



**South  
Orange  
County**

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**Community  
College District**

# **ADA Title II Transition Plan**

**Digital Accessibility Program**

April 24, 2026

# Promulgation Statement

At the South Orange County Community College District (SOCCCD), we place students at the heart of our mission, transforming lives and nurturing creative thinkers who enhance the vitality of the communities we serve. Guided by the Inspire 2035 vision, we are committed to principles of equity, belonging, innovation, and institutional effectiveness, and to ensuring access and outcomes that promote economic and social mobility for all.



Consistent with this vision, SOCCCD is deeply committed to providing equitable access to all programs, services, activities, and digital resources for individuals with disabilities. Digital accessibility is not only a regulatory responsibility but also a core expression of our student-centered, equity-driven values. Ensuring that all students, employees, and community members can fully access and engage with our digital environment directly supports Inspire 2035 goals related to inclusive learning environments, equitable access, and community vitality.

In April 2024, the U.S. Department of Justice issued final regulations under Title II of the Americans with Disabilities Act (ADA), establishing the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA as the enforceable technical standard for digital accessibility. The regulation also included several practical exceptions where WCAG compliance is difficult or impractical. As a large public entity, SOCCCD is required to comply with the WCAG standards by April 26, 2027. This ADA Title II Transition Plan serves as the District’s roadmap to achieve, sustain, and continuously improve digital accessibility in alignment with both federal requirements and our long-term strategic priorities.

SOCCCD is committed to ensuring that its websites, applications, instructional systems, and digital content are accessible to people with disabilities, enabling them to effectively access, understand, navigate, and interact with our content. Our digital ecosystem includes both new and legacy technologies. While much of SOCCCD’s web content generally aligns with Section 508 standards, we recognize that compliance alone is not sufficient to fully realize our commitments to equity and student success.

Some existing content may meet only minimum compliance standards, and certain third-party platforms linked from SOCCCD websites may not be fully accessible. While the District does not control third-party content, we are committed to addressing accessibility barriers within our direct control. This includes updating existing content, integrating accessibility into procurement and



design practices, strengthening training and accountability, and continuously monitoring compliance across our digital landscape.

Through this transition plan, SOCCCD reaffirms its commitment to accessibility as a shared institutional responsibility and a critical component of Inspire 2035. By embedding accessibility into our policies, practices, and culture, we advance equitable access, foster inclusive learning environments, and ensure that all members of our community can fully participate in, and thrive through, the opportunities we provide.

Dr. Julianna M. Asperin Barnes, Ed.D.  
Chancellor  
South Orange County Community College District



## Reporting Barriers

While SOCCCD is actively working to improve digital accessibility, some legacy content or third-party resources may not yet fully conform to accessibility standards. Individuals who encounter accessibility barriers may request alternate formats or report accessibility concerns through the District or college accessibility links.

- [Accessibility at SOCCCD](#)
- [Accessibility at Saddleback College](#)
- [Accessibility at Irvine Valley College](#)

To report a potential accessibility issue, please contact the appropriate Accessibility Coordinator below:

### **Saddleback College:**

- **Dr. Jennifer LaBounty**, Vice President for Student Services
  - ADA/Section 504 Coordinator (Student Programs & DSPPS)
- **Rodrigo Garcia**, Vice President for Administrative Services
  - ADA/Section 508 (Physical Plant & Digital Standards)

### **Irvine Valley College:**

- **Dr. Martha McDonald**, Vice President for Student Services
  - ADA/Section 504 Coordinator (Student Programs & DSPPS)
- **Davit Khachatryan**, Vice President for Administrative Services
  - ADA/Section 508 (Physical Plant & Digital Standards)

### **District Office:**

- **Cindy Barron**, ADA Compliance and Leave Administration Manager



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# 1. Guiding Principles

Accessibility is an institutional responsibility – not an individual accommodation afterthought. **Every member of the SOCCCD community has a role to play**, including faculty, classified professionals, managers, administrators, and vendors. This commitment aligns with SOCCCD’s **Inspire 2035** DEIA goals and the California Community Colleges **Vision 2030** framework. Achieving and sustaining compliance requires clear governance, ongoing training, thorough documentation, and continuous improvement.



