility Guidelines [WCAG]).
 - RFPs, contracts, and other agreements require documentation on the accessibility of the product (e.g., a completed Voluntary Product Accessibility Template [VPAT®] or Accessibility Conformance Report [ACR]).
 - Staff conduct accessibility testing prior to entering into contracts with vendors.
 - Contracts and other agreements include expectations for continuous improvement in product accessibility.
 - None of the above.
 - I'm not aware of curriculum adoption procedures.
 - Other (please specify).

7. What professional roles in your agency or school are involved in the review or evaluation of general education curriculum materials for adoption? Choose all that apply.
- General education administration or staff.
 - Special education administration or staff.
 - Assistive technology (AT) specialist(s).
 - Information/educational technology (IT/EdTech) administration or staff.
 - Other (please specify).
 - I'm not aware of the professional roles involved in my agency's curriculum review procedures.
8. What technical assistance topics would be most helpful to improve the provision and use of accessible digital educational materials in your agency or school? Choose up to 4 options.
- Digital accessibility basics (i.e., features of accessible digital materials).
 - Creating digitally accessible learning materials (e.g., teacher-created websites, documents, videos, and slide decks).
 - Evaluating digital materials for accessibility.
 - Including accessibility requirements in procurement processes (e.g., sample language and working with vendors).
 - Ensuring accessibility when selecting and using course management systems.
 - Ensuring accessibility when selecting and using video conference systems for instruction.
 - Providing accessible formats of educational materials in the Individualized Education Program (IEP).
 - Other (please specify).
9. What formats of technical assistance would be most helpful to support your agency or school in improving the provision and use of accessible digital educational materials? Choose up to 4 options.
- Live webinars with direct instruction (low interactivity).
 - Live virtual coaching (high interactivity).
 - Fact sheets and one-pagers.
 - Policy publications (e.g., documents with guidelines for meeting digital accessibility requirements in federal statutes).

- Practice publications (e.g., documents with instructions for creating accessible digital content).
- Web-based tutorials.
- Web-based professional learning modules with option for CEUs or micro credentials.
- Facilitated virtual learning communities with peers who work in other LEAs.
- Other (please specify).

10. What are your current sources of information about digital accessibility in education? [open-ended question]

11. Which of the following statements best describes your agency's readiness to meet the new Americans with Disabilities Act (ADA) Title II requirements for web content and mobile app accessibility?

- My agency is already strongly positioned for compliance, with responsibilities assigned and investments made in training, procurement, and resources to ensure digital accessibility at every level of the agency.
- My agency is beginning to position itself for compliance by planning a course of action.
- My agency is aware of the requirements but has not yet begun to take formal actions toward compliance.
- I'm not aware of my agency's preparations related to the new ADA Title II requirements.
- Other (please specify).

12. Please share any additional information regarding your agency's or school's needs for improving the accessibility of digital educational materials. [open-ended question]

Appendix D. Listening Session Protocol and Questions

NCADEMI National Digital Accessibility Needs Listening Sessions were held on February 6, February 11, March 20, and March 26, 2025. Each session was 90 minutes. Informed consent was required from participants per Utah State University's Institutional Review Board. Participants were informed they could leave the session at any time and they were free to answer or not answer any question. Participants were also informed no personally identifiable information would be used by the researchers in the process of analyzing and using the data collected from the listening session.

Part A: Questions related to accessibility considerations in purchasing decisions

Question A1. How does your agency or school include accessibility considerations, if any, in purchasing decisions?

Question A1a: Does your agency or school have specific accessibility requirements in requests for proposals, purchase agreements, or contracts? Please explain.

Question A1b: What staff positions are involved in the purchasing decisions your agency or school makes?

Question A2: What training and resources does your agency or school currently use for improving your capacity to consider accessibility in purchasing decisions?

Question A3: What training and resources would be most helpful for improving your agency's or school's capacity to consider accessibility in purchasing decisions?

Part B: Questions related to accessibility considerations in the IEP development process

Question B1: How does your agency include considerations related to the accessibility of educational materials and technology in the IEP development process?

Question B1a: In your agency or school, is accessibility of educational materials routinely considered for all students in the IEP development process? For example, is a student's need for accessible formats considered at every IEP meeting? Please explain.

Question B1b: From what sources are accessible formats acquired by your agency or school?

Question B2: What training and resources does your agency or school currently use for improving your capacity to consider a student's need for accessibility of materials and technology in the IEP development process?

Question B3: What training and resources would be most helpful for improving your agency's or school's capacity to consider a student's need for accessibility of materials and technology in the IEP development process?

Part C: Questions related to accessibility considerations that teachers make when creating or selecting digital materials for lessons

Question C1: What training and resources, if any, does your agency or school provide teachers about creating their own accessible materials, such as websites, digital documents, videos, or accessible teaching tools, such as apps or online interactives?

