Accessibility Before Accommodations: Creating Accessible Materials from the Start (1 of 3)

LYSSA PRINCE: Welcome to the first in our fall webinar series. Today, we'll be covering Creating Accessible Materials from the Start. So I'm happy you're all here, and we're excited to get started. Casper, we got your-- yeah, there we go. Right there. I hit the button, and then I was like, no, no, I disappeared.

All right. If you need any support during this webinar, feel free to reach out to Natalie Cardenas. She's our NCADEMI Program Assistant in the chat, so she can help you out if you need any technical support. We do have captions and a transcript as well as ASL interpretation available today. So thank you to 3Play Media for captions and 5 Star Interpreting for our interpretation.

The slide deck and resources will be available, or available now. We'll pop that link in the chat. Natalie just did so. And the recording will be available within 24 to 48 hours.

All right. That's what I'm trying to-- if you can go to the next slide-- I can't get it to go. There we go.

All right. Today, we'll be using a workbook. So this is going to be something we use throughout this entire fall webinar series. We'll pop that link in the chat as well. And it's a place where you can go and add any notes or comments, any questions that you have, and any suggested topics. If anything that you hear today is spurring some suggestions, you can put those in this document as well.

Next slide. So for questions, feel free to use the Zoom chat. That Series Workbook is also available, as I mentioned. In case you're not wanting to have a question associated with your name, if you want to do so anonymously, as long as you're not logged in on the Google document for that-- that is the workbook-- your question will be anonymous.

You can also use the React button or raise your hand to ask some questions as we go. And we'll use any time at the end to answer any questions. We'll turn off the recording as well. So don't feel like you can't ask your questions, you won't be recorded during that time.

Next slide. Where this fits in to an accessible digital system? We have our Quality Indicator resource and our Roadmap resource. So for the Quality Indicators, this is a DM4. So that's recovering the Guidelines for Accessibility of Educator-Created Digital Materials. And on the Roadmap side, this is going to be fitting into Tier II. So that introduces activities that focus on developing policies, procedures, training, and professional learning.

Next slide, please. And with that, a formal welcome. My name is Lyssa Prince. I'm a Technical Assistant Specialist here with NCADEMI. And the star of our show today is Christopher Phillips, also a Technical Assistance Specialist. So I will turn it fully over to Christopher, and he will get started sharing our awesome content for today.

CHRISTOPHER PHILLIPS: Thank you so much, Lyssa. I'm really excited to be with all of you today, sharing a little bit about creating accessible content and answering any questions that you might have. And we'll maybe put that series-- take a look at that Series Workbook and feel free to add any notes and add questions there or here in the chat. And we'll address those as we go throughout our session.

To get started today, we have a couple of different objectives. We just want to go through each of those and make sure they're clear that by the end of our session today, you should be able to walk away with a few things that you can do a little bit differently than maybe before you came today.

And the first one is just to be able to identify at least a couple of common accessibility barriers in the types of content, digital materials that you might create as a teacher or someone involved in K-12.
Second, we're going to hope that you can describe at least three different foundational accessibility practices that you can think about when creating accessible digital content.
And then lastly, just to be able to have a little bit of an idea to explain the connection between accessibility practices that are used by individual teachers, that things that you might do, and how those might impact our larger system-wide accessibility environment.
And as we get started today, I just want to have everybody-- if you can think a little bit of something you created recently-- a digital resource, preferably something that was maybe used for learning or education, but it could be anything-- a worksheet, a lesson in your learning management system, maybe a video or any document.
Keep that in mind for a second. This could be something you made right before you jumped into this session, or maybe something that was made in the last few weeks. And maybe even a few of you could-- I'd love to get just a couple of ideas in the chat even of-- and again, don't get too specific, but just a worksheet for a science lesson, or a form for our faculty to fill out.
If you can think of something you created digitally, and share a few of those examples in the chat, just to get us thinking about all the different kinds of digital content, and then how some of what we'll talk about might apply today. Good.
Slides for a presentation. Well, I'm just going to read some of these out, so we get an idea-- a fillable PDF form, a Google form for a survey, a Google form staff newsletter, a scribe, how to think a lesson plan. This is great. And feel free to keep those coming in there.
Whatever that thing you created, there's certainly accessibility implications for all of these. Just maybe keep that in mind as we go throughout this presentation today to think about what are maybe some accessibility considerations for that content, whatever it was. I love that. An email message as well. That certainly counts.
All day long in the K-12 space, we're creating digital resources and content that often can be accessible and usable by students and families or other colleagues, but also sometimes they're not. And as we think about that, we're just going to look at a small set of opportunities, potential barriers and then practices to consider that will help us just to start thinking about this.
You're not going to leave today an expert in how to create an accessible version of all the different things you talked about in the chat there, but all the principles we'll talk about really apply across a lot of these will hopefully be helpful as you go forward doing this work.
First of all, we're going to talk just for a little bit about captions. And again, the opportunity first, here. Captions are obviously-- I think a lot of folks use captions day to day. You're watching a video, whether it's a YouTube lesson in a class, or maybe you're turning on captions in Netflix watching a show at night. But you can click on that CC button, and you have a nice textual representation of what's happening in the audio.
So if a student is deaf or hard of hearing, or there's a variety of other reasons where captions might be helpful, having those captions on a video are going to make that audio content accessible and usable to that student.
On the other hand, though, and a challenge, sometimes you might share a video in a lesson or come across a video and you come down to that CC button and it just says here-- you can see the example on

