

Quality Indicators for the Provision of Accessible Materials

Section CFR 300.172 of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) requires state and local education agencies to ensure the provision of accessible instructional materials in a timely manner to students with print disabilities who require them. These quality indicators are designed to describe the critical attributes of a comprehensive set of mechanisms, supports, guidelines, policies, practices, etc. that are aligned across agencies to address this requirement. These indicators can help with analysis of current status and support planning for growth at all organizational levels.

1. The education agency supports the provision of appropriate, high-quality instructional materials in specialized formats to all students with print disabilities who require them.

Intent: Provision of instructional materials in specialized formats is required by IDEA 2004 and is based on the unique needs of students with print disabilities. No student with a print disability is denied needed specialized formats for any reason (e.g. type of print disability, Chafee eligibility, type of specialized format needed, administrative concerns, fiscal concerns, etc.).

2. The education agency supports the provision of appropriate specialized formats in a timely manner.

Intent: IDEA 2004 requires states to define "timely manner". In general, "timely manner" means students with print disabilities receive instructional materials in specialized formats at the same time that non-disabled peers receive their instructional materials. Appropriate consideration is given to factors that could delay that access. Agencies have clearly defined policies and procedures to identify and address sources of delay.

3. The education agency develops and implements written guidelines to define the responsibilities and actions needed for effective and efficient provision of specialized formats.

Intent: Written guidelines identify the roles of all responsible parties and the knowledge, skills, actions, alignment and coordination required for delivery of specialized formats in a timely manner. IDEA 2004 requires the state education agency to work collaboratively with the state agency responsible for assistive technology programs.

4. The education agency supports learning opportunities and technical assistance to facilitate the identification of students with print disabilities, as well as the selection, acquisition, and use of appropriate specialized formats.

Intent: Learning opportunities are based on the needs of and are readily available to students, families, staff, pre-service educators and other stakeholders. Training and technical assistance include topics pertinent to the identification of students with print disabilities as well as the selection, acquisition, and use of accessible instructional materials.

5. The education agency develops and implements a systematic process to monitor and evaluate the equitable, timely provision of appropriate, high-quality materials in specialized formats.

Intent: Data are collected that measure the degree to which instructional materials in specialized formats are 1) provided to students with all types of print disabilities in an equitable manner, 2) provided at the same time as print formats and 3) of quality sufficient to support appropriate instruction and achievement.

6. The education agency uses data to guide changes that support continuous improvement in the selection, acquisition, and use of accessible instructional materials.

Intent: Data are systematically analyzed to gauge effectiveness of current practice and used to inform actions needed to improve future practice.

7. The education agency allocates resources sufficient to ensure the delivery and sustainability of quality services to students with print disabilities.

Intent: Sufficient fiscal, human, and infrastructure resources are committed to ensure that student needs are appropriately addressed (e.g. identification, delivery of services, professional development, etc.).

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The AIM Consortium, supported by the U.S. Department of Education, Office of Special Education Programs (OSEP), works with 15 states to improve the timely delivery of high quality accessible educational material to students with disabilities. The AIM Consortium was launched on October 1, 2007. The project officer for the AIM Consortium is Glinda Hill. Opinions expressed herein do not necessarily represent the Department of Education's position or policy.