

Division of Career and College Readiness

Career and Technology Education

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Division of Career and College Readiness

<http://www.marylandpublicschools.org/about/Pages/DCCR/index.aspx>

Consider combining this landing page with the CTE webpage on the next page ([marylandpublicschools.org/programs/Pages/CTE/index](http://www.marylandpublicschools.org/programs/Pages/CTE/index)). Currently, this landing page is only three sentences and serves mostly as a link to the CTE page.

Division of Career and College Readiness

<http://marylandpublicschools.org/programs/Pages/CTE/index.aspx>

Why is the headline on the page “Division of Career and College Readiness” when the information on the page is about Career and Technology Education? This is not the home page for Career and College Readiness, it’s the home page for CTE.

February is CTE Month! Click [here](#) to learn more.

<h2> In Focus </h2>

February is CTE Month! should be tagged as a <heading 2>.

[here](#) is not descriptive and unique link text. Example: [Learn more about CTE](#).

Maryland High School Career and Technology Education Programs of Study

Document is a tagged PDF, but no headings are designated and there is no alt text on the graphics. Reading order not set. If this was done in InDesign, the designer should be able to go back and tag the document properly (headings, alt text, etc.) Another option would be to make a text-only or text-only large print version to post along with this complex document.

Career Technology Education Branches and Program Managers <Heading 2>

Instructional Branch <Heading 3>

Student and Assessment Services Branch <Heading 3>

Systems Branch <Heading 3>

Apprenticeship Maryland

<http://marylandpublicschools.org/programs/Pages/CTE/ApprenticeshipMD.aspx>

alt=Apprenticeship Maryland logo



Technically, the alt text on this should be “Earn and Learn with Apprenticeship Maryland.”

alt=DLLR



alt= “State of Maryland Department of Labor, Licensing and Regulation.”

What is Apprenticeship Maryland?

How did this program begin?

What is the goal?

2017 FCPS Youth Apprenticeship

Each of these should be heading 2.



Having Youtube “automatically” caption a video should be a 2-step process:

1. Youtube guesses what people are saying and makes that into one run-on sentence with no punctuation or capitalization.
2. Human being corrects the inaccurate guess and adds punctuation and capitalization.

The video has only had Step 1.


Video also needs a companion Visual Description/transcript document that describes what’s going on in the video along with what people are saying.

Maryland's Career Clusters

<http://marylandpublicschools.org/programs/Pages/CTE/careerclusters.aspx>

an important context for educational reform efforts as outlined in the Maryland State Department of Education's (MSDE's) *Achievement Matters Most: Maryland's Plan for Every Student* and the *Policies*

Should this be an active link to an online document?

[*Policies and Procedures for the Development and Continuous Improvement of Career Technology Education \(CTE\) Programs*](#) 

It is a tagged PDF, but nearly everything is tagged as a paragraph. The only things tagged as headings are some random <h5> and <h1>s in the body of the document. Back in Word, make only title Heading 1, designate other headings as Heading 2 or 3. Convert back to PDF.

Document also contains inaccessible forms. A form that is supposed to be printed out and filled in with a pen is not an accessible form because people who can't use a pen or can't see the paper can't use the form.

[career cluster system](#) ( *Maryland Career Clusters: Restructuring Learning for Student Achievement in a Technologically Advanced, Global Society*)

Not a tagged PDF. No headings or titles designated. No alternate text on graphics. No table headers on the tables. Reading order not set. If this was done in InDesign, the designer should be able to go back and tag the document properly (headings, alt text, etc.) Another option would be to make a text-only or text-only large print version to post along with this complex document.

Career Development

<http://marylandpublicschools.org/programs/Pages/CTE/careerdevelopment.aspx>

This is an enormous (by internet standards) essay. Break it up with properly coded headings, like this:

Career Development

National Career Development Association Guidelines

[Maryland's Career Development Framework](#) (MCDF) provides a structured, developmental approach for teaching students and adults about the world of work along with encouraging the development of positive personal characteristics and self-efficacy skills needed for making appropriate choices regarding their education and career paths. The **National Career Development Association (NCDA) Guidelines** support this Pre-K through adult career development framework. The MCDF includes six career development standards: Self Awareness, Career Awareness, Career Exploration, Career Preparation, Job Seeking and Advancement, and Career Satisfaction and Transition.

Skills for Success

The MCDF includes workplace readiness skills called the **Skills for Success** which are Learning skills, Thinking skills, Communication skills, Technology skills and Interpersonal skills. *Skills For Success* is a Maryland model that resembles the Partnership for 21st Century Skills that also include these skills sets to prepare students to work successfully in a diverse, innovation-driven economy. By encouraging skill building in the areas of critical thinking and problem solving; communication and collaboration; and creativity and innovation, the MCDF framework provides educators with standards and learner objectives that are essential elements for curriculum, instruction and assessment activities to compliment the Maryland Common Core Standards.

[Maryland's Career Development Framework](#)

Table header rows (Pre-k-2, Grades 3-5, etc.) not designated as header rows.

[Maryland Career Technology Education \(CTE\) Programs of Study](#)

See notes on Division of Career and College Readiness page.

[Career Guidance and Advisory Programs for Grades 7-12](#)

This document is from **2008** and features Dr. Grasmick. Is it still current and relevant? If it is, then is needs headings, table row headers, alt text and fillable forms.

[The Maryland Adult Career Development Toolkits](#)

This is what I get when I click on this link.

HTTP Status 404 - /docushare/dsweb/View/Collection-11674

type Status report

message /docushare/dsweb/View/Collection-11674

description The requested resource is not available.

Apache Tomcat/8.0.20

Computer Science

<http://marylandpublicschools.org/programs/Pages/CTE/CS.aspx>

Computer Science:

Remove the : from the page title.

```
<ul>
• <li>Maryland's PreK-12 Computer
  Science Toolkit
</li>
• <li>Computer Science Framework and
  Standards
</li>
• <li>Computer Science Teacher
  Certification Options
</li>
</ul>
```

Remove the blank lines in between bulleted items.

[PLTW Computer Science](#) & [IT Computer Science](#)

Here's what I get when I click these links:



ORIGIN HOST :	167.102.134.210
TARGET HOST :	www.mdcteprograms.org
TARGET PAGE :	/pos/program.php?PID=46

- [Computer Science Teacher Certification Options](#)
- [Computer Science Professional Learning Opportunities](#)
- [Computer Science as a Technology Education Graduation Credit](#)

Here's what I get when I click these links:

Sorry the page you requested could not be found.

We are currently redesigning our pages and moving things around on the MSDE website to better serve you. We apologize for any inconvenience. Please try visiting the Department's [Home Page](#) and search for what you were looking in the search bar.

[Computer Science Supervisors' Briefing Materials](#)

Here's what I get when I click this link:

Update your browser to use Google Drive

To use Google Drive, you need to use a supported web browser.

[Learn what a browser is, which browser you use, and how to update to the latest version.](#) ↗

Items on the public website should not be stored on Google Drive.

CTE Awards of Excellence

http://marylandpublicschools.org/programs/Pages/CTE/CTE_aoe.aspx

This is about an event from April 2017. Is it still current and relevant?

2017 CTE Awards of Excellence

Should be heading 2.

OUTSTANDING BUSINESS PARTNERSHIPS – SECONDARY

National Cancer Institute's Werner H. Kirsten Student Intern Program
Partnership with Frederick County Public Schools

Award titles should be heading 3.

OUTSTANDING BUSINESS PARTNERSHIPS – POSTSECONDARY

Maryland State Police
Partnership with Frederick Community College

OUTSTANDING CTE PROGRAM - SECONDARY

[2017 CTE Awards of Excellence Program Book](#)

Not a tagged PDF. No headings or titles designated. No alternate text on graphics. No table headers on the tables. Reading order not set.

[2016 CTE Awards of Excellence Winners](#)

[2015 CTE Awards of Excellence Winners](#)

[2014 CTE Awards of Excellence Winners](#)

[2013 CTE Awards of Excellence Winners](#)

When I click on any of these, I get:

HTTP/1.1 404 Not Found	
ORIGIN HOST:	167.102.134.210
TARGET HOST:	www.mdcteprograms.org
TARGET PAGE:	/news/

2017 CTE Awards of Excellence Awards Ceremony

<http://marylandpublicschools.org/programs/Pages/CTE/CTEAOE2017.aspx>



None of these photos have alt text or captions.

