ADA Title II: What CCC Leaders Need to Know

A leadership briefing on digital accessibility

Office of Academic Affairs,

California Community Colleges



California Community Colleges

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- Click the Q&A tab to enter questions for the presenters and read their responses. We will do our best to answer as many questions as possible before the end of this session. There will be time at the end of the presentation for a live Q&A as well.

Recording

- This session will be recorded. We will be posting the recording and presentation slides in the coming weeks to the Vision Resource Center.

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Introductions



James Todd, PhD

Vice Chancellor, Academic Affairs

California Community Colleges



Dawn Okinaka

Director, CCC Accessibility Center

California Community Colleges



Kim d'Arcy, PsyD

Dean, Instructional Support & Teaching Innovations

Saddleback College



Elli Constantin, M.Ed.

Visiting Advisor, Academic Affairs, UDL & Accessibility

California Community Colleges

Today's Session

1. **Overview: ADA Title II and the leadership roadmap**
   Elli Constantin, M.Ed. — CCC Accessibility, UDL, and AI

2. **College spotlight: Saddleback College**
   Kim Darcy Dean — Instructional Support and Teaching Innovations

3. **Questions and discussion**
   All presenters

How Accessibility Works in California Community Colleges

Section 504 — Rehabilitation Act, 1973

Requires equal access, effective communication, and accommodations when disability-related needs are identified.

ADA Title II — 1990

Prohibits disability discrimination by public entities and requires equal access to programs, services, and activities.

Section 508 — strengthened 1998

Requires accessible technology, electronic information, and procurement so tools are usable by everyone.

ADA Title II update — 2024 rule

Requires proactive digital accessibility — web, mobile apps, and digital services — for students, employees, and the public, no disclosure needed.

Together, these laws make accessibility proactive across instruction, services, technology, and communication.

ADA Title II: Quick Overview

A federal civil rights law for public entities — and it now names a digital standard.

Applies to

State and local governments — including every public college and district.

Covers

The entire digital landscape — web content and mobile apps, whether built in-house or provided through vendors or licenses.

Requires

WCAG 2.1 Level AA — the international standard for making digital content usable by people with disabilities. Effective April 26th, 2027.

Not limited to students, DSPS registration, or known disabilities.

What Changed: A Named Standard, Scope, and a Date

The core obligation is not new. The standard and the digital scope are now explicit.

Before 2024

WCAG was already used in enforcement, settlements, and practice — but was not named in Title II regulations. Institutions were still working under Section 508.

2024 DOJ final rule

WCAG 2.1 Level AA became the explicit technical standard for the entire digital landscape.

2026 interim final rule

Compliance dates extended by one year — our compliance date is April 26, 2027.

What hasn’t changed: Colleges continue to work towards equitable digital access.

Misconceptions to Correct

Leaders set the tone

“The deadline moved, so we can wait.”

No. Existing ADA obligations remain. Use the extra year to build systems and reduce risk.

“This is just a website project.”

No. It covers mobile apps, documents, forms, LMS content, multimedia, and required tools.

“DSPS or IT owns this.”

No. DSPS supports accommodations; IT supports systems; leaders own governance.

“We can convert on request.”

Usually no. On-request versions are a limited fallback, not a compliance strategy.

What Is Actually in Scope

The entire digital infrastructure: student-facing, employee-facing, and public-facing.

Websites & portals
public sites, student and employee portals

Documents & PDFs
forms, reports, handbooks, board materials

LMS & courses
Canvas pages, files, assignments, quizzes

Multimedia
captions, transcripts, audio description

Mobile apps
college and vendor apps

Third-party tools
publisher platforms, HR tools, vendor products

Social media
official posts, videos, images

Internal comms
all-staff emails, agendas, meeting materials

If people must use it to learn, work, apply, or participate — it is covered.

Why This Matters for CCC Leadership

Digital access is how students, employees, applicants, and the public reach the college.

Civil rights

A federal civil rights requirement for public entities. Equal access applies to every program, service, and activity — including digital delivery.

Participation

One barrier in admissions, financial aid, Canvas, or HR onboarding can block someone from enrolling, learning, or working.

Institutional risk

Waiting grows the backlog — and with it complaints, rework, remediation costs, and legal exposure.

Digital access is institutional access.

What Noncompliance Costs

The risk is real, but manageable — and far cheaper to prevent than to remediate under pressure.

How complaints arise

Students, employees, or the public can file with the U.S. Department of Education's Office for Civil Rights or the DOJ — often after one barrier blocks access.

Private lawsuits

Students increasingly hire law firms to sue colleges directly over inaccessible digital content — a fast-growing source of legal exposure.

