



TECHNOLOGY AREA

Modified: 10/26/06

DEFINITION	
<i>Name</i>	Accessibility Education
<i>Description</i>	Accessibility Education in Missouri state government can aid and help meet its responsibility to comply with Section 508 and other Federal and/or State mandated laws and/or regulations. Education efforts should consist of training state employees and their managers—whose roles involve development of Web sites and applications—in the best practices to meet, satisfy and improve accessibility. Additional requirements stipulate that contracted services and/or technology procured through purchasing efforts shall meet these accessibility standards.
<i>Rationale</i>	<p>Missouri state government cannot develop accessible Web sites if it is not aware of the need for accessibility. In the area of information technology, accessibility refers to the possibility of everyone, regardless of physical or technical readiness, such as people with disabilities, to access and use technology and information products. Accessibility encompasses all disabilities that affect access, including visual, auditory, physical, speech, cognitive, and neurological disabilities. A person with a disability may be able to perceive, understand, navigate, interact, and contribute, but still not be able to use a computer or access a Web site without assistance – technological or otherwise. To satisfy these requirements, state employees, managers and policy makers must be instructed in the best practices of making their efforts accessible to all Missouri citizens.</p> <p>To make Missouri's efforts more accessible, state employees/managers/directors shall:</p> <ul style="list-style-type: none"> • Develop and train accessibility best practices and standards; • Promote an awareness among policy makers, standards developers, technology developers and disability communities of the strategic importance of accessibility in Missouri; • Ensure that development or purchase of authoring tools, browsers and media players are compliant and interoperable with assistive technologies; • Redirect energies from the development of divergent standards to promoting awareness and providing implementation support for accessibility; and • Help policy makers in developing conformance standards for third-party developers and vendors in meeting accessibility.
<i>Benefits</i>	<p>The benefits of providing Accessibility Education result in:</p> <ul style="list-style-type: none"> • An awareness of the legal and mandated policy issues; • Direction for developing accessible Web content and applications; • Improving the working knowledge of current authoring tools - their capabilities, inadequacies and workarounds to overcome inconsistent support issues • Resources and information becoming available to help managers, third-party developers, policy makers and others improve accessibility; and • Providing improved guidelines for the scope of projects that procure third-party services/products, conformance standards toward meeting accessibility standards, and options available when non-conformance becomes an issue.
ASSOCIATED ARCHITECTURE LEVELS	
<i>Specify the Domain Name</i>	Interface

<i>Specify the Discipline Name</i>	Accessibility
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KEYWORDS	
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<i>List Keywords</i>	Accessibility Education, accessibility, education, Section 508, awareness, direction, resources, working knowledge, training, capability, inadequacy, workaround, legal, mandated, policy, conformance, non-conformance, and third-party services.
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ASSOCIATED COMPLIANCE COMPONENTS	
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<i>List the Compliance Component Names</i>	
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ASSOCIATED PRODUCT COMPONENTS	
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<i>List the Product Component Names</i>	
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CURRENT STATUS	
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<i>Provide the Current Status</i>	<input type="checkbox"/> <i>In Development</i> <input type="checkbox"/> <i>Under Review</i> <input checked="" type="checkbox"/> <i>Approved</i> <input type="checkbox"/> <i>Rejected</i>
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AUDIT TRAIL	
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<i>Creation Date</i>	10/25/06	<i>Date Approved / Rejected</i>	
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<i>Reason for Rejection</i>			
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<i>Last Date Reviewed</i>		<i>Last Date Updated</i>	
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<i>Reason for Update</i>			
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