Consider combining this page and the previous, like this:








OUTSTANDING BUSINESS PARTNERSHIPS – SECONDARY
National Cancer Institute's Werner H. Kirsten Student Intern Program
Partnership with Frederick County Public Schools



OUTSTANDING BUSINESS PARTNERSHIPS – POSTSECONDARY
Maryland State Police
Partnership with Frederick Community College

CTE Programs

<http://marylandpublicschools.org/programs/Pages/CTE/CTEprograms.aspx>

-  Policies and Procedures for Development and Continuous Improvement of Career and Technology Education guide
-  Local Advisory Council (LAC) and Program Advisory Committees (PAC) Policies and Procedures guide
-  Memorandum of Understanding Procedures for the Inclusion of Postsecondary Career and Technology Education (CTE) Program on Maryland's List of Approved CTE Programs
-  Procedures for the Inclusion of Postsecondary Career and Technology Education Programs on Maryland's List of Approved CTE Programs
-  Maryland High School Career and Technology Education Programs of Study

This doesn't look like it's an actual unordered list because of the ragged appearance of the format icons at the beginning of each. Move icons to the end of the link to the document.



- Arts, Media, and Communication
- Business Management and Finance
- Construction and Development

- Construction: Design & Management (CDM)
- Construction: Maintenance (NCCER)
- Construction: Trades (NCCER)

The accordion widget doesn't work well with screen reading software. While the user can hear the heading names (e.g., Construction and Development) and hit Enter to open the accordion, the bullet items inside the accordion are not then read by the screen reading software. There are more accessible accordion widgets available, but in this case it would be easier on the content creator and the reader to just to make a list, without the bells and whistles of an accordion.

Arts, Media and Communication

- Graphic Communications (PrintED)
- Interactive Media Production (IMP)

Business Management and Finance

- Business Management & Finance (BMF)
- NAF Academy of Finance

Construction and Development

- Construction: Design & Management (CDM)
- Construction: Maintenance (NCCER)
- Construction: Trades (NCCER)

Career and Technology Student Organizations (CTSO)

<http://marylandpublicschools.org/programs/Pages/CTE/CTSO.aspx>

[DECA](#)

[FBLA](#)

[FFA](#)

[SkillsUSA](#)

Make these <heading 3>

<h2>Student Benefits</h2>

Develop essential Skills for Success such as Learning, Thinking Communication, Technology and Interpersonal Skills

Gain a positive image through competitive skill events, leadership development, and service projects

Serve their communities and nation

Gain a competitive edge in the workforce

Interact with future employers

Scholarships

Make bulleted list. Same with the next two sections.

 [Policies & Procedures for Implementing Career Technology Student Organizations \(CTSOs\) in Maryland](#)

See the Maryland's Career Clusters notes.

This page will need a disclaimer that MSDE can't vouch for the accessibility of third-party websites.

Additional Resources, Secondary

<http://marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/Additional-Resources-Secondary.aspx>

 [DCCR Profiles](#)

Division of Career and College Readiness (DCCR) FY17 Profiles

der

Office of the Assistant State Superintendent

The title of the document is in the header. Screen reading software does not read material in the headers and footers because it's generally redundant from page to page and does not add to the content. In this case, the screen reader user will never learn that this is the "Division of Career and College Readiness (DCCR) FY17 Profiles." They'll just start with "Office of the Assistant State Superintendent." Change the document so it has a different First Page.

- Different First Page
- Different Odd & Even Pages


Put the title in the content area of the First Page (as a <heading 1>) so it will be read, but leave it in the header of the other pages, so the screen reader user doesn't have to listen to it 11 more times.

[MD Career Development Framework](#)

Tables do not have header rows designated.

[MD High School CTE Programs of Study](#) (2017 Blue Book)

See notes on Division of Career and College Readiness page.

 [Policies and Procedures](#) for the Development and Continuous Improvement of CTE Programs of Study
See notes on Maryland's Career Clusters page.

Maryland Career and Technology Education Programs of Study Industry Recognized Certification Chart

Header

***NOTE: All costs listed on this document are Maryland costs, and are effective as of the date in the

The title of the document is in the header. Screen reading software does not read material in the headers and footers because it's generally redundant from page to page and does not add to the content. In this case, the screen reader user will never learn that this is the "Maryland Career and Technology Education Programs of Study Industry Recognized Certification Chart by Career Clusters." They'll just start with "***NOTE: All costs listed on this document are Maryland costs..." Change the document so it has a different First Page.

- Different First Page
- Different Odd & Even Pages

Put the title in the content area of the First Page (as a <heading 1>) so it will be read, but leave it in the header of the other pages, so the screen reader user doesn't have to listen to it 12 more times.

Additional Resources, Postsecondary

<http://marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/Additional-Resources-Postsecondary.aspx>

DCCR Profiles

See notes under Additional Resources, Secondary

Process for Adding Degree or Certificate Programs to List A, with MOU

Whole title needs to be link, not just "Process": [Process for Adding Degree or Certificate Programs to List A, with MOU](#)

Document is a PDF of scanned pieces of paper that has undergone OCR (optical character recognition) to make it more accessible. The paper document was fairly legible, so the resulting text is mostly accurate, but there are some problems with it. Here are some examples:

- MHEC will send OCTAL a copy of new career *ami tecilllology edtlcatioll* program proposals submitted by the community colleges. [Note: scan has mis-transcribed DCTAL as OCTAL or DCT AI throughout the document.]
- "List ofApproved Career a.1d Technology Education (CTE) Programs"
- Career and Teclmical Education Improvement
- a copy ofnew career a11d tecltlology educatio11 progra~proposals submitted by the conm1unity ;alleges.
- Based on its nonnal program approval proce>s
- For degree or certificate pm&rams previoLsly approved by MHEC, th::: community college president will submit a lertter

Given these issues and the fact that the document is 11 years old – is it still current and relevant, or can it be removed?

It is always better to convert a Word document to PDF rather than scan pieces of paper and trust technology to transcribe it correctly. In the case of something like this, consider whether it is necessary to give pictures of the actual signatures to the public on the website, or is it sufficient to have the actual signatures on file and display a version to the public that says "Signature on File"? This may be a question for Elliott Schoen.

Budget and Budget Amendments, Postsecondary

http://marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/Budget-and-Budget-Amendments_Postsecondary.aspx

None of the Excel documents on this page are accessible. This page will need a disclaimer. The exact wording is being approved, but something like:

This data in Excel format may not be accessible by all users. If you cannot access the information you are seeking, please contact xxx.yyy@maryland.gov for assistance.

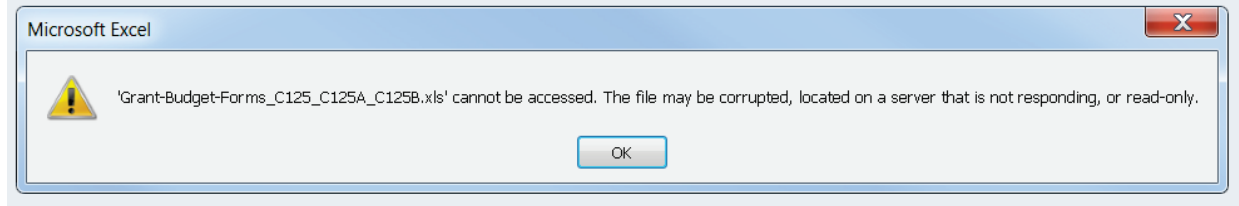
Note: This is NOT a blanket statement you can apply to everything you don't feel like making accessible. It is specifically for Excel data.

Budget and Budget Amendments, Secondary

http://marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/Budget-and-Budget-Amendments_Secondary.aspx

[Budget Forms](#)

I got the following message when I clicked the link to this Excel file.



[Sample Budget Amendment](#)

Neither of the Excel documents on this page are accessible. This page will need a disclaimer. The exact wording is being approved, but something like:

[This data in Excel format may not be accessible by all users. If you cannot access the information you are seeking, please contact \[xxx.yyy@maryland.gov\]\(mailto:xxx.yyy@maryland.gov\) for assistance.](#)

Note: This is NOT a blanket statement you can apply to everything you don't feel like making accessible. It is specifically for Excel.

