**National Center on
Accessible Educational Materials**

Innovation Configuration for the Quality Indicators with Critical Components for Providing AEM and Accessible Technologies in Higher Education

By National AEM Center at CAST

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About the National AEM Center and the AEM Quality Indicators

The National Center on Accessible Educational Materials for Learning at CAST (National AEM Center) is a technical assistance (TA) center funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). The National AEM Center provides training, coaching, and resources to increase the availability and use of AEM and accessible technologies for learners with disabilities across the lifespan. The Quality Indicators with Critical Components for Providing AEM and Accessible Technologies in Higher Education (AEM Quality Indicators) are the foundation of the Center's TA for postsecondary academic institutions. They describe the essential components of an institutional system that provides timely, high-quality accessible materials and technologies. These relate to complying with federal legislation; selecting, creating, and using accessible materials and technologies; implementing policies and guidelines; providing training, technical assistance, and professional learning; collecting and using data; and allocating resources. The Innovation Configuration for the Quality Indicators with Critical Components for Providing AEM and Accessible Technologies in Higher Education (IC for the AEM Quality Indicators) is designed to assist campus or university system teams with establishing an implementation plan and monitoring progress over time. Please contact the TA team at the National AEM Center for support with the AEM Quality Indicators and using the IC matrices. Our email address is aem@cast.org.

Purpose of the Innovation Configuration for the AEM Quality Indicators

As described by the CEEDAR Center, an Innovation Configuration (IC) is a tool that identifies and describes the major components of a practice or innovation. With the implementation of any innovation comes a continuum of configurations from non-use to the ideal (Bailey et al., 2020). ICs are organized around two dimensions: essential components and degree of implementation (Hall & Hord, 1987; Roy & Hord, 2004).

The IC presented in this guide is aligned with the AEM Quality Indicators for Higher Education. The Quality Indicators provide guidance for any institution that is committed to the process of creating and sustaining a coordinated system for providing accessible materials and technologies for all learners who need them – in high quality and in a timely manner. Using the IC for the AEM Quality Indicators, institution representatives identify the level that best describes the implementation stage of each Critical Component, from "not started" to "robust."

Getting Started and Applying the Innovation Configuration

Like all systems change processes, implementing the AEM Quality Indicators requires collaborative preparation and coordination. A leadership team needs to be established, followed by activities that prepare a team to conduct a baseline self-assessment. Once a leadership team is in place and ready to conduct the first self-assessment, the process of applying the IC for the AEM Quality Indicators will be more intuitive and successful.

Using the IC for the AEM Quality Indicators requires a commitment to time and effort. First, a team with sufficient authority for creating systems change should be established. Second, the team should prepare by building background knowledge about the AEM Quality Indicators. The time to complete these two pre-requisites will depend on your institution's readiness for improving the timely provision of accessible materials and technologies.

To optimize the use of the IC, your team should schedule a recurring meeting time. Convening at regular intervals will ensure continuous progress. Be realistic about the time and effort your team can commit. Consider identifying a subgroup of individuals to take responsibility for completing tasks between meetings. Like all systems change and sustainability efforts, there is no prescribed timeline for full implementation of the AEM Quality Indicators.

Establishing a Leadership Team

Systems change begins when leadership in an institution engages all members of its community in developing and embracing a shared vision. The IC for the AEM Quality Indicators is designed for leadership teams that are ready to engage its community in improving the accessibility of materials and technologies provided to all learners, particularly students with disabilities, throughout an institution. A leadership team can start as small as two institutional representatives but should evolve to include multi-disciplinary, cross-functional membership from both Student and Academic Services, as well as administration. Quality Indicator 1.1 supplies a list of appropriate roles and responsibilities for a leadership team preparing to use the IC for the AEM Quality Indicators. Input from the widest range of representatives will optimize the robustness of implementation.

Preparing for Your First Self-Assessment

Sufficient readiness is needed before using the IC for the AEM Quality Indicators. Users should prepare in two ways:

1. Review the [AEM Quality Indicators with Critical Components for Higher Education](#). Carefully review the statement, intent, and the series of Critical Components for each Quality Indicator. When you encounter unfamiliar information, build your background knowledge by following the links to learn more.
2. Refer to the [Study Guide for the Higher Education AEM Quality Indicators](#). The study guide has activities and recommendations for implementing the AEM Quality Indicators. While you and your team may not be ready to undertake all of them, the activities exemplify the practical aspects of each Quality Indicator when put into action. Select at least one activity under each Quality Indicator to complete and discuss as a team.

