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# **Executive Summary**

## **Protecting Children: Hiring Staff Who Work With Minors Accessibility Conformance Report**

Access Ingenuity's evaluation of the Protecting Children: Hiring Staff Who Work With Minors module identified accessibility features and functionalities of the learning module. This evaluation provided the information required to assess the conformance of the Protecting Children: Hiring Staff Who Work With Minors learning module with the Revised Section 508 Accessibility Standards and WCAG 2.1 Accessibility Guidelines. Based on our evaluation, Access Ingenuity concludes that the learning module largely *Supports* these requirements.

Access Ingenuity, an independent authority in web accessibility, has evaluated the learning module and certifies it to be substantially conformant with Level A and Level AA of the Web Content Accessibility Guidelines version 2.1. All conformance issues that pose a significant barrier for users with disabilities have been addressed.

Access Ingenuity cannot verify the conformance of content changed after the date of our evaluation. However, based on our interactions with United Educators, Access Ingenuity is confident in their efforts to maintain a substantially conformant product.

The Information Technology Industry Council (ITIC) has published recommended language to be used in completing Accessibility Conformance Reports (ACRs) that has been designed to create simplicity and uniformity/consistency in ACRs presented by a variety of suppliers. In preparing the Protecting Children: Hiring Staff Who Work With Minors learning module ACR, Access Ingenuity has used the ITIC-recommended *VPAT 2.5 508* format with the addition of WCAG 2.1 requirements.

Based on this evaluation and on information published on the ITIC website (<http://www.itic.org>), Access Ingenuity presents the ACR for the Protecting Children: Hiring Staff Who Work With Minors module on the following pages.

# Protecting Children: Hiring Staff Who Work With Minors Accessibility Conformance Report Revised Section 508 Edition

(Based on VPAT® Version 2.5)

**Name of Product/Version:** [Protecting Children: Hiring Staff Who Work With Minors](#)

**Report Date:** June 17, 2026

**Product Description:** Web-based e-learning module for hiring managers in K-12 institutions who employ staff who work with minors. The module covers how to enhance hiring practices including screening, interviewing, and background checks; and how to spot common red flags, in order to protect children from sexual abuse.

**Contact Information:** [accessibility@ue.org](mailto:accessibility@ue.org)

**Notes:** There are a few accessibility limitations in the course authoring tool, Rise, which cannot be controlled by the course authors. These have been noted below where applicable.

## Evaluation Methods Used:

Conformance to the listed accessibility standards was evaluated between June 2 to June 16, 2026, using a combination of static analysis tools and manual testing with assistive technologies.

The evaluation was conducted in the following desktop operating systems and browser/screen reader combinations:

1. Windows 11:
  - a. Chrome 149/JAWS 2026
2. Mac OS 12.7.6:
  - a. Safari/VoiceOver

The accessibility assessment was executed per the following steps:

- I. A sighted accessibility expert conducted an overall technical analysis to identify issues of technical compliance that would affect mobility-impaired, deaf/hearing impaired, and low-vision users. The evaluator inspected the web pages using Chrome and the Chrome Developer tools as well as the axe DevTools extension.
- II. Keyboard accessibility analysis (for mobility and physically challenged users) was conducted by attempting to thoroughly navigate the web pages through the keyboard, without using a mouse.
- III. The accessibility for low-vision users was evaluated two ways: (1) using the resizing capability offered by the browser, and (2) using Colour Contrast Analyser (CCA) Version 3.5.5.
- IV. If videos were present, they were assessed for proper captioning for deaf and hard-of-hearing users as well as the need for audio descriptions and transcripts for screen reader users.
- V. Screen reader testing was conducted by an expert screen reader user. The goal was to identify accessibility barriers that are likely to be experienced by users who are blind.

Any usability issues for users with disabilities encountered during the accessibility assessments were also noted.

## Applicable Standards/Guidelines

This report covers the degree of conformance for the following accessibility standard/guidelines:

| Standard/Guideline   | Included In Report  |
|--|---|
| <a href="#">Web Content Accessibility Guidelines 2.0</a>   | Level A <b>(Yes)</b><br>Level AA <b>(Yes)</b><br>Level AAA (No) |
| <a href="#">Web Content Accessibility Guidelines 2.1</a>   | Level A <b>(Yes)</b><br>Level AA <b>(Yes)</b><br>Level AAA (No) |
| <a href="#">Revised Section 508 standards published January 18, 2017, and corrected January 22, 2018</a> | (Yes)   |

## Terms

The terms used in the Conformance Level information are defined as follows:

- **Supports:** The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
- **Partially Supports:** Some functionality of the product does not meet the criterion.
- **Does Not Support:** The majority of product functionality does not meet the criterion.
- **Not Applicable:** The criterion is not relevant to the product.
- **Not Evaluated:** The product has not been evaluated against the criterion. This can only be used in WCAG Level AAA criteria.