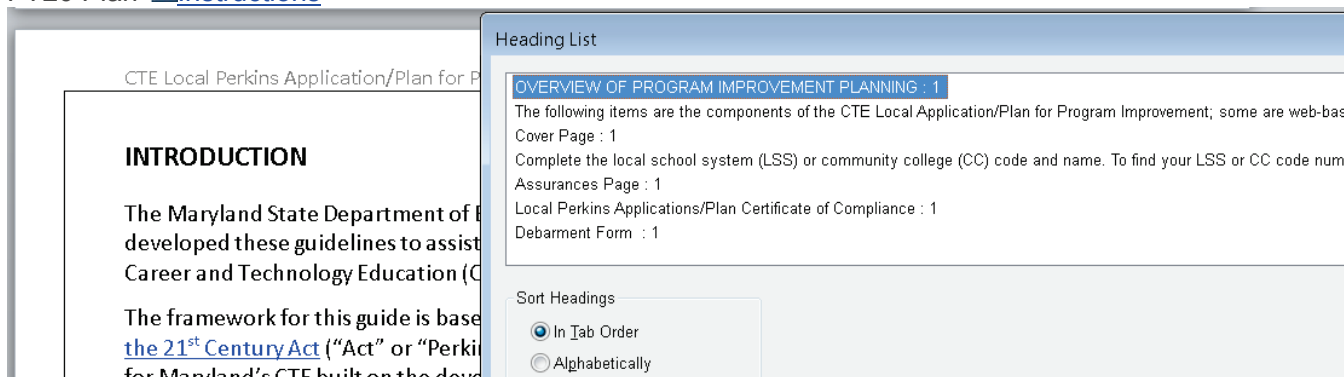
CTE Local Plan for Program Improvement

<http://marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/CTE-Local-Plan-for-Program-Improvement.aspx>

FAQ

It is a tagged PDF, but everything is tagged as a paragraph. Back in Word, make the title Heading 1, designate headings in the style of “FUNDING” as Heading 2 and the questions as Heading 3. Convert back to PDF.

FY20 Plan [Instructions](#)



The screenshot shows a document titled "CTE Local Perkins Application/Plan for P...". The main content area displays the "INTRODUCTION" section, which begins with "The Maryland State Department of E... developed these guidelines to assist Career and Technology Education (C...". Below this, it states "The framework for this guide is base... the 21st Century Act ("Act" or "Perki... for Maryland's CTE built on the dev...". To the right, a "Heading List" pane is visible, showing "OVERVIEW OF PROGRAM IMPROVEMENT PLANNING : 1" as the first heading. Below it, a list of items is shown: "Cover Page : 1", "Complete the local school system (LSS) or community college (CC) code and name. To find your LSS or CC code numb", "Assurances Page : 1", "Local Perkins Applications/Plan Certificate of Compliance : 1", and "Debarment Form : 1". At the bottom of the heading list, there is a "Sort Headings" section with two radio buttons: "In Tab Order" (selected) and "Alphabetically".

There are some things randomly tagged as Heading 1 in the body of the document, but there is no consistent and appropriate tagging of headings. Back in Word, make only the document title Heading 1, designate other headings as Heading 2 or 3, as appropriate. Convert back to PDF.

FY20 Plan [Users Guide](#)

It is a tagged PDF, but everything is tagged as a paragraph. Back in Word, make the title Heading 1, designate the headings as Heading 2. Convert back to PDF.

[Maintenance of Effort Chart FY 2009-2017](#)

This is the message I got when I clicked on this link:

401 UNAUTHORIZED

[Tips for Avoiding Plan Revisions](#)

Tips for Reducing Revisions

FY18 Career and Technology Education Local Plan for Improvement

Local Perspective

- Make sure information from the FY18 plan is updated, along with information in the Certification of Participation and the Vision, Mission and Accountability sections.

The title of the document is in the header. Screen reading software does not read material in the headers and footers because it's generally redundant from page to page and does not add to the content. In this case, the screen reader user will never learn that this is the "Tips for Reducing Revisions. FY18 Career and Technology Education Local Plan for Improvement." They'll just start with "Local Perspective." Put the title in the content area of the First Page (as a <heading 1>) so it will be read.

Worksheet [Descriptive Graphic](#) (Guidance and Field Definitions)

This is a tagged PDF. There is alt text on this infographic, but because of the reading order it's making this document impossible to understand by just listening to it:

Core Indicator description.

Consultation description.

Needs Assessment - Data Support description.

Outcome description.

Activity Description description.

Budget Information Narrative description.

Arrow from Consultation description to Consultation field.

Arrow from Needs Assessment-Data Support description to Needs Assessment-Data Support field.

Arrow from Core Indicator description to Core Indicator field.

Arrow from Outcome description to Outcome field.

Arrow from Description definition to Description field.

Consultation: Provide a brief description of how a diverse group of stakeholders was consulted on the selection of this specific CTE program and activity/activities to be funded. Include a concise explanation of who they were, why this program was identified for improvement, and how it and the activity were identified.

Strategy Worksheets A, B1-B5 for Program Improvement and Development

Cluster Name:

Program Name:

Program Other:

Consultation:

Needs Assessment/Data Support:

Site

Outcome

Description of the Planned Improvement Activity

Core Indicator

Budget Information

Title I Budget Information:

\$ Total Title I Budget

Amount

\$ Total Title I Equipment

Amount

Other Funding Sources:

Core Indicator: PQI categories. List all Core Indicators that are impacted by each activity. Any PQI/Core Indicator used in the Outcome must also be listed here.

Needs Assessment/Data Support: Provide data to support the need for this activity or the need for the intended Outcome. Ideally, this includes an evaluation of student performance on specific core indicators, how the intended Outcome is aligned to in-demand industries or occupations (occupational projections), and how the two-year in-depth comprehensive needs assessment performed by the local school system or community college was used in determining this activity.

Description: A concise explanation of what you will be doing, who will be doing it, and who will be the recipient of the improvement activity. It is a description of how you are directing your resources to implement the activity. This is not to be used as a rationale or justification of the activity.

Outcome: The specific measured improvement of the targeted performance indicator that results from the activity. Outcomes and Core Indicators must align. Use the most current PQI data as the reference improvement measure. The outcome must be expressed in a way that is measurable in the form of a "from ___ to ___" statement.

Budget Information/Narrative: A concise inventory-style description that specifically identifies each item and cost/amount being requested. Itemize costs and include subtotals that accurately add up to the total amount in the Total Title I Budget Amount field (this amount includes equipment). The Total Title I Equipment Amount only pertains to costs that qualify as equipment.

It is possible to fix this up using the accessibility features of Adobe Acrobat, but in this case it may be easier to just have a companion text-only document available that has a description of the form and the specific content from the infographic that's in red.

Writing Good Outcomes

Writing Outcomes

Header

Outcome: The Outcome is the specific measurable change resulting from the activity; i.e. participants' behavior, knowledge, skills or level of functioning. If you

The title of the document is in the header. Screen reading software does not read material in the headers and footers because it's generally redundant from page to page and does not add to the content. In this case, the screen reader user will never learn that this is the "Writing Outcomes." They'll just start with "Outcome. The Outcome..." Put the title in the content area of the First Page (as a <heading 1>) so it will be read.

Facilities

<http://www.marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/Facilities.aspx>

Consider making these two items links on the Materials page and getting rid of this intermediate page.

[CTE Facilities Guide](#) (new, replacement, renovated or expanded)

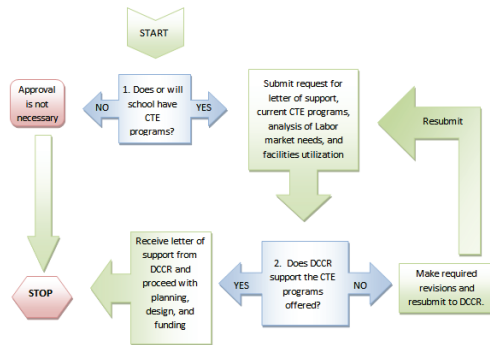
This document is a Word document in Read-Only mode. That can sometimes create problems with the screen reading software. Consider making this a PDF if you really don't want it edited. [Here's the "secret" on how to edit a Word document that is saved as Read Only: Open a new blank document. Insert > Object > Text From File > choose the Read-Only document.]

