



ICT CoP Transcript – October 3, 2017

Topic: ICT Accessibility Activities and Reporting

Rob Carr: Okay, so Diane, I'll let you take it away. I think that Diane is gonna speak again about some of the information that was highlighted in the document that I sent out yesterday.

Diane Golden: Cool, I will try not to be late for this. Hopefully, everybody has that document in front of you and it's nothing new. All I did was cut and paste the pages that are only specific to training, so you don't have all that other stuff jamming up the file. It's just the training section of the APR and the Performance Measure Form that goes with that, that was in that Word document that Rob sent out. If you look at that, it starts out and there's a lot of general information about training and distinguishing between training and public awareness. My statement to most people is if it's something you've scheduled, and you have an agenda, and you're doing a presentation kind of thing, and you can count people and that sort of thing, you'll probably getting close to a training. Public awareness are those things where you're sharing information. It's an expo, it's a whatever.

With the new APR, all the numbers are gone for public awareness anyway. Those events are gonna be reported in a more qualitative way from now on anyway, so hopefully that even helps people kind of distinguish between the two. Probably a little more challenging is training in technical assistance. For me, the big difference is with technical, you may have some training events that are bundled into a big TA activity. TA activities typically are those that you have a clear state improvement outcome you're shooting for down the road. You're trying to change a policy, you're trying to change an agency's overall practices on something. It's usually a longer term multi-

activity kind of thing when you're doing TA and reporting it as TA. Again, TA is much more qualitative than quantitative.

Hopefully, that helps a little bit just in general. When it comes to ICT Accessibility Training and Performance Measure, a couple of things. First, this the history of how we got here is because the AT act itself requires goals and performance measures in the areas of education employment, community living, and the old AT act terminology of Information Technology and Telecommunication. Obviously, now the more current terminology is ICT or Information and Communication Technology, rather than the old term, but you'll see the old term interspersed here and that's just indifference to the fact that the law is old and hasn't been reauthorized.

Originally, there was an Access Performance Measure, or Device Loans related to decision making and device demonstrations for information and communication technology. That did not work at all. It's the fish out of water. The ICT stuff was ... It didn't make sense to have that as another category because that's inherently different from employment, and education, and community living that are environmentally situational views. The last revision of the Annual Performance Report that was dropped out of the Access Performance Measure and was moved over into Training. The performance measure now is for any training that is focused, that the topic is in the area of information and communication technology accessibility. Those trainings are the ones for which you gather a performance measure.

If you look at the specifics of the data reporting, the first taxonomy that you report are training participants and their types. That's people with disabilities, representatives of education, and that same list that's in a lot of different places in the APR. When you do an ICT accessibility training, you could have any of those people attending. For that training, you just complete that as you would for any

other training with the types, with the number of participants categorized by type. You do have an option for unable to categorize, if you can't get that information or the person wouldn't give it to you for some reason.

The second part of A is the metro geographic distribution. Again, if you're doing an ICT accessibility training, you could have participants from any of those. You report that just as you would any other training. Difference comes in when you get over to the training topics section. There's 5 different choices of training topics. Number 3 is, this is where the old terminology comes in, information technology/telecommunication accessibility. Same thing, it's ICT.

When you report that as the topic of the training, however many participants you report in that line, those are the people you need to collect a performance measure for. The performance measure data collection form, or survey form, or whatever you want to call it is the last page in that document. It asks basically for the participant's perception of the outcome of being a part of the training. If you look at those outcomes, it's very clear that this is talking about ICT accessibility training, so training that is looking at web accessibility, web procurement policies related to insuring accessibility, web development practices, all of those kinds of things.

It's not talking about, for example, providing training on a piece of AT that is used to access the web. That's not ... If you categorize that kind of training as an ICT accessibility training and then try to collect a performance measure, my guess is most of the participants are gonna check "outcome unknown" because it's not gonna make any sense to them why they would've even thought about having an outcome like we're gonna update out procurement policies, or something.

If you follow that, probably some of the biggest mistakes in collecting performance measure data is folks have been reporting things in the category of this kind of training and

it's not that kind of training. It probably needs to be up in the AT product topic instead, so trying to collect the performance measure was a mismatch. However many participants you report as participants in an ICT accessibility topical training, those folks you collect a performance measure on.

