

# District Accessibility Plan Implementation Committee2021-2022 Second-Year Report

March 31, 2022

Co-Chairs: Torence Powell, Kandace Knudson

## Committee Membership

### Faculty Co-Chair

Kandace Knudson SCC DE Coordinator

Faculty

#### ARC

Leslie Reeves, Universal Design for Learning Coordinator

Sharleen McCarroll, Math Professor

#### CRC

Jena Trench OCDC & Biology Professor

Sharon Stith, Health Services Professor

#### FLC

Daniel Hale Physics/Astronomy Professor

Morgan Murphy, DE Coordinator

#### SCC

Janelle Pettler CIS Professor

Brian Pogue Instructional Development Coordinator

### DSPS Faculty

Scott Hamilton CRC

Toni Newman SCC

### LRCFT Faculty

Veronica Lopez ARC Nutrition Professor

Katie Carbary SCC Psychology Professor

### College Classified

Mike Warner Student Personnel Assistant, DSP&S, ARC

Gurpreet Bhatia Student Personnel Assistant, DSPS, CRC

Christy Pimental Student Personnel Assistant, DSP&S, FLC

Stacy Bernstein Instructional Assistant Computer Lab, SCC

### College Administration

#### ARC

Adam Karp, Dean of Planning, Research, Technology, ARC

#### CRC

Tadael Emiru Associate VP, Equity, Innovation, and Institutional Effectiveness

#### FLC

Matt Wright Dean Athletics, Kinesiology, and Distance Education

#### SCC

Kirk Sosa, Dean IT

### District

Torence Powell, (co-chair), Associate Vice Chancellor of Instruction

Tamara Armstrong, Associate Vice Chancellor of IT

Ken Cooper, Information Technology Analyst

## Overview

As mentioned in the DAPIC first year final report, one of the second-year goals of DAPIC was to “develop recommendations for building wrap-around Support for All” (see Appendix A). In many conversations with accessibility experts at the CCC Accessibility Center, other CCC campuses and even the Office for Civil Rights accessibility team, the co-chairs learned that starting from a new policy to create a system to support 100% accessibility is not easy or very feasible; steps toward 100% accessibility should be gradual. Thus, these second-year recommendations are a supplement to the DAPIC first-year report (Appendix A), reflecting an incremental implementation of steps to achieve full accessibility and prioritizing the most positively impactful accessibility features that provide student access. These recommendations are general and reflect a feasible path, not inclusive of budgetary and operational details.

## Capability Maturity Model Overview

DAPIC recommends implementing an incremental model of training and implementing accessibility features to maximize positive impact to students. The Capability Maturity Model is one such practical model and has proven success in the CSUs.

* Another term for incremental progress
* A method from software engineering and program development (1980s)
* Successfully implemented by CSUs under the leadership of Dawn Okinaka
* Standard approach of implementation of this kind
* Maximizes impact to students
* Prioritizes instructional environment
* Minimizes initial investment of time and frustration

## Suggested Action Plan

* Ensure consistent leadership and or shared governance of district accessibility efforts long-term, inclusive of faculty and other constituency groups
	+ Many on DAPIC have volunteered to continue this work and have committed to develop the recommendations outlined here
* Develop a clear roadmap and detailed plan from these recommendations
	+ Address or revise the original Accessibility Plan because it is outdated, inaccurate, and better served as a historical document, to be superceded by an incremental (CMM) plan and roadmap
* Create milestones to measure success of implementation and development of first phase
* Hire/choose support teams—modeled after the Fast Track Accessibility Team design and including OER and captioning project leadership and facilitation—to do accessibility remediation and facilitation work
* Continue ongoing remediation work of instructional materials including captioning project and OER project at current funding and staffing levels as long as possible (see Funding section below)
* Implement the DAPIC list of baseline accessibility digital ICT *features* and responsibilities recommended in phase 1 for all employees.
	+ “Accessible” ICT will:
		- Be accessible to a screen-reader
		- Have a heading structure in place (including tables)
		- Have user-enabled “flexible” viewing (font size, contrast, a-la Libretext viewer)
		- Have at least basic alt-text (not detailed description)
		- Readable equations
	+ Create a small proposed list of specific initial or baseline faculty responsibilities (see Appendix B)
	+ Create parallel list for non-faculty (see Appendix C)
* Create proposed institutional support structure(s) suggested to support these features (see Appendix D)
* Determine and create training for faculty and non-faculty