Document has no headings. Tag headings before saving to PDF.

Of the three photos on the cover, only one [Linganore High School at Oakdale] has alt text. In Word, that means it's going to read the path and file name of the graphic's original location on your network as the alt text. Example:



Alt="em pee jay zero one eight two eight two five zero zero zero zero bracket one bracket dot jay pee gee"



The flow charts at the back are trying to have alt text, but there are two issues:

1. The alt text is in the wrong place:

Alt Text

Title:

Flow Chart for Separate CTE Centers and Comprehensive HS

Description:

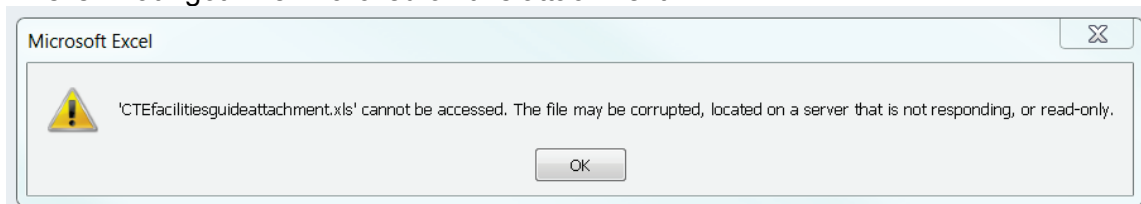
Needs to be in Description, not Title.

2. Needs to give the person who can't see the graphic the content that a sighted person is learning from the graphic. **"Flow Chart for Separate CTE Centers and Comprehensive HS"** is not enough information [unless the process was already spelled out in the same detail as the flow chart in the text of the document.]

Document also contains an inaccessible form. A form that is supposed to be printed out and filled in with a pen is not an accessible form because people who can't use a pen or can't see the paper can't use the form.

 [CTE Facilities Guide Attachment](#)

This is what I got when I clicked on this attachment:



Maryland State Plan








<http://marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/Maryland-State-Plan.aspx>


Carl D. Perkins Career and Technical Education Improvement Act of 2006 (20 USC 2301 et.seq.)

Maryland State Plan

State Plan Appendices

Should be <heading 2>. Maybe <heading 3> for the appendices.

-  [Introduction](#)
-  [Section II - Program Administration](#)
-  [Section III - Special Populations and Other Groups](#)
-  [Section IV - Accountability and Evaluation](#)
-  [Section V - Tech Prep Programs](#)
-  [Section VI - Financial Requirements](#)
-  [Section VII - Edgar Certification and other Assurances](#)

 **Marked as Final** An author has marked this document as final to discourage editing. [Edit Anyway](#)

Again, if you're concerned about people editing the documents, they should be posted as **PDFs**, not Word documents.

None of these documents have headings designated. Designate headings in Word before saving as tagged PDFs.

 [Section I - Planning, Coordination and Collaboration - updated](#)

This is not an accessible PDF, it is a scan composed of photos of pieces of paper. (It also has someone's handwritten note on page 7.)

 [The Maryland Educational Technology Plan for the New Millennium 2007-2012](#)

Recommend posting as PDF, once headings are added.

 [Maryland Career Clusters: Restructuring Learning for Student Achievement in a Technologically Advanced, Global Society](#)

See notes on Maryland Career Clusters page.

 [Maryland Career Development Framework](#)

Tables do not have header rows designated.

 [Public Hearing Notices](#) &  [Testimony](#)



Inaccessible scanned pieces of paper from an event 11 years ago. Is this still relevant?

 [Staff Responses](#)

Tables need header row designated. Like the prior 2 documents, is this still relevant?

 [Listing of Members of State Workgroup](#)

List from 11 years ago still watermarked DRAFT? Is this still relevant?

 [Cooperative Agreement Intra-Agency Special Populations](#) &  [Cooperative Agreement Interagency Special Populations](#)

Inaccessible scanned pieces of paper.

Monitoring Visits

<http://marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/Monitoring-Visits.aspx>

 [2014-2018 Monitoring Schedule](#)

Table needs header row designated. This ended in 2018 – still relevant?

 [2019-2023 Monitoring Schedule](#)

Table needs header row designated.

Consider moving [Monitoring Process Bulleted Overview](#) & [2019-2023 Monitoring Schedule](#) to Perkins Materials page and eliminating this intermediate page.

Perkins IV - General

http://marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/Perkins-IV_General.aspx

Secondary link to materials.

Postsecondary link to materials.

Try this instead:

- [Secondary Materials](#)
- [Postsecondary Materials](#)

<h1>Perkins V State Plan Information</h1>

The page's Title and the PageHeadline are "Perkins IV" and Perkins IV – General" but the bulk of this page is actually about Perkins V. Has the content been updated but the Title and PageHeadline weren't? Or is Perkins V just a typo? Title and PageHeadline should accurately represent what the user will find on the page.

If this is indeed just about Perkins V, consider making this page just the Perkins V page. Then, consolidate the Perkins IV materials into one page (instead of 3) that contains the following:

Secondary Materials

- [Advisory Groups](#)
[link directly to http://marylandpublicschools.org/programs/Documents/CTE/PerkinsIV/Resources/CTEAdvisoryGroups/CTE_LAC-PAC-Guidelines_Accessible.docx, not to a page that only has one link on it.]
- [Budget and Budget Amendments](#)
- [CTE Local Perkins Plan](#) (with link to Web-Based Plan)
- [DocuShare](#)
[link directly to http://marylandpublicschools.org/programs/Documents/CTE/PerkinsIV/Resources/CTEDocuShare/DocuShare_Directions_Secondary.pdf, not to an intermediate page]
- [Facilities](#)
- [Maryland State Plan](#)
- [MDCTEData.org](#) website link
- [Maryland CTE Works](#) website link
- [Monitoring Visits](#)
- [MSDE Blackboard](#) (login)
- [Regional Meetings](#)
- [Reports](#)
- [Additional Resources](#)

Postsecondary Materials

- [Advisory Groups](#)
[link directly to http://marylandpublicschools.org/programs/Documents/CTE/PerkinsIV/Resources/CTEAdvisoryGroups/CTE_LAC-PAC-Guidelines_Accessible.docx, not to a page that only has one link on it.]
- [Best Practices Meeting](#) (February 28, 2017, at Chesapeake College)
- [Budget and Budget Amendments](#)
- [CTE Local Perkins Plan](#) (with link to Web-Based Plan)
- [DocuShare](#)
link directly to http://marylandpublicschools.org/programs/Documents/CTE/PerkinsIV/Resources/CTEDocuShare/DocuShare_Directions_Postsecondary.pdf, not to an intermediate page]

- [Maryland State Plan](#) [see notes under Secondary]
- [MDCTEData.org](#) website link
- [Maryland CTE Works](#) website link
- [Monitoring Visits](#) [see notes under Secondary]
- [MSDE Blackboard](#) (login)
- [Regional Meetings](#) [see notes under Secondary]
- [Reports](#)
- [Additional Resources](#)

Postsecondary Best Practices Meeting

<http://marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/Postsecondary-Best-Practices-Meeting.aspx>

Expanding College Credit (AACC)

PowerPoints must follow the same accessibility standards as websites and Word documents. Appropriate alt text is needed on all graphics that aren't stock photos or clip art. For example: this is what's in the alt text for several of the graphics in this PDF made from a PowerPoint.