## 2. Legal and Regulatory Framework

### 2.1 Federal and State Law

SOCCCD’s digital accessibility obligations arise under Title II of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, Section 508 as adopted in California Government Code sections 7405 and 11135, and the California Unruh Civil Rights Act. Consistent with these authorities, SOCCCD must ensure that qualified individuals with disabilities are not excluded from participation in, or denied the benefits of, the District’s programs, services, and activities when offered through digital technologies. Equal access must be provided unless SOCCCD can demonstrate that compliance would result in a fundamental alteration of the program or impose an undue financial and administrative burden.

### 2.2 Title II: Digital Accessibility Requirements

Under the revised Title II regulations, state and local public entities must ensure that their entire digital landscape complies with the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA, unless doing so would impose an undue burden or constitute a fundamental alteration.<sup>1</sup> This requirement applies to all web content and mobile applications that an institution provides or makes available, whether directly or through contractual or vendor arrangements.

Key expectations and clarifications under the revised rule include:

- **Adoption of WCAG 2.1 Level AA** as the minimum technical standard for all covered digital content and mobile applications.
- **“Separate is not equal.”** Providing an alternative or parallel accessible version of content does not satisfy Title II unless the original content cannot be made accessible; if possible, the original digital content must itself be accessible.
- **Institutional responsibility for third-party content.** Public entities remain legally responsible for the accessibility of vendor provided platforms and services and may not delegate or contract away their Title II obligations. Accessibility must be addressed through procurement, contracting, and ongoing oversight.
- **Shift from reactive accommodation to proactive design.** Institutions are expected to design digital environments to be accessible by default, without waiting for individual disability disclosures or accommodation requests.

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<sup>1</sup> The DOJ regulation also exempts WCAG violations that have a “minimal impact” on users with disabilities and web content that falls within a set of practical exemptions, such as archived web content.



- **Enterprise wide application.** Accessibility requirements apply across instructional, administrative, and operational systems, including internal tools and employee facing platforms, not solely public websites.
- **Mobile and assistive technology compatibility.** Digital content must function effectively across mobile devices and be compatible with assistive technologies used on those platforms.
- **Social media obligations.** Beginning April 26, 2027, all newly created institutional social media content must conform to WCAG 2.1 Level AA standards.
- **Limited and narrow exceptions.** Exceptions apply only in specific circumstances, such as certain archived content not used for active participation, student submitted work, or content posted by unaffiliated third parties without a contractual relationship. These exceptions must be applied cautiously and do not eliminate the institution's broader compliance responsibilities.



## 3. Current State and Foundational Work

### 3.1 Accessibility Capability Maturity Model (ACMM)

In late 2024, SOCCCD completed an Accessibility Capability Maturity Model (ACMM) assessment across the District, with separate assessments conducted for District Services, Irvine Valley College (IVC), and Saddleback College. The ACMM is a structured framework recognized by the California Community Colleges Chancellor's Office and establishes 89 milestones across governance, procurement, content development, training, and technology processes.

#### ACMM Implementation Framework

To support institutions in managing the transition to proactive accessibility compliance, the California Community Colleges (CCC) Accessibility Center utilizes the ACMM as a continuous improvement framework. The model is designed to reduce institutional risk and embed accessibility into core business practices rather than relying on reactive remediation.

The ACMM operates through a four-stage, iterative cycle:

- Assessment of institutional accessibility practices against established benchmarks.
- Development of an integrated annual accessibility plan aligned with institutional priorities.
- Implementation of improvement strategies, strengthened business processes, and targeted training.
- Annual reassessment to measure progress and ensure long-term sustainability.

This maturity-based approach aligns with Office for Civil Rights guidance and supports sustained institutional integration of accessibility. For participating institutions, the ACMM team provides training and conducts a baseline assessment to inform planning, implementation, and continuous improvement.

### 3.2 District-Wide Accessibility Task Force

To advance district-wide progress on digital accessibility, SOCCCD established the District-Wide Accessibility Task Force in 2023. The task force serves as the primary governance and coordination body for accessibility strategy, implementation, and continuous improvement across the District.



