TEACH ACCESS
2021 – 2024 STRATEGIC PLAN

Facilitated by: Third Plateau

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EXECUTIVE SUMMARY

The Problem

Digital technology is an essential part of modern life and needs to be accessible and inclusive for everyone. Much of the technology being developed today is not designed with the needs of people with disabilities in mind, excluding them from opportunities and limiting their participation in many routine activities. Individuals and disability advocacy groups are working to ensure that technology companies are building accessible products. When technology is designed and developed to be accessible it can reduce barriers for people with disabilities, increasing opportunities to work, learn, communicate, and engage in daily life.

Technology companies in the U.S. are actively recruiting talent to develop and create products that everyone can use. They are working quickly to design products that are accessible, with flexible and customized features designed to meet diverse user needs. In these efforts, however, tech companies face a major challenge: there are not enough job candidates with the relevant knowledge and skills. In particular, the tech industry reports that the talent they are hiring lack sufficient accessibility skills, even as they anticipate that the demand for these skills will grow.[1] It is estimated that there are between 500,000 and 1,000,000 unfilled tech roles in the United States due to a pervasive technology skills gap.[2]

At the same time, more than 250,000 students are graduating from universities or bootcamps in the U.S. with degrees or certifications in computer science, computer engineering, user experience, coding, or related disciplines[3]. Yet, according to a 2018 study, only half of these learners attend a program where at least one instructor is teaching accessibility.[4]

Our Approach

Teach Access envisions a future where technology is born accessible and inclusive for all.

Many share this vision and are working to make technology more inclusive through a focus on building awareness, advocating for changes in policy and practice, and directly building accessible products.

We are focused on addressing the workforce skills gap. Through a unique collaboration between industry, education and disability advocacy groups, we are preparing the next generation of designers, developers, and creators to ensure technology is born accessible.

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[1] Teach Access, "Why Teach Accessibility?" https://teachaccess.org/resources/fact-sheet-why-teach-accessibility/.
[2] Ryan Craig. "America's Skills Gap: Why It's Real, And Why It Matters." Accessed April 2021: https://www.progressivepolicy.org/wp-content/uploads/2019/03/SkillsGapFinal.pdf.
[3] Teach Access Research Memo, Third Plateau, 2021.
[4] Kristen Shinohara, Saba Kawas, Amy J. Ko, Richard E. Ladner. "Who Teaches Accessibility? A Survey of U.S. Computing Faculty." In Proceedings of the 2018 ACM SIGCSE Technical Symposium on Computer Science Education (SIGCSE '18). ACM, New York, NY, USA. (2018) DOI: https://doi.org/10.1145/3159450.3159484.

To this end, Teach Access facilitates critical knowledge transfer, bringing best practices in designing, developing, and creating accessible technology from industry experts to institutions. By targeting programs that prepare and train future technology workers, Teach Access helps build the pool of accessibility-fluent talent from which technology firms can hire.

Teach Access leverages partnerships with faculty and higher education programs, including traditional colleges and universities as well as bootcamps, to deliver high-quality and turnkey accessibility learning materials. Equipped with materials, resources, and a network of peers, individual faculty and entire programs are able to build accessibility concepts into their course curricula and directly transfer accessibility awareness, knowledge, and skills to learners in their classrooms. These upskilled graduates are recruited into tech companies both filling current and future needs.

Investing in Scale

Since our founding in 2015, our investments in creating student learning opportunities, providing faculty grants to teach accessibility, and developing accessibility toolkits and resources have provided proof of concept. Through targeting education institutions to provide opportunities for learners to gain accessibility skills, more candidates considering careers in technology are doing so with knowledge and commitment to designing and developing accessibly technology.

Teach Access is positioned to significantly scale our efforts and reach 1 million students across the next 10 years, making extraordinary progress toward eliminating the technology skills gap and building toward a world where all technology is born accessible.

This 2021 – 2024 Strategic Plan reflects the results of Teach Access' deliberations around how to best scale our efforts and maximize impact toward their envisioned future. It articulates a clear theory of change and sets the key priority areas and core strategies that will meaningfully advance Teach Access' mission over the next three years.