As you build your background knowledge, it may become evident that other professionals on your campus or in your university system have information needed to conduct a self-assessment of one or more Quality Indicators. Consult with those individuals and consider adding them to your leadership team.

Using the Innovation Configuration Matrices

Your team will use an IC matrix to conduct a self-assessment of each Critical Component of the AEM Quality Indicators. The IC matrix measures implementation along a scale of **four primary levels**:

- Not Started (0)
- Emerging (1)
- Intermediate (2)
- Robust (3)

After deliberating each primary level description in relation to your institution's system for providing accessible materials and technologies, select the description that most accurately describes the current stage of implementation. Enter the corresponding number in the *Primary Level Rating* field. If your team has insufficient information to measure implementation of any given Critical Component, leave the field empty and record an action for gathering necessary information.

An *Intra-level Rating* field acknowledges that long term systems change is incremental and, therefore, implementation happens on a continuum. Within any primary level of implementation, except for *Not Started*, a granular assessment should be made. This secondary rating will enable your team to account for progress over time, even if your institution's primary level of implementation of any given Critical Component remains stagnant for an extended period:

- Enter a "1" if your institution's system is **just entering the implementation level selected**
- Enter a "2" if your institution's system is **solidly within the level selected**
- Enter a "3" if your institution's system is **close to exiting the level selected**

The following section explains how to document the information your team uses in selecting both Primary Level and Intra-level Ratings.

Recording Rationales

Below each Critical Component's matrix, your team is prompted to record a rationale for both the Primary Level Rating and Intra-level Rating selected. Notes should be taken in this section during the deliberation process to capture the team's key points in decision-making. The notes can then be used as reference material by the team members conducting the next cycle of self-assessment. This running record is essential for ensuring consistency as your leadership team evolves and changes over time.

Recording Action Items

At the end of the self-assessment process for each Critical Component, your team is prompted to record action items. Action items are the tasks your team will complete to make progress toward robust implementation and should be informed by the description and examples for the Critical Component. The [Study Guide](#) is another useful resource for identifying action items. For each task, assign responsibilities to specific team member(s) and set a timeline.

Progress Monitoring and Continuous Improvement

The results of your institution's first self-assessment serve as the system's baseline data. Subsequent self-assessments should be conducted at regular intervals for progress monitoring toward continuous system improvement. Like all systems change processes, implementing the AEM Quality Indicators is ongoing and will need to be sustained over the long term. The leadership team takes responsibility for setting a schedule of recurring self-assessments to monitor progress over time. Once your team

conducts a baseline self-assessment of the seven Quality Indicators, you can identify priorities and set goals. Use this process to inform the schedule of recurring self-assessments and a progress monitoring strategy.

Saving and Storing Your Institution's Self-Assessments

It is suggested that your team save versions of the IC matrices with your institution's name and the date (e.g., IC-AEM-QIs-"institution name"-"month_day_year"). Maintain an archive of completed self-assessments on your institution's shared file storage system and a backup folder. Ensure that all team members have a shared understanding of a protocol for accessing, updating, and saving each version of the IC matrices.

Note that this resource is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International](#) license. Your institution is encouraged to customize and adapt its contents and function for your own use. For example, if your institution has a web-based system for creating forms and managing data, consider adapting this resource to be used with that system. You might also consider creating a spreadsheet with charts or graphs that display your institution's progress over time.

Innovation Configuration Matrices (ICMs) for the AEM Quality Indicators

Begin by carefully reviewing [Getting Started and Applying the Innovation Configuration](#).

Enter the following information:

The name of your institution:

Names and email addresses of participating individuals:

Date:

Before continuing, save this file (see [Saving and Storing Your Institution's Self-Assessments](#)).