Content	Tag	Color
Type:	Figure	
Title:		
Actual Text	ActualText	
Alternate Text	ActualText	

COLLEGE: Anne Arundel Community College
 HIGH SCHOOL(S): North County High School

AACPS CLUSTER: Transportation Technologies
 AACPS PATHWAY: Transportation, Logistics and Cargo Security

AACC PROGRAM: Certificate, Transportation, Logistics and Cargo Security

GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	REQUIRED COURSES/RECOMMENDED ELECTIVE COURSES/CAREER & TECHNICAL EDUCATION			
					9	English 9 (1)	Algebra I or Geometry (1)	Matter and Energy or Biology (1)
10	English 10 (1)	Geometry or Algebra II (1)	Biology or Chemistry (1)	US Government (1)	Health (.5) Fine Arts (.5)	World Language II (1)	ITS Explorations 2 (.5)	
While AACC credits are given for successfully completing AACC concurrent courses at NCHS, students must score English 111 eligibility through the Accuplacer, SAT (Reading 510), or ACT (English 18), assessment to be awarded an AACC certificate in Transportation, Logistics and Cargo Security. <ul style="list-style-type: none"> 11th Grade, First Semester - Accuplacer Prep given and Accuplacer assessment taken; Diagnostics & My Foundations Remediation, as necessary; Accuplacer Retake. 								
11	English 11 or AP English Language (1)	Algebra II or Pre-Calculus (1)	Chemistry or Earth, Space Science or Physics (1)	World History (1)	Physical Education (.5)	BPA 236 Introduction to Transportation & Logistics	BPA 237 Supply Chain Management	
12	English 12 or AP English Literature (1)	Math Elective or Pre-Calculus or AP Calculus (1)			BPA 238 Intro. to Airport & Seaport Operations	HL 213 Transportation & Border Security	BPA 238 Domestic & Internat. Freight Operations	



ANNE ARUNDEL COUNTY PUBLIC SCHOOLS



ANNE ARUNDEL COMMUNITY COLLEGE

Optional Degrees: Business Mgmt.-Logistics and Supply Chain Management, Option AAS or Certificate; Homeland Security-Transportation and Border Security Track, AAS; Transportation, Logistics and Cargo Security Certificate

Required General Education Courses
Required Courses for AACC, Certificate, Transportation and Cargo Security
Recommended Elective Courses (optional courses available)
AACC Dual Credit Courses (AACC and AACPS credit)
Mandatory Assessments, Advising, and Additional Preparation

AACC Areas of Study

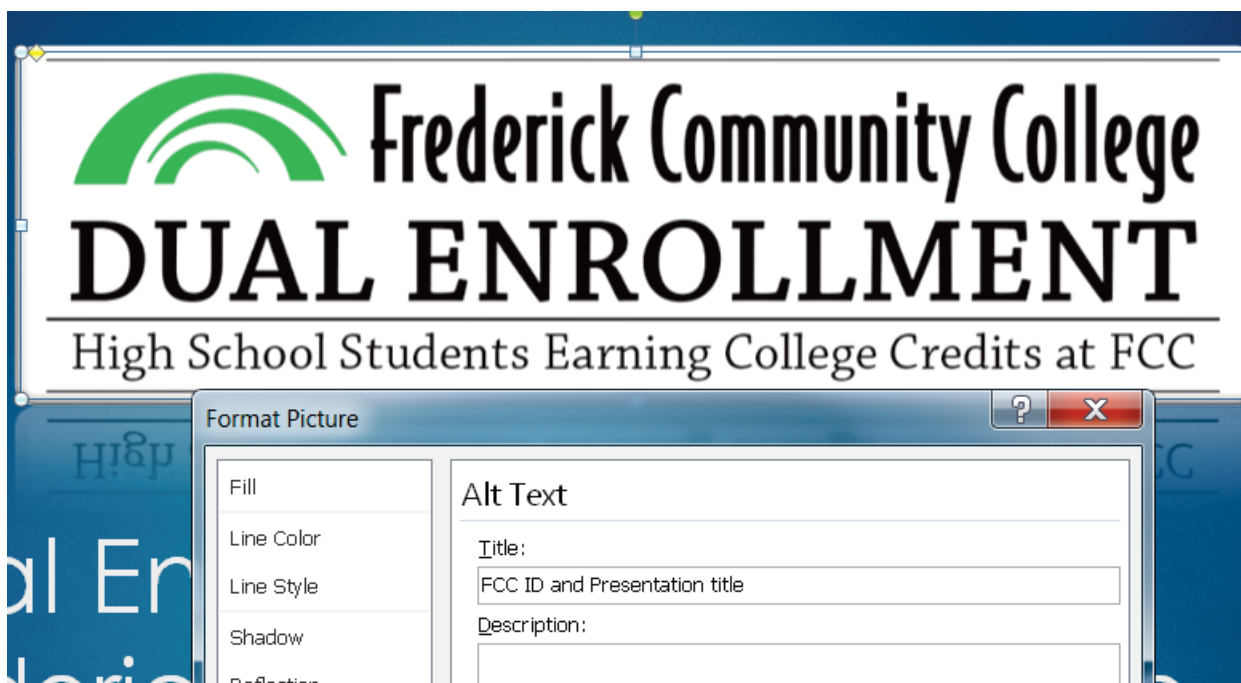
The alt text for this complex table (which isn't readable by sighted people either) is

NCHS course sequence table

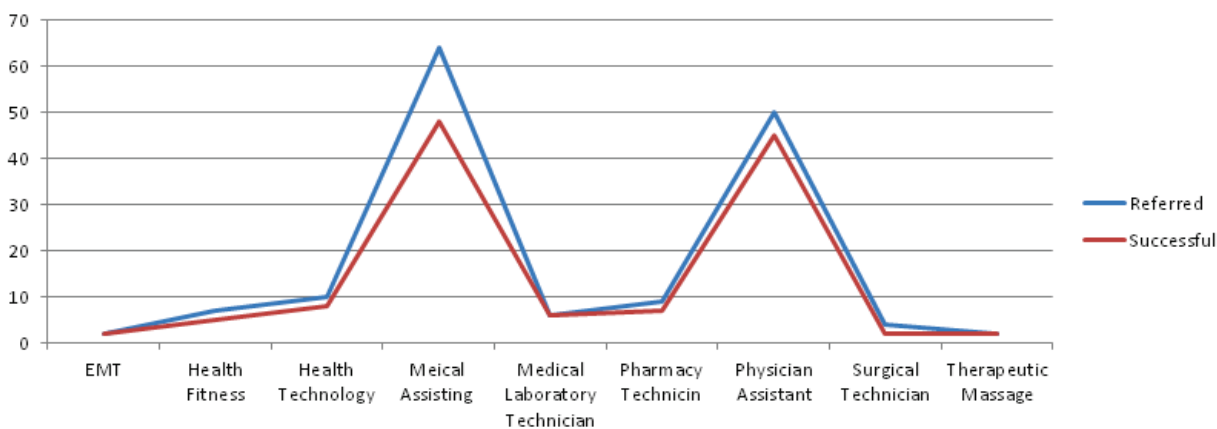
Alternate Text:

Dual Enrollment (FCC) and Improving Retention (AACC)

The file names for these presentations claim they are, but they're not, for a number of reasons



1. Alt text needs to go in the Description box. Screen readers don't read the Title box. The graphics that have alt text in both of these presentations have it in the wrong place.
2. When alt text is there, it is not appropriate. For example, the appropriate alt text for the graphic above would be "Frederick Community College Dual Enrollment. High School Students Earning College Credits at FCC" not "FCC ID and Presentation title."



Similarly, from the AACC presentation, "Chart grouping" is not appropriate alt text for this data graph.

3. Many "Word Art" and "Smart Art" features are used. Generally, screen reading software can't access the text in Word Art and Smart Art.

Unless the point of putting a .ppt or .pptx file on the site is so that others can download it and give the presentation to an audience, PowerPoints should always be converted to tagged, accessible PDF and the PDF is what gets posted, not the PowerPoint file.

If these presentations are still relevant and must be on the MSDE site, proper alt text should be added to all graphics in the correct place before converting to PDF.

 [What is a Credential?](#)

This is a tagged PDF, but there are no headings designated and the reading order is all jumbled.

	CERTIFICATE	CERTIFICATION	DEGREE	LICENSE
AWARDED BY...	Education Institution	Business, trade associations, industry	Education Institution	Government Agency
RESULTS FROM...	Course of Study	Assessment	Course of Study	Meeting Requirements
INDICATES...	Education	Skill Mastery	Education	Legal Permission
COMPLETED IN...	>2 Years	Variable	2+ Years	Variable
MAINTAINED BY...	N/A	Skill practice, re-assessment	N/A	Re-application, continuing education
EXAMPLE...	ServSafe Food Handler, Green Manufacturing Specialist, Certificate in Business Administration	Certified Welder (CW), Certified Logistics Technician (CLT), Certified International Information Systems Security Professional (CISSP)	Bachelor of Science, Master of Science, Doctor of Engineering	Registered Nurse (RN), Cosmetologist, Master Plumber

For example, the reading order for this table is:

CERTIFICATE

Education Institution

Course of Study

Education

>2 Years

N/A

ServSafe Food Handler, Green Manufacturing Specialist, Certificate in Business Administration

CERTIFICATION

Business, trade associations, industry

Assessment

Skill Mastery

Variable

Skill practice, re-assessment

Certified Welder (CW), Certified Logistics Technician (CLT), Certified International Information Systems Security

rofessional

(CISSP)

LICENSE

Government Agency

Meeting Requirements

Legal Permission

Variable

Re-application, continuing education

Registered Nurse (RN), Cosmetologist, Master Plumber

DEGREE

Education Institution

Course of Study

Education

2+ Years

N/A

Bachelor of Science, Master of Science, Doctor of Engineering

AWARDED BY...

