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| Guidelines for Completing the Charter |

This page is intended to help you complete the project charter. Do not include this page when routing the document for review and signatures.

**Purpose:**

The charter provides a point of focus throughout the project by outlining the following:

* Objectives and constraints
* Scope
* Critical success factors
* Assumptions
* Approach
* Milestones
* Flexibility matrix
* Roles and responsibilities
* Issue and risk management plan
* Communication management plan
* Change management plan related to scope, schedule, or budget
* People change management plan
* Quality management plan
* Identification of key stakeholders
* High level budget

**Guidelines for completing the form:**

* Do not remove any of the sections. If a section does not apply, enter N/A under the section header.
* Keep each section simple. When more detail is required, reference where to find the more extensive documentation.
* Use simple language that everyone will understand. Avoid use of acronyms.
* In each section, explain the high level plan, not the specific instructions. Keep in mind senior level administrators will be reading the charter.
* If there is an existing plan within your department, reference that plan from inside the charter.
* Once the charter is finalized and signed, it becomes static. Use the “Revision History” table to record significant changes to your charter.

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| Program Name | Accessible IT at Highline |

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| Program Folder Link | [Accessible IT Program Folder](https://drive.google.com/drive/folders/0APxupmXI97t2Uk9PVA) |

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| Revision History |

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| **Date** | **Author** | **Description of change** |
| 09Oct2017 | L. Bellinger | Initial Draft |
| 07Dec2017 | ATC Work Plan Team | First draft |
| 03Mar2018 | M. Lentini | Consolidated work group activity plans |

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| Background |

In keeping with Highline College’s commitment to diversity and inclusiveness, an Accessible Technology Committee has been charged with the following:

* Guiding Highline’s efforts to ensure equitable access to technology resources;
* Contributing to developing a culture of accessibility with regard to technology resources;
* Coordinating professional development initiatives on accessible technology;
* Developing policy and procedural responses to meet agency, state, and federal guidelines; and
* Responding to concerns regarding accessible technology.

Our college is serving an increasing number of students with disabilities. We attribute this to our success with Access Services and the Transition and Post-Secondary Programs for Students with Intellectual Disabilities (TPSID) grant as well as to the growing numbers of returning veterans with a broad range of disabilities. Traditional-aged students entering our college have never known a world without ADA. These changing demographics in higher education lead to a greater student need for proactive accessibility to electronic information. In addition, colleges are subject to greater vigilance from OCR, National Federation for the Blind, and other advocacy organizations.

As noted in both the college Diversity Statement and our core themes, the college “actively promotes and supports a learning and work environment which ensures social justice, mutual respect, understanding, civility, and non-violence,” and includes students with disability in these efforts. Accessible electronic information resources are an important component of becoming a culturally responsive institution and teaching in a culturally responsive way. Accessible IT benefits not only students with disabilities; it provides resources in a way that can empower English-language learners, students with challenging learning environments outside of campus, and others in the broad cultural contexts that Highline serves.

The U.S. Department of Education, Office for Civil Rights (OCR) enforces Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 and the regulations that implement those statutes at 34 C.F.R Part 104 and 28 C.F.R. Part 35. These laws prohibit discrimination on the basis of disability in programs and activities receiving federal financial assistance from the U.S. Department of Education and by public entities. Highline College is a public entity, and receives federal funding that includes grants and student aid, and is therefore subject to these laws.

Recent legal actions against higher education institutions related to the inaccessibility of information technology (IT) are serving to inform us on best practices and strategies for providing accessible IT in accordance with federal legislation. As a result of legal actions, some institutions were forced to make all campus electronic resources accessible in 18 to 24 months, when a non-coerced effort could do it in five years. Therefore, this charter outlines a five-year plan (2017-2022) to make all electronic resources accessible to our students, staff and faculty.

