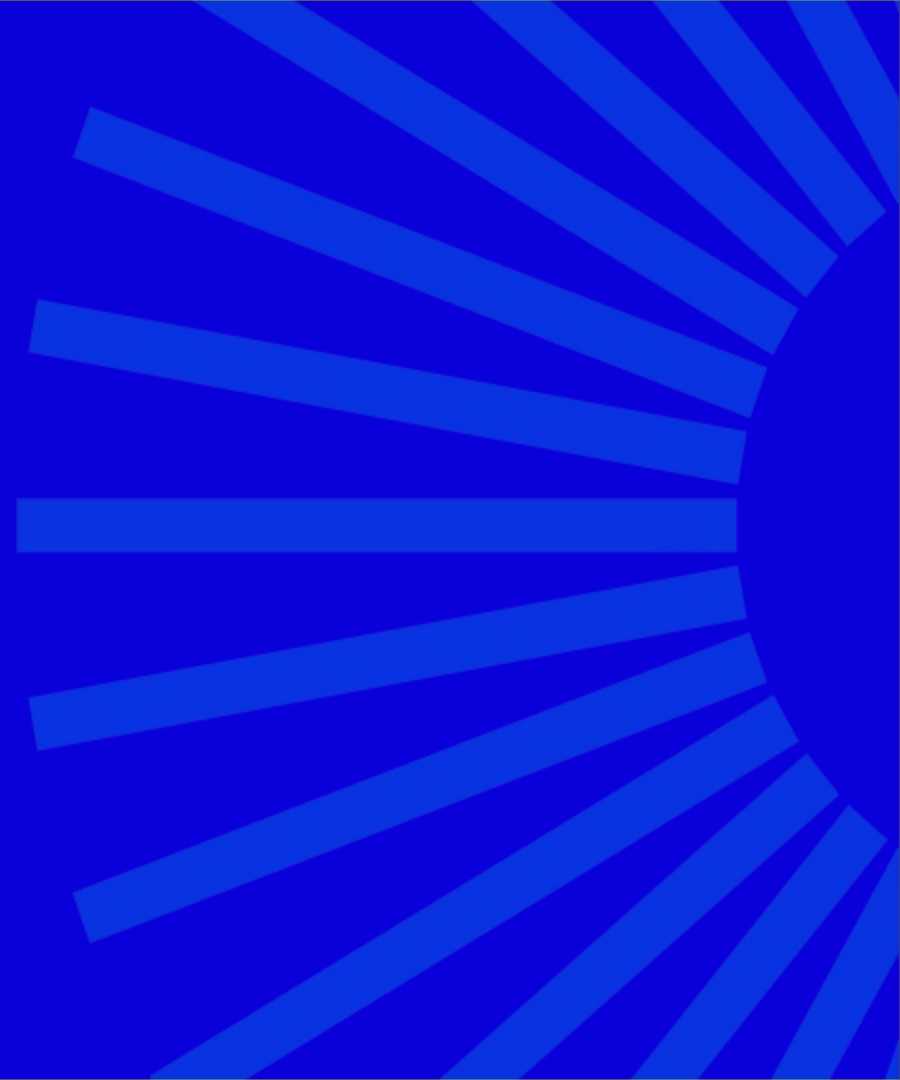




Choosing the Right EdTech Partners for Accessibility Success

Find Vendors Who Help You Meet—and
Sustain—ADA Title II Goals



Before We Begin

- Housekeeping
- Introductions
- Quick Review
- Evaluating Vendors
- Practical Tools and Next Steps
- Your Questions



Michael Mace is an accomplished IT manager specializing in accessibility at Indiana University. With over ten years of service at the university, Michael currently leads the Assistive Technology and Accessibility Centers serving the entire Indiana University system. In addition to his role at Indiana University, Michael has been actively involved with Unizin, where he has held leadership positions such as Co-Chair and Chair of the Accessibility Subcommittee. His commitment to education is evident through his past teaching roles at the O'Neill School of Public and Environmental Affairs in Bloomington and the Purdue School of Engineering and Technology in Indianapolis. Michael holds a Master of Science in Learning Design and Technology from Purdue University and a Bachelor of Business Administration in Management Information Systems from Marian University. He is also an alumnus of the MOR Leaders Program.

Building an Accessible Campus Series Overview

Overview of Previous Presentations

Building Your Accessibility Roadmap

Accessibility as a Core Imperative:

Framed as an ethical, strategic, and legal responsibility; vital for reputation, compliance, and equity in education.