The last piece of actual data reporting about the training you're doing is that there's a ... The next section asks for narrative descriptions of high impact training, one related to transition, if you reported some of those over in that table. Then, it's asking ... The form you'll be using coming up is asking for a description of an ICT accessibility training. That, quite honestly, is trying to gather information from people so that we can identify some best practices and provide some support. It's asking for a description of an ICT accessibility training that you've done.

Then, the very last section is asking for the actual performance measure data. You report that, you just sum the responses you get to the questionnaire or surveys that the participants have filled out. You aggregate those numbers and enter them. As with all the performance measures, it's a percentage calculation, it's a ratio. The first two choices count in the numerator and everything counts in the denominator. You end up with a percentage and the target quote, unquote "percentage" is 70%, so it's very similar to the access performance measure, where the target is 70%. Based on that then, your state will be identified as either having met the performance measure or not met the performance measure. If you're at 70 or higher, you're going to have met. If you're less than 70%, then you're going to be identified as not meeting that performance measure.

If it's helpful, last year's performance measure data for the ICT accessibility performance measure was 25 states met the performance measure, 18 did not meet, and another 13 had no data. Clearly, this is an area in which folks A,

need to have some data to enter would be good, and B, when you do enter data, having it result in a performance measure that's gonna be at 70% or greater. Last year was only the second year this was reported. Believe it or not, year two was a whole lot better than year one, so the directionality is good. I'm hoping that this year's is an improvement over last year's. Maybe by year four, folks will sort of be in a better position, in terms of just having a few folks not meet, which is typically what happens in the acquisition and access performance measures now.

That's my really quick overview of the data reporting for ICT accessibility and the performance measure. Any questions?

Rob Carr: Thanks, Diane. Yeah. What kind of questions might y'all have? Very good, we'll go on. Actually, I have one question, Diane. If we have reported something incorrectly in the past, then should we go back and reenter it correctly, or just enter it correctly from now on?

Diane Golden: Nope. Yep, yep.

Rob Carr: Okay.

Diane Golden: Nope.

Rob Carr: Okay.

Diane Golden: Once everything's closed and locked down, it's pretty much done. Sometimes, I'll make a note just so that if it's massive change. Although, if something like ... If we've identified big, big changes soon enough, I try to get those fixed, but even some of those I just make a note so that it doesn't scare me to death when I see a massive change the next year.

Rob Carr: Right.

Diane Golden: But no. An individual kind of thing, oh heck no. No. It's not worth losing sleep over.



Rob Carr:

Okay, okay. Very good. Well, I'll switch gears a little bit. Once again, for those of y'all that came in a couple of minutes after Diane hit the gun, that was Diane Golden. She was talking about the mechanics and the way things are defined. I'm Rob Carr with ABLE Tech. I'm going to talk about the topics and audiences and give some specific examples of primarily trainings, and a couple of examples of TA that I reported under ICT accessibility, and contrast those a little bit with some of the things that might have come into the reporting mechanism as accessibility, but were really more AT trainings.

One of the things, and I'll say this going in, a lot of the stuff that I end up doing around the state in Oklahoma is conferences. It's local conferences for different unique groups. Higher education, some K-12, some Workforce focus, and then we have scheduled trainings that we might do for any or some of those audiences, as well. But when Diane was talking about the difference between training and public awareness, that was one of the things that I would hopefully flesh out to make sure folks were clear about because the fact that you go into a conference and do an actual training doesn't mean that it's public awareness because you're still passing on how-to kinds of knowledge. At least most of the time with the ICT accessibility trainings that I do, that's the boat that I find myself in.

I also want to say that I welcome others jumping in to provide examples of training or TA that they've provided, if they have anything that they kind of want to brag about, or just to help to give some more real world examples. Then, I invite y'all to jump in as well here a little bit later on.

As an example, with our K-12 audience here in the state, they have an annual technology conference. They call it the Oklahoma Technology Association. This is really the group of K-12 educators and administrators who are trying to really advance technology use in the classroom.