Question C2: What training and resources would be useful for helping teachers create and select digital materials and tools that are both free and accessible?

Part D: Questions related to the information sources participants use to stay informed of education topics broadly

Question D1: When seeking information and resources on education topics broadly, what are your go-to sources?

Question D2: What social media accounts, if any, do you follow for information and resources on education topics broadly?

Question D2a: On what social media platforms do you prefer to receive information about education topics (e.g., Facebook, LinkedIn, Instagram, Twitter/X, Bluesky)?

Question D2b: What type of information in these social posts do you find most helpful or useful? What do you find least helpful or useful?

Question D3: What newsletters, if any, do you receive for information and resources on education topics broadly?

Question D3a: For the newsletters you receive, how often are they sent?

Question D3b: What type of information in these newsletters do you find most helpful or useful? What do you find least helpful or useful?

Part E: Summarization and final comments

Question E1: Of all the things we discussed, what to you is the most important?

Question E2: I'm going to summarize the main points made during the discussion. When I'm done, I'll ask for your feedback to ensure our data collection is accurate.

Question E3: As a reminder, the purpose of this listening session is to collect information that will help the NCADEMI team understand current challenges and opportunities experienced by SEA and LEA administrators and staff in relation to the accessibility of digital educational materials provided and used in elementary and secondary education. Specifically, we are interested in learning about how our team can assist SEAs and LEAs with improving related policies and practices. To that end, have we missed anything during this listening session?

Moderator: "We are in the final minutes of the listening session. Are there any additional comments anyone would like to make?" [Pause for any comments and discussion.]
"Okay, thank you again for your interest and time today. If you have any questions or comments later, please contact Brenda Smith, Principal Investigator, at brenda.smith@usu.edu."

Appendix E. Focus Group Protocol and Questions: State Digital Learning Leaders

The *NCADEMI Focus Group of State Digital Learning Leaders* was convened on March 14, 2025, 12:00–2:00 p.m. ET. Informed consent was required from participants per Utah State University’s Institutional Review Board. Participants were informed they could leave the focus group at any time and they were free to answer or not answer any question. Participants were also informed no personally identifiable information would be used by the researchers in the process of analyzing and using the data collected from the focus group.

1. Let’s start with brief introductions. Please state your name, job title, and state educational agency. Optionally, we welcome knowing your reason for choosing to participate in this focus group. [Facilitator calls on participants one at a time.]
2. In what area of policy or practice has your state made the most meaningful advancement in ensuring schools provide accessible digital educational materials?
3. In what area of policy or practice has your state experienced the most significant barrier to ensuring schools provide accessible digital educational materials?
4. What digital accessibility requirements or guidelines appear in your state’s policies and procedures for the adoption and use of educational materials and technology in schools?
5. How are digital accessibility requirements or guidelines included in your state’s training or professional development for SEA or LEA personnel?
6. With whom in your SEA do you partner on programs and initiatives to improve the accessibility of digital materials used in schools?
7. Describe your state’s preparedness to meet the new Americans with Disabilities Act (ADA) Title II requirements for web content and mobile app accessibility as they relate to preK-12 education.
8. As a national technical assistance center, how can NCADEMI support your programs and initiatives to improve the accessibility of digital materials used in schools, including conformance with the new Title II rule?
9. When seeking information and resources on digital learning topics, what are your go-to sources?
10. What educational technology-related publications or newsletters do you subscribe to? What do you like about these?

- 11.** What social media accounts do you follow to stay updated on educational technology topics, and why? What social media platforms do you prefer?
- 12.** As a reminder, the purpose of this focus group of State Digital Learning Leaders is to collect information that will help the NCADEMI team understand current challenges and opportunities experienced by state-level EdTech Directors and digital learning leaders in relation to the accessibility of digital educational materials provided by and used in elementary and secondary education. Specifically, we are interested in learning how NCADEMI can assist you with improving related policies and practices. To that end, is there any information we've missed?
- 13.** Of all the things we discussed, what to you is the most important?
- 14.** I'm going to summarize the main points made during the discussion. When I'm done, I'll ask for your feedback to ensure our data collection is accurate.
- 15.** We are in the final minutes of the session. Are there any additional comments anyone would like to make? [Pause for any comments and discussion.] Okay, thank you again for your interest and time today. If you have any questions or comments later, please contact Brenda Smith, Principal Investigator, at brenda.smith@usu.edu.

Appendix F. Focus Group Protocol and Questions: OER Adopters

The *NCADEMI Focus Group of Open Educational Resource (OER) Adopters* was convened on March 12, 2025, 2:00–4:00 p.m. ET. Informed consent was required from participants per Utah State University’s Institutional Review Board. Participants were informed they could leave the focus group at any time and they were free to answer or not answer any question. Participants were also informed no personally identifiable information would be used by the researchers in the process of analyzing and using the data collected from the focus group.