What follows

Investigations, resolution agreements, mandated timelines, and public findings. Title II sets no fixed fine schedule, but settlements and legal costs add up quickly.

The cheaper path

Prevention and early remediation cost a fraction of fixing content under a complaint deadline. Waiting grows the backlog and the expense.

The goal is not fear — it is a plan that reduces risk before it becomes a complaint.

The Leadership Shift

This reaches people who never file paperwork — and it builds on work CCC colleges already do.

From compliance checklist	→	**to institutional access**
From individual accommodation	→	**to proactive barrier removal**
From dsps-centered responsibility	→	**to shared responsibility across the college**
From reactive fixes	→	**to udl-informed design from the start**

Accessibility is not about who has paperwork. It is about who can participate.

What Leaders Are Responsible For

Not every leader remediates content. Every leader can remove barriers in the system.

Governance

Name owners, timelines, escalation paths, and decision rights.

Resources

Fund training, remediation, captioning, tools, and staff time.

Procurement

Require accessibility evidence before purchase or renewal.

Accountability

Track progress, reduce backlog, stop inaccessible content at the source.

Accessibility is a shared responsibility — but shared does not mean ownerless.

What Decision-Makers Can Do Now

Governance, priorities, and the decisions that move a college.



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A Practical Institutional Operating Model

Compliance improves when responsibility is mapped across the college.

1. Executive sponsor

Cabinet-level authority.

2. Accessibility lead

Coordinates standards and priorities.

3. Functional owners

Web, LMS, IT, procurement, HR, student services, instruction.

4. Reporting cycle

Dashboard, risks, and decisions.

Leadership move: create a standing accessibility governance group with authority to prioritize, unblock decisions, and report progress.

Six Decisions Leadership Should Make Now

The deadline is not the work plan. The work plan starts now.

1. Who is the executive sponsor?

2. What training is required, by role?

3. What content is Priority 1 before April 26, 2027?

4. What funding covers remediation, captioning, and tools?

5. How does procurement verify accessibility before purchase?

6. What dashboard will leadership review each term?

Progress over perfection: reduce existing barriers and prevent new ones.

College Spotlight

Saddleback College: Beyond the Deadline – Our Accessibility Journey

Saddleback College

Kim d'Arcy, PsyD
Dean of Instructional Support and Teaching Innovations

Historical Context

- Faculty Center Professional Development (PD)
  - Accessibility Tools: PopeTech, SensusAccess, Ally, DECT grant, Panopto, Grackle Docs, and Grackle PDF
- Accessibility Compliance Instructional Support Specialist – Jenny Rodriguez
  - Accessibility PD
  - Accessibility Newsletters
- Creating Accessible Courses
  - Faculty stipend
- POCR/ZTC
- Distance Education – Year of Accessibility (2024-2025)
- District-wide ACMM 2024-2025
  - Formation of a district-wide workgroup (ACMM/Section 508)

Kicking it into High Gear – Late Spring 2026

- Roadshows/Meetings – “what and why”
  - Academic Senate
  - Chairs/Deans
  - Classified Senate
  - Consultation Council
  - District Services
  - Sister college – Irvine Valley College
- District-wide ACMM/Section 508 workgroup morphed into a Title II workgroup
  - Vice Chancellor of Education and Technology Services
  - Brought on a third-party consulting group

Kicking it into High Gear – Late Spring 2026/Summer Continued…

Shared responsibility is the goal!

- District Services
  - Vice Chancellor of Education and Technology Services
    - College leadership
  - ACMM/Title II Workgroup
  - ADA Title II Transition Plan: Digital Accessibility Program
  - Trainings and resources
- Irvine Valley College
- Saddleback College
  - President's Executive Cabinet (PEC)
    - College-wide announcements; resources
  - Centralized POC for Instruction (Faculty Center)
  - Overlap on resources for faculty, staff, and administrators
  - Director of IT

Kicking it into High Gear – Late Spring 2026/Summer Continue Work

- Added a summer Creating Accessible Courses cohort
- Centralized Title II resources (SharePoint)
- PD trainings:
  - Guides
  - Support Opportunities
  - Workshop Recordings and Resources
- Remediation bots
- New accessibility tools: Allyant, UDOIT, TidyUp, PDF scanner, Tungsten OmniPage Ultimate, Canvas Accessibility
- Hiring 4 Project Specialists
- Low hanging fruit: clean-up shared workspaces

12-Month Roadmap: Move from Awareness to Execution*

Months 1–2

Governance + Scope

Name sponsors, owners, standards, decision paths, and reporting cadence.