- [ICM for Quality Indicator 1: A Coordinated System](#)
- [ICM for Quality Indicator 2: Timely Manner](#)
- [ICM for Quality Indicator 3: Written Guidelines](#)
- [ICM for Quality Indicator 4: Learning Opportunities & Technical Assistance](#)
- [ICM for Quality Indicator 5: Data Collection](#)
- [ICM for Quality Indicator 6: Data Use](#)
- [ICM for Quality Indicator 7: Allocation of Resources](#)

ICM for Quality Indicator 1: A Coordinated System

Statement: The institution has a coordinated system for providing high-quality accessible materials and technologies for all students with disabilities who need them.

Intent: A coordinated system means that the institution has methodical and integrated means by which students who need them receive accessible formats of instructional materials, accessible digital materials, accessible technologies, and the assistive technology needed to use them.

- [IC Matrix for Critical Component 1.1](#)
- [IC Matrix for Critical Component 1.2](#)
- [IC Matrix for Critical Component 1.3](#)

Critical Component 1.1: Effective planning and communicating among collaborators who are important to creating and sustaining a coordinated system of providing high-quality accessible materials and technologies

Select current level of implementation for Critical Component 1.1:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
The need for a collaborative team to lead the creation of a coordinated system has not yet been considered.	Steps are being taken to establish a collaborative team.	Some members of a collaborative team are in place, but more members are needed for sufficient representation.	A collaborative team that is considered representative of all targeted audiences and interested parties is established.		

Record a rationale for your Primary Level and Intra-level Rating selections for 1.1:

Record action items to make progress on 1.1:

Critical Component 1.2: A means for ensuring that digital materials and technologies purchased or created for use by all students are accessible

Select current level of implementation for Critical Component 1.2:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
The need to provide accessible digital materials and technologies - from the beginning and for use by all students - has not yet been considered.	A process for evaluating, testing, and approving digital materials and technologies for accessibility is being developed.	A process for evaluating, testing, and approving digital materials and technologies for accessibility is in use.	A process for evaluating, testing, and approving digital materials and technologies for accessibility is in consistent use within a system of accountability.		

Record a rationale for your Primary Level and Intra-level Rating selections for 1.2:

Record action items to make progress on 1.2:

Critical Component 1.3: A means for ensuring the provision of accessible formats of print textbooks and related core materials with appropriate copyright protection

Select current level of implementation for Critical Component 1.3:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
The need to provide accessible formats for students who meet the criteria of "eligible person" has not yet been considered.	A process is being developed for providing accessible formats for students who meet the criteria of "eligible person."	A process exists for some students who meet the criteria of "eligible person" (e.g., primarily for students who are vision impaired but less so for students with learning disabilities).	A process exists for all students who meet the criteria of "eligible person."		

Record a rationale for your Primary Level and Intra-level Rating selections for 1.3:

Record action items to make progress on 1.3:

ICM for Quality Indicator 2: Provision in a Timely Manner

Statement: The institution provides high-quality accessible materials and technologies in a timely manner.

Intent: In general, "timely manner" means students who require accessible materials and technologies receive them at the same time that materials and technologies are distributed to all students. Attention is given to identify and address factors that could delay timely manner.

- [IC Matrix for Critical Component 2.1](#)
- [IC Matrix for Critical Component 2.2](#)
- [IC Matrix for Critical Component 2.3](#)

Critical Component 2.1: The institution has a definition of timely manner

Select current level of implementation for Critical Component 2.1:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Institution has not yet defined timely manner.	Timely manner has been defined but is not yet implemented.	Timely manner has been defined and is followed by some personnel with responsibilities related to the provision of accessible materials and technologies.	Timely manner has been defined and is followed by all personnel with responsibilities related to the provision of accessible materials and technologies.		

Record a rationale for your Primary Level and Intra-level Rating selections for 2.1:

Record action items to make progress on 2.1:

Critical Component 2.2: Strategic collaborations that are important to the timely provision of accessible materials and technologies

Select current level of implementation for Critical Component 2.2:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
The need for strategic collaborations to provide accessible materials and technologies in a timely manner has not yet been considered.	Strategic collaborations are being developed to provide accessible materials and technologies in a timely manner.	Strategic collaborations are sometimes used to provide accessible materials and technologies in a timely manner (e.g., under certain conditions or across isolated offices, programs, or departments).	Strategic collaborations are consistently used across the institution to provide accessible materials and technologies in a timely manner.		