the screen-- Subtitles/closed captions unavailable. And in that case, you can think about, what would the barriers for that student be that relies on closed captions?
And again, that might be a student who is deaf, a student who is hard of hearing, or maybe somebody who's learning a second language. But without those captions, that content of that video simply isn't there. They're not going to be able to-- they can see what's happening on the screen, but have no idea what's being said or aren't able to understand that message being conveyed by audio. That's just one quick example.
Another one real quick that we'll talk a little bit about is the importance of headings in our content. And we're going to look at some examples and what this looks like in Microsoft Word or Google Docs in a little bit. But for all of us-- I always like to use the example when I open up my print newspaper at night. I still like to get a subscription.
I don't just start reading at the top and go all the way through, but I like to look at those headings and scan my content. And then once I found a heading, I can go down and dig in and read the rest of the content.
And all of us, I think when we're-- as visual learners, use those visual headings to navigate and find content. So imagine, for example, that same document without any headings. And first of all, just what that looks like visually. And this is a very small content, so it's not that difficult to maybe scan through it. But maybe I'll just even ask from the audience a document. And whether it be a worksheet of the lesson that has those nice structured headings, like you can see on this page, versus one that doesn't, what accessibility implications might there be for content that doesn't have headings? And just feel free to share in the chat. Any thoughts on why this would be problematic for students with disabilities or others as well?
So reading order. Yeah. So student-- yeah, any reading challenges are going to be a little bit difficult. Oh, you guys are nailing this. Screen readers. Yeah. A student who maybe relies on a screen reader that reads the content out loud.
Just like a visual learner would scan those headings visually, a screen reader can do that same thing and look at headings to find the content they're looking for. If it doesn't exist, it's not there. But also the cognitive disabilities. I really appreciate that. It's harder to just understand what's happening here, I think for all of us. And that's going to maybe have an outsized impact on students with disabilities.
So headings are another one. We'll talk a little bit more about headings and how we can do those.
Another one is a big one that comes up a lot is images, having a description. And so images are fantastic. Somebody just added in the comment that visual aspect of learning can be really important.
And here on the screen, I have an image that says the butterfly life cycle. And then it has some nice pictures showing that going from adult butterfly to egg to larva to pupa. And it has a nice visualization of what that looks like.
Now with our images, to make them more accessible, we can-- in almost any platform or any tool, you can add a text description to that image. And that text description is then going to be there. For someone who doesn't have access to that visual information, they can then access that text information instead and have that read aloud to them.
So here you can see I have a text description as well that just describes that image and what's happening. And so even if someone doesn't have access to the image for any reason, that text description is there, and they still get that same experience and can learn that content.

That said, you can imagine if you have a worksheet that you hand out or maybe a lesson online, someone goes and they don't have access to that image. And they maybe look for that text description, but it's just some random file name, like img_54. And in that case, that student is missing that information. They don't have access to that instruction that other students who are visual learners would have there. And so just another opportunity where we can add that text description, but also a potential barrier that we just need to be aware of in our any kind of instructional content.