# WCAG 2.1 Report

Tables 1 and 2 also document conformance with Revised Section 508:

- Chapter 5 – 501.1 Scope, 504.2 Content Creation or Editing
- Chapter 6 – 602.3 Electronic Support Documentation

Note: When reporting on conformance with the WCAG 2.1 Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.1 Conformance Requirements](#).

**Table 1: Success Criteria, Level A**

| Criteria  | Conformance Level | Remarks and Explanations  |
|---|-------------------|---|
| <p><b><a href="#">1.1.1 Non-text Content</a></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>                        | Supports          | All images and interactive elements have alternate text and/or accessible labels. |
| <p><b><a href="#">1.2.1 Audio-only and Video-only (Prerecorded)</a></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | Not Applicable    | There is no non-live audio-only or video-only content in the module.              |
| <p><b><a href="#">1.2.2 Captions (Prerecorded)</a></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>                  | Not Applicable    | There is no video content in the module.  |

| Criteria   | Conformance Level | Remarks and Explanations   |
|--|-------------------|--|
| <p><b><u>1.2.3 Audio Description or Media Alternative (Prerecorded)</u></b> (Level A)</p> <p>Also applies to:<br/> Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | Not Applicable    | There is no video content in the module.   |
| <p><b><u>1.3.1 Info and Relationships</u></b> (Level A)</p> <p>Also applies to:<br/> Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>                               | Supports          | Semantic structure, including heading information, is available to assistive technology.   |
| <p><b><u>1.3.2 Meaningful Sequence</u></b> (Level A)</p> <p>Also applies to:<br/> Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>                                  | Supports          | The reading order of the accessible text for the pages in the learning module reflects a logical order, typically matching the visual order. |
| <p><b><u>1.3.3 Sensory Characteristics</u></b> (Level A)</p> <p>Also applies to:<br/> Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>                              | Supports          | Instructions in the learning module do not rely on shape, size, visual location, or sound.   |

| Criteria  | Conformance Level | Remarks and Explanations   |
|---|-------------------|--|
| <p><b><u>1.4.1 Use of Color</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>     | Supports          | Throughout the learning module, color alone is not used as the sole method of conveying content or distinguishing visual elements. |
| <p><b><u>1.4.2 Audio Control</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>    | Not Applicable    | There is no audio content in the Protecting Children: Hiring Staff Who Work With Minors module.                                    |
| <p><b><u>2.1.1 Keyboard</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>         | Supports          | All content in the learning module is operable through a keyboard interface.   |
| <p><b><u>2.1.2 No Keyboard Trap</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | Supports          | No keyboard traps were present in the learning module.   |
| <p><b><u>2.1.4 Character Key Shortcuts</u></b> (Level A)</p> <p>Revised Section 508 – Does not apply</p>  | Not Applicable    | Rise 360 learner output does not include character key shortcuts.  |

| Criteria   | Conformance Level | Remarks and Explanations  |
|--|-------------------|---|
| <p><b><u>2.2.1 Timing Adjustable</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>   | Supports          | The Protecting Children: Hiring Staff Who Work With Minors module is not timed at any point.                              |
| <p><b><u>2.2.2 Pause, Stop, Hide</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>   | Supports          | There is no automatically moving content in the learning module without the ability to pause, stop, or hide the movement. |
| <p><b><u>2.3.1 Three Flashes or Below Threshold</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>  | Supports          | There is no flashing content in the learning module that exceeds the limits of this criterion.                            |
| <p><b><u>2.4.1 Bypass Blocks</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul> | Supports          | The learning module provides a “Skip to Lesson” link to skip navigation elements on every screen.                         |

| Criteria   | Conformance Level | Remarks and Explanations  |
|--|-------------------|---|
| <p><b><u>2.4.2 Page Titled</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>           | Supports          | The learning module has descriptive and informative page titles.  |
| <p><b><u>2.4.3 Focus Order</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>           | Supports          | The focus order was found to be logical throughout the learning module.   |
| <p><b><u>2.4.4 Link Purpose (In Context)</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> </ul> <p>602.3 (Support Docs)</p> | Supports          | The purpose of links in the learning module is adequately identified.   |
| <p><b><u>2.5.1 Pointer Gestures</u></b> (Level A)</p> <p>Revised Section 508 – Does not apply</p>  | Supports          | All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture.   |
| <p><b><u>2.5.2 Pointer Cancellation</u></b> (Level A)</p> <p>Revised Section 508 – Does not apply</p>  | Supports          | Click events happen when learners release the mouse button, not when they press the mouse button down. They can move the mouse away from the target before releasing the button if they do not want to activate the target. |