This effort is broken into four major areas:

1. Policy and Plan Development: Drafting, vetting and publishing the policy. It also includes development of assessment tools, metrics for departments, measurement guidelines and standardized reporting to guide work done during this project. This area is also responsible for developing the process through which concerns will be managed.
2. Document Conversion and Professional Development: Development of training and tools, delivery of training to all staff and faculty, and workflow for converting campus documents such as course materials, videos, and web resources. This work will also include setting standards for audio and visual materials and web development.
3. Change Management and Communication Plan: Planning for change management and stakeholder input, ensuring there is buy-in from all levels of the college
4. Purchasing and Testing: Developing and implementing purchasing processes, review and testing methods, deployment of accessible IT assessment tools.

This program will have several projects within it to achieve the goal of accessible IT within five years. Each project will have a project leader/manager, charter, team and plan defined. The Steering Committee will provide guidance to all project teams.

Questions about the program should be referred to Marc Lentini, Director of Instructional Design and Accessible Technology Committee co-chair, or Jenni Sandler, Director of Access Services, and Accessible Technology Committee co-chair.

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| Objectives / Critical Success Factors/ Metrics |

## Objectives

* Approved and published Accessible Technology Policy and regularly updated Accessible Technology Plan
* All electronic resources accessible by the end of the 2022-2023 academic year
* Established processes for technology procurement, complaints, testing of online information resources, remediation of non-accessible materials, and other related needs
* College culture shift toward using the principles of Universal Design for Learning around electronic resources, moving from “accommodation later” to “accessibility up front”

## Critical success factors

* Change Management and Communication Plan that empowers our leaders to drive change within the college
* Faculty and staff support for and commitment to making online and class materials accessible
* Established professional development program for faculty and staff
* Established process for responding to and resolving accessibility complaints
* Procurement process that adequately vets suppliers of electronic information resources, including software, general purpose hardware (e.g. workstations), and purpose-built equipment (e.g. copiers)
* Adding/enhancing accessible technology in the cultural responsiveness rubric and tenure review/post-tenure criteria
* Hiring processes that evaluate accessible technology skills where appropriate
* In-project self-study process that includes assessment and stakeholder input, and helps identify current status of accessibility at the college.
* Development of, funding, and execution of remediation processes for existing resources
* Institutionalized budget support for accessibility activities
* Processes that are integrated into Highline’s existing organizational structure
* Established standards and metrics for measuring accessibility of electronic resources and systems

## Metrics (at the end of 5 years and we should include interim metrics)

* A minimum of 95% of all non-archived electronic resources are accessible by the end of academic year 2022-23
* A minimum of 80% of staff and faculty are able to create accessible content, either via training or prior knowledge
* Achieve scores of 75% or higher on relevant metrics chosen for each year of the project
* Beginning in 2021-22, all newly installed electronic systems controls meet relevant accessible technology standards
* By the end of 2018-19, all high-impact public-facing web resources, including downloadable forms, are accessible
* By the end of 2018-19, all college forms provided online for employees are accessible

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| Deliverables / Scope |

*<All new products, results, and/or services that must be produced to complete the project>*

**In scope**

* Procurement processes implemented that vets technology and electronic content, VPATs and vendors for accessibility
* Change management plan authored and implemented
* Professional development program, which includes creation of materials to assist faculty/staff with how to change their materials and websites.
* Benchmarking to baseline current accessibility at Highline and to measure improvements
* College commitment to hire faculty and staff committed to inclusive definition of diversity, and understanding the role of accessible technology in that definition.
* Changes to faculty and staff evaluation processes that address creation and procurement of accessible technology, where appropriate
* All student/public facing and sub-domain websites meet established accessibility standards
* Determine relevant accessibility standards for electronic resources, including web sites, documents, spreadsheets, and other software and hardware resources
* Materials and media including: web sites and linked resources, electronic instructional materials and other documents including forms, electronic media, software and hardware systems meet established accessibility standards

**Out of scope**

* Facility improvements
* Non-electronic resources, e.g. printed handouts, installed wall art
* Creation of a service unit to manage or create accessible resources