And the last one we'll look at real quick is links. And again, so much digital learning happening, especially in our online learning management systems, but also it could be in a flyer that we send by email. For example, we're using links over and over, a lot of the time. And here we can see an example of a link that says, Learn more about the life cycle of the butterfly.

And life cycle of the butterfly is blue, like that traditional link color and has an underline. And it's clearly a link and it describes what the link is. And so a student can come here and say like, oh, I have a pretty good idea that if I click on that link, it's going to take me to another resource that tells me about the life cycle of a butterfly.

Again, so links. If we do them this way, they're a great resource. They can be accessible, versus a lot of links that we see-- here's a couple of other examples on the screen. It says, Click here. That's supposed to say-- there's a typo there-- for additional information.

Click here really doesn't tell me much. And some pages might have 10 Click here on a page. And so that's really not helpful for anybody, but especially maybe someone who's using-- it was mentioned earlier-- a screen reader earlier to navigate that page or to know where to go.

That's not a very accessible link because it's not descriptive to help the user know where they're going, or the other link example we have on that page where somebody just copied and pasted a really long URL. I won't read it all out, but it's www.joyfulbutterfly//.

And again, if someone was having this page read aloud to them, that's a lot of letters and slashes and numbers that I really don't care about. I would make that experience just a lot less accessible versus the link we showed here earlier. That's just clear, plain text. Not too long. It's not too short, but describes and helps the user know where they're going.

The question in the chat I saw with the text description on a slide or document be exactly the same as the alt text. We're going to get in just a second and look at an example of alt text in a slide.

To go back to that real quick before I leave it, the text description is generally not visible, the one where I'm talking about. And so if you had a text description on a worksheet or a slide like this, then you may not need an image description. But what we're talking about is adding a description actually to the image itself. And I'll come back and look at an example of that in just a minute.

Let me go forward on this. We're going to just take a look at-- consider a few accessible practices around some of these accessibility considerations, things to keep in mind and that you can do. I'm going to show-- first of all, we're going to look at YouTube for a minute. And we're going to take a little bit of a look at a Google Doc, a Word document, and a Canvas document.

But in almost all of those, don't worry too much about the tool that I'm using, really just demonstrate that it's possible to make these accessible. And you can do so in almost any tool that you use. And so we'll talk a little bit about that as we go through this.

And also just to note that we're just going to-- we're talking about four basic practices right here. There's a lot more to learn when it comes to accessibility and even a lot more to learn when it comes to any of

these practices that we're going to talk about today. So one of my colleagues can put this in the text, but there's a couple of links.
These are also available on that workbook, but there's an Accessibility Basics page we have on our site. This is just open for anybody that talks about nine of these key principles or basic things to keep in mind with accessibility. But then beyond that, we also have some no-cost learning modules that anyone can go and sign up for, where you can really dive in and understand a lot more about these specific practices. And even there's a new learning module that talks about how you can apply these in Google Docs or in Google Slides, for example. And so take a look at those resources, share them with colleagues who maybe couldn't be here today if you want to dive deeper and learn a little bit more about any of this accessibility work.
OK. So this first one we're going to do, there's a lot to talk about with captions. And we're actually developing a learning module that will go into how to create captions, edit captions. But for today for a minute, we're just going to talk a little bit about finding videos with captions.
This is a pretty common use case, where you're teaching a lesson or you need to get a point across. And so you go to YouTube. And here, for example, I do a search on life cycle of a butterfly.
Now you can see here there's lots of videos that show up. I could scroll and scroll. There's a couple of things to look for when you're identifying videos, to find videos that can be accessible for all of your students. First of all, as I'm scrolling down, there's a nice little icon that shows up next to videos that do have captions. I can see a CC here. And I can scroll and look at those. That's one way to do it.
Now there are some videos that don't have captions as well. And if I go to one of those, for example-- I'm going to have my audio off here. Now this one, it says it has-- there's a caption file on it. But it's auto-generated, meaning it was created by a machine, and it may or may not be accurate or correct. And so we generally want to avoid those auto-generated captions.
That said, when looking for videos with good captions, we don't have to go and look through every single video. There's a great feature in YouTube where I can come up here and click on Filters, and I'm just going to select this Subtitles/CC option. And that's going to update.
I still have hundreds of videos to choose from, but it's only showing me videos that have captions. And these are captions that have actually been reviewed by a human. It's not just the machine captions. So I can click on any one of these videos now and then click on the captions there, it shows that there's English captions. And scroll through the video, and those captions will show up right there on the page.
So just taking an extra minute to make sure videos that you're finding are identifying out there have captions can make a big difference in making sure that experience is available to your students. Another neat feature that comes with videos that have captions is this interactive transcript idea.
And this could be especially helpful for a longer lecture. For example, if a student was studying about metamorphosis, they could come up here and search for metamorphosis. I click on that, and it's going to go right to that part of the video. And so captions just have a lot of value all around. And just a really key feature to make sure to include those in sharing videos that are accessible. They're just a quick tip on captions.
Again, you can find more information on captions on our website, but there's a way you can look and filter and find videos that are going to be accessible. There's just the slides that go through that. The next one I want to talk about is adding headings to your content. And I'm going to jump to Google Docs for this one.