Record a rationale for your Primary Level and Intra-level Rating selections for 2.2:

Record action items to make progress on 2.2:

[Critical Component 2.3](#): **Multiple means for timely delivery**

Select current level of implementation for Critical Component 2.3:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Actions for providing accessible materials and technologies in a timely manner have not yet been considered.	Actions are being developed for providing accessible materials and technologies in a timely manner.	Some actions have been developed but gaps still exist in providing accessible materials and technologies in a timely manner.	A sufficient number and range of actions have been developed for consistently providing accessible materials and technologies in a timely manner.		

Record a rationale for your Primary Level and Intra-level Rating selections for 2.3:

Record action items to make progress on 2.3:

ICM for Quality Indicator 3: Written Guidelines

Statement: The institution develops and implements written guidelines on the provision and use of high-quality accessible materials and technologies and disseminates them to all responsible parties.

Intent: Guidelines, informed by institutional policies, document the roles and responsibilities for timely provision and use of high-quality accessible materials and technologies. Guidelines are communicated in multiple formats and broadly disseminated to ensure that all responsible parties can understand and apply them.

- [IC Matrix for Critical Component 3.1](#)
- [IC Matrix for Critical Component 3.2](#)
- [IC Matrix for Critical Component 3.3](#)
- [IC Matrix for Critical Component 3.4](#)
- [IC Matrix for Critical Component 3.5](#)

Critical Component 3.1: Guidelines that specify laws and policies relevant to the provision and use of accessible materials and technologies, including assessment

Select current level of implementation for Critical Component 3.1:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Guidelines pertaining to the provision and use of accessible materials and technologies have not yet been considered.	Guidelines pertaining to the provision and use of accessible materials and technologies are being developed to include relevant laws and policies.	Some guidelines pertaining to the provision and use of accessible materials and technologies specify relevant laws and policies.	All guidelines pertaining to the provision and use of accessible materials and technologies specify relevant laws and policies.		

Record a rationale for your Primary Level and Intra-level Rating selections for 3.1:

Record action items to make progress on 3.1:

[Critical Component 3.2](#): **Guidelines for procuring accessible digital materials and technologies for all students**

Select current level of implementation for Critical Component 3.2:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Guidelines pertaining to the provision and use of accessible materials and technologies have not yet been considered.	Guidelines are being developed for procuring accessible digital materials and technologies - from the beginning and for use by all students.	Guidelines include some requirements and are generally implemented for procuring accessible digital materials and technologies - from the beginning and for use by all students.	Guidelines include all requirements and are consistently implemented for procuring accessible digital materials and technologies - from the beginning and for use by all students.		

Record a rationale for your Primary Level and Intra-level Rating selections for 3.2:

Record action items to make progress on 3.2:

Critical Component 3.3: Guidelines for providing accessible formats of curriculum materials for students who require them

Select current level of implementation for Critical Component 3.3:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Guidelines pertaining to the provision and use of accessible materials and technologies have not yet been considered.	Guidelines are being developed for providing accessible formats of copyrighted materials for students who meet the criteria of "eligible person."	Guidelines include some actions and are generally implemented for providing accessible formats of copyrighted materials for students who meet the criteria of "eligible person."	Guidelines include all actions and are consistently implemented for providing accessible formats of copyrighted materials for students who meet the criteria of "eligible person."		

Record a rationale for your Primary Level and Intra-level Rating selections for 3.3:

Record action items to make progress on 3.3:

Critical Component 3.4: Guidelines that delineate roles and responsibilities at all levels

Select current level of implementation for Critical Component 3.4:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Guidelines pertaining to the provision and use of accessible materials and technologies have not yet been considered.	Roles and responsibilities are being delineated within guidelines pertaining to the provision and use of accessible materials and technologies.	Some roles and responsibilities are delineated within guidelines pertaining to the provision and use of accessible materials and technologies.	All roles and responsibilities are delineated within guidelines pertaining to the provision and use of accessible materials and technologies.		

Record a rationale for your Primary Level and Intra-level Rating selections for 3.4:

Record action items to make progress on 3.4:

Critical Component 3.5: Guidelines that are made available in multiple formats and widely disseminated through varied means to reach all responsible parties

Select current level of implementation for Critical Component 3.5:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Guidelines pertaining to the provision and use of accessible materials and technologies have not yet been considered.	A plan is being developed for disseminating guidelines pertaining to the provision and use of accessible materials and technologies.	Guidelines are available in print and accessible digital text. They are disseminated on the institution's website in the primary languages spoken across the institution's community. A process for requesting an accessible format is included.	Guidelines are available in print, accessible digital text, and one additional accessible format. They are disseminated on the institution's website and one or more additional means in the primary languages spoken across the institution's community. A process for requesting an accessible format is included.		