The Accessibility Task Force:


- Includes representatives and subject matter experts from District Services, Irvine Valley College, and Saddleback College.
- Reports to the District Technology Committee (DTC).
- Reviews proposals for professional services when in-house expertise is not available.
- Secures and coordinates funding for ongoing accessibility assessment, training, and remediation technologies.
- Engaged Converge Accessibility to translate the ACMM milestones into a legally grounded, sequenced compliance roadmap that is informed by the Office for Civil Rights enforcement practices.

The task force is responsible for implementing recommendations identified through the Accessibility Capability Maturity Model (ACMM) assessment. During the 2025–2026 academic year, the task force has focused on the following district-wide ACMM goals:

- Developing a formal process to inventory all college affiliated websites and web applications (ACMM 3.1.1)
- Establishing a coordinated process to consistently share accessibility evaluation information with college stakeholders and end users, aligned with District procedures (ACMM 5.2.3)
- Developing and delivering proactive accessibility training for digital content creators (ACMM 6.3)

### 3.3 Saddleback College Accessibility Foundations

Saddleback College’s Title II implementation plan is designed to rapidly assess and address the urgent digital accessibility requirements related to instruction, while establishing sustainable, long-term practices that support continuous improvement. Working with an agency that specializes in website design, in January 2023 the college launched a new website that prioritized universal design principles. New practices were also implemented, such as the removal of course materials and centralization of content management, to ensure that ADA compliance is maintained. In addition, the college hired an Accessibility and Compliance Instructional Support Specialist in Fall 2024. In addition to the Accessibility and Compliance Instructional Support Specialist, the college has committed to providing additional staffing support through project specialists and other NBUs. The plan emphasizes timely remediation, ongoing assessment of accessibility practices, targeted training, and annual reassessment to measure progress and ensure sustained compliance and institutional integration.



The plan is grounded in a continuous improvement model that includes implementation of prioritized accessibility pedagogy, targeted professional development training, and regular communications on accessibility best practices and regulations. Such activities include, but are not limited to, accessibility newsletters, workshops, training videos, and in-person/online 1:1 and group support. In addition to the paid accessibility course conversion, the college offers faculty a wide range of accessibility courses, such as best practices in Universal Design for Learning (UDL) principles and mobile course design. The campus also provides faculty several Canvas embedded accessibility tools and third-party remediation vendors. The college is committed to accessibility support.

### **Example: Faculty Accessibility Training Program**

As part of its long-term training strategy, Saddleback College has implemented a comprehensive faculty accessibility training program.

#### **Program Overview**


- Duration: 8 weeks
- Time Commitment: 3.5–5 hours per week
- Facilitators: One faculty lead and Jenny Rodriguez, Accessibility and Compliance Instructional Support Specialist

#### **Training Outcomes Participants in the program:**

- Apply Universal Design concepts to the planning and design of an online course for a fully accessible outcome
- Define accessibility and apply relevant federal, state, and district requirements
- Identify barriers to access that impede student success
- Identify campus resources available to support accessibility
- Create accessible course content
- Develop accessible documents using Word, Google Docs, PowerPoint, PDF, and other formats
- Caption videos and multimedia content
- Evaluate curated resources for accessibility using online tools

## **3.4 Irvine Valley College Accessibility Foundations**

Irvine Valley College's Title II implementation plan outlines a phased approach to achieving and sustaining digital accessibility compliance. Building on existing ADA, Section 504, and Chancellor's Office alternate media processes, the plan distinguishes between immediate



remediation actions needed to address current risk and long-term structural investments required to embed accessibility as an ongoing institutional responsibility.

**The short-term plan** focuses on rapid compliance assessment and remediation to meet urgent accessibility obligations, with an accelerated target of September 2026, for publication of an updated plan. Key actions include conducting a comprehensive digital accessibility audit – either internally or through an external provider – covering institutional websites, digital documents, learning management system content, multimedia, and student service systems. The audit will produce a gap analysis, risk assessment, and prioritized remediation plan.