RESULTS FROM...

INDICATES...

COMPLETED IN...

MAINTAINED BY...

EXAMPLE...

Regional Meetings




<http://marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/Regional-Meetings.aspx>

Click [HERE](#) to go to the CTE Local Perkins Improvement Plan page that contains more specific information.

[HERE](#) is not descriptive and unique link text. Example: [Go to the CTE Local Perkins Improvement Plan page for more specific information.](#)

- March 7, 2018 WebEx [Webinar Recording](#) for writing FY19 Plans (1 hour, 2 minutes)

No captions or transcript available.

- February 27, 2018 In-Person Regional Meeting workshop  [PowerPoint](#) for writing FY19 Plans
- March 7, 2018 Webinar Regional Meeting  [PowerPoint](#) for writing FY19 Plans
- 2018 Reserve Funds  [PowerPoint](#) for requesting FY19 funds

PowerPoints must follow the same accessibility standards as websites and Word documents. Alt text is needed on all graphics that aren't stock photos or clip art. For example:

Elementary		Middle		High		
Credit For	Access To	Credit For	Access To	9th Grade On Track	Access To	Credit For Completion
<i>5th grade students passing one each of coursework in social studies, fine arts, physical education, and health</i>	<i>5th grade students enrolled in science, social studies, fine arts, physical education, and health</i>	<i>8th grade students passing one each of coursework in mathematics, ELA, social studies & science</i>	<i>8th grade students enrolled in fine arts, physical education, health, and computational learning</i>	Students earning at least 4 credits in any of: mathematics, ELA, science, social studies, and/or world languages	For students graduating: <i>Enrolled in an AP or IB course; participation in dual enrollment; or completion of a CTE concentration</i>	% of students graduating with: <i>score 3 or higher on AP exam, or 4 or higher on IB; completion of CTE program; Industry Cert; completed apprenticeship...</i>

This is not a table, it's a picture of a table. Therefore, there needs to be alt text equivalent to the text in the table.

All suggest converting PPTs to PDFs before posting – much smaller document size, easier to download.

Reports, Secondary

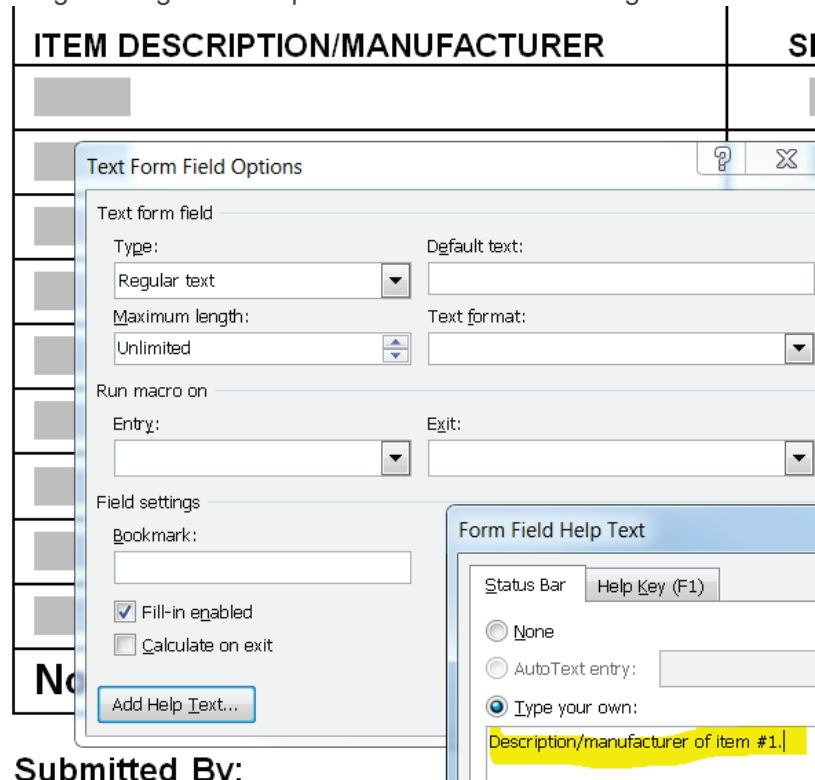
<http://marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/Reports-Secondary.aspx>

- Equipment Inventory Reports:  [Manual](#)

This is a tagged PDF and has headings. However, they are all <heading 1>. Recommend going back into the Word document, make the Title of the document on the cover <heading 1> and the headings in the body of the document <heading 2> or <heading 3> as appropriate.

-  [Purchase Form](#) &  [Disposition Form](#)

These forms are SO CLOSE to being accessible. It's got fillable fields. It's been protected properly. The only thing missing is the help text for the screen reading software.



ITEM DESCRIPTION/MANUFACTURER	SI

Text Form Field Options

Text form field

Type: Regular text

Default text:

Maximum length: Unlimited

Text format:

Run macro on

Entry:

Exit:

Field settings

Bookmark:

Fill-in enabled

Calculate on exit

Add Help Text...

Form Field Help Text

Status Bar Help Key (F1)

None

AutoText entry:

Type your own:

Description/manufacturer of item #1,

Submitted By:

Unlock the document, double click on the form field, choose Add Help Text and in the tab called Status Bar, write what the person filling out the form needs to put in this field, then re-protect the document to make it a fillable form again.

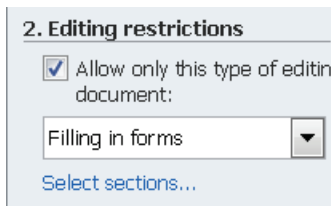
HOWEVER: When a Word form is protected, the screen reading software moves from field to field, guiding the user to fill out the form fields. The problem is, the screen reading software ignores the surrounding text – including all those instructions on page 2. So, before you turn protection back on, go to View > Outline. Look at the Outline of your document, and make sure there's a section break between your fillable form and the instructions, like this:

- Field Descriptions and Instructions for Inventory Report – Purchases

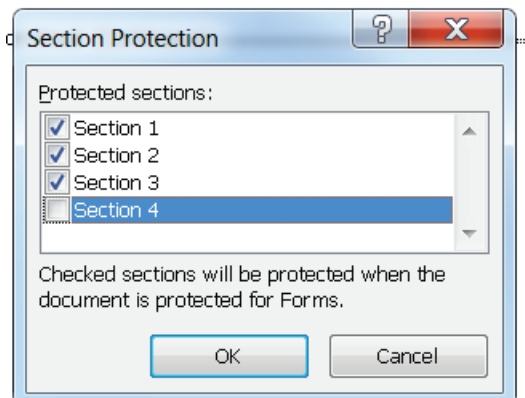
-
-
-

- 1. All status changes for equipment are made on the Equipment Inventory Reports (forms MSDE-DCCR-123-15-P and MSDE-DCCR-123-15-D). These forms are used to

Now go back to turn on Protection, but before you do, click on Select Sections.



Deselect the section that contains the instructions you want the screen reading software to read.



Then turn protection back on as normal.

[Final Progress Report \(Page 1 – Excel form\)](#) & [Interim \(Mid-Year\) Progress Report](#) 

Excel should only be used when presenting data and/or performing calculations and other functions, not simply for ease of formatting. These forms are not accessible as Excel forms. Recommend making either accessible Word form (see section above) or a fillable PDF form.

[Final Progress Report \(Page 2 – Word narrative questions\)](#)

A Word document, but not a fillable Word form. To be accessible, a form needs defined form fields with help text for the screen reading software.