With that one, it was basically a tailored version of an introduction to accessibility talk. I think it was called something like "Can All Students Access your Educational or Instructional Material?". That was focused on the practical sides of what accessible is and does. Just a handful of examples, not really specific to any tools, so it wasn't a matter of saying, "Here's how to make stuff accessible in this learning offering tool you have out there." It was just really general sort of advice that I give in different context as well, just tailored toward this group of K-12, mostly teachers and special educators.

Another one that I've done has to do with PowerPoint. Diane mentioned some of the specific sorts of audience that you can hit. What I've found is probably the same as everyone else's experience with AT trainings is that you can recycle them, which is pretty nice, especially when we start reporting the specifics and the summary of the trainings. We'll be able to just kind of copy and paste a little bit. Then, have the specific audience, of course, be different. I've done several on PowerPoint, so this will go to ... I remember doing the Community College Association here in the state, I think at ATIA last year, that was one of the sessions that they had me do, again, conferences, but really focused on "Here are 7 or 8 things that you can do in PowerPoint to make more accessible slide," which benefits, of course, in the room, but then it's beneficial when you publish those things after the fact.

Looking outside of just the traditional website or web developer group, and finding an audience that uses PowerPoint, which that's a big audience. You may have some opportunities to be able to spin up some training or have some partner spin up some training relatively quickly because this is a pretty straightforward training. I will say, too, most if not all of these are relatively high level. I've got a couple of workshops that I'll do from time to time, but in an hour you can only do so much. I'll focus on 5 or 7 things that folks can do, in this case, with PowerPoint, to make more accessible slides.

Same thing, a very similar train of thought at least, in using Microsoft Word to make more accessible Word documents or PDFs from Word. This one has had a lot of traction with the various state agencies, and individual institutions, local groups, like our statewide web professionals association, which we've participated in for years and years and years now. And done a few different trainings on, like I said, this one with the non-web content is how we refer to things like Microsoft Word and those digital documents that aren't a native webpage. Also, talked a little bit to that group about testing, some basics of accessibility testing on the web, and making that connection with a group like that, which is pretty common.

There are a lot of entities in different states that bring together members of the public sector who do social media, or who do website design, or content creation. If you can find some of those groups, then I can almost guarantee you'll find an audience that's interested. If they're not, maybe you have an opportunity to peak their interest a little bit and remind them of the responsibilities that they have to make sure that they create accessible digital, as well as their hopefully accessible buildings, and campuses, and such.

Another example is talking about, or I have talked about roles around an organization and how accessibility fits in roles maybe outside of kind of the traditional, techy roles. Diane mentioned procurement, which is a big part of that conversation. I actually have a wholly separate procurement training that I've done here or there with procurement groups. Again, the public sector procurement group in Oklahoma, as well as a couple of individual institutions and agencies. With this particular topic, it's more about who else contributes to accessibility. This is not a very technical training. If y'all are a little intimidated with some of the more technical or nitpicky pieces of accessibility, if you can start to look for resources on things like aligning accessibility with people's jobs, then that might be a way to get started as well, while you're

kind of getting up to speed on some of the ins and outs of accessibility and things like Word, or the web, or web software, for example.

I've done this one at some national conferences. Webinars, too. I don't know how many of you all push training out through a webinar platform, or do some kind of recorded package training, but that's something that I know we do a fair amount around the state here at ABLE Tech on the AT side, as well as on the ICT accessibility side. This is one that I've definitely done in that format, really reaching all of the above audiences. K-12, a little bit high-ed. This has been a popular one. Even for state agencies, it's easy to take it, and tweak it, and make it fit into the agency structure just in the same way that it fits in high-ed. Again, recycling and trying to be pretty efficient with these topics I think is one of the big keys because, yes, we've got me in Oklahoma going out and doing this, but there's really only one of me. For some of y'all, there's not anyone fully dedicated to it.

The more you can basically recycle the content again for different audiences, I think the more you'll be able to report.