But with Google Docs and again with-- this same thing can be done with headings in Microsoft Word or if you're using Google Classroom. Most tools that allow you to author content have a feature that lets you add headings to that content. And so, as I'm looking at this page with all of this text here that we saw earlier that's just really not that friendly, there's a couple of things we can do.

So one way to make something look like a heading is I could come in here and just say, well, that's a heading. I'm going to make it big, and I'm going to make it bold. Maybe I'm even going to change the color. And that looks like a heading, but it doesn't act like a heading.

And what that means is there's another heading you can use under the Styles menu right here. So if I come up here, I'm going to put my cursor down here by a heading, or I can select it. I'm going to go to my Styles menu. I'm going to select Heading 2. Now, in this case, it changed the appearance of it, so it looks like a heading. But it also acts like a heading.

And I can check this in Google Docs by looking at this outline view here. Anything that's a heading is going to show up right there as a heading. It also just adds a nice little way you can navigate your document. And so the important thing again with headings is not just making it look bold and big, but looking-- and you can find this in just about any tool to use to author content.

I'm just going to come in here and say heading 1, heading 2, whatever those are, and add headings to my document. And you can see as I add each of those headings in there, they're going to show up right here on that outline as well. So you now have a document with headings.

A quick question about a recording of this. Recording will be made available probably up by tomorrow. If you check in tomorrow afternoon, it'll probably be up on our site. And we can share that page where you can find that heading. One a couple of other important things to headings, you can change the way they look.

In Google Docs, the way I do that, if I don't like purple and I want to use a-- I'll call that a burgundy color-- I could change that color. Then I just come in here to my heading and say Update, and it's going to change the color of all of my headings. And so there's a nice little feature as well.

And then just when we do our headings, we want to make sure they're in order. And so on this page, I have a Heading 1. I can come up here and see I have a Heading 2. And then if I was going to have maybe some additional information here under Adult, I'd say has wings. Then I would make that a Heading 3 to just say.

Again, we're just showing that organization or that hierarchy of information. In this case, that headings not very big. So I might want to make it bold, make it bigger, and then I can come in here again and say, make all my Heading 3's look like that, and anytime I do a Heading 3.

But now you've got-- this is something that takes just a minute to do. Once you start using headings, whether you're thinking about accessibility or not, they just really can make authoring in any document easier. And so I would really recommend taking a look at headings. They're a great way to help you organize and keep your content more usable, but then also more accessible. So that's a little bit about headings.

Maybe I'll pause there just a second. Any questions on captions or headings before I move on and look at a couple of other practices? I know a lot of people use Canva as well. They'll find that functionality there.

Good. That's a great feedback from Cynthia, the shortcuts for your headings. And so, yeah, I'm going to come and make this not a heading for a second. But I can just come in here and select Stage 3. If I hover over this, I can do this manually with my keyboard, or there's a nice little keyboard shortcut listed here.

It's a little bit hard to see. The contrast isn't great. But it shows me I can do Command-Option 3 on a heading, or Command-Option 2 is what I want to do for heading 2, and that'll just do that really quick. And so that's another great way to do that.

And then just to go back on colors for your headings. Again, when you first do them in Google Docs, they're probably just a default, black. Maybe it'll change the size. If you want to change your colors of a heading-- let's do this Heading 3, for example-- you start by just using the same-- and thank you for the call out, Lyssa. It's Command-Option 2 or Control-Alt 2.