In particular, Teach Access will make considerable investments across the following four priority areas:

1) Strengthen and scale programs and partnerships with students, education institutions, and bootcamps;
2) Curate a broad range of corporate partners and build strategic alliances to bolster organizational resources including domain knowledge, accreditation influence, and funding;
3) Develop an advocacy strategy to secure federal resources; and
4) Build a sustainable organization.

As a result of these strategic investments Teach Access will make meaningful progress toward closing the technology skills gap by building a pipeline of qualified candidates equipped with accessibility knowledge and skills entering the workforce. Through these efforts we will move closer to our envisioned future where all technology is born accessible.

OVERVIEW

The Problem

The world continues to become increasingly digital and our lives are increasingly integrated with technology, however, the technologies being designed and developed today are not universally accessible. Particularly, individuals with disabilities often find that technology has not been designed with their needs in mind. For instance, one in five American adults have a disability that may affect their ability to use the internet.[5] Without attention to accessibility, technology excludes people with disabilities from opportunities and services. When built accessibly, technology can reduce barriers and improve participation for people with disabilities, increasing opportunities to work, learn, communicate, and engage in daily activities.

Technology corporations are struggling to fill job openings because not enough candidates have accessible technology skills. Learners are graduating from computer science, engineering, and UX programs at traditional colleges and universities, or from coding, full-stack development, and software development bootcamps without learning how to ensure their software and products are accessible. One 2018 study found that only 50% of computer science and engineering programs at traditional universities in the United States had at least one professor teaching accessibility.[6] Another investigation of a random sampling of UX programs found that only 36% mentioned accessibility in their program materials.[7] There is an overall skills gap of qualified candidates with accessibility knowledge and training for high-need roles in the technology field.

Teach Access Overview

In 2015, individuals representing several technology companies and academic institutions founded Teach Access with the goal of making sure that the next generation of technology is born accessible. Teach Access envisions a fully accessible future in which students enter the workforce with knowledge of the needs of people with disabilities and skills in the principles of accessible design and development, such that technology products and services are born accessible.

Teach Access is an active collaboration among education, industry, and disability advocacy organizations to address the critical need to enhance students' understanding of digital accessibility as they learn to design, develop, and build new technologies with the needs of people with disabilities in mind.[8] Students in fields such as design, computer science, and human computer interaction can and must be better prepared when entering the workforce to create technologies that are truly inclusive—meeting the demands of technology users of all

[5] Teach Access, "Why Teach Accessibility?" https://teachaccess.org/resources/fact-sheet-why-teach-accessibility/.
[6] Kristen Shinohara, Saba Kawas, Amy J. Ko, Richard E. Ladner. "Who Teaches Accessibility? A Survey of U.S. Computing Faculty." In Proceedings of the 2018 ACM SIGCSE Technical Symposium on Computer Science Education (SIGCSE '18). ACM, New York, NY, USA. (2018) DOI: https://doi.org/10.1145/3159450.3159484.
[7] The investigation was conducted by Third Plateau and is included in the Research Memo. The sample size was 25 programs out of a total number of 53 programs.
[8] A full list of Teach Access partners is included in Appendix A.

ages and abilities as well as meeting regulatory requirements. Only then will technology achieve its true potential for connecting and enabling everyone in the world.

To date, Teach Access has pursued this work through four key initiatives: 1) a faculty grants program, 2) an immersive student Study Away program, 3) the Teach Access tutorial: a set of best practices and basic training for accessibility, and 4) partnership with industry to influence hiring practices to include accessibility requirements.

Over the first five years, these initiatives provided proof of concept. Through targeting education institutions to provide opportunities for learners to gain accessibility skills, more candidates considering careers in technology are doing so with knowledge and commitment to designing and developing accessibly technology.

Looking to the future, it is clear that higher education and bootcamps will produce even greater numbers of graduates from technology disciplines. Similarly, industry will experience increasing demand for a workforce with accessibility skills and knowledge. These two trends suggest that the existing accessibility skills gap will only grow without intentional intervention. Teach Access is uniquely positioned to meaningfully address this market need and the following three- year strategic plan reflects the goals, strategies, and tactics Teach Access will pursue to accelerate progress toward its envisioned future, where everyone is aware and has the requisite skills to integrate accessibility and disability inclusion into technology design and development so that it is born accessible.

METHODOLOGY

The purpose of this document is to articulate a vision and mission for Teach Access and the goals, strategies, and tactics that we will prioritize over 2021 – 2024.