To support accelerated remediation, the college will utilize temporary, non-bargaining unit staff or contracted resources to assist faculty and staff with document remediation, captioning, website updates, LMS accessibility improvements, and conversion of instructional materials into accessible formats. This approach expands capacity quickly while permanent solutions are developed.

**The long-term plan** focuses on building permanent institutional capacity over a one- to two-year period. Central to this strategy is the creation of a full-time classified Accessibility and Compliance Instructional Support Specialist position, using the existing job description. This role will coordinate compliance efforts, conduct accessibility reviews, support faculty and staff, integrate accessibility into procurement, deliver training, and support ongoing monitoring and reporting.

In addition, the plan proposes establishing a dedicated administrator for Educational Technology and Accessibility. The new administrator would oversee digital accessibility compliance, educational technology strategy, distance education initiatives, faculty support for online instruction, instructional design coordination, and implementation of accessibility standards across instructional materials and digital platforms.



## 4. Title II Transition Plan for Digital Accessibility

SOCCCD, including Irvine Valley College and Saddleback College, faces an April 2027 compliance deadline under the ADA Title II web accessibility rule. In late 2024, SOCCCD completed an Accessibility Capability Maturity Model (ACMM) assessment, producing baseline reports and worksheets for all three entities across 89 defined milestones.

While the ACMM identifies the processes that should exist to support institutional accessibility, it does not determine which processes are most legally urgent, the order in which they should be implemented, how they interrelate, or the decision-making logic needed to integrate them into a cohesive compliance strategy. To address these gaps, SOCCCD will secure resources to procure consulting services that can provide this prioritization and guidance, as well as assistance in implementing a detailed, risk based roadmap. This approach will support compliance with the new ADA Title II requirements while advancing the District’s stated accessibility and equity commitments outlined in Inspire 2035.


### 4.1 ADA Stress Test and Barrier Identification

#### *April 2026 – August 2026*

SOCCCD will contract with external consulting services that collaborate with current federal Title II enforcement staff who conduct web accessibility investigations. This team will review existing web content to identify “weak spots” if SOCCCD was faced with an actual complaint. These consultants will also provide strategic guidance to District- and college-level executive leadership and support efforts to ensure the appropriate stakeholders are engaged at each stage of the compliance process. This work will include a review of the existing governance structure and committee membership.

Because remediation processes cut across multiple functional areas – Legal, Information Technology, Procurement, and ADA/504 – leadership in these areas must all be actively engaged. The consultants will support coordination across these groups to promote shared ownership and effective decision-making.

The consultants will assess SOCCCD’s public facing and internal digital content using the same investigative framework applied in actual federal enforcement actions. They will also assist SOCCCD with a structured review and refinement of the District’s remediation roadmap, public facing accessibility websites, and related development processes. This work will include



documentation repository review, accessibility barrier identification, improved process development, and detailed training program recommendations.

The resulting report will identify areas for improvement, position SOCCCD along a relative risk spectrum, and clearly indicate which issues should be prioritized for remediation. This federal enforcement lens assessment provides a concrete, risk based view of compliance that is more actionable than ACMM maturity scores or standalone WCAG test reports.

### **Specific Outcomes**


- **Executive leadership engagement:** Review of the existing governance structure and committee membership, along with preparation and delivery of presentations, briefings, and supporting materials to build and sustain executive level commitment to a districtwide compliance effort.
- **Stakeholder engagement support:** Structured support for individuals involved in the remediation roadmap development process, ensuring that appropriate stakeholders are engaged in cross-cutting process decisions and that a set of detailed process documents is developed for each remediation category, such as procurement, document creation, and web and application management.
- **Enforcement lens risk assessment:** A written evaluation of SOCCCD's public-facing and internal digital content from a federal enforcement barrier identification perspective, including a prioritized identification of areas requiring remediation or alternative access mechanisms.
- **Update of SOCCCD's Remediation Roadmap:** A final, comprehensive, public facing compliance roadmap that includes a detailed training plan and updates to the District's and colleges' accessibility websites and mechanisms for community feedback.

## **4.2 Title II Remediation Roadmap**

### ***April 2026 – September 2026***

Through an iterative process, SOCCCD is developing an updated comprehensive remediation roadmap to be published by September 2026, following the aforementioned ADA Stress Test. The roadmap improves upon existing practices and supports compliance with the ADA Title II web accessibility rule while advancing the District's broader equity and accessibility commitments.