ADA Title II & Legal Context:

New regulations require all public institutions to meet WCAG 2.1 Level AA for web and mobile content by 2026–2027.

Institutional Readiness:

Self-assessment of legal awareness, training availability, digital accessibility maintenance, and student support.

Roadmap Phases:

5 stages - Awareness, Planning, Capacity Building, Implementation, and Continuous Improvement.

Sustaining Progress:

Training, collaboration, and practical tools alongside conferences and resources to maintain commitment.

From Planning to Progress: Implementing Your Accessibility Strategy

Framework for Sustainable Accessibility:

Success depends on the “Three Ps”: Policy, Plans, and Progress. Shift from a compliance checklist to ongoing practice.

Strategic Planning and Prioritization:

Balance impact vs. effort when prioritizing, use maturity models and phased implementation plans.

University of Illinois Case Study:

Climate for Change, Engage & Enable, Implement & Sustain. Focus on leadership buy-in, skill-building, and engagement.

CU Boulder Case Study:

Iterative approach: Audits and policy development, expand services, and evolve into an office integrated campus-wide.

Sustaining Progress and Culture Change:

Requires clear roles, accountability structures, ongoing training, and recognition of progress. Use tools, build peer networks, and create short- and long-term action plans.

Evaluating Vendors

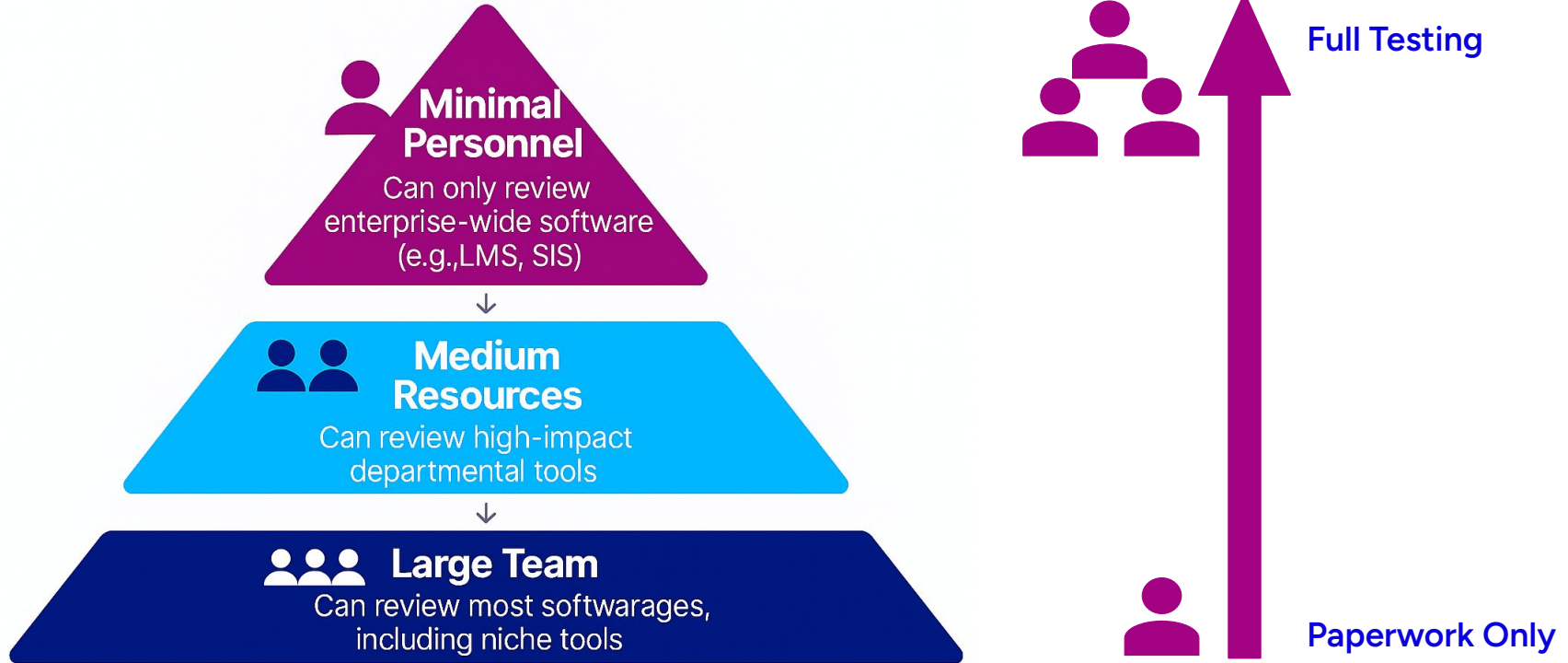
What is your current role?