This work is the result of a strategic planning process facilitated by Third Plateau, a social impact strategy firm, in Winter, 2020. This plan reflects the collective thinking and commitment of representatives of Teach Access' network, with the process guided by a 10-person strategic planning Steering Committee comprised of Teach Access' Executive Director, executive committee members, and partners.[9]

In partnership with the Steering Committee, Third Plateau engaged in a three phase planning process. The first phase focused on understanding Teach Access' current state. Through primary and secondary research, Third Plateau sought to identify Teach Access' strengths, weaknesses, opportunities, and threats; learn from the field about how Teach Access might effectively scale; and understand the current talent landscape and accessibility skills gap.

The second phase focused on defining Teach Access' desired future state. Third Plateau facilitated a series of planning sessions with the Steering Committee to use the research findings to refine Teach Access' vision, mission, and theory of change. The group also worked to address how to close the gap between the organization's current state and desired future, participating in working sessions and strategy brainstorms to set three-year goals, strategies, and tactics.

[9] Strategic Planning Steering Committee list provided in Appendix B.

The third and final phase focused on drafting and refining the plan, as well as preparing for the implementation of the plan. Key considerations included: a feasible implementation timeline, financial implications, and key milestones and metrics. Throughout the process the strategic plan was shared with select stakeholders for feedback.

GUIDING PRINCIPLES

As we advance our mission, we are guided by a set of core principles. These principles undergird our approach to our work and help to guide and shape the types of programs and strategies we choose to pursue in line with our mission.

- Our work is done in partnership with and informed by people with disabilities and disability advocacy groups. Across our work we prioritizes the perspectives, input, and lived experiences of disability advocacy groups and individuals with disabilities. Advocacy groups play a critical role in Teach Access' mission by providing input and feedback on proposed training and resources and by recommending policy, providing accessibility expertise, and communicating opportunities for their constituents.

- We seek to build a broad and diverse network and membership of organizations committed to advancing accessibility. We prioritize building partnerships with both traditional and underrepresented higher education institutions, bootcamps, technology companies of various sizes and in different lifecycle stages, and disability advocacy organizations and groups that represent a wide cross-section of individuals with disabilities.

- Diversity, equity, and inclusion are non-negotiable in all that we do. We acknowledge systems and structures in place that perpetuate inequality in our communities. We are committed to continually examining our approach to our work, our engagement with partners and communities, and future planning through an equity lens. We are stronger when we are informed by a diverse set of perspectives, so we purposefully seek them out in our programming, staffing, and partnerships. When confronted with systems, structures, or institutions that are not actively contributing to a more equitable world, we will identify ways, aligned with our mission, to drive change.

VISION

Teach Access envisions a future where technology is born accessible and inclusive for all.