Reports, Postsecondary

<http://marylandpublicschools.org/programs/Pages/CTE/PerkinsIV/Reports-Postsecondary.aspx>

 [Due Date Chart](#), 2019-2020

This is a tagged PDF, but the table does not have header row designated.

Equipment Inventory Reports:  [Manual](#),  [Purchase Form](#),  [Disposition Form](#)

See notes under Reports, Secondary.

Final Annual Financial Report,  [Budget Template](#) /  [Coversheet](#)

Both documents are inaccessible forms. A form that is supposed to be printed out and filled in with a pen is not an accessible form because people who can't use a pen or can't see the paper can't use the form.

Final Program (Progress) Report,  [Page 1](#) /  [Interim \(Mid-Year\) Progress Report](#)

Excel should only be used when presenting data and/or performing calculations and other functions, not simply for ease of formatting. These forms are not accessible as Excel forms. Recommend making either accessible Word form (see notes under Reports, Secondary) or a fillable PDF form.

Final Program (Progress) Report, [Page 2](#) – Word narrative questions)

A Word document, but not a fillable Word form. To be accessible, a form needs defined form fields with help text for the screen reading software.

Project Lead The Way (PLTW) Counselors' Conference 2017

<http://marylandpublicschools.org/programs/Pages/CTE/PLTWCC/2017.aspx>

This is registration for an event that took place in 2017. Is it still current and relevant? If so:

[Registration Form](#)

Excel should only be used when presenting data and/or performing calculations and other functions, not simply for ease of formatting. This form is not accessible as an Excel form. Recommend making either accessible Word form (see section above) or a fillable PDF form.

Publications

<http://marylandpublicschools.org/programs/Pages/CTE/publications.aspx>

Recommend renaming this page “CTE Publications” so as not to be confused with all the other pages from other Divisions called “Publications.”

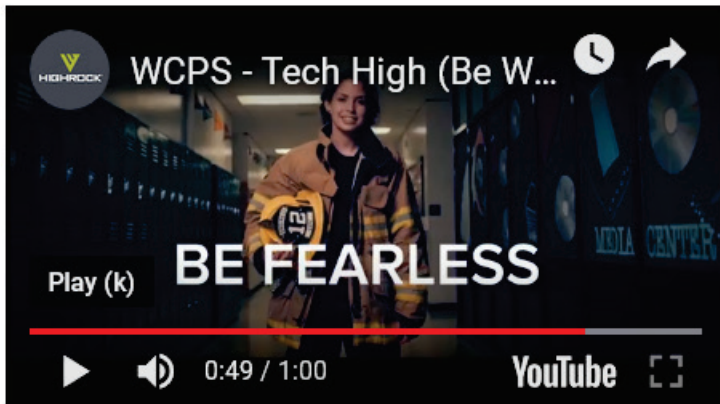
Fact Sheets

Inventory Guidelines

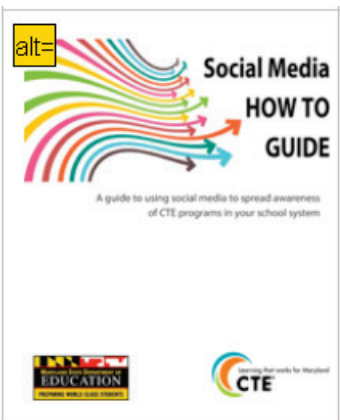
<h3>WCPS - Tech High (Be What You Want To Be)</h3>

Skills for Success (SFS)

These should all be <h2>



Needs a companion Visual Description document that describes what's going on in the video. All blind people get out of this is 1 minute of stock music.



This thumbnail graphic has no alt text. Proper alt text should be “Social Media How To Guide.”



All the thumbnail graphics except for this one serve as buttons – clicking on the image takes you to the document. This one is not set up to do that and should be.

[Maryland High School Career and Technology Education Programs of Study](#)

See notes on Division of Career and College Readiness page.

[Social Media How To Guide](#)

Technically, this is a tagged PDF, but the tags say the entire document is made up of images without text. Is this a scan of a 44-page paper document? If this was designed in InDesign, the designer should be able to go back and tag the document properly (headings, alt text, etc.), then save as an accessible PDF. Another option would be to make a text-only or text-only large print version to post along with this complex document.

Maryland's Focus Group Discussion Guide For Students, Parents, and Counselors

Document is a tagged PDF, but no headings are designated, no header row in the table and no alt text on the graphic.

Policies & Procedures for the Development & Continuous Improvement of Career and Technology Education Programs of Study

NOTE: They look identical, but this is a subtly different version of the document than the one linked to the Maryland's Career Clusters page, at least in the way it's tagged. Should they be the same?

This one is a tagged PDF. Some headings have been designated, but not consistently. Back in Word, make only title Heading 1, designate other headings as Heading 2 or 3. Convert back to PDF.

Document also contains inaccessible forms. A form that is supposed to be printed out and filled in with a pen is not an accessible form because people who can't use a pen or can't see the paper can't use the form.

ACTE CTE Infographic

This is a tagged PDF, but the reading order is all over the map. It is possible to fix this up using the accessibility features of Adobe Acrobat, but in this case it may be easier to just have a companion text-only document posted with it.

Inventory Manual

See notes on Reports, Secondary page.

Skills for Success (SFS)

Not a tagged PDF. No headings or titles designated. No alternate text on graphics. This document is 20+ years old. Is it still current and relevant?

Family and Consumer Sciences

<http://www.marylandpublicschools.org/programs/Pages/CTE/FCS.aspx>

American Association of Family and Consumer Science

Maryland Association of Family and Consumer Sciences

Both should be heading 2.

alt=Family and Consumer Sciences



Alt text on this photo montage should not be the name of the program. It should be something like alt="photo montage showing [whatever it is these photos are supposed to convey or demonstrate]"


[Financial Literacy Education](#)

This opens up a new website on the MSDE archives site (<http://archives.marylandpublicschools.org/file/>). If this is still current and relevant material, it needs to move somewhere else.

[Maryland Career and Technology Education Programs of Study](#)

This is what I get when I click this link:

HTTP/1.1 404 Not Found	
ORIGIN HOST:	167.102.134.210
TARGET HOST:	www.mdcteprograms.org
TARGET PAGE:	/pos/index.php

- [Local Supervisors' Contact Information](#) 
- [Financial Literacy Education](#)
- [Becoming a Family and Consumer Science Teacher](#)
- [Maryland Career and Technology Education Programs of Study](#)

Remove the blank lines in between bulleted items.

This page will need a disclaimer that MSDE can't vouch for the accessibility of third-party websites.

Financial Literacy Highlights

<http://www.marylandpublicschools.org/programs/Pages/Financial-Literacy/index.aspx>



No alt text on graphic. Alt text should be "Financial Literacy Education. A Requirement in Maryland Public Schools."



Alt text should be "Maryland Financial Education. Knowledge Pays Off."

[Maryland's Financial Literacy Education Update 2017-2018](#)

The screen reader announces the existence of 100+ graphics without alt text before it ever gets to the title of the document – which isn't tagged as a header. The 100+ graphics are pieces of the fancy line at the bottom of each page. If this is a Word document originally, putting the fancy line inside the footer might fix this issue.

The document is a tagged PDF, but everything is tagged as a paragraph, not headings or titles. No alternate text on graphics. Reading order not always correct. If this was done in Word or InDesign, the designer should be able to go back and tag the document properly (headings, alt text, etc.).

Another option would be to make a text-only or text-only large print version to post along with this complex document.

[Cromwell Valley Elementary School Students Learn about Financial Literacy](#)

This is a link to a video on Youtube. The captions are Youtube's "automated" captions. Having Youtube "automatically" caption a video should be a 2-step process:

1. Youtube guesses what people are saying and makes that into one run-on sentence with no punctuation or capitalization.
2. Human being corrects the inaccurate guess and adds punctuation and capitalization.

The video has only had Step 1.

The link to the video also needs a companion link to a Visual Description/transcript document that describes what's going on in the video along with what people are saying.