## Suggested Timeline

* Establish a timeline for the first phase in parallel to timing mentioned in P-7136 (or update P-7136)
	+ By October 1 2022, have a communications plan and a plan identified for faculty & non-faculty to be trained in baseline skills
	+ By July 1 2023 have delineation of funding sources for district vs campus pieces of this plan
	+ By October 1 2023 have support structure functioning (built and started by July 1 2023)
	+ By October 1 2024 have accountability measures in place
	+ By Jan 1, 2025 have next phase of accessibility rollout designed

## Communication

### Key messaging

* Accessibility is an equity issue - Testimonials from students and faculty
* Accessibility builds empathy; accessibility is humanizing
* Communicate messages about accessibility and its work through existing or institutionalized shared governance such as senates and or new form of DAPIC
* Accessible content has benefits for everyone (encompasses best practices)
* Data Collection – Determine impact of accessible and inaccessible
* Tie the message with the LRCCD Mission/Vision/Goals message

### Strategies

* Emails
* Campus Weekly email (for example at ARC, Beaver Bytes, similar ways for other campus)
* Flex & Professional Development
* Utilize Influencers – people that already do this work (friendly face within the department)
* Quick reference guide
* Student and employee stories about the importance of (508) accessibility in their lives
* ITC or similar Weekly emails
* Banner on Canvas for accessibility options
* Partner with Assistive Technology rollout messaging (e.g. Kurzweil tool)

## Funding

Find funding and coordination for long-term captioning and OER projects

* Continue with HEERF or other similar source as long as possible
* Fall 2023: SEAP or other equity-related funding proposal—stage 1,
	+ one coordinator for all campuses but with admin support for budgeting/hiring/hr paperwork - Would handle both document and captioning remediation
	+ Captioning support - faculty coordinator as is part of current model
	+ Captioning support - 10hrs+ per week classified
	+ OERs/ZTC Documents Fast Track Accessibility Team model.
	+ Classified support consistent with current Fast Track model
	+ A team of student workers to help support above suggested team
* Seek grants and other funds for increasing capacity for accessibility across the district

# Appendix A:

# Excerpt from First-Year DAPIC Report 2020-2021

## Summary and Goals for this report

This report summarizes the work completed during the first year of the District Accessibility Plan Implementation Committee (DAPIC), formed in Spring of 2020 in response to the 2019 Accessibility Plan drafted by the LRCCD districtwide Accessibility Task Force.

The DAPIC work summarized here suggests processes and responsibilities for the creation and curation of accessible instructional materials in order to ensure that our learning environments are accessible to all and compliant with Section 508 of the Rehabilitation Act of 1973 and other relevant California and federal government laws. As the CCCCO explains in its 2018 “[Information and Communication Technology and Instructional Material Accessibility Standard](https://doc-0o-3s-prod-02-apps-viewer.googleusercontent.com/viewer2/prod-02/pdf/tijr3fkphpaituvt589k0jte2n1tuqg7/5f11lat8lpegb91c63hes3fqh0q2jeul/1622575350000/3/%2A/APznzaaHakCdwiGrDjklbv3MXtb_Wk9U9VJz7-4RtLhAxzS82SP0L_WJZ5Cbt-_6rvCdZtb3jDgS3tJeGwfKdWjQ5AxeA3ThlTwzBxMC9MtJEo4mRZ4QVMBThsSRalM89WIUFq7y-HloQV2mzHowTJDB8WqUy2m3Ibh988MSqopKIvv7SOW3y0YS9sxXbT0g0uIp25IuZFiv8m_1HVB7x90Oe6O-ZZfxw0xhh-cV2YZXXMxE15Df8QeGPmUOmCKQnpdidFDbs4UBd8OepTwE29wYjZFaNgLu68pN5HtA1-gZKzN6WS-4VRbim6Tr_jNiI3eykGwu3UO1BQUgA7GTpoYN1DCDZui2dQ%3D%3D),” “ensuring equal access to equally effective instructional materials and ICT is the responsibility of all CCC administrators, faculty, and staff.” Accordingly, this committee is developing distributed responsibilities for this work.