The roadmap will be a concise, public facing document covering the District and each college, organized around the four ADA Title II obligation categories. It is designed to demonstrate to



regulators and the public that SOCCCD has a systematic, good faith compliance effort underway and is aligned with ACMM milestones.

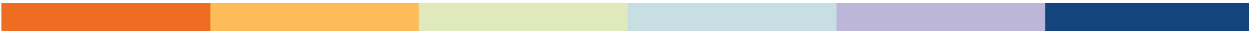
The roadmap translates individual ACMM milestones into coordinated, actionable workflows organized around four categories of obligations applicable to local governments. It is supported by internal compliance processes, including a set of detailed process documents for each category – such as procurement, document creation, and website and application management. Depending on District needs and the level of detail required, some of these processes may be incorporated directly into the roadmap, while others will be maintained as supporting implementation documentation.

**The Remediation Roadmap offers three key benefits:**

- **Reduces Risk:** Because it is not feasible for the District to achieve full WCAG 2.1 Level A/AA compliance for all legacy content by April 2027, the roadmap plays a critical risk mitigation role. It demonstrates to enforcement agencies that SOCCCD is acting proactively and diligently to meet ADA requirements without causing undue burden or fundamental alteration. The roadmap functions as a high-level, public facing process document, supported internally by detailed implementation plans that track day-to-day progress.
- **Supports ACMM Maturity:** The roadmap also supports advancement within the ACMM maturity model by providing a clear rationale for developing and sequencing key institutional processes. Many of the ACMM’s 89 milestones are incorporated into the roadmap and organized in a way that both strengthens maturity scores and directly supports ADA Title II compliance.
- **Efficiently Enhances Accessibility:** Most importantly, the roadmap establishes a structured, cost-effective approach for improving accessibility at scale. It leverages ongoing developments in the IT vendor marketplace and incorporates tools, guidance, and resources provided by the California Community Colleges Chancellor’s Office (CCCCO).

#### 4.2.1 Existing Websites and Web Applications

Each entity within the District relies on dozens of websites and web applications developed and maintained by third-party vendors. Because many accessibility barriers in these systems can only be resolved by the vendors themselves, the roadmap emphasizes establishing a systematic, districtwide process for vendor engagement, reviewing the current application inventory, and including updated VPATs and HECVATs.



Beginning in April 2026, SOCCCD will initiate a comprehensive reexamination of all existing websites and web applications using existing accessibility evaluation tools, as well as newly identified tools offered through the California Community Colleges Chancellor’s Office (CCCCO) Accessibility Center, to create a document inventory and track remediation progress as websites and applications are remediated. For many applications, this will begin with reaching out to vendors to ensure that vendors do not have imminent accessibility updates. The District-Wide Accessibility Task Force is responsible for managing this effort and will focus first on high impact areas (e.g., class schedules, college catalogs, homepages, and department pages).

The reexamination will employ a tiered testing strategy: manual testing will be used to establish an initial baseline; automated testing will then be applied to efficiently identify issues across large volumes of content; and targeted manual testing will be reintroduced when vendors deploy new components or templates within existing applications. This process will also include tracking vendor remediation commitments and will support informed decision-making regarding whether to continue, replace, or seek alternatives when vendors fail to meet accessibility requirements.

#### 4.2.2 Existing Documents and Media

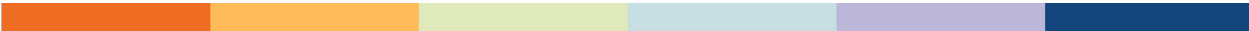
Over time, a large volume of documents, communications, marketing materials, and media has accumulated across the District, the colleges, and their programs. Remediating all legacy content is neither practical nor legally required.<sup>2</sup> In March 2026, the District and colleges initiated a coordinated communication campaign to inform the SOCCCD community of applicable legal requirements, direct employees to existing training resources and obligations, and provide updated guidance issued by the CCCCCO.