The last example I'll give as far as trainings is getting into the Section 508 Refresh, which I think if you're beginning to look at ICT accessibility, this is a good time to get familiar with what they're doing at the federal level. I won't turn this into a 508 training necessarily, but we're looking in Oklahoma at aligning our state statute with Section 508 of the Rehabilitation Act. What that basically does is give the feds a set of standards and a bunch of rules that hopefully create a more accessible web at the federal level. But a lot of states, agencies, institutions have taken Section 508 and adopted part or all of it into their own state statute or policy.

It's relevant to us here in Oklahoma, and that's primarily where I've focused the trainings. I've had the opportunity to get in front of the Oklahoma Regents' Council on IT and

Council on Information Technology, and talk about it a little bit. That group hosts a conference every year where I've talked about that. Again, our higher-ed folks, AHEAD, our Oklahoma AHEAD Group was interested in the topic, as well. With the big change at the federal level, a lot of public entities are looking to see how Section 508 pans out. What the timing is, what it actually says, what the standards are. This is another topic that I think you could get at least competent enough to train on in a relatively short amount of time, just to be able to let people know what's coming, how it does or does not affect them, and what it may mean in the state.

Several examples all at once. Does anyone have anything that they would like to share as an example of some of the training that they have done and reported as ICT accessibility?

Fair enough. Thinking about TA, because a lot of the calls we get aren't to say, "Hey, can you come and do a training?" It's groups that we have worked with, that ABLE Tech has worked with since long before I joined ABLE Tech, or folks who might've seen me at a training, or seen us at a training and give us a call. We've been able to work with our state Election Board a little bit on accessibility, especially in their PDFs and their web-based voter registration system. That TA, then, extended a little bit to their private sector partner, who is actually creating this web environment for them. We've found that our audience for TA can shift a little bit, and this is again probably nothing ground breaking, but don't be surprised if you end up providing TA to a 3rd party paid vendor who will then, unfortunately, likely turn around and send the bill to the agency or public entity that you might start working with for the work that you tell them to do. It's a tricky kind of situation at times.

The other things that I see really consistently on the TA side; Diane mentioned policy, I have a lot of questions or an increasing number of questions coming in from higher-

ed about accessibility policy. While the Department of Justice has shelved Rule making that would give us more specifics about ICT accessibility under the ADA, there are still complaints coming out. We have heard of a couple here just in the last probably two weeks that we're not sure if it's actually a complaint from the Office of Civil Rights anywhere, or if it is a lawyer who's just kind of going out and sending some letters. We have seen that with higher-ed in particular there's still a push for this.

I've seen, I think as a result of either the letters coming out or just people of the state talking to each other and saying, "Hey, we got this letter," I'm seeing more calls about what does it take to get an accessibility policy going, could you look at a draft policy that we have, could you come in and maybe do a training that, as Diane mentioned, do a training. Then, that's gonna turn into some technical assistance down the road, whether it's looking at the policy piece, which has been a popular topic, or just looking at how do we build this program up, how do we involve people around campus, who needs to be involved, et cetera, et cetera.

From higher-ed and then from our state Workforce Development System, that's the other group where we spend a lot of time providing technical assistance and training. That's come out of a partnership that we have with our state Department of Rehab Services, to go in and create this infrastructure that helps the Workforce Development System around the state to make the Workforce Development System more inclusive of job seekers with disabilities. That's really ... We've seen a lot of ripples go out from that where, this goes back to training, but I've had a couple of different employers councils around the state ask me to come in and talk about something like accommodations, or talk about accessible technology, and give people a high level view of what this thing is, and how it fits into the work that they do as employers.

One of the things that has really begun to happen over the last two to three years, I think it's almost 5 years that I've been at ABLE Tech, but I've really seen the ripple effect. I think it's just because we're not afraid to go out there. We don't typically say no to an invitation to come in and do a training or a talk at a conference. That has led to more and more calls to come in and maybe even deliver the same training that someone saw at a state or local conference to their group within an agency, or higher-ed institution, or another entity. You can tell, I think, that really our audiences primarily come from K-12, higher-ed, and state agencies. We don't do a lot with municipalities or county governments. Save for one county that has had me do some training in TA with them. Ours comes primarily from those other three groups.