Record a rationale for your Primary Level and Intra-level Rating selections for 3.5:

Record action items to make progress on 3.5:

ICM for Quality Indicator 4: Learning Opportunities & Technical Assistance

Statement: The institution provides or arrange for comprehensive learning opportunities and technical assistance (TA) that address all areas of the provision and use of high-quality accessible materials and technologies.

Intent: Comprehensive learning opportunities and TA are ongoing, draw from multiple sources, and offered in different forms that benefit all targeted audiences and interested parties.

- IC Matrix for Critical Component 4.1
- IC Matrix for Critical Component 4.2
- IC Matrix for Critical Component 4.3

Critical Component 4.1: Content that is targeted at the differentiated roles and responsibilities of all targeted audiences

Select current level of implementation for Critical Component 4.1:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Learning opportunities and TA pertaining to the provision and use of accessible materials and technologies have not yet been considered.	A plan is being developed for providing learning opportunities and TA pertaining to the provision and use of accessible materials and technologies.	Learning opportunities and TA are differentiated for two targeted audiences.	Learning opportunities and TA are differentiated for three or more targeted audiences.		

Record a rationale for your Primary Level and Intra-level Rating selections for 4.1:

Record action items to make progress on 4.1:

Critical Component 4.2: Learning opportunities and TA that are designed and delivered using evidence-based practices

Select current level of implementation for Critical Component 4.2:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Learning opportunities and TA pertaining to the provision and use of accessible materials and technologies have not yet been considered.	A plan is being developed for providing learning opportunities and TA pertaining to the provision and use of accessible materials and technologies.	Learning opportunities and TA sometimes incorporate evidence-based practices pertaining to the provision and use of accessible materials and technologies.	Learning opportunities and TA consistently incorporate evidence-based practices pertaining to the provision and use of accessible materials and technologies.		

Record a rationale for your Primary Level and Intra-level Rating selections for 4.2:

Record action items to make progress on 4.2:

Critical Component 4.3: Use of federally-, state-, and locally-funded sources of high-quality content, training, and TA

Select current level of implementation for Critical Component 4.3:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Learning opportunities and TA pertaining to the provision and use of accessible materials and technologies have not yet been considered.	A plan is being developed for providing learning opportunities and TA pertaining to the provision and use of accessible materials and technologies.	Learning opportunities and TA incorporate content from one federally-, state-, or locally funded source pertaining to the provision and use of accessible materials and technologies.	Learning opportunities and TA incorporate content from two or more federally-, state-, or locally funded sources pertaining to the provision and use of accessible materials and technologies.		

Record a rationale for your Primary Level and Intra-level Rating selections for 4.3:

Record action items to make progress on 4.3:

ICM for Quality Indicator 5: Data Collection

Statement: The institution develops and implements a secure, systematic data collection process to monitor and evaluate the equitable, timely provision and use of high-quality accessible materials and technologies.

Intent: Data collection processes target the provision and use of high-quality accessible materials and technologies through both institutional procurement for all students and through disability/accessibility services for students with accommodations.

- IC Matrix for Critical Component 5.1
- IC Matrix for Critical Component 5.2
- IC Matrix for Critical Component 5.3
- IC Matrix for Critical Component 5.4

[Critical Component 5.1](#): **Methods for collecting data on the procurement of accessible digital materials and learning technologies for use by all students**

Select current level of implementation for Critical Component 5.1:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Data pertaining to the provision and use of accessible materials and technologies are not yet collected.	A plan is being developed for collecting data pertaining to the procurement of accessible digital materials and technologies for use by all students.	One method is used for collecting data on the effectiveness of processes for procuring accessible digital materials and technologies for use by all students.	Two or more methods are used for collecting data on the effectiveness of processes for procuring accessible digital materials and technologies for use by all students.		

