

# TAACCCT Voluntary Accessibility Summary Template

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To support grantees in documenting the fulfillment of the SGA requirements for accessibility, SkillsCommons has created a guide for grant project directors or designated project staff to complete and post within SkillsCommons that would aid in the documentation process. **The use of this template is voluntary.** The template provides the basic elements for describing the methodologies your project used to assure their compliance with accessibility requirements. The SGA TAACCCT requirements for each round are provided at the end of this document.

Describe the name, title, and type/amount of experience the accessibility reviewer(s) have in conducting reliable accessibility evaluations:

Describe the accessibility rubric used to conduct the accessibility review. The SkillsCommons Accessibility Checkpoints can be found at: <http://support.taacct.org/accessibility>. You are welcome to use other accepted rubrics.

Summarize the tools and procedures used to conduct the accessibility evaluations.

\_\_\_\_\_  
Signature of Principal Investigator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print/Type Name of Principal Investigator

\_\_\_\_\_  
TAACCCT Project Name

### SGA TAACCCT requirements by Round:

#### For Round 1:

“All online and technology-enabled content and courses developed under this [TAACCCT] SGA must incorporate the principles of universal design (see <http://www.cast.org/ud/>) in order to ensure that they are readily accessible to qualified individuals with disabilities. The content and courses must be in full compliance with the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act of 1973, as amended, and the Web Content Accessibility Guidelines 2.0, Level AA (<http://www.w3.org/TR/WCAG/>).”

Retrieved 12/5/2014 from: <http://www.doleta.gov/grants/pdf/SGA-DFA-PY-10-03.pdf> . page 8.

**For Round 2:**

“All online and technology-enabled content and courses developed under this SGA must incorporate the principles of universal design (see <http://www.cast.org/udl/>) in order to ensure that they are readily accessible to qualified individuals with disabilities in full compliance with the Americans with Disabilities Act and Sections 504 and 508 of the Federal Rehabilitation Act of 1973, as amended, and the Web Content Accessibility Guidelines (WCAG) 2.0, Level AA (<http://www.w3.org/TR/WCAG/> ).”

Retrieved 12/5/2014 from: [http://www.doleta.gov/grants/pdf/taaccct\\_sga\\_dfa\\_py\\_11\\_08.pdf](http://www.doleta.gov/grants/pdf/taaccct_sga_dfa_py_11_08.pdf). pg. 8.

**For Round 3:**

“All online and technology-enabled content and courses developed under this SGA must incorporate the principles of universal design (see <http://www.cast.org/udl/>) in order to ensure that they are readily accessible to qualified individuals with disabilities. The content and courses must be in full compliance with the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act of 1973, as amended, and the Web Content Accessibility Guidelines (WCAG) 2.0, Level AA (<http://www.w3.org/TR/WCAG/> ).”

Retrieved 12/5/2014 from: [http://www.doleta.gov/grants/pdf/taaccct\\_sga\\_dfa\\_py\\_12\\_10.pdf](http://www.doleta.gov/grants/pdf/taaccct_sga_dfa_py_12_10.pdf). pg. 31.

**For Round 4:**

“All online and technology-enabled content and courses developed under this SGA must incorporate the principles of universal design (see <http://www.cast.org/udl/>) in order to ensure that they are readily accessible to qualified individuals with disabilities. The content and courses must be in full compliance with the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act of 1973, as amended, and the Web Content Accessibility Guidelines 2.0, Level AA (<http://www.w3.org/TR/WCAG/> ).”

Retrieved from: <http://www.doleta.gov/grants/pdf/SGA-DFA-PY-13-10.pdf>. pg. 35.



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