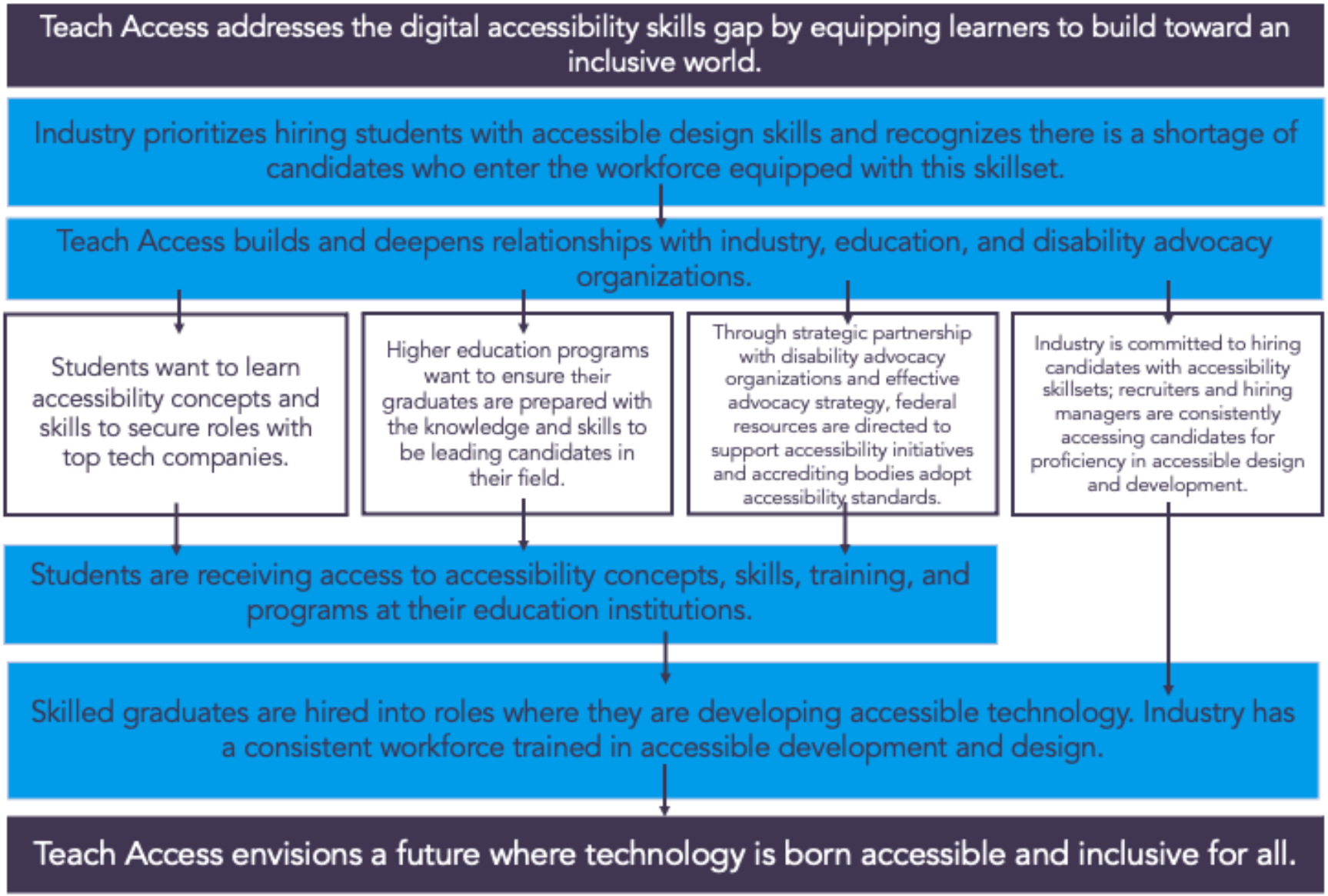
MISSION

Bringing together industry, education, and disability advocacy organizations, Teach Access addresses the digital accessibility skills gap by equipping learners to build toward an inclusive world.

THEORY OF CHANGE

Teach Access' theory of change connects our mission to our vision. It outlines how our approach will bring us closer to our vision of a world in which all people, regardless of disability, are able to fully engage in the digital world. Please see Figure 1, below, for a visual representation.

Figure 1: Teach Access Theory of Change



OUR MODEL

Teach Access facilitates a critical knowledge transfer, bringing best practices in designing, developing, and creating accessible technology from industry experts to institutions where learners are able to engage with core accessibility concepts and develop high-needs skillsets.

By targeting intervention toward programs that prepare and train future technology workers, Teach Access is directly addressing the skills gap and ensuring that technology firms are able to hire from a well prepared and highly trained talent pool.

Teach Access leverages partnerships with faculty and higher education programs, including traditional colleges and universities as well as bootcamps, to deliver high-quality and turnkey accessibility learning materials. Equipped with materials, resources, and a network of peers, individual faculty and entire programs are able to build accessibility concepts into their course curricula and are directly transferring accessibility awareness, knowledge, and skills to learners in their classrooms.

2021 – 2024 GOALS, STRATEGIES, AND TACTICS

Over the next three years, Teach Access will focus across four priority areas to execute on our vision, mission, and theory of change:

1) Strengthen and scale our programs and our partnerships with students, education institutions, and bootcamps;
2) Curate a broad range of corporate partners and build strategic alliances to bolster organizational resources including domain knowledge, accreditation influence, and funding.
3) Develop an advocacy strategy to secure federal resources; and
4) Build a sustainable organization.

The following outlines each priority area in detail and overviews the topline goals and key strategies and tactics Teach Access will pursue to accomplish them.

Priority Area 1: Strengthen and scale our programs and partnerships with students, education institutions, and bootcamps.