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| Approach  |

*< Ideas or actions to be undertaken on the project>*

As a multi-year effort, there will be an evolving set of activities to complete this project. The themes of each year are:

* Year 1: Frameworks, Awareness, Buy-in, Background, Low Hanging Fruit, Find our Strengths
* Year 2: Implementation and Training
* Year 3: Deadlines, Assessment, Regroup, Implement
* Year 4: Implementation
* Year 5: Accomplishment

Year 1 activities include:

* Draft, vet, and publish the college’s Accessible Technology Policy and Accessible Technology Plan. The plan will include institutional self-assessment tools and metrics, measurement guidelines, and standardized reporting to guide work done during this project.
* Create and execute the Change Management and Communication activities in support of the Accessible Technology Plan, including delivering communication to create awareness to guide and support organizational change as well as strategizing key messages that align with Accessible Technology Plan timeline, identifying stakeholders, sponsors, and interest groups and developing messages tailored to their needs.
* Assess the scope of the need for training and technical support that we will provide in the next year and in the next 5 years. Scope will include timeline, communication strategy, stakeholders, currently existing structure(s)/allies.) Determine the appropriate standard for common document types (PDF, Web, MS Office, etc.)
* Develop and implement purchasing process including textbooks, technology, and library purchases.

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| Assumptions |

*<Factors considered to be true and used during planning as a basis for decision-making>*

Among the assumptions inherent in this project are the following:

1. College senior administration fully supports the effort and will make available financial and human resources to complete the work within a 5 year timeline.
2. There will be concerns about additional workload and complexity.
3. Some electronic built infrastructure has a lifespan far exceeding this project.
4. While most forms, documents, and instructional materials should be refreshed within the lifetime of this project, there will be some archival materials that are unnecessary to remediate.

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| Budget/Cost Estimates |

*<Estimate of the funds needed to complete the project, which includes a combination of fixed and unit prices for labor, material, equipment, and other direct and indirect costs. Provide links to any financial documents>*

First year funding of $25,000 via Vice President for Academic Affairs. Proposed five year program budget available in separate document.

Expected costs include:

* Materials remediation staffing (e.g. student employees, activity management)
* Materials remediation activities (e.g. caption outsourcing, descriptive audio production, etc)
* Professional development programs and activities (for developers, secretaries, admin assistants, and others who regularly create documents/communication, faculty/staff, Accessible Tech Steering Committee members and other accessible tech leaders)
* Ongoing technology testing/certification
* Live event accessibility (e.g. live captioning speakers, audio amplification)
* Software for remediation (e.g. SiteImprove, Ally)
* Existing campus-built software modifications/remediation/redesign
* Existing campus created media remediation
* Additional costs for accessible versions of certain tools/technologies

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| Communication Plan |

*<The plan determining the information and communication needs of the project stakeholders: who they are, their level of interest, their level of influence on the project, their information needs, timing of the communication, and how it will be delivered>*

**Year 1 (2017-18AY)**

Develop Accessibility website to include

* Basic FAQs
* Accessible 101 Course
* Introduction to Policy
* Background and History
* Training with schedule
* Resources/Videos

2) Create Communication Timeline

* March 30 - Website launch
* April - first week of Spring quarter send out 1st email from Jeff Wagnitz
* Possible Spring and Summer training opportunities.
* September - Introducing ACT at Opening Week with a video and introduction to policy. Include trainings in breakout sessions during OW.