By September 2026, following the ADA Stress Test, the District-Wide Accessibility Task Force will establish a 12 month remediation timeframe and adopt a triage framework that distinguishes content requiring proactive remediation from content that may be addressed through the accommodations process, which will follow a 24 month timeframe.

Remediation priorities will be determined based on legal requirements, the District’s Inspire 2035 equity and accessibility commitments, and the importance of the content to students, employees, and the public. Appropriate remediation approaches, including closed captioning and transcription, will be identified using the framework outlined below.

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<sup>2</sup> 28 C.F.R. § 35.201(b)



## A Phased, Practical Approach to Managing Existing Content

### Phase 1: Inventory and Assessment

- Create a document inventory: Use accessibility evaluation tools to identify PDFs and other inaccessible documents currently linked on District and college websites.
- Assess usage and importance: Identify documents that are frequently accessed or contain critical information (e.g., financial aid instructions or enrollment requirements).

### Phase 2: Strategic Pruning and Archiving

- Evaluate relevance: Determine whether documents remain accurate, necessary, and actively used.
- Archive inactive content: Outdated or rarely accessed PDFs and other inaccessible documents may be removed from public facing pages and made available in an accessible format upon request.

### Phase 3: Format Conversion

- Prioritize accessible web formats over PDFs and other inaccessible documents: Convert simple informational PDFs and other inaccessible documents into HTML webpages or Canvas pages to improve accessibility, usability, and mobile compatibility.
- Replace inaccessible PDF forms: Transition application or intake forms to accessible web-based formatting.

### Phase 4: Prioritized Remediation (Impact Based)


For documents that must remain in PDF format, remediation will be prioritized based on:

- High impact: Essential student services, legal documents, and required instructional materials
- High usage: High traffic or frequently downloaded documents
- Longevity: Content expected to remain relevant for multiple years

## 4.2.3 New Applications and Procurement

SOCCCD has established procedures to address accessibility requirements in new product and system procurements. Every new application or system introduced into the District's environment presents an opportunity to prevent accessibility barriers before they occur.

By May 2026, the Districtwide Accessibility Task Force will review existing procurement practices and establish enhanced processes to ensure that purchasing decisions meet legal requirements, aligned with the District's equity and accessibility commitments, are thoroughly



documented, and are supported by any necessary workarounds to ensure that students, employees, and the community are not denied access.

#### 4.2.4 New Documents and Communications

The District will ensure that all newly published and rolled over digital content developed after April 26, 2027, meets WCAG 2.1 Level AA requirements. New content is continuously created by faculty, staff, and student organizations, and the primary challenge is not volume alone, but gaps in training and guidance.

Beginning in April 2026, the District-Wide Accessibility Task Force will address this challenge through clear decision workflows and ongoing, targeted communications that deliver the right guidance to the right people at the right time – without requiring every content creator to become an accessibility expert. Training content creators to build accessibility into their existing workflows will make this work more manageable, scalable, and sustainable over time.

### 4.3 Training and Professional Development

#### *Beginning April 2026*

Effective compliance across all remediation categories – existing websites, applications, and documents, as well as new applications, documents, and content – depends on individuals clearly understanding their responsibilities and having the skills to meet accessibility requirements.

By December 2026, following the ADA Stress Test, SOCCCD will implement role-based training tailored to specific functions, including web developers, content contributors, procurement staff, faculty creating instructional materials, and employees responsible for producing documents and communications. The District will also establish processes to ensure this training is delivered on an ongoing basis, rather than as a onetime effort. The training program will evolve to account for staff turnover, technological changes, and updates to accessibility standards and legal requirements.

#### **Tools, Resources, and Training Delivery**

SOCCCD will leverage resources provided by the California Community Colleges (CCC) Accessibility Center, along with nationally recognized accessibility training tools and vendors. Training will follow a phased and scalable approach designed to support day-to-day content creation and long-term compliance.



### Core Training Resources Include:

- WebAIM Document Training: Monthly cohort-based training focused on creating accessible Word, PowerPoint, and PDF documents, with an emphasis on practical remediation techniques.
- CCC Accessibility Center Self-Paced Courses: Includes the Accessibility Basics Series, PDF Accessibility Series, and additional courses designed to support varying roles and skill levels.
- @ONE Canvas Catalog (Self-Paced Courses): Free, on-demand training tracks such as Accessibility Basics, Practical Accessibility Planning, and Social Media Accessibility.