1. Let’s start with brief introductions. Please state your name, job title, and state educational agency or school district. Optionally, we welcome knowing your reason for choosing to participate in this focus group. [Facilitator calls on participants one at a time.]
2. What led to your state’s or school district’s decision to support OER use on a large scale?
3. What sources of OER do you most commonly use? What do you like or dislike about each source?
4. What sources of training have you participated in to evaluate and use high quality OER?
5. What are the criteria you use when evaluating the quality of OER?
6. What accessibility-specific criteria do you use when evaluating OER?
7. What strategies have you used to evaluate an OER for accessibility? To what extent have these been effective?
8. What strategies have you used to remediate an OER for accessibility? To what extent have these been effective?
9. With whom in your state or school district do you partner on programs and initiatives to improve the accessibility of OER?
10. As a national technical assistance center, what resources or services can NCADEMI provide to improve the adoption and use of accessible OER?
11. As a reminder, the purpose of this focus group of OER adopters is to collect information that will help the NCADEMI team understand current challenges and opportunities experienced by OER users in relation to the digital accessibility of materials curated for use in elementary and secondary education. Specifically, we are interested in learning how NCADEMI can assist agencies that have adopted OER on a large scale with

improving practices related to evaluating and remediating OER for accessibility. To that end, is there any information we've missed?

- 12.** Of all the things we discussed, what to you is the most important?
- 13.** I'm going to summarize the main points made during the discussion. When I'm done, I'll ask for your feedback to ensure our data collection is accurate.
- 14.** We are in the final minutes of the session. Are there any additional comments anyone would like to make? [Pause for any comments and discussion.] Okay, thank you again for your interest and time today. If you have any questions or comments later, please contact Brenda Smith, Principal Investigator, at brenda.smith@usu.edu.

Appendix G. Focus Group Protocol and Questions: State AT Act Programs

The *NCADEMI Focus Group of State AT Act Programs* was convened on February 28, 2025, 1:00–3:00 p.m. ET. Informed consent was required from participants per Utah State University’s Institutional Review Board. Participants were informed they could leave the focus group at any time and they were free to answer or not answer any question. Participants were also informed no personally identifiable information would be used by the researchers in the process of analyzing and using the data collected from the focus group.

1. Let’s start with brief introductions. Please state your name, job title, and organization. Optionally, we welcome knowing your reason for choosing to participate in this focus group. [Facilitator calls on participants one at a time.]
2. Do you have anyone on your staff who has knowledge or experience in the provision of accessible educational materials (AEM) in K-12 schools? If yes, please describe this individual’s role and responsibilities. If not, do you find that your program is unable to respond to related requests for technical assistance?
3. What resources and services does your program provide specific to:
 - a. Accessible formats of educational materials (e.g., braille, digital text, captioning).
 - b. Digital accessibility (e.g., web content, mobile apps, digital documents).
4. With whom at your state educational agency (SEA), if anyone, does your program partner with to improve access to educational materials for students with disabilities? What has been accomplished through this partnership?
5. For those programs that don’t partner with your SEA, what are the barriers to doing so?
6. What do you wish SEA and school district staff understood about AT and accessible materials for students with disabilities?
7. To what extent and on what topics do you receive requests for training or technical assistance from school districts?
8. To what extent and on what topics do you receive requests for technical assistance from parents or caregivers of school age children and youth with disabilities?
9. As a national technical assistance (TA) center, what can NCADEMI add to the resources and services you provide your SEA and school districts to improve access to educational materials and technology for students with disabilities?
10. When seeking information and resources on AT or accessibility, what are your go-to sources?

- 11.** What AT-related publications or newsletters do you subscribe to? What do you like about these?
- 12.** What social media accounts do you follow to stay updated on AT topics, and why? What social media platforms do you prefer?
- 13.** As a reminder, the purpose of this Focus Group of AT Act Program Representatives is to collect information that will help the NCADEMI team understand current challenges and opportunities for AT Act Programs in relation to improving the accessibility of digital educational materials provided by and used in elementary and secondary education. Specifically, we are interested in learning how technical assistance from NCADEMI can support your program's goals in this area. To that end, is there any information we've missed?
- 14.** Of all the things we discussed, what to you is the most important?
- 15.** I'm going to summarize the main points made during the discussion. When I'm done, I'll ask for your feedback to ensure our data collection is accurate.
- 16.** We are in the final minutes of the session. Are there any additional comments anyone would like to make? [Pause for any comments and discussion.] Okay, thank you again for your interest and time today. If you have any questions or comments later, please contact Brenda Smith, Principal Investigator, at brenda.smith@usu.edu.