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|  | **Attendees** |  |  |  |
| **Type** | **Executive sponsor** | **Sponsor** | **Program Manager** | **Senior PM** | **PM** | **Stakeholder** | **Team Member** | **Frequency** | **Purpose** | **Follow up** |
| **Executive Committee** | x |  | x | x |  |  |  | Quarterly | Status |  |
| **Steering Committee** | x | x | x | x |  |  |  | Monthly | Update | notes |
| **Kick off Meeting** |  |  | x | x | x | x | x | Once | Start | notes |
| **Status Report** | x | x | x | x | x | x | x | Monthly | Status | report |
| **Change Management Meeting** |  |  | x | x | x | x | x | Month | Update | notes |
| **Project Team Meeting** |  |  |  | x | x |  |  | Weekly | Update | notes |

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| Constraints |

*<Internal or external restrictions or limitations related to resources, schedule, or scope that affect the execution of the project plan. These are often items that are outside the direct control of the project team.>*

## Resources

*<Human resources, equipment, services, supplies, commodities, or material. The approved budget for the project. >*

* Key personnel manage multiple activities across the organization
* Key personnel have limited experience with accessible technology
* Extremely limited knowledge across the organization about both need for accessible technology, and methods to achieve it
* Limited organizational capacity to hire additional staff to manage workload
* Limited faculty capacity to take on additional work or professional development
* Limited financial resources

## Schedule

*<Mandated dates that are not flexible>*

This project is a response to a mandate that has been in place for many years; technical standards were established in early 2017. While there are no fixed deadlines for full compliance at this point, timely, visible progress will be important to mitigate risk to the organization.

Settlement agreements for other colleges have typically required compliance in 18-24 months from the time of the agreement. Some colleges have estimated that compliance would require up to 60 months without significant additional resources.

State of Washington Office of the Chief Information Officer (OCIO) Policy 188 deadlines apply to certain functions of the college. Policy deadlines include:

* Agencies must identify an information technology accessibility coordinator to be the key contact regarding the agency's information technology accessibility plan and to support complaint resolution by June 30, 2017.
* Agencies must develop policy and processes to support and ensure compliance with this policy and associated standard by June 30, 2017.
* Agencies must develop, implement and maintain an Accessibility Plan that identifies how the agency will ensure new covered technologies are accessible and the plan for making existing covered technologies accessible. The initial agency plan must be developed by June 30, 2017. Agency plans must at least contain:
	+ A list of prioritized non-accessible covered technology, recommended alternative access methods and actions being taken to correct the issue.
	+ Contact information for the agency accessibility coordinator.
	+ Describe the agency policy concerning accessibility.

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| Issues Management Plan  |

*<The Issue Management Plan describes the process for managing project issues. Issues can result from unresolved disputes, concerns, or decisions. Issues arise in all Project Phases and may have tremendous negative impacts on the project if not addressed properly.>*

How are we going to track and deal with problems

* Commitment tracking/to-do lists
* Action/issues logs
* Document repository in GDrive
* Keep an action log (action items and status) in the repository
* Confirm at the end of each steering committee meeting
* Work teams will maintain action logs and issues in the document repository

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| Process improvement/Lean/Six Sigma |

*< Identify opportunities for process improvement, i.e. A3 Worksheet, risk assessment tool, process mapping.>*

Areas of process improvement:

* Procurement of software and textbooks. The textbook procurement process is currently fragmented. Legislative mandates for transparent pricing will require more rigor, and accessibility evaluations can be integrated into this process
* Project can model and test out methods for transparent change management within the institution.

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| Change Management Plan |

*<Describe the Change Management Plan in the event this project results in changes to people or their processes. >*

Change Management Work Group is developing five-year plan aimed at cultural change. Using ADKAR model:

* Awareness of the project
* Desire (to change and WIFM <what's in it for me>)
* Knowledge
* Ability (resources)
* Reinforcement (celebrate the accomplishments)

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| Project Change Management Plan (cost, scope, schedule) |

*<The steps followed on a project to ensure that changes are implemented in a visible, controlled and orderly fashion. Modify the following bullets as needed to match the project’s needs.>*

The project is expected to proceed in a dynamic environment, where Accessibility compliance requirements, available remediation technologies, and organizational context are changing rapidly. The goal is to make sure we proceed through the five-year plan, but to also take advantage of unexpected opportunities to move project activities forward.