But to change the color of a heading, you would just come in here, choose whatever color that is. Now that just changes it for that single heading. But then let's say I also want to change the font of my Heading 3. Instead of Arial, we're going to use Oswald font.

Now I'm going to do-- but then once I've changed that heading, I come up here and go to Heading 3, then say, Update Heading 3 to match. And that's going to change all the Heading 3's on the page to use that color and that style, whatever that is. You can also-- that can be for the spacing above and below, whatever that might be.

Selecting colors for readability. That's another important accessibility concept. We won't get into a lot today. Just making sure your colors have adequate contrast. You can find information. But let me just go real quick to our site just to show you where these are going to be found if you go to create accessibility basics.

And then on this page, for example, there's some information on text contrast that can help you understand, the importance of having colors that are readable. But then beyond that, if you go to our Learning Modules, we do a little bit more of a deep dual. And there's a deep dive into color contrast for Google Docs and Google Slides. Lots of information to go and learn there.

OK. With that, let me jump back to my slides just for a minute. We talked a little bit about adding headings. Now we're going to take a look at adding a description to images. For this example, I'm going to pull over Microsoft Word. This same thing can be done in Google Docs a little bit different, but the same processes can be applied there.

One important thing about adding a description to images is that you're not just describing what the image is, but you're helping to think about what is the purpose of the image. Why am I using this image as a teacher or as an administrator? And how do I communicate that same message with text?

And so in this case, I have the exact same image. Now there's a couple of things we'll look at here to add that text description. I'm just going to do right-click on the image. And I'm going to go to View Alt Text. Once I've selected the image, there's a couple of other ways you can get to that same idea. I can click on Picture Format and then also click on Alt Text. They're both going to take me to the same place.

When I get there, I'm going to just-- it has a little bit of instructions here, but I can come in here and say-- in this case, this image is being used in a science unit on insects, what might be a monarch, a butterfly getting some food on a flower. Whatever message instructionally that I'm trying to communicate, I'm going to add that same message to that image.

Now, that image exists with that-- sorry, that description exists with that image. It doesn't show visually. But if a student who needs it is going to come to that image, it's going to recognize that that alt text is there and just read it out to that user so they get that same message. That exact same image, though, in a different unit-- maybe on flowers-- might have something more focused on a bright orange flower with petals.

Again, whatever you're using that for to teach, you communicate that same thing. And so alt text can be different. And it's more of an art than a science, but it's just thinking through, what am I trying to communicate with this image? And then you can take a second to add it there in your image to show what the purpose of it and what it does.

One other quick feature I'll share with you while I'm here in Microsoft Word, this is something that doesn't exist yet in Google Docs, but there are some tools that do something similar. But as you're authoring content in Microsoft Word, specifically, if you click on this Review tab right here, there's a nice little Check Accessibility button.

And it's not going to check everything, but it will go through and help you find-- somebody indicated earlier some of that good text that has good enough contrast. If I come in here and change the color of this, for example, to be a light gray color, that's hard to read text. And it's going to say, oh, yep, it'll pick that up right away and say, hey, you've got some text that's hard to read. It's not accessible, and give you some tools and ways that you can fix that.

In this case, I removed the alt text from this image. So it'll also tell me, hey, you forgot alt text here. You might want to go in and add some alt text. There is a feature in here that you can-- I'll just try it out here that'll let you use AI to create alt text for an image. It's not going to work for some reason on this one. And we used to not recommend that at all. It has gotten better to where-- I think it's something you can at least consider using. In this case, it writes photograph of a monarch butterfly with orange and black patterned wings feeding on an orange flower. Blurred green. It's kind of verbose, to be honest.

And so it's probably more than I would want for my student to have to read through. That's a lot of content. All I wanted to communicate it's a monarch butterfly. And so if you do use that AI text, you're just going to want to make sure to edit, to review it, change it, make sure it's correct.

And one other key thing, I guess, when we're talking about alt text and images, is that if an image is purely decorative, it really has no instructional value. There is an option here as well. If you can click on-- right-click, View Alt Text, then you can come down here and say Mark as decorative. That'll say, just let the user know if they can't see this image, they can safely ignore it and know there's nothing important in this image.

