**Accessibility Conformance and Remediation Form**

***Instructions***

This form serves as means for auditors and vendors to document accessibility gaps associated with AIMT products and to indicate plans for addressing these gaps in the future.

We ask that you complete the **form** provided on the next page as follows:

1. **Product/Vendor Information:** Provide the information requested
2. **Issue Description:** List each major accessibility issue for the product Including the following:
   * Gaps identified from the Accessibility Standards and Voluntary Product Accessibility Template (VPAT)
   * Gaps identified in other product support documentation
   * Gaps identified by a third-party accessibility evaluation report (if available)
3. **Current Status:** Enter one of the following values:
   * Open: The issue has not yet been resolved
   * Closed: The issue has already been resolved
   * I/P: The issue is currently under investigation
   * Other
4. **Disposition:** Enter one of the following values:
   * Planned: The issue will be resolved
   * Deferred: The issue will not be resolved
   * I/P: The issue is currently under investigation
   * Other
5. **Remediation Timeline:** Enter when you anticipate that the issue will be resolved
6. **Available Workarounds (for vendor only)**: Describe the business processes vendor will offer or third-party products that should be considered to work around the issue until full remediation
7. **Comments (optional)**: Provide details/description regarding the issue
8. **Additional Information (optional)**: Provide any additional discussion regarding accessibility plans

Vendor/Product Information

| Vendor Name | ACT |
| --- | --- |
| Product Name | Career Ready 101 |
| Product Version | Current |
| Completion Date |  |
| Contact Name/Title | Oliver Cummings |
| Contact Email/Phone | [Oliver.Cummings@act.org](mailto:Oliver.Cummings@act.org) |

Software Applications and Operating Systems

| Issue Description | Current Status (Open, Closed, I/P) | Disposition (Planned, Deferred, I/P) | Remedia-tion Timeline | Available Work-arounds | Comments |
| --- | --- | --- | --- | --- | --- |
| (a) When software is designed to run on a system that has a keyboard, product functions shall be executable from a keyboard where the function itself or the result of performing a function can be discerned textually. | I/P | Planned | Q4, 2015 |  | Not fully tested |
| (b) Applications shall not disrupt or disable activated features of other products that are identified as accessibility features, where those features are developed and documented according to industry standards. Applications also shall not disrupt or disable activated features of any operating system that are identified as accessibility features where the application programming interface for those accessibility features has been documented by the manufacturer of the operating system and is available to the product developer. | I/P | Planned | Q4, 2015 |  | Not fully tested |
| (c) A well-defined on-screen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes. The focus shall be programmatically exposed so that Assistive Technology can track focus and focus changes. | I/P | Planned | Q2, 2016 |  | Not fully implemented |
| (d) Sufficient information about a user interface element including the identity, operation and state of the element shall be available to Assistive Technology. When an image represents a program element, the information conveyed by the image must also be available in text. | I/P | Planned | Q4, 2016 |  | Not fully implemented |
| (f) Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes. | Closed – Subject to further evaluation |  | Q4 2017 | Instructor may decide to use adaptations as currently used with WorkKeys assessments. | Some lessons include graphic tables presented as images as the purpose of this lesson is to train a student's ability to read tables without aids. |
| (h) When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user. | Closed – Subject to further evaluation |  | Q4 2017 |  | Courses such as Observation include video and animations, as the purpose of this lesson is to train a student's ability to comprehend visual information as would be encountered on a typical job or the WorkKeys assessments. |
| (l) When electronic forms are used, the form shall allow people using Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues. | I/P | Planned | Q4, 2016 |  | Not fully tested |

Web-Based Applications

| Issue Description | Current Status (Open, Closed, I/P) | Disposition (Planned, Deferred, I/P) | Remediation Timeline | Available Workarounds | Comments |
| --- | --- | --- | --- | --- | --- |
| (a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content). | I/P | Planned | Q4, 2016 |  |  |
| (b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation. | I/P | Planned | Q4, 2016 |  |  |
| (d) Documents shall be organized so they are readable without requiring an associated style sheet. | I/P | Planned | Q4, 2016 |  | Not fully tested |
| (g) Row and column headers shall be identified for data tables. | Closed – Subject to further evaluation |  | Q4 2017 |  | Some of the tables used in some lessons are images without any column or row identification. |
| (h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers. | Closed – Subject to further evaluation |  | Q4 2017 | Instructor may decide to use alternative workbook lessons with adaptive technology. | Mark ups not used in example tables in Locating Information lesson as the purpose of this lesson is to measure student's ability to read tables without aids. |
| (k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text- only page shall be updated whenever the primary page changes. | Closed – Subject to further evaluation |  | Q4 2017 | Alternative workbook lessons for some courses can be downloaded by instructor. |  |
| (l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by Assistive Technology. | I/P | Planned | Q4, 2016 |  | Not fully tested. |
| (n) When electronic forms are designed to be completed on-line, the form shall allow people using Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues. | I/P | Planned | Q4, 2016 |  | Not fully tested |

Functional Performance Criteria

| Issue Description | Current Status (Open, Closed, I/P) | Disposition (Planned, Deferred, I/P) | Remediation Timeline | Available Workarounds | Comments |
| --- | --- | --- | --- | --- | --- |
| (a) At least one mode of operation and information retrieval that does not require user vision shall be provided, or support for Assistive Technology used by people who are blind or visually impaired shall be provided. | Closed – Subject to further evaluation |  | Q4 2017 | Instructor may decide to use adaptations as currently used with WorkKeys assessments. | Lessons such as Locating Information and Observation include visual information as the purpose of this lesson is to train a student's ability to read graphics without aids. Enlargements of these graphics are available. |
| (b) At least one mode of operation and information retrieval that does not require visual acuity greater than 20/70 shall be provided in audio and enlarged print output working together or independently, or support for Assistive Technology used by people who are visually impaired shall be provided. | Closed – Subject to further evaluation |  | Q4 2017 |  | Enlarged versions of most charts and graphics are available, but there is not an audio description or markup necessary to allow AT to read them. |
| (c) At least one mode of operation and information retrieval that does not require user hearing shall be provided, or support for Assistive Technology used by people who are deaf or hard of hearing shall be provided | Closed – Subject to further evaluation |  | Q4 2017 |  | Courses such as Listening include audio passages, as the purpose of the course is specifically to train individuals in listening to audio passages. |
| (d) Where audio information is important for the use of a product, at least one mode of operation and information retrieval shall be provided in an enhanced auditory fashion, or support for assistive hearing devices shall be provided. | Closed – Subject to further evaluation |  | Q4 2017 |  | Courses such as Listening include audio passages, as the purpose of the course is specifically to train individuals in listening to audio passages. |

Information, Documentation, and Support Criteria

| Issue description |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| All issues supported |  |  |  |  |  |