Change management plan:

* Potential mid-year changes will be identified by work teams for that year.
* Work teams will preview changes via email to the full ATC.
* Change requests will be considered at the next full ATC meeting, with a decision made at that meeting, unless the committee deems further research is necessary.
* At the end of each plan year, the full ATC will review the plan based on feedback from stakeholders. Changes will be made as part of the summer retreat.

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| Risk Management Plan |

*<A risk is an uncertain event or condition that, if it occurs, has a positive or negative effect on a project’s objective. List your plan for managing risks and your top known risks. Provide link to >*

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| **Risk** | **Probability****(High, medium, low)** | **Impact****(High, medium, low)** | **Mitigation steps** |
| College leadership change, including new president in July, 2018 | High | High | Ensure committee representation and questions for public forums. Schedule an early briefing for the president on Accessible Technology and project activities. |
| Significant resistance to workload and/or complexity of changes needed | High | High | Emphasis on training to reduce challenge of doing the work; foregrounding link between accessibility and diversity; availability of low-effort remediation strategies  |
| Turnover among key accessibility personnel | Low | High |  |
| CTCLink project needs | High | Medium |  |
| Budget reductions to college | Low | Low |  |
| College receives OCR complaint or lawsuit about accessible technology | Medium | High | Speedy adoption of policy, charter, and detailed work plan. Set of quick, early wins.  |

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| Roles and Responsibilities  |

*<Defined functions performed by a project participants.>*

*<If the list of team member names is too long, reference the work group and provide a link to where the detailed names are tracked.>*

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| **Role** | **Responsibilities** | **Team member** |
| **Executive Sponsor:** | The Executive sponsor is the senior member of the project who is responsible to the business for the success of the project. | Jeff Wagnitz, President |
| **Sponsor:** | The individual who champions the project and provides the resources, in cash or in-kind. Provides the leadership, priority and commitment to the project, its goals and objectives. This is the manager representing the organizational unit most affected by the business change. | Rolita Ezeonu, VP Academic Affairs |
| **Steering Committee** | Monitor the quality of the program as it develops. Provides advice and makes decisions about changes to the program. The steering committee provides support, guidance and oversight of progress to ensure objectives are achieved. Steering committee should be able to remove barriers preventing teams’ success.  | **Laurinda Bellinger**, ITS PM**Chantal Carrancho**, CASE**Gretchen Erhart,** Human Resources**Francesca Fender,** Admin Services**Angie Hunckler,** Communications & Marketing**Rashmi Koushik**, Pre-college Studies**Michelle Kuwasaki,** Admissions**Marc Lentini**, Instructional Design, (Co-chair)**Jenni Sandler**, Access Services, (Co-chair)**Gerie Ventura**, Library**Avery Viehmann,** English/Writing Center**Sue Williamson,** Human Resources, Campus ADA coordinator**Tim Wrye,** Information Technology Services |
| **Program Manager:** | Individual typically responsible for a number of related projects, each with its own project manager. Leads Steering Committee Meetings. | Marc Lentini, Director of Instructional Design and Jenni Sandler, Director of Access Services |
| **Project Manager:** | Represents business unit to ensure requirements are met and project is delivered successfully. | List each team lead here |
| **Stakeholder:** | Provide functional knowledge and expertise or are impacted by the project. | Cabinet groups, Senate, HCEA/WPEA, (Faculty meetings), Exec staff, students |
| **Team Members:** | Execute work as required to support projects. | Kari Cantey for CM/C, Dianna, Kristi for purchasing, others TBA, Refer to work teams document |

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| Timeline  |

**Schedule**

*Available in separate document*

**Milestones**

*<Significant points or events in the project>*

Access 360 Spring Convening (May 2018)

June 2018 = Document standards and software/hardware standards are set

December, 2017 - Policy is approved by the college

January 2018, Year 1 work plan document is completed

June 30, 2018 - Year 1 work tasks are complete

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| Signatures |

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| **Position / Title / Name** | **Signature**  | **Date** |
| Jeff Wagnitz |  |  |
| Rolita Ezeonu |  |  |
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