Months 3–4

Inventory + Triage

Inventory websites, LMS, documents, videos, forms, apps, vendors; prioritize high-impact student-facing content.

Months 5–8

Remediation + Prevention

Fix high-risk content, train creators, replace inaccessible templates, shift new content to accessible HTML where possible.

Months 9–12

Monitoring + Sustainability

Measure progress, update procurement language, embed checks into content workflows, publish next-year priorities.

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*Constantin, E. (2026, August 11). *Moving California Community Colleges toward digital accessibility compliance*. SlideShare.

Journey to Title II Compliance

- Faculty Professional Development Week: The A-B-C Accessibility Spark
- Monthly activities: document remediation, video accessibility, and more
- Mini sessions: Accessible links, images, structure, checkers
- Support hours:
  - Drop-in Zoom
  - Hands on Lab Support
- Accessibility Guides
- KPIs for fall and spring: monthly accessibility checker reports with key barriers identified

Journey to Title II Compliance Continued…

Up next:

- Roadshow to share out “Trail to Title II Compliance”
- Market college-wide PD trainings and resources
- District-wide trainings released
- Staff and manager support
- Spring PD trainings and resources released

Key takeaways:

- Leverage resources (i.e., champions that can do peer-to-peer support, fuds)
- Communication and transparency
- Maintain momentum and provide support

Thank you!

Kim d’Arcy, PsyD
kdarcy@saddleback.edu
Dean of Instructional Support and Teaching Innovations
Saddleback College

The Path Forward

Support Already Available to You

You do not have to build this from scratch. Statewide and local partners already exist.

Training

CVC@ONE and @ONE accessibility courses, WebAIM accessible documents training, and CCC Accessibility Center micro-trainings — role-based for faculty and staff.

Systemwide help

CCC Accessibility Center and ACMM — designed to help institutions reach ADA Title II compliance.

On your campus

DSPS coordinators, distance education, IT, and web/Canvas support teams.

For procurement

Vendor accessibility documentation (VPAT / ACR) to require before purchase.

Awareness becomes action when leaders connect people to the support that already exists.

Accessibility Center

Funded Objectives

- Guidance
- Training
- Tools
- Resource
- Accessibility Capability Maturity Model (ACMM)
- CCC Technology Center Support
- Accessibility Listservs

Funding Source

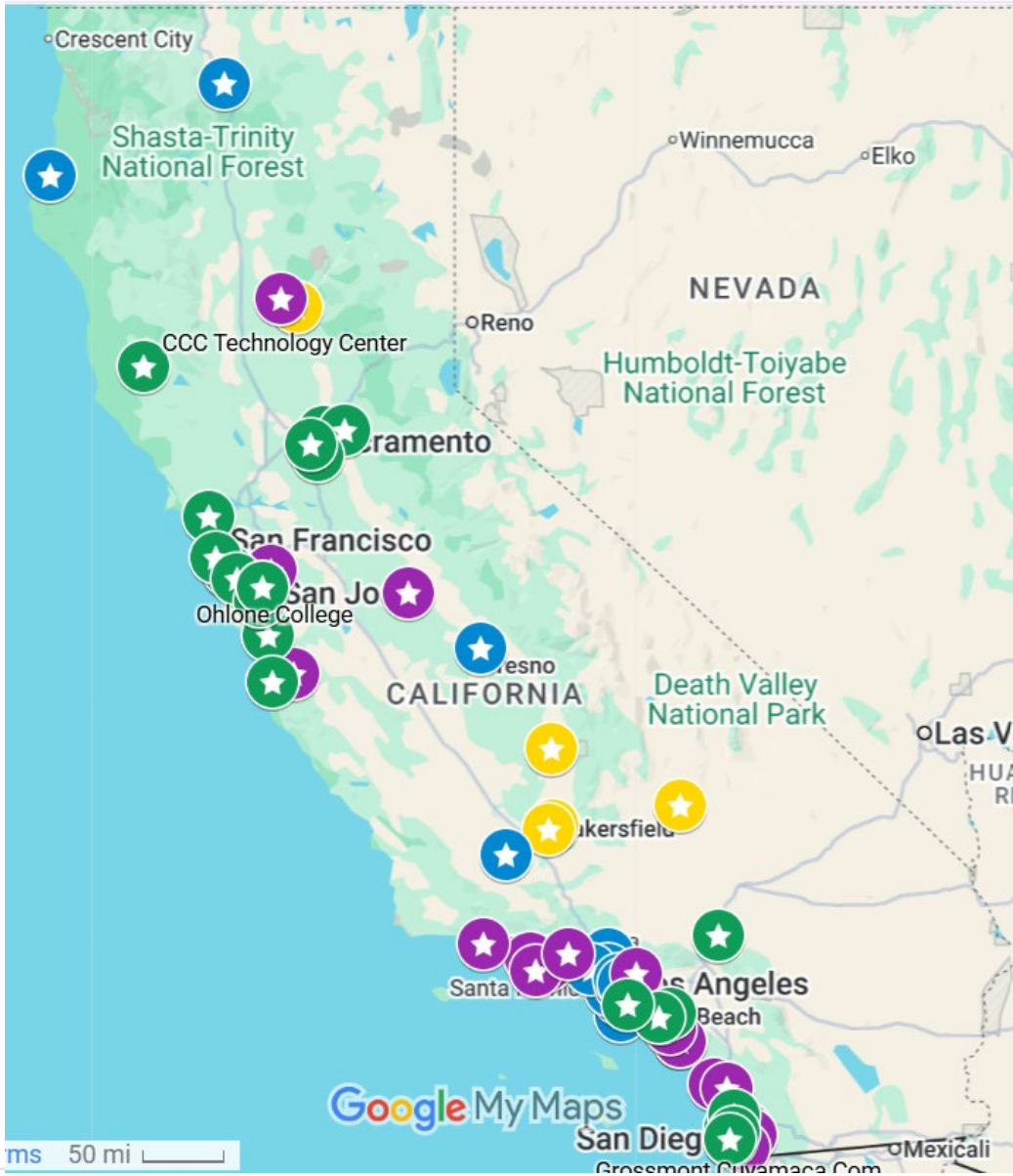
- Systemwide Chancellor's Office
  - HTCTU/ADA funding from: ESS
  - 508/ADA funding from: ISTI
  - Host: Butte-Glenn CCD