Record a rationale for your Primary Level and Intra-level Rating selections for 5.1:

Record action items to make progress on 5.1:

Critical Component 5.2: Methods for collecting satisfaction data from all students on the quality and effectiveness of course materials and technologies, including accessibility

Select current level of implementation for Critical Component 5.2:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Data pertaining to the provision and use of accessible materials and technologies are not yet collected.	Methods are being developed for collecting student satisfaction data on the accessibility of course materials and technologies.	Methods for collecting student satisfaction data on the accessibility of course materials and technologies are in use for some students and/or some programs.	Methods for collecting student satisfaction data on the accessibility of course materials and technologies are in use for all students and all programs.		

Record a rationale for your Primary Level and Intra-level Rating selections for 5.2:

Record action items to make progress on 5.2:

Critical Component 5.3: **Methods for securely collecting data on the extent to which students with disabilities receive and effectively use accessible formats of copyrighted materials, including assessments, in a timely manner**

Select current level of implementation for Critical Component 5.3:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Data pertaining to the provision and use of accessible materials and technologies are not yet collected.	A plan is being developed for collecting data pertaining to the timely delivery and use of accessible formats by students with disabilities.	Two methods are used for collecting data on the timely delivery and use of accessible formats by students with disabilities.	Three or more methods are used for collecting data on the timely delivery and use of accessible formats by students with disabilities.		

Record a rationale for your Primary Level and Intra-level Rating selections for 5.3:

Record action items to make progress on 5.3:

Critical Component 5.4: Methods for securely collecting data to ensure that students who are provided an accessible format accommodation proportionally represent the demographics of all students enrolled in the institution

Select current level of implementation for Critical Component 5.4:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Data pertaining to the provision and use of accessible materials and technologies are not yet collected.	A plan is being developed for collecting data to ensure equal access and treatment for all students who have accessible format accommodations.	Two data collection methods are used to ensure equal access and treatment for all students who have accessible format accommodations.	Three data collection methods are used to ensure equal access and treatment for all students who have accessible format accommodations.		

Record a rationale for your Primary Level and Intra-level Rating selections for 5.4:

Record action items to make progress on 5.4:

ICM for Quality Indicator 6: Data Use

Statement: The institution securely uses data to guide changes that support continuous improvement in all areas of the systemic provision and use of high-quality accessible materials and technologies.

Intent: While protecting student privacy, data are systematically analyzed to measure the effectiveness of all areas of the current system and are used to inform actions needed to improve practice, program planning, and resource allocation.

- IC Matrix for Critical Component 6.1
- IC Matrix for Critical Component 6.2
- IC Matrix for Critical Component 6.3
- IC Matrix for Critical Component 6.4
- IC Matrix for Critical Component 6.5
- IC Matrix for Critical Component 6.6
- IC Matrix for Critical Component 6.7
- IC Matrix for Critical Component 6.8

Critical Component 6.1: Analysis of procurement data (Critical Component 5.1) to monitor practices for ensuring digital material and technology accessibility in contracts, purchase agreements, and in communications with vendors

Select current level of implementation for Critical Component 6.1:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Data pertaining to the provision and use of accessible materials and technologies are not yet used.	A plan is being developed for using procurement data to monitor practices for ensuring accessibility through the purchasing process.	Use of procurement data is resulting in a measurable increase in the availability of accessible digital materials and technologies acquired through the purchasing process.	Use of procurement data is resulting in consistent and sustainable availability of accessible digital materials and technologies acquired through the purchasing process.		

Record a rationale for your Primary Level and Intra-level Rating selections for 6.1:

Record action items to make progress on 6.1:

Critical Component 6.2: Analysis of course satisfaction data (Critical Component 5.2) to monitor the usability and accessibility of course materials and technologies

Select current level of implementation for Critical Component 6.2:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Data pertaining to the provision and use of accessible materials and technologies are not yet used.	A plan is being developed for using student satisfaction data to monitor and address the usability and accessibility of course materials and technologies.	Use of student satisfaction data on course materials and technologies is resulting in measurable, short-term improvements in satisfaction with usability and accessibility.	Use of student satisfaction data on course materials and technologies is resulting in sustainable, long-term satisfaction with usability and accessibility.		