| Criteria   | Conformance Level | Remarks and Explanations  |
|--|-------------------|---|
| <p><a href="#">2.5.3 Label in Name</a> (Level A)</p> <p>Revised Section 508 – Does not apply</p>   | Supports          | Interface components within the module contained appropriate labeling within the name.  |
| <p><a href="#">2.5.4 Motion Actuation</a> (Level A)</p> <p>Revised Section 508 – Does not apply</p>  | Not Applicable    | Rise 360 does not support motion controls so this is not present in this course and learners cannot control courses by moving their tablets or smartphones.   |
| <p><a href="#">3.1.1 Language of Page</a> (Level A)</p> <p>Also applies to:</p> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | Supports          | The language of the learning module is appropriately identified.  |
| <p><a href="#">3.2.1 On Focus</a> (Level A)</p> <p>Also applies to:</p> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>         | Supports          | When focus changes in the Protecting Children: Hiring Staff Who Work With Minors module, this does not ever cause a change in page content, spawn a new browser window, or cause any other change that disorients the user. |
| <p><a href="#">3.2.2 On Input</a> (Level A)</p> <p>Also applies to:</p> <p>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>         | Supports          | No content is being revealed unexpectedly on input in the learning module.  |

| Criteria  | Conformance Level | Remarks and Explanations   |
|---|-------------------|--|
| <p><b><u>3.3.1 Error Identification</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>   | Supports          | Adequate error identification is provided when forms are submitted without selecting a value(s) in the learning module.  |
| <p><b><u>3.3.2 Labels or Instructions</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | Supports          | The Protecting Children: Hiring Staff Who Work With Minors module has sufficient labels, cues, and instructions for required interactive elements.                     |
| <p><b><u>4.1.1 Parsing</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>                | Supports          | For WCAG 2.0 and the 508 standards, the September 2023 errata update indicates this criterion is always supported. See the <a href="#">WCAG 2.0 Editorial Errata</a> . |
| <p><b><u>4.1.2 Name, Role, Value</u></b> (Level A)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>      | Supports          | Names, roles, and values are being conveyed correctly throughout the learning module.  |

**Table 2: Success Criteria, Level AA**

| Criteria   | Conformance Level | Remarks and Explanations   |
|--|-------------------|--|
| <p><b><u>1.2.4 Captions (Live)</u></b> (Level AA)</p> <p>Also applies to:<br/>           Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>                 | Not Applicable    | There is no live multimedia content in the learning module.  |
| <p><b><u>1.2.5 Audio Description (Prerecorded)</u></b> (Level AA)</p> <p>Also applies to:<br/>           Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | Not Applicable    | There is no multimedia content in the learning module.   |
| <p><b><u>1.3.4 Orientation</u></b> (Level AA)</p> <p>Revised Section 508 – Does not apply</p>  | Supports          | The course works in both landscape and portrait modes.   |
| <p><b><u>1.3.5 Identify Input Purpose</u></b> (Level AA)</p> <p>Revised Section 508 – Does not apply</p>   | Supports          | The module does not have input fields for learners' personal info, such as phone numbers, addresses, birthdays, etc. |
| <p><b><u>1.4.3 Contrast (Minimum)</u></b> (Level AA)</p> <p>Also applies to:<br/>           Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>              | Supports          | All text in the learning module meets minimum contrast requirements.   |

| Criteria   | Conformance Level | Remarks and Explanations  |
|--|-------------------|---|
| <p><b><u>1.4.4 Resize text</u></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>    | Supports          | The module content is readable and functional when the page is zoomed to 200% in the environments tested.   |
| <p><b><u>1.4.5 Images of Text</u></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul> | Supports          | The module does not contain images of text in areas where technology could be used to achieve visual presentation of information.                 |
| <p><b><u>1.4.10 Reflow</u></b> (Level AA)</p> <p>Revised Section 508 – Does not apply</p>  | Supports          | The Protecting Children: Hiring Staff Who Work With Minors module content reflows as learners zoom in, so they never need to scroll horizontally. |
| <p><b><u>1.4.11 Non-text Contrast</u></b> (Level AA)</p> <p>Revised Section 508 – Does not apply</p>   | Supports          | A contrast ratio of 3:1 or higher for images and background elements has been implemented so learners with low vision can see them.               |
| <p><b><u>1.4.12 Text Spacing</u></b> (Level AA)</p> <p>Revised Section 508 – Does not apply</p>  | Supports          | Learners can use custom stylesheets or browser extensions to adjust text properties, such as line spacing, to make content easier to read.        |
| <p><b><u>1.4.13 Content on Hover or Focus</u></b> (Level AA)</p> <p>Revised Section 508 – Does not apply</p>   | Supports          | If content is presented on hover, it is also keyboard accessible. Users can move the pointer to the content and dismiss it using the escape key.  |