What experience do you have
with software accessibility
reviews?



Choosing Your Battles



Documents to Request and Review

Accessibility Conformance Report (ACR)

- Created and maintained by the Information Technology Industry Council (ITI)
- Based of the Voluntary Product Accessibility Template (VPAT)
- Snapshot of application accessibility
- Generally Word or PDF
- Latest Version - 2.5
- Updates periodically
- 4 Templates
 - ◆ EU
 - ◆ INT
 - ◆ 508
 - ◆ WCAG

Higher Education Community Assessment Toolkit (HECVAT)

- Created by Educause members
- Focuses on security
 - ◆ Usually requested by security team
- Contains 18 specific accessibility questions
- Focused on accessibility program
- Usually only completed by larger vendors
- Excel spreadsheet
- Latest version 4.1.2
- Updates frequently

Documentation Red Flags

Accessibility Conformance Report (ACR)

- Incomplete information
- Completed by non-accessibility professionals
- Wrong terminology
- Wrong standard
- Instructions still attached
- Lack of detail in Remarks and Comments column
- All "Supports"
- Inaccessible document
- Date reviewed past 1 year
- Tested with ChromeVox

Higher Education Community Assessment Toolkit (HECVAT)

- Created by sales rep
- Older template version
- Incorrect accessibility standard listed
- No comments in additional information
- Accessibility contact is generic support email
- Conflicting information
- "We use our university partners for testing"

Rubric

What IU looks for

- Most recent template versions
- Correct product name and version
- WCAG 2.1 AA or higher for web, 2.0 AA or 508 for desktop
- Completed by a third party?
- Can all functions be completed by keyboard? (RED FLAG)
- Accessibility mode? (RED FLAG)
- Was it tested with one of the following screenreaders:
 - JAWS
 - NVDA
 - VoiceOver (MacOS)
- Was it tested with voice activated tools?
- Was the ACR completed within the last 18 months?
- Were automated tools used?
- Manually tested with assistive technology
- Native users of AT involved in testing?

Documentation Questions	
VPAT Version	* 2.5
Product name and version listed	* Yes
Accessibility Standard	* WCAG 2.2 AA
Third Party Review	Yes
Third Party Reviewer	* Deque
Keyboard Only Operable	* Yes
Accessibility Mode	* No
Roadmap Available	* No
Tested with JAWS	* No
Tested with VoiceOver	* No
Tested with NVDA	* Yes
Voice Activated Tools	* No
ACR Completion Date	* 1/31/2025
Automated Tools Used	* Yes
Manual Testing	* Yes
Native Users of AT Used in Testing	* No

Vendor Evaluation

Transparency

- Reading and interpreting VPATs/ACRs critically
- Asking for evidence of user testing with people with disabilities
- Expecting open roadmaps and update documentation
- Accepting room to grow

Design

- Accessibility baked into product lifecycle (not retrofitted)
- Compatibility with assistive technologies and LMSs
- Usability for instructors and students
- Ability to complete the main function of the tool

Collaboration

- Ongoing communication and accessibility support plans
- Shared training opportunities and feedback loops
- Vendor responsiveness and escalation protocols

Vendor Red Flags

Transparency

- NDAs for ACRs
- Non-public ACRs
- Hidden accessibility team
- No roadmap
- No support system
- Inaccessible website

Design

- Testing at the end
- No internal testing
- No internal knowledge
- No AT testing
- No focus on instructor view

Collaboration

- Use customers as testers
- Feature request vs. bugs
- No SLAs for response
- No ETRs for issues

How Does This Work with Real Documentation? (Demo)

Practical Tools and Next Steps

Evaluation Tools

- [Microsoft Accessibility Insights](#)
- [Web Development Toolbar](#)
- [WCAG EM Report Tool](#)
- [NVDA](#)
- Narrator
- VoiceOver



How to Start

1. Access your capacity
2. Set your thresholds
3. Design your processes
4. Select your toolset
5. Start testing
6. Record and share your results



Q&A



[macmillanlearning.com](https://www.macmillanlearning.com)