You want to be careful how you use that. And only use it when an image really doesn't have any value or isn't communicating anything, but it can be used. And on that note, there's a question about word count for alt text. There's some guidelines I've seen out there, around 120 to 150. There isn't any specific minimum or maximum necessarily.

For complex charts and graphics, it's a whole other conversation. And there's some different ways you might want to address some of that. But I think it's long enough to communicate the message of the image, but no longer. There's not an official guideline on how long or short alt text can be. There's a few notes on alt text. We can look to see.

Let's jump back to the slides. We're going to look at one more practice. This one is going to be on Create Accessible Links. So again, we talked about what makes an image accessible or not. I'm going to demonstrate this one in Canvas, a learning management platform.

Some of you may use this. Some of you may use Google Classroom or another one, just about any tool again that you can use to author content or add links to. You're going to be able to apply these principles of accessible links.

And so in this case, I'm going to click on Edit on my Canvas page. This is just a lesson I'm going to be sharing with students. And we're going to look at-- we have a couple of inaccessible links here. We're going to look at what we might do to make those links more accessible.

So first of all, if I click on that link specifically, I can click on Link Options here. And you're just going to look at changing the text of that to help it be descriptive and help the user know where the link is going to. In this case, it's going to a website called Butterfly World.

And so I might just change that to say visit butterfly World, and then click Done. Oops, that didn't work so well. That's the problem with live demos. I guess I'll just copy that and move it over here. Usually, that should just update the link. But now you can see that's a much more accessible link.

It's short. It doesn't have the whole sentence be a link. But as a visual user, I'll often scan a page and just look for links, like, where do I want to go next? And now that that text is a clear-- just using plain language, someone can do that same thing to look at the links on the page and go where they need to go.

Here's another link here. Again, we have that really long, difficult to read link. I'm just going to click on Link Options again. We'll see if the text-- I'm going to maybe say Visit Life Cycle of a Butterfly to give that a clear description of what that web page is. I'll click Done there. And then I can, again, see that's a much more user-friendly, much more accessible link.

With a lot of these practices with captions, headings, links, these are essential for accessibility and making sure your content can be accessed by all of the students in your classroom and your school district. But they also generally make your content just better, more usable if we think about those headings, captions on videos. I have captions more often than not when I'm watching content.

And so if you're talking with someone you know and they may have the argument, like, I don't have a student who is deaf in my classroom right now, certainly, there's a couple of challenges with that. You may not always know.

Well, students maybe have hearing loss and might benefit from captions. You certainly don't know what students you'll have in the future, but also just the value of doing a lot of this work just makes your content more usable for all of the students in your classroom.

And we talk about that and think through one of the challenges with this. And so we just talked about four accessibility practices. There's a lot more that you can learn about this as well. And it can easily become a little bit overwhelming, all these things I have to do. And I have maybe 200 slides going back years ago that I have to go through and make accessible.

I really want you to leave today feeling hopeful rather than overwhelmed and to think about-- well, if there's just one thing I can do today-- I mean, even as you think about that document that you made, that digital resource you thought about earlier-- those flyers or those lessons or those handouts, whatever they are-- they're just one thing that you might be able to do to make it more accessible, that content more usable and accessible to all the students in your classroom.

And then going forward, maybe you're not going to worry today about all those old PowerPoint presentations. But the next time you're updating one or creating a new one, that's a great opportunity to make sure that you're going to add the alt text into those, or the next time you go and look for a video just to say, let's take an extra couple of seconds and make sure we find one with captions.

Before we pause and go towards our wrap up, any thoughts as you think about that document, whatever that digital resource was, does anybody have any plans or hopes on how you might be able to make that