Contacts

- accessibility@ccctechcenter.org
- acmm@ccctechcenter.org
- Website: cccaccessibility.org

ACMM Participation

- ACMM Participant Google Map
- ACMM Participants
- Pilot: Spring 2023
- First 3 years: Districts 30 representing 56 Colleges
- 26/27 Year 4: 29 Districts representing 43 colleges
- Total: 59 Districts 99 Colleges



Total: 83% Participation

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System Support: Academic Affairs Implementation Form

Academic Affairs: Implementation Form

A high-level systemwide snapshot that will be sent in November, completed by president-level staff.

Helps the Chancellor's Office understand system progress and target support toward equity and access.

Questions and Discussion

Compliance is the floor. Inclusive access is the goal.

ADA work is equity work

It means building access into our systems to remove barriers and create more inclusive experiences for everyone.

Thank you — we welcome your questions.

Selected Sources and Resources

- DOJ fact sheet: web content and mobile app accessibility rule (ADA.gov)
- WCAG 2.1 Level AA technical standard (W3C)
- Digital Futures: shift your strategy — training and future-proofing (CCCCO)
- Digital Futures: navigating the ADA Title II deadline for CCC websites (CCCCO)
- ACMM on the CCC Accessibility Center site
- Federal Register: 2026 interim final rule extending Title II compliance dates

Appendix: Implementation Detail

Reference slides for follow-up: prioritization, prevention, and role-based training.



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Appendix A: Start with Risk-Based Prioritization

Do not remediate everything at once. Start where barriers affect participation most.

Prioritize content that is:

Required for enrollment, aid, registration, advising, instruction, or employment

Public-facing or high-traffic

Tied to a known complaint or accommodation pattern

A reusable template that keeps creating inaccessible content

Priority 1 examples

Forms, portals, class schedules, financial aid, core Canvas materials, captioned instructional videos, high-use PDFs, public process videos, and required third-party platforms.

Inventory is useful only if it leads to decisions.

Appendix B: Stop Adding to the Backlog

The most affordable remediation strategy is prevention.

Old pattern

Create content quickly
Upload PDFs and image flyers
Wait for a request or complaint
Remediate under pressure

New pattern

Use accessible templates
Choose HTML when possible
Caption and describe multimedia
Check before publishing
Fix the source workflow

Appendix C: Role-Based, Practical, Repeated Training

One-time awareness training will not move an institution into compliance.

Executives	governance, risk, resources, reporting
Managers	team workflows, expectations, templates, procurement
Faculty	Canvas HTML, documents, multimedia, UDL, third-party content
Classified professionals	forms, emails, flyers, PDFs, public-facing services
Student workers	social media, videos, alt text, caption workflows

Train people on the work they actually create, approve, purchase, publish, or assign.

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