Although created with a one-year timeline, it is the intention of the DAPIC to continue its work as long as necessary in order to ensure that the LRCCD is able to sustainably support the creation and maintenance of accessible instructional materials as part of its routine functions. Because ensuring the accessibility of instructional materials requires advanced, specialized knowledge and the systematic implementation of processes and training for not just faculty but also classified professionals and administrators, it is the expectation of the DAPIC that this report and the committee’s ongoing work will inform current and future planning processes at the colleges and district. Such planning must immediately address the need for new infrastructural support personnel who perform the specialized accessibility work outlined in this report.

Changing the practices at the district and its colleges to ensure that accessibility is a priority must include a shift in culture so that the people of the LRCCD embrace accessibility as a shared responsibility.

## Initial goals of DAPIC and key results

DAPIC was charged in Spring of 2020 to “work to better understand the scope of the work required to create and remediate ICT, with a specific focus on instruction materials. The committee will also identify the types of resources needed.”

The committee’s five initial goals and key results:

1. Inventory the scope of work required to meet accessibility standards and guidelines.

The work required to ensure the accessibility of ICT is broad and excessive, requiring specialized accessibility expertise.

1. Identify areas that faculty should be responsible to meet accessibility standards.

Faculty—with appropriate training—will be able to create accessible materials in most cases and will need support from accessibility specialists at their campus and district.

1. Identify needed training resources for faculty to meet accessibility standards and guidelines.

Training for faculty should be facilitated, recurrent, and part of a wrap-around accessibility support mechanism for all LRCCD employees.

1. Identify areas of higher-level ICT accessibility issues that should not be completed by faculty.

Ensuring accessible ICT requires high-level, specialized knowledge that should be provided by continuing, institutionalized campus and district resources and personnel, dedicated to ICT accessibility.

1. Identify the workload impacts required to meet accessibility standards and guidelines.

The wholesale shift to a culture of accessibility at LRCCD will require a significant and distributed workload, supported by campus and district specialists and new processes to be developed and refined over the next several years.

## Summary of DAPIC Work Fall 2020- Spring 2021

In response to the five tasks outlined above in the original DAPIC charge, the committee created five corresponding work groups. Work groups completed their assigned tasks with the help of the larger committee. See the Appendices A-D for the completed Scope of Work, Proposed Faculty and Specialist Responsibilities, Training Objectives, and Workload Implications.

Additionally, work groups provided overall recommendations, which are included in the Recommendations section in the end of the document.

## DAPIC (Strategic-Level) Committee Observations and Recommendations

### Culture Change

* We need a culture change: Considering accessibility as a “burden” places emotional load onto our LRCCD community members who have disabilities, visible or otherwise. Changes are needed in the culture to shift the perception of the term “accessibility” as a shared responsibility, not a burden.
* There is incentive to ignore accessibility because the ever-changing accessibility tools and standards that faculty (and others) are expected to apply to course materials creates conflicting information and significant additional workload.

### Faculty Workload

* No amount of training will effectively address all the workload issues related to accessibility. Resources including additional staffing will be necessary.
* The workload associated with accessibility is not evenly distributed among disciplines, therefore it can be expected that some faculty areas will need more specialist support than others.

### Legal Guidance

* The 2019 Accessibility Plan and board policies R-2731 and P-7136 should be vetted and updated by the new LRCCD counsel with appropriate consultation as needed from CCC Accessibility Center and DAPIC.

### DSPS and DE Team Collaborations

* Campus Distance Education and DSPS teams need to work collaboratively and seamlessly with faculty in both the provision of 504 accommodations for students and 508 accessibility in the digital environment so that students easily receive services and access they need.

### Support for All at LRCCD

* Wrap-around support for all Los Rios employees, housed on the College campuses and including accessibility specialists, should be established and institutionalized into routine district and campus processes.