more accessible in the chat? Anything that came up today that you could go back and say, boy, there's something I could do a little bit better going forward?
Thank you, Abigail, using those headings. Again, they're a big deal. Once you start using headings, really, it's hard to stop. They're just so helpful. Making your alt text more concise. I appreciate that. And yeah, less is best. Good.
So hopefully, there's just some quick, easy things. If you're starting to think about this, and then you'll learn more and more about other things and practices you can do to make your content more accessible.
Just to go back really quickly to Kelly's comment about alt text and marking images decorative. There's a longer conversation about that in how do you decide if an image really is decorative versus something that even maybe if it's a smiley face, maybe you're trying to communicate. This is a welcoming classroom that I want you to come here and be able to feel happy.
And so there's some judgment involved in that. But certainly, there are things, maybe it's a fleur-de-lis, or just purely decorative. Maybe it's dots or something like that that are always safe. But it's always good to just think through that as you make those decisions.
With that, I would love to have people think for a minute about other questions you have. Feel free to add them in the workbook or here in the chat. I'm going to pass the microphone back to my colleague Lyssa for a second, and we'll do some of wrap-up stuff, and we'll come back to your questions at the end.
LYSSA PRINCE: Yeah. So I guess we can go to the next slide. So we always want to leave you with the idea of no-cost opportunities we have within NCADEMI. So you're obviously at this webinar, and some of these you may already know about. But we have something called Access Point LIVE! to start off.
And Access Point LIVE! is a monthly webinar that we do. It's tied to the Quality Indicators and the ADA Title II Roadmap. And it includes a short accessibility demo, which is about 10-- a little bit, maybe longer-- minutes, followed by an open Q&A, which we turn off the recording for. So you're welcome to ask any questions you want without feeling like you're being recorded. And that's typically the fourth Wednesday of each month from 3:00 to 4:00 PM Eastern Time.
They're really fun. And if any of you have been to them-- I see some familiar names and faces, so thank you for attending those. But if any of you who are new to those, we'd love to have you. Oh, yeah, we'll have a link for the registration. We'll throw that in the chat here shortly, too.
And then we also have our Professional Learning Group. So this is specifically to go through our NCADEMI Quality Indicators and help you learn about the indicators and understand how to use them to build up a robust program at your organization. So it's designed for state and local education agencies specifically.
And it's scheduled for the second Thursday of each month, typically an hour and a half, from 2:00 to 3:30 PM Eastern. It's on Zoom. And we do our best to make it very interactive. There's a lot of conversation that happens between NCADEMI and the teams that are on the call, and it's a pretty fun time.
So let's go to the next slide. What you'll get specifically from the PLG? One year of targeted technical assistance that includes support with conducting self-assessments. So we have some really strong frameworks to help work you through the process of understanding those Quality Indicators, setting goals, identifying action steps and timelines.
And then we also have some collaboration that's possible. We recently had another team join our PLG. So we're up to two districts, which is really awesome. And there was already some really great collaboration happening within the first meeting that we had with those two teams involved.

It's also a great space to solve your problems. So I know accessibility is something that's really intensive to get going and it sometimes comes with a lot of challenges, and we try to help you work through those specifically. Once you're done with your year, you have an option to move into a community of practice to continue that support and guidance.

You can learn more about the PLG at bit.ly/ncademi-plg. And again, we'll pop all these links in the chat here shortly. And we also, of course, as a federally funded program, always need your feedback to make sure we're staying in line with what we intended to do. So we would love it if you could fill out this anonymous survey. It takes less than five minutes. And this is at bit.ly/create-survey1. And we'll pop that link in the chat here shortly as well.

I'm not good at doing both things at once, or I would be doing that. And I'm sure Christopher's in the same boat. OK. We have a reminder here, too. This is the first in our webinar series. So the second one will be on Embedding Accessibility into Procurement. That's going to be on November 10th at the same time as today.

And the third webinar will be on Selecting Resources with Accessibility in Mind. And that one's on December 8. So we hope you will be able to join us for both of those webinars in the future.

We have several ways to stay in contact with us. So we have our email address at ncademi@usu.edu. You can also call or text us at 435 554 8213. Follow us on LinkedIn or sign up for our newsletter.

And then we do have one other ask. So this is another survey. It's different from the survey that's specifically for the session that I've already mentioned. And this is one we just released. And it's trying to help us understand what challenges and opportunities are you experiencing in the pre K-12 digital accessibility space, and how we can best help you.

This one takes a little bit longer also, anonymous, though. And it can really help us understand what you all need so that we can better plan out the next couple of years of work for our team. So we'd love for you to fill that out if you have time.

We have a disclaimer. And then the home, we are located at Utah State. And then our last thing is just one more reminder to fill out the session survey at bit.ly/create-survey1.