[Maryland's Financial Literacy Education Update 2016-2017](#)

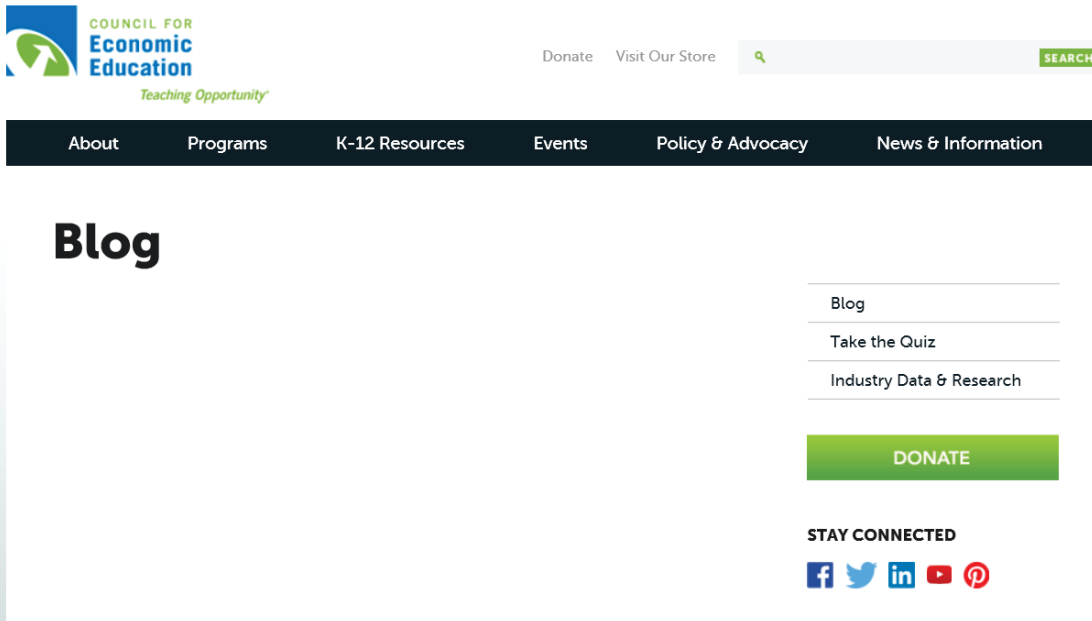
The document is a tagged PDF, but everything is tagged as a paragraph, not headings or titles. No alternate text on graphics. No header rows on tables.


[Administration for Children and Families Financial Capability Letter](#)

Inaccessible scan of a paper document. If it is vital to have this document on the page, put a note with the link that says the document is not accessible and who to contact if the user needs an accessible version.

This page will need a disclaimer that MSDE can't vouch for the accessibility of third-party websites.

This link takes me here:



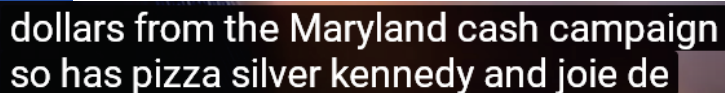
- [2017 Champlain College Financial Literacy Report](#)
- [Read the final report of the President's Advisory Council on Financial Capability for Young Americans.](#) 

Why is this a different color than the other links? Not house style.

[Read the final report of the President's Advisory Council on Financial Capability for Young Americans.](#)

The reading order is completely random. But since it's housed on someone else's site, I'm going to ignore it.

Video: Meet winners of the 2017 Financial Education and Capability Awards.



See caption & visual description notes above.



See caption & visual description notes above.

Financial Literacy Education Standards

<http://www.marylandpublicschools.org/programs/Pages/Financial-Literacy/standards.aspx>

<h3>The Maryland State Curriculum for Personal Financial Literacy Education Grades 3-12 Standards</h3> <h2>

Standard 1: <h3>

Make informed, financially responsible decisions

Students will apply financial literacy reasoning in order to make informed, financially responsible decisions.

Standard 2: <h3>

[Financial Literacy State Standards](#)

Document is a tagged PDF, but the only headings designated are text paragraphs (not headings) in one section. There is no alt text on the graphics or header rows designated on tables.

[Maryland's Financial Literacy Education Update 2016-2017](#)

Document is a tagged PDF, but there are no headings designated, no alt text on the graphics and no header rows designated on tables. Fix these issues back in the Word document, then convert back to tagged PDF.

Resources

<http://www.marylandpublicschools.org/programs/Pages/Financial-Literacy/resources.aspx>

Change the PageHeadline to “Financial Literacy Resources” to differentiate this page from the Resources pages in other units.

Additional Resources to Providing Sound Financial Literacy Decisions <h2>

This page will need a disclaimer that MSDE can't vouch for the accessibility of third-party websites.

Financial Literacy Education Awards 2018

<http://www.marylandpublicschools.org/programs/Pages/Financial-Literacy/awards2018.aspx>



No captions, not even Youtube autocaptions. No visual description transcript document.

- **Outstanding Organization Award:** We are CASA/Somos CASA (Baltimore City)

<h3>

Blank heading 3

</h3>



Alt="Award sponsors: Maryland State Department of Education. Maryland CASH Campaign. Maryland Council on Economic Education. OneMain Financial."

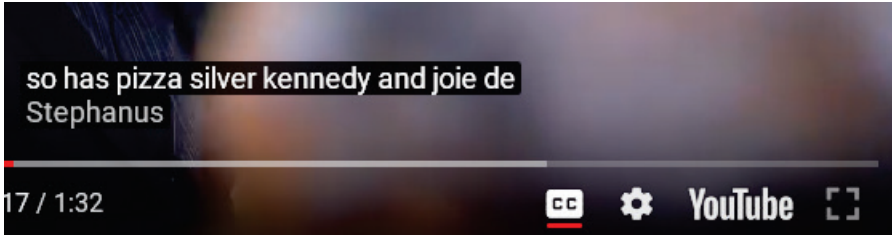
Financial Literacy Education Awards 2017

<http://www.marylandpublicschools.org/programs/Pages/Financial-Literacy/awards2017.aspx>

<h3>

</h3>

blank heading 3



Has Youtube autocaptions that haven't been corrected by a human being.

No visual description transcript document.

alt=award sponsors logos



Alt="Award sponsors: Maryland State Department of Education. Maryland CASH Campaign. Maryland Council on Economic Education. OneMain Financial."

Technology Education

<http://www.marylandpublicschools.org/programs/Pages/CTE/TechnologyEducation.aspx>

<h3>Upcoming Events</h3>

- Technology Education 2017 Summer Professional Learning Experiences
- October 5, 2017 Technology Education Supervisors' Meeting

“Upcoming Events” are both in 2017. Update the info or remove.

Engineering by Design



The logo is functioning as a button – click on the logo and you go to the Engineering by Design website. The alt text should tell the user what will happen if they click the button. alt=“Engineering by Design.” (The screen reader will supply the word “link” as in “Link: Engineering by Design”)



Similarly, alt=“PLTW” or alt=“Project Lead the Way”



This one is not functioning as a button – click this logo and nothing happens. (Is that on purpose?) Since “Technology & Engineering Educators Association of Maryland” appears in text right below the graphic, alt=“” is fine for this.

Technology & Engineering Educators Association of Maryland

Technology Education Standards

Document is a tagged PDF, but there are no headings designated, no alt text on the graphics and no header rows designated on tables. The reading order is all over the map. Fix these issues back in the Word document, then convert back to tagged PDF.

Technology Education Graduation Credit Options

Inaccessible scanned pieces of paper. If the information is still current and relevant and must remain on the site, put the information (not the PDF) on its own webpage or create a new PDF in Word that contains the relevant information.

Frequently Asked Questions

This is a tagged PDF but there are no headings. Each question should be a heading 2.

It looks like the title of the document is in the header of the Word document. Screen reading software does not read material in the headers and footers because it's generally redundant from page to page and does not add to the content. In this case, the screen reader user will never learn that this is the “Technology Education Frequently Asked Questions.” They'll just start with “Listed below are frequently.” Change the Word document so it has the title in the body of the document, not the header. Make sure to designate the title as a heading 1.

- Maryland's Technology Education Supervisors Contact Information
- Maryland's Technology Education Supervisors' Meetings

[Manufacturing, Engineering, and Technology Career Cluster](#)

This is what I get when I click on this link:

HTTP/1.1 404 Not Found	
ORIGIN HOST:	167.102.134.210
TARGET HOST:	www.mdcteprograms.org
TARGET PAGE:	/pos/cluster.php?CID=9

This page will need a disclaimer that MSDE can't vouch for the accessibility of third-party websites.