### Long-term Accessibility Leadership

* Recommend continued, long-term DAPIC work to lead changes in culture and practice to prioritize accessibility for the benefit of all
	+ Accessibility experts across district *are* DAPIC, and they are poised to guide these changes mentioned here

## Proposed Next Steps

### Fall 2021

* Solicit approval for DAPIC long-term work
* Re-convene in Fall 2021 with continued appointments and new committee members as needed and agreed upon by DAS/LRCCD
* Construct DAPIC goals and timeline
	+ Proposed Goals 2021-2022
		- Create subcommittees/work groups to address non-instructional materials
		- Develop training plan
		- Refine captioning and develop other related document and multimedia processes, identifying long-term budget sources such as direct access to Distance Education Captioning and Transcription (and leveraging HEERF $ where appropriate)
		- Develop recommendations for building wrap-around Support for All, including support for non-instructional personnel such as classified professionals and administrators where appropriate

Develop long-term plan for DAPIC 2022-2023, (leveraging HEERF $ where appropriate)

Appendix B

# Recommended Faculty Baseline Accessibity Responsibilities

Getting Started with Accessibility

**Simple steps faculty can take *right now* to join the path toward creating equitable, and accessible, course content:**

* Enroll in the [Los Rios Foundations Training](https://employees.losrios.edu/training/professional-development/faculty-professional-development/distance-education-training-requirement) to learn and apply basic principles of instructional design and accessibility in Canvas, such as:
	+ Use heading styles appropriately
	+ Include meaningful alternative text for images
	+ Use appropriate color contrast between text and background colors. Black on white demonstrates a high level of contrast.
	+ Provide meaningful hyperlink text.
	+ Use the ordered (numbered) and unordered (bulleted) list tool where appropriate
	+ Use appropriate and flexible text sizing
	+ Submit requests for videos to have high quality captioning
	+ Use Accessibility checkers, such as PopeTech in Canvas
	+ Prioritize the use of Canvas Pages over Word documents and PDFs, etc
* Enroll in the self-paced [Los Rios Accessible Course Creation Academy (ACCA)](https://lrccd.instructure.com/enroll/KWMLND) to:
	+ Create accessible content pages, discussions, and assignments in Canvas;
	+ Create accessible documents, such as Word and PDFs;
	+ Create closed-captions for videos and transcripts for audio recordings.
	+ Create an overarching accessibility plan for your course

# Appendix C:

# Recommended Responsibilities for Non-faculty

**Simple steps non-faculty can take *right now* to join the path toward creating equitable, and accessible content:**

* Enroll in a new training that will be designed for non-faculty
	+ The use of simple Word documents and PDFs, etc - This could be covered with the headings, images and contrast.
	+ The use of Outlook messages to convey information rather than file attachments
		- How to use links within emails
		- How to use the Outlook Accessibility Checker
	+ Use heading styles appropriately
	+ Include meaningful alternative text for images
		- For Infographics, include a text-only version
	+ Use appropriate color contrast between text and background colors. Black on white demonstrates a high level of contrast.
	+ Provide meaningful hyperlink text.
	+ Use the ordered (numbered) and unordered (bulleted) list tool where appropriate
	+ Use appropriate and flexible text sizing
	+ Submit request for videos to have high quality captioning
	+ Use Accessibility checkers, such as those in MS Office, Outlook, Adobe Pro, and Grackle
	+ Build pages within Canvas pages that utilize accessibility practices
* Public Information Offices distributing accessible templates

# Appendix D:

# Suggested Support Team(s) Needed to Facilitate Accessibility

* Coordinated team that process all the requests: coordinator or supervisor directing student assistants processing requests and doing the remediation work
	+ Canvas course that trains the students how to remediate
	+ Coordinator sending some work off to vendors and liaising with instructional faculty
* Wrap-around Support Network
	+ Faculty UDL Coordinator at each college
	+ Accessibility specialists at each college (classified professionals)
	+ Facilitators for training course
	+ Separate courses for faculty and non-faculty
	+ Close collaborators with DSPS to coordinate 508 accessibility features with 504 individualized accommodations in courses when needed