| Criteria  | Conformance Level | Remarks and Explanations  |
|---|-------------------|---|
| <p><b><u>2.4.5 Multiple Ways</u></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul> | Supports          | A menu is provided, allowing easier access to previous slides in addition to navigation with previous and next links. |
| <p><b><u>2.4.6 Headings and Labels</u></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>   | Supports          | Headings and labels are logical and appropriate throughout the learning module.                                       |
| <p><b><u>2.4.7 Focus Visible</u></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>   | Supports          | The learning module has a focus indicator on all interactive page elements.   |
| <p><b><u>3.1.2 Language of Parts</u></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>   | Supports          | The content in the learning module is only delivered in one language.   |

| Criteria  | Conformance Level | Remarks and Explanations  |
|---|-------------------|---|
| <p><b><u>3.2.3 Consistent Navigation</u></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul>     | Supports          | The navigation of the learning module is in the same relative order to the main content across all screens of the module.                                     |
| <p><b><u>3.2.4 Consistent Identification</u></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software) – Does not apply to non-web software</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs) – Does not apply to non-web docs</li> </ul> | Supports          | Components that have the same function across multiple screens of the Protecting Children: Hiring Staff Who Work With Minors module are labeled consistently. |
| <p><b><u>3.3.3 Error Suggestion</u></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>  | Supports          | The learning module has timely and accessible error suggestions when an error has been made.  |
| <p><b><u>3.3.4 Error Prevention (Legal, Financial, Data)</u></b> (Level AA)</p> <p>Also applies to:<br/>Revised Section 508</p> <ul style="list-style-type: none"> <li>• 501 (Web)(Software)</li> <li>• 504.2 (Authoring Tool)</li> <li>• 602.3 (Support Docs)</li> </ul>   | Supports          | The learning module does not collect data or record scores.   |

| Criteria  | Conformance Level | Remarks and Explanations   |
|---|-------------------|--|
| <u>4.1.3 Status Messages</u> (Level AA)<br><br>Revised Section 508 – Does not apply | Supports          | There are appropriate status messages presented throughout the module. |

# Revised Section 508 Report

## Chapter 3: [Functional Performance Criteria](#) (FPC)

| Criteria                          | Conformance Level | Remarks and Explanations  |
|-----------------------------------|-------------------|---|
| 302.1 Without Vision              | Supports          | The learning module is accessible to users of assistive technology, such as screen readers.                             |
| 302.2 With Limited Vision         | Supports          | All visual content in the learning module can be enlarged using zoom features.  |
| 302.3 Without Perception of Color | Supports          | All visual content in the learning module has sufficient color contrast, and color alone is not used to convey meaning. |
| 302.4 Without Hearing             | Supports          | No videos are present in the module.  |
| 302.5 With Limited Hearing        | Supports          | No videos or audio are present in the module.   |
| 302.6 Without Speech              | Supports          | The learning module does not require speech input.  |
| 302.7 With Limited Manipulation   | Supports          | The learning module is accessible to keyboard-only users.   |

| Criteria   | Conformance Level | Remarks and Explanations   |
|--|-------------------|--|
| 302.8 With Limited Reach and Strength                          | Supports          | The use of the learning module does not require reach and strength beyond keyboard input.  |
| 302.9 With Limited Language, Cognitive, and Learning Abilities | Supports          | The learning module is not timed at any point and allow users to self-pace their learning. |

## Chapter 6: [Support Documentation and Services](#)

| Criteria   | Conformance Level                    | Remarks and Explanations   |
|--|--------------------------------------|--|
| <b>601.1 Scope</b>   | Heading cell – no response required  | Heading cell – no response required  |
| <b><a href="#">602 Support Documentation</a></b>                 | Heading cell – no response required  | Heading cell – no response required  |
| 602.2 Accessibility and Compatibility Features                   | Supports                             | The Protecting Children: Hiring Staff Who Work With Minors learning module includes built-in accessibility features that are compatible with assistive technology. |
| 602.3 Electronic Support Documentation                           | See <a href="#">WCAG 2.0</a> section | See information in WCAG 2.0 section  |
| 602.4 Alternate Formats for Non-Electronic Support Documentation | Not Applicable                       | No non-electronic support documentation is available.  |

| Criteria  | Conformance Level                   | Remarks and Explanations   |
|---|-------------------------------------|--|
| <a href="#"><u>603 Support Services</u></a>                   | Heading cell – no response required | Heading cell – no response required  |
| 603.2 Information on Accessibility and Compatibility Features | Supports                            | United Educators will share the results of the Protecting Children: Hiring Staff Who Work With Minors learning module ACR upon request.  |
| 603.3 Accommodation of Communication Needs                    | Supports                            | Support services for the Protecting Children: Hiring Staff Who Work With Minors learning module can accommodate the communication needs of end-users with disabilities.<br><br>For general Customer Service questions or technical support email <a href="mailto:accessibility@ue.org"><u>accessibility@ue.org</u></a> . |