Record a rationale for your Primary Level and Intra-level Rating selections for 6.2:

Record action items to make progress on 6.2:

Critical Component 6.3: Analysis of disability/accessibility services data (Critical Component 5.3) to monitor the quality and timely provision of accessible formats of copyrighted materials for students who require them

Select current level of implementation for Critical Component 6.3:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Data pertaining to the provision and use of accessible materials and technologies are not yet used.	A plan is being developed for using data pertaining to the quality and timely provision of accessible formats for students who require them.	Use of data is resulting in a measurable difference in the quality and timely provision of accessible formats for students who require them.	Use of data is resulting in a significant and sustainable difference in the quality and timely provision of accessible formats for students who require them.		

Record a rationale for your Primary Level and Intra-level Rating selections for 6.3:

Record action items to make progress on 6.3:

Critical Component 6.4: Analysis of disability/accessibility services data (Critical Component 5.4) to monitor the proportional representation of students receiving accessible formats

Select current level of implementation for Critical Component 6.4:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Data pertaining to the provision and use of accessible materials and technologies are not yet used.	A plan is being developed for using data to ensure equal access and treatment for all students who have accessible format accommodations.	Use of demographic and disability category data is resulting in a measurable difference in equal access and treatment for students who have accessible format accommodations.	Use of demographic and disability category data is resulting in a significant and sustainable difference in equal access and treatment for students who have accessible format accommodations.		

Record a rationale for your Primary Level and Intra-level Rating selections for 6.4:

Record action items to make progress on 6.4:

Critical Component 6.5: A means for the institution to consider the potential impact of barriers for students with disabilities when analyzing data submitted to the Integrated Postsecondary Education Data System (IPEDS)

Select current level of implementation for Critical Component 6.5:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Data pertaining to the provision and use of accessible materials and technologies are not yet used.	A plan is being developed for using IPEDS data to consider institutional barriers for students with disabilities.	IPEDS data are used to initiate internal conversations about potential institutional barriers for students with disabilities, including course and program materials and technologies.	IPEDS data are used in a broader strategy to increase the retention and graduation rates of all students, including students with disabilities.		

Record a rationale for your Primary Level and Intra-level Rating selections for 6.5:

Record action items to make progress on 6.5:

Critical Component 6.6: A systematic approach that supports effective data analysis and use

Select current level of implementation for Critical Component 6.6:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Data pertaining to the provision and use of accessible materials and technologies are not yet used.	A plan is being developed for systematically analyzing and using data.	Three parts of a systematic approach are being used, including the protection of student privacy.	Five or more parts of a systematic approach are being used.		

Record a rationale for your Primary Level and Intra-level Rating selections for 6.6:

Record action items to make progress on 6.6:

Critical Component 6.7: **A team consisting of personnel with the combined expertise and authority to synthesize the data, make recommendations, and implement necessary changes**

Select current level of implementation for Critical Component 6.7:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Data pertaining to the provision and use of accessible materials and technologies are not yet used.	A plan is being developed to ensure appropriate and effective representation of personnel on the data team.	A data team is in place and has implemented some changes in response to the use of data.	A data team is in place and consistently implements changes in response to the use data.		

Record a rationale for your Primary Level and Intra-level Rating selections for 6.7:

Record action items to make progress on 6.7:

Critical Component 6.8: Dissemination of aggregated summaries of data analysis results to all targeted audiences and interested parties, in user-friendly formats

Select current level of implementation for Critical Component 6.8:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Data pertaining to the provision and use of accessible materials and technologies are not yet used.	A plan is being developed for disseminating aggregated summaries of data collection and use.	Results of data collection and use are disseminated to some targeted audiences and interested parties.	Results of data collection and use are disseminated to all targeted audiences and interested parties.		

Record a rationale for your Primary Level and Intra-level Rating selections for 6.8:

Record action items to make progress on 6.8:

ICM for Quality Indicator 7: Allocation of Resources

Statement: The institution allocates resources sufficient to ensure the delivery and sustainability of quality services for students with disabilities who need high-quality accessible materials and technologies.

Intent: Sufficient fiscal, human, and infrastructure resources are committed to ensure that the needs of students are effectively met.

- [IC Matrix for Critical Component 7.1](#)
- [IC Matrix for Critical Component 7.2](#)

[Critical Component 7.1](#): **Resources that are provided for fiscal, human, and infrastructure needs**

Select current level of implementation for Critical Component 7.1:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Resources are not yet allocated for services pertaining to the provision and use of accessible materials and technologies for students who need them.	A plan is being developed for allocating resources for services pertaining to the provision and use of accessible materials and technologies for students who need them.	Resources are allocated for some needs.	Resources are allocated for all identified needs.		