### Instructional Technology Support

- Accessibility evaluation and remediating tools: Used to identify, assess, and remediate accessibility issues in Canvas course content in alignment with WCAG 2.1 Level AA and Universal Design for Learning (UDL) principles.
- Accessibility Remediation Bots: Developed by the CCCCO, used to identify and remediate accessibility issues
- Saddleback Professional Development: Course and workshop opportunities that include components and modules on accessibility and accessible course design.
- IVC Online Teaching Certificates, as well as Canvas Fundamentals courses, all of which include modules on accessibility.

### Web and Application Accessibility Training

- Webinars and Workshops: Monthly accessibility training sessions covering targeted topics such as use of accessibility evaluation scanning tools, introduction to manual testing techniques, and common web accessibility barriers.
- Role Specific Web Training: Focused guidance for web developers and application owners on semantic structure, Accessible Rich Internet Applications (ARIA) use, keyboard navigation, and testing workflows.

### Additional Title II–Focused Training Elements

To strengthen Title II compliance, SOCCCD will also incorporate:

- Procurement accessibility training to ensure accessibility requirements are consistently embedded in solicitations, contracts, and vendor evaluations.
- Executive and management briefings to reinforce accountability, governance expectations, and cross functional roles in accessibility compliance.
- Onboarding accessibility modules for new employees whose roles include content creation, procurement, or technology decision-making.
- Refresher and update training tied to regulatory changes, new technologies, or recurring accessibility issues identified through monitoring and audits.



This structured, continuous training program supports a systematic, good faith approach to accessibility by embedding compliance expectations into everyday workflows and institutional practices.

### **Initial Training Programs**

<b>Timeframe</b>	<b>Audience</b>	<b>Focus</b>	<b>Outcome</b>
Mar – May 2026	All Employees	Title II & WCAG 2.1 Awareness	Shared understanding
Apr – Aug 2026	Managers	Oversight & Risk Management	Accountability
Apr – Oct 2026	Faculty	Accessible Instruction & Canvas	Accessible Courses
May – Aug 2026	Classified Staff	Accessible Documents & Web Content	Accessible Operations
Aug – Dec 2026	Targeted Roles	Advanced Practices & Audits	Sustainable Compliance

### **Faculty**

Faculty training will focus on accessible course design, Canvas accessibility, accessible document and multimedia creation, and the effective use of Chancellor’s Office and CCC Accessibility Center resources.

### **Managers and Administrators**

Managers and administrators will receive training on Title II legal responsibilities, risk management, oversight of remediation planning, procurement accountability, and supervisory responsibilities for training completion.

### **Classified Professionals**

Classified professionals will receive role specific training on accessible documents, websites, communications, enterprise tools, and escalation pathways.

## **4.4 Governance, Accountability, and Public Transparency**

SOCCCD will maintain ADA coordination, public notices, grievance procedures, feedback mechanisms, and transparent compliance communications consistent with Title II requirements. Digital accessibility under Title II is a civil rights obligation and a core expression of the District’s Inspire 2035 commitment to equity, inclusion, and student success.

Through this structured remediation program, SOCCCD is positioned to meet the April 26, 2027 compliance deadline with integrity, accountability, and long-term sustainability. The program



emphasizes governance, continuous improvement, and institutional responsibility rather than onetime remediation.

SOCCCD will also provide opportunities for the public – particularly individuals with disabilities and organizations representing them – to participate in the development and refinement of this plan by submitting feedback and comments. Public input will inform ongoing improvements and help ensure that the District’s digital programs, services, and information remain accessible over time.

This Title II remediation plan reflects SOCCCD’s commitment to embedding accessibility into its policies, processes, and daily operations. By aligning governance, training, monitoring, and public transparency, the District affirms that accessibility is not a temporary project, but a sustained institutional responsibility. SOCCCD will continue to evaluate progress, respond to emerging needs, and adapt its practices to uphold equal access for all members of the community.