Accessible Instructor-Led Training

Guidance for Vendors Doing Business with the Department of Enterprise Services

Accessibility at the Department of Enterprise Services (DES) is informed by the social model of disability and universal design principles. The social model says that barriers a person experiences are because of the space or product’s design, not the person. Universal Design helps to ensure that products and environments are usable by everyone, to the greatest extent possible, without the need for adaptation or specialized design. Because of this, we approach accessibility as something that everyone needs, not just people with disabilities.

At DES, we strive to ensure that the courses we offer are designed and facilitated with the widest variety of learners’ needs in mind, including course materials that are accessible to everyone. The minimum standards for accessible instructor-led training are to comply with all applicable state and federal civil rights laws, regulations, and policies including, but not limited to, the Americans with Disabilities Act (ADA) and Washington Technology Solutions’ (WaTech) USER-01 policy on accessibility.

The information below is intended to provide guidance to vendors on ways to meet or exceed established standards for accessibility when designing and delivering training courses for DES. We know that laws and regulations change; therefore, this document may not always reflect the most current information. For current, detailed information on standards, vendors are encouraged to review [Title II of the ADA](https://www.ada.gov/law-and-regs/regulations/title-ii-2010-regulations/) and the [WaTech Accessibility Policy](https://watech.wa.gov/policies/accessibility).

**Course Design**

Vendors are responsible for considering how people of all abilities engage with their course, including its learning activities and materials. We encourage vendors to become familiar with and incorporate [Universal Design of Learning (UDL)](https://udlguidelines.cast.org/) and [Universal Design of Instruction (UDI)](https://www.washington.edu/doit/universal-design-instruction-udi-definition-principles-guidelines-and-examples#:~:text=A%20definition%20that%20can%20be,for%20adaptation%20or%20specialized%20design.) principles into their course designs whenever possible. The goal of using these principles is to create courses that are “…useable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

Vendors are responsible for:

* Applying [plain language principles](https://governor.wa.gov/issues/efficient-government/plain-talk/general-guidelines) to course content and material design.
* Ensuring any [Information and Communications Technology (ICT)](https://www.section508.gov/manage/accessibility-faq/) they use to create or facilitate training meets [WCAG 2.1 AA](https://www.w3.org/WAI/WCAG22/quickref/?versions=2.1).
* Many applications and software are not fully compliant with WCAG 2.1 AA.
* This does not automatically disqualify them from being used.
* Vendors shall consult DES before using ICT that is not fully compliant with WCAG 2.1 AA.
* Vendors should be familiar with and able to explain the accessibility features and limitations of any ICT they use.
* Designing an appropriate amount of content that can be consistently delivered within the allotted time, regardless of accommodations learners may need.
* Some accommodations, like ASL Interpretation, may add to the time needed for facilitation.
* Courses should be designed with a pace that accounts for accommodations and prevents needing to skip over parts of the training to meet time constraints.
* Developing a course flow that facilitates effective, accessible communication.
* Some learners can only focus their attention on one mode of communication at a time.
* For example, learners who use ASL interpreters need to focus on the interpreter while someone is speaking.
* Having learners refer to course materials or the chat feature while someone is speaking will force some learners to choose which information they receive and which they do not.
* Virtual instructor-led training should assume learners only have one screen.
* Course design should avoid dividing learners’ focus whenever possible.
* Designing multiple learning activities to engage learners of all abilities.
* Alternate activities must be equally effective as activities provided to others.

**Course Delivery**

**Physical Learning Spaces**

DES is responsible for maintaining accessible facilities and ensuring the features and equipment that are required to be readily accessible to and usable by people with disabilities are in operable working condition.

Vendors are responsible for:

* Creating an inclusive learning environment.
* Practice cultural competence by learning about different types of needs and how to support them.
* When appropriate, avoid singling out learners who may need alternate activities by planning for the entire class to use the same activity.
* Ensuring the furniture in the classroom provides learners with an accessible route in and out of the space and does not interfere with their mobility while in the space.
* Learning spaces operated by DES are arranged this way by default.
* Any change to a space’s layout requires consideration to ensure it does not create mobility barriers.
* Adjusting lighting and audio as necessary.
* Lighting and audio levels may have a greater impact on the way some learners experience training, including people with visual and hearing impairments, or those with light or sound sensitivity.
* Some spaces have limitations for what adjustments can be made. Vendors are not responsible for equipment that cannot be adjusted or that does not provide users the ability to make changes.
* Being familiar with and able to explain procedures for emergencies, including routes, exits, and assembly areas.
* DES is responsible for maintaining and publishing procedures for responding to emergencies at facilities under its control.
* Working with interpreters and translators who are providing services to learners.
* Ensure the pace of delivery supports effective interpretation and translation.
* Practice cultural competence by speaking directly with the learner(s) and not the interpreter or translator.
* Provide information to interpreters and translators regarding any terms used (i.e., medical, legal, technical, etc.) that they may need in advance to have the ability to provide effective services.
* Communicating information to DES through the class After Action Report, should they become aware of a learner’s request for an accommodation that was unable to be fulfilled.