There's more than enough where I think we're okay with that right now. In terms of building that audience up, a lot of it frankly happens without my direct involvement. Linda Jaco is incredibly good about building partnerships around the state. She's talked to y'all before, or some of y'all before about leveraged funds, and building those relationships. That's where a lot of the work comes out of, but I don't think in this day and time that it takes very long for someone's name to get out, for your program's name to get out, for your name to get out if you're providing this kind of training in TA in your state because the need for it is increasing every month just about just because of the enforcement activity and the civil activity that's going on around ICT accessibility.

I want to make another point. I think Diane kind of spoke to this, but the audience for this kind of training is gonna be really varied. You will have folks from education, you'll have folks from employment, you'll have folks from community living. When you think about is this ICT accessibility or not, it's the focus of the training that determines that, not the audience. As an example, if you go and train a group of more technical folks, maybe they manage websites, and you do a training on Voiceover

because they've heard about this web accessibility thing, but they don't really have any idea that something like Voiceover exists, or another screen reader.

If you go and provide that training, the topic at the core is assistive technology, it's Voiceover as the screen reader. Or if you do JAWS, or whatever it might be, that's gonna be an AT training, not an ICT accessibility training. Even though the audience builds the web, you're still really focused on an assistive technology. Yes, it's built in, and on Mac OS, it's under an accessibility section, but the vast majority of what's in that accessibility section is assistive technology. It's true at the ease of access center in Windows and on mobile, I don't remember. I think Android mobile just has an accessibility section, as well. Don't let that mislead you. If you're doing training on a thing like high contrast mode on Windows or the built in screen readers, or magnification capabilities, or if you're doing something on ZoomText, a 3rd party tool, those are all assistive technologies, whether they're built into the device, or it's something that you install or attach.

When you think about what is or is not ICT accessibility, try to categorize things. Especially when it's something like the screen readers and such, they're anymore built-in or easy to get. It can be easy to kind of slip that over into the ICT accessibility piece, but it's really not. Those are assistive technologies.

To look at it a little bit differently, I've done ICT accessibility trainings with advocacy groups as well, who really just wanted to know more about the policy side. They kind of wanted to know more about what Section 508 says. It was a local group here, so I talked about what our state statute says. In this situation, again, I'm training a dramatically different audience that doesn't necessarily build the web or contribute to the web, but I'm still focused on ICT accessibility policy. That still makes in an ICT accessibility training.

If someone were to turn around and go in and train that same advocacy group on how to use Dragon Naturally Speaking, then that's gonna be an AT training, not ICT, right? Just to emphasize that your audience for this gonna be really varied. I think it can also be easy when you categorize the audience for ICT accessibility to put them all under reps of technologies, but that's not true from what I've seen. They might contribute to the web, they might use technology to create instructional material, or what have you, but they still might have a different background. The way that I approach it is that if I'm at an education conference, I'm just gonna lump everybody under education. If I'm at a workforce conference, I'm gonna put them under employment, et cetera, et cetera.

I think it's easy to fall into the trap of categorizing anyone that you do an ICT accessibility training for as reps of tech. An example of what I would think is a good representative of technology is if I do have a chance to go and do a training for a software shop that creates software that some of our Workforce entities use. They're gonna be reps of technology in that case. When you're looking at it, for the most part at least for me, the vast majority come from education, employment, the other categories that are in there, not necessarily from tech.

With all of that said, questions, comments, concerns? Okay. I will talk a little bit about finding the audience. As I said, I think that the audience begins to make itself if you find a way to offer this stuff. I think it's a really good idea to start to look around. I've given this advice before. Start to look around within the state and see if anyone owns an accessibility statute, or a set of standards in the state, and see what they're doing. Your mileage is gonna vary quite a bit based on what agency has the standards, and if they have the capacity to do any training or technical assistance themselves. It's a really good idea to coordinate that effort, just again, so we're not duplicating effort. We don't want to provide the same training to the same audience that someone else is already doing.

