

EdReady ADA Compliance Statement

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[EdReady](#), an initiative of the non-profit [NROC Project](#), is a personalized learning platform for math and English (*coming in 2015*) with special emphasis on the skills and knowledge required for students to succeed in college-level studies.

It is core to the NROC Project's mission to ensure that EdReady enables personalized learning approaches supportive of all learners, including those with documented learning disabilities and other accessibility challenges. The NROC Project adheres to best practices in software development and WCAG 2.0 guidelines to the degree that it can to build in accessibility by design; however, EdReady is a complex, multimedia-rich platform that cannot provide a truly equivalent learning experience for all users, especially those who are visually impaired.

We are reviewing EdReady's conformance level to WCAG 2.0 guidelines and will publish a detailed breakdown of the conformance metrics as soon as they are available. What follows is a brief overview of the key characteristics of EdReady's structure and operation that can affect accessibility.

EdReady is a platform for diagnosing personal learning needs, as well as a referral engine for learning resources that are personally relevant to each user. The accessibility criteria for the EdReady platform differ from accessibility criteria that might accrue to the learning resources; thus, these two facets of EdReady's structure are treated separately.

The EdReady platform (personalized diagnostic and study path)

The EdReady platform has no audio requirements, so there are no issues for the audio impaired. EdReady also utilizes a lot of visual redundancy, so as long as someone is not actually blind, there should be no issues for people who are partially visually impaired (e.g., color-blind). And since EdReady should work on any Internet-enabled device, most forms of motile-impairment should be resolvable if they are using a device that is designed to enable web accessibility.

There are some known areas of needed improvement for mobility impairment. For example, "tab-and-enter" navigation has not yet been fully tested, nor has the ability to navigate EdReady without standard mechanisms (e.g., a mouse, or touch-screen tablets, etc.). Improvements to these types of accessibility criteria are ongoing, and there are no known barriers to their eventual implementation.

It is not possible to create a truly equivalent learning experience for someone who is fully visually impaired (i.e., blind). However, the fundamental functionality of EdReady is to leverage an initial diagnostic to identify strengths and weaknesses across a scope of expectations (e.g., Algebra 1). The results of this diagnostic are then used to reference appropriate learning resources as part of a personalized study path. We are planning to enable EdReady to export an initial diagnostic for administration via accessibility software or support services for the visually impaired. The results, which may need to be hand-scored, can be used to generate the same personalized recommendations for learning resources that regular EdReady users obtain. Those resources can be delimited to only that subset that is appropriate for that particular user (see below). In this manner, the essential benefit to learners facilitated by EdReady can be available to all students, including those who are blind. This feature is not yet in place and the NROC Project is seeking funding to fulfill this aspiration.

There are no other known deficiencies in EdReady's current accessibility status. However, new accessibility options emerge all the time, and some of these tools (e.g., [Learner Options from the FLOE Project](#)) do not yet seamlessly integrate with EdReady's styling. We are working with the FLOE Project and other accessibility partners to continuously evaluate and update our accessibility status.

The EdReady Resource Library (learning resources)

After EdReady users generate a personalized study path (via the diagnostic tools built into the platform), they are directed to one or more learning resources that meet their personalized learning needs. These resources are part of the EdReady Resource Library, but they are not actually built into the EdReady platform itself. Most of the included resources are created and hosted by third parties, so the NROC Project has limited control over their accessibility status.

Currently, the resources in the EdReady Resources Library include a mixture of text-based, video-based, interactive, and multimedia materials. Some of these materials have built-in captioning, text-based alternatives, and other elements that increase accessibility, while some do not. We will continue to add to this library over time, including collections purpose-built for greater accessibility, especially for the audio-impaired.

The EdReady platform will also improve in two important ways pertaining to accessibility of the learning resources. First, the platform will be able to host references to materials on a case-by-case basis for specific programs and institutions. This improvement will mean that organizations that have access to special materials (that are available online), such as audiobooks or alternative formats for enhanced accessibility, will be able to incorporate those materials into their own versions of EdReady for the students who need them. Second, the EdReady platform will optionally identify users with specific learning preferences and needs and then delimit referrals for those students only to materials that meet those needs.

Note that these planned enhancements, while helping EdReady better meet ADA requirements and WCAG 2.0 guidelines, are actually useful for meeting the full range of learner needs and preferences, whether those needs are documented or not. For the NROC Project, "accessibility" is a fairly broad construct, encompassing the idea that we should be able to accommodate the unique learning needs of every learner somehow, whether linguistic, motile, auditory, visual, or otherwise. This aspiration is not easily achieved, but together with our members and partners, we will continue to improve EdReady's accessibility on multiple fronts. With this approach, it is our plan to achieve WCAG 2.0 Level A compliance by the end of 2015.