Record a rationale for your Primary Level and Intra-level Rating selections for 7.1:

Record action items to make progress on 7.1:

Critical Component 7.2: Resources that are used to address the needs of all targeted audiences, including all students being served by the institution

Select current level of implementation for Critical Component 7.2:

Not Started (0)	Emerging (1)	Intermediate (2)	Robust (3)	Primary Level Rating	Intra-level Rating
Resources are not yet allocated for services pertaining to the provision and use of accessible materials and technologies for students who need them.	A plan is being developed for allocating resources for services pertaining to the provision and use of accessible materials and technologies for students who need them.	Resources are used to address the needs of some members of the targeted audiences.	Resources are used to address the needs of all members of the targeted audiences.		

Record a rationale for your Primary Level and Intra-level Rating selections for 7.2:

Record action items to make progress on 7.2:

Acknowledgements

Glossary

Accessibility

Products, programs, and services are "accessible" when learners with disabilities are able to "acquire the same information, engage in the same interactions, and enjoy the same services" as learners who do not have disabilities. Learners with disabilities must be able to achieve these three goals "in an equally integrated and equally effective manner, with substantially equivalent ease of use" (Joint Letter U.S. Department of Justice and U.S. Department of Education, June 29, 2010).

Accessible Educational Materials (AEM)

Accessible educational materials (AEM) are print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or enhanced in a way that makes them usable across the widest range of learner variability, regardless of format (e.g., print, digital, graphic, audio, video).

Accessible Formats

Accessible formats provide the same information in another form to address the barriers text-based materials can present for some learners. Examples of accessible formats include audio, braille, large print, tactile graphics, and digital text conforming with accessibility standards. The term "accessible format" is legally defined in section 121 of the Copyright Act, known as the Chafee Amendment, as "[A]n alternative manner or form that gives an eligible person access to the work when the copy or phonorecord in the accessible format is used exclusively by the eligible person to permit him or her to have access as feasibly and comfortably as a person without such disability." Learn about the [Chafee Amendment and related terminology on the AEM Center website](#).

Accessible Technology

Accessible technology can be used by people with a wide range of abilities and disabilities. It incorporates the principles of universal design. Each user can interact with the technology in ways that work best for them. Accessible technology is either directly accessible (usable without assistive technology) or compatible with standard assistive technology. In the same way buildings with ramps and elevators are accessible, products that adhere to accessible design principles are usable by individuals with diverse abilities, needs and preferences. (Definition adapted from one originally shared on AccessibleTech.org.)

Assistive Technology (AT)

Assistive technology (AT) is designed to address specific barriers students with disabilities may face when interacting with print or digital materials. It's important to understand that AT is both a device (or software application) and a service. The federal definition of an AT device is: "...any item, piece of equipment, or product system,

whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Examples of AT as devices or software applications include text-to-speech, screen readers, speech recognition, and adaptive switches. AT services assist students with disabilities and their families and educators in selecting, acquiring, and using the AT that is the best match for the settings in which students live and learn and the tasks they need to accomplish.

Institution

In the context of implementing the AEM Quality Indicators for Higher Education, the "institution" is the campus or university system coordinating its efforts to improve the timely provision and use of high-quality accessible materials and technologies.

Office of Special Education Programs (OSEP)

The Office of Special Education Programs (OSEP) is maintained by the Office of Special Education and Rehabilitative Services (OSERS) of the U.S. Department of Education. OSEP provides leadership and financial support to assist states and local districts in improving results for infants, toddlers, children, and youth with disabilities (ages birth through 21). OSEP also administers the Individuals with Disabilities Education Act (IDEA).

Technical Assistance (TA)

Technical Assistance (TA) describes wide-ranging products and services to support agencies with research to practice under IDEA. TA projects under OSEP support States and local systems to implement, evaluate, and scale-up practices or models identified as effective to improve outcomes for children with disabilities.

Contact the National AEM Center

Please contact CAST's Technical Assistance Team for support with the AEM Quality Indicators and using the IC matrices. Our email address is aem@cast.org.

References

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