They can also be a really good source for audiences. They may be able to help to draw some more clear lines. Maybe they're doing a lot of training on some specific ICT accessibility topics, like Microsoft accessibility, talking about using PowerPoint, Word, and Excel to create more accessible documents. There are still plenty of topics under the ICT accessibility umbrella that you may be able to train the same audience with and not be duplicating the effort. You could look at basic accessibility testing for the web, you could talk about things like ... Hopefully, they would talk about things like using color, or dealing with visuals. There are still a lot of things that you can do even if there's a group already doing some of this.

You might look around and find that your state doesn't have a statute, doesn't have a policy, doesn't have any ownership assigned, but that doesn't mean that you can't still coordinate with some agencies who are doing some accessibility work. It's probably going to take more tenacity to find out who is doing accessibility across the state. I wouldn't limit the focus to agencies. Like I said, a lot of higher-ed institutions are focused on this pretty intently. I think there's an opportunity to build an audience there. If you haven't been able to kind of work your way into higher-ed with some of the AT stuff that you're doing, this might be a good way to do it.

I think that almost every state has an institution that is focused on accessibility and/or is focused because they have an OCR investigation. As difficult of a situation as that might be for the institutions, it may be a really good way for you to find an audience for some training as you move into getting that stuff ready to deliver. Then, out of the training, again, you'll probably see the ripple effects where you'll have technical assistance requests as well.

You can also go a long way in having different state agencies, statewide groups that might reach some of these different audiences. Publicize your stuff. An example that's very much in the front of my mind is our accessibility



conference here in Oklahoma that we host is in two weeks. We've asked our state web managers group to publicize it. They're one of the sponsors, they've been fantastic about getting the word out. We email folks that we know within agencies and within institutions. Our state Department of Ed is also a big sponsor of the events, so they have done a great job of publicizing to the K-12 audience here in the state.

Whether it's a conference or a training event, there are a lot of ways to kind of amplify the training opportunity and make sure that people are aware of it, and start to bring the numbers up in terms of participation. Like I said, word of mouth goes a long way. You start delivering good training and people are going to begin to ask you to come in to conferences, or one off events, or onto their campuses to deliver this training. That's some very general guidance. What I would say, too, is that I'm more than happy to have a conversation with any one of you about this in more detail, just to bounce some ideas around, if you would like to try to sort out ...

If you're having a hard time kind of seeing a way forward, then just please let me know. You can email me. I think everyone should have my email address because I've been in your inbox over the last couple of days, but it's rgcarr@okstate.edu. That's R-G-C-A-R-R@okstate.edu. You can give ABLE Tech a call at our 800 number, which is 800-257-175 ... I knew if it wasn't in front of me, I would drop the visual.

Linda Jaco: 1705.

Rob Carr: Let me look up ... Thank you. I knew somebody would be there to bail me out. Yeah, 257-1705. That's a good way, as well, to get a hold of me. They can transfer you directly to me. I'm more than happy to talk to any of y'all about building this up, about finding the audience, about what kinds of things you might be able to begin to train on sooner. Some of the stuff does get techy, and maybe more complex. There are some jumping off points that are



harder than others. I'm more than happy to help in any way that I can if you are either stuck where you are, whether that's getting started, or your ways into providing some of this training in TA, and just want to move further. More than happy to help one on one, as well.

I'll ask one more time, just to see what kinds of questions you all have based on what we've talked about here today. Okay, very good. I do very much appreciate everyone's time. That's all I have for the afternoon. I look forward to being able to connect with y'all through the community of practice. We've got ATIA coming up after the first of the year, which now sounds like a long time, but it will be here before we know it. We've got the Leadership Symposium. I look forward to opportunities to work with y'all and help in any way that I can.

I will send an email out when we have the recording published, so that if you want to come back to refer to it, and for those who couldn't make it, it'll be there and available. We will probably have another call or webinar. I know we will. It will likely be after the first of the year. Once we get into the Thanksgiving to the first of the year time, it gets difficult, so more than likely January-ish we will have another gathering remotely. Then, again, hopefully we can cross paths at some of the conferences coming up in the winter and spring. I want to thank you all very much again. Wish you all the best in moving forward with your ICT accessibility efforts. Look forward to hearing from you when you have questions or comments. Thanks all.

Diane Golden: Okay. Thank ... Thank you.