**Virtual Learning Spaces**

Vendors are responsible for:

* Ensuring they are familiar with and can explain how to use the accessibility features of the virtual platforms they use (i.e., [Zoom](https://www.zoom.com/en/accessibility/), [MS Teams](https://support.microsoft.com/en-us/office/accessibility-tools-for-microsoft-teams-2d4009e7-1300-4766-87e8-7a217496c3d5), [Adobe Connect](https://helpx.adobe.com/adobe-connect/using/accessibility-features.html), etc.)
* Some disability communities have also produced resources for creating accessible meetings in [Zoom](https://disabilityin.org/resource/creating-accessible-digital-zoom-meetings-resource-from-inclusion-works/) and [MS Teams](https://disabilityin.org/resource/best-known-methods-for-creating-accessible-digital-microsoft-teams-meetings-resource-from-inclusion-works/).
* These resources for [making virtual meetings accessible](https://www.section508.gov/create/accessible-meetings/) also provide useful information.
* Adobe provides a variety of resources through its [Learning Center](https://www.connectusers.com/learning_center/), including a white paper that discusses [Enhancing the accessibility of web conferencing with Adobe Connect](https://www.adobe.com/content/dam/cc/us/en/products/adobe-connect/customer-success/pdfs/connect-accessibility-whitepaper.pdf).

**Communication**

Vendors are responsible for:

* Using [plain language principles](https://governor.wa.gov/issues/efficient-government/plain-talk/general-guidelines).
* Being [culturally responsive](https://www.linkedin.com/advice/0/what-effective-communication-strategies-diverse-classrooms-gnxvc) in their engagements with learners.
* One way to do this is to become familiar with and use [disability etiquette](https://askjan.org/topics/disetiq.cfm) when appropriate.
* Ensuring their communication with people with disabilities is [as effective as](https://www.ada.gov/resources/effective-communication/) their communication with others.
* Ensuring course content is consistently delivered within the allotted time, regardless of accommodations that may be needed.
* Some learners may need more time to process information or participate in activities.
* American Sign Language (ASL) interpretation adds to delivery time.

**Learning Activities**

Vendors are responsible for:

* Ensuring the learning activities that they use are accessible to everyone.
* Providing alternate learning activities, when appropriate, that:
* Are not different or separate from activities provided to others, unless the difference is necessary for the activity to be equally effective.
* Give learners an equal opportunity to achieve the same result, gain the same benefit, or reach the same level as others.

**Course Materials**

Vendors are responsible for ensuring all their course materials are accessible, including physical documents like handouts and references, multimedia, and other digital content. Some vendors may have the ability to do this for themselves, where others may need assistance. There are many options for vendors when it comes to making their course materials accessible. These include checklists, automated testing applications, and companies who provide accessibility services.

Vendors are responsible for providing their course materials to DES in an accessible format. This means that course materials submitted to us must be:

* Compatible with assistive technology.
* Readily available to convert into other accessible formats.
* Compliant with WCAG 2.1AA.

**Additional Resources**

The following are links to resources for accessible course materials that vendors may find useful:

**Course Design**

* [Tips on designing inclusively for cognitive disabilities](https://uxdesign.cc/tips-on-designing-inclusively-for-cognitive-disabilities-a7c19852208)
* [Tips on designing inclusively for auditory/hearing disabilities](https://uxdesign.cc/tips-on-designing-inclusively-for-auditory-hearing-disabilities-faf5a7b2ae40)
* [Tips on designing inclusively for visual disabilities](https://uxdesign.cc/tips-on-designing-inclusively-for-visual-disabilities-d42f17cc0dcd)
* [Tips on designing inclusively for physical disabilities](https://uxdesign.cc/tips-on-designing-inclusively-for-physical-disabilities-72473140c6dd)
* [Tips on designing inclusively for speech impediments](https://medium.com/user-experience-design-1/tips-on-designing-inclusively-for-speech-impediments-bfa1b59c0684)
* [Inclusive Learning Design Handbook (Inclusive Design Research Centre)](https://handbook.floeproject.org/about/)

**Class Delivery**

* [Teach Access is a non-profit organization that provides free accessibility courses for educators.](https://teachaccess.org/accessibility-courses/)

**Course Materials**

General

* [Make your content accessible to everyone (Microsoft 365 Support)](https://support.microsoft.com/en-us/office/make-your-content-accessible-to-everyone-ecab0fcf-d143-4fe8-a2ff-6cd596bddc6d)
* [University of Washington (UW) Disabilities, Opportunities, Internetworking, and Technology (DO-IT) Resource Collection](https://www.washington.edu/doit/resources/popular-resource-collections)

MS Word

* [Make your Word documents accessible to people with disabilities (Microsoft 365 Support)](https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d)

MS PowerPoint

* [Make your PowerPoint presentations accessible to people with disabilities (Microsoft 365 Support)](https://support.microsoft.com/en-us/office/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25#:~:text=Use%20an%20accessible%20presentation%20template,-Use%20one%20of&text=for%20all%20audiences.-,They%20are%20also%20designed%20so%20that%20screen%20readers%20can%20more,results%2C%20select%20a%20suitable%20template.)

Portable Document Format (PDF)

* [Tagging an existing PDF in Adobe Acrobat Pro DC (Montclair State University)](https://www.montclair.edu/information-technology/wp-content/uploads/sites/168/2020/02/Tagging-an-Existing-PDF-in-Adobe-Acrobat-DC.pdf)
* [Section 508 Guide Tagging PDF’s in Adobe Acrobat Pro (hhs.gov)](https://www.hhs.gov/sites/default/files/pdf-tagging.pdf)
* [Create and verify PDF accessibility with Adobe Acrobat Pro (Adobe)](https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html)

Videos

* [Making Audio and Video Media Accessible (W3C Web Accessibility Initiative)](https://www.w3.org/WAI/media/av/)
* [Video Accessibility Guide for Content Creators and Viewers (Adobe)](https://blog.adobe.com/en/publish/2021/12/10/video-accessibility-guide-for-content-creators-and-viewers)
* [Audio and Video Accessibility Checklist (Deque University)](https://dequeuniversity.com/checklists/web/audiovideo)

WCAG

* [Map of WCAG to Section 508 FPC (access-board.gov)](https://www.access-board.gov/ict/wcagtofpc.html)