Teach Access' membership model, ongoing partner engagement, and flagship programs, such as the Faculty Grants and Study Away, are essential to growing and strengthening a network of individuals and institutions committed to building an accessible world. Further, the programs are crucial to educating and equipping the next generation of technology workers with the skills and knowledge to close the accessibility skills gap in the technology industry. Currently, there are nearly 1,300 universities and bootcamps in the United States offering full-time computer science, computer engineering, user design, coding, and related programs. There are nearly 250,000 students graduating from these programs annually[10].

[10] Teach Access Research Memo, Third Plateau, 2021.

Investing in our work with faculty and higher education directly contributes to our effort to reach one million students over the next ten years. To accelerate our impact, we will invest in strengthening and scaling our programs over the next three years.

1) Goal 1: By 2030, one million students will be equipped with accessibility knowledge and skills and prepared to contribute in high-needs tech roles.

a) Grow the Study Away program to reach more students, both in person and virtually.
   i) The Study Away program will be available to more student participants from a broader range of higher education institutions.
   ii) The Study Away program will be hosted in Silicon Valley and across other tech hubs in the U.S.

b) Develop student-centered accessibility learning materials that can be accessed directly from Teach Access' website.
   i) Curate and develop learning resources such as a self-guided accessibility curriculum, career and interview preparation guides, and lists of top companies hiring candidates with accessibility skills.

c) Build clear pathways for student engagement with Teach Access outside of the Study Away program, with a specific focus on peer recruitment as a way to introduce more students to Teach Access programming and resources.
   i) Create pathways for student engagement that may include internship programs, fellowships, student clubs, technology-based events and competitions, e-newsletters, community engagement initiatives, and other volunteer opportunities.

d) Create a student-centered marketing campaign to raise awareness on the importance of accessible technology.
   i) Leverage relevant technologies, on-campus events, and social media to tell stories and share testimonials that highlight the accessibility skills gap in the technology sector and opportunities to develop a career that has a positive impact.

Goal 2: In three years, Teach Access will be partnered with 500 programs in computer science, engineering, design, and across other disciplines – spanning traditional universities, bootcamps, and community colleges.

a) Identify and target outreach to the top contributing institutions to the technology workforce.
   i) Maximize existing talent pipelines by building a target list and engaging institutions where large numbers of graduates are recruited into roles at technology companies. Implementing accessibility curricula at these institutions will ensure that greater numbers of candidates are equipped with accessibility knowledge and skills.

b) Create an outreach strategy to engage bootcamps.
   i) Build a target list of bootcamps to cultivate as partners. Develop aligned recruitment strategy and materials to enlist bootcamps to integrate accessibility

content into their curricula. As bootcamps continue to grow enrollment and serve as key players to close skills gaps across the technology sector, there is a promising opportunity to advance our mission through partnership.

c) Develop a faculty-facing teaching curriculum and customizable resources and materials for teaching accessibility.
   i) Ensure that higher education instructors have access to turn-key resources for their classrooms and learning materials to support their ability to teach accessibility concepts and skills.

d) Create an outreach strategy to engage traditionally underrepresented institutions as prospective partners.
   i) Build a target list of institutions to cultivate as partners. Develop aligned materials to support culturally competent outreach and recruitment efforts, with a focus on Hispanic Serving Institutions, underrecognized state and community colleges.

e) Develop programs that enable faculty to learn from accessibility teams at leading technology firms, receive training and support to teach accessibility at their institution, and build relationships with other professionals who teach or work in accessibility.
   i) Create a faculty fellowship program to develop the knowledge, skills, and networks of those teaching accessibility.

f) Strengthen and scale the Faculty Grants program to reach more than 300 classrooms by 2024.
   i) Strengthen internal process and systems to manage greater number of candidates.
   ii) Scale the grants program across current and prospective higher education programs.
   iii) Provide grantees with resources, ongoing support, and peer learning opportunities. Collect and analyze participant data to understand and refine program effectiveness.

g) Celebrate faculty and education institutions demonstrating extraordinary commitment to advancing accessibility.
   i) Create an award or recognition program to identify, recognize, and promote the work of individuals or institutions contributing to a fully accessible future.

Priority Area 2: Curate a range of corporate partners and build strategic alliances to bolster organizational resources including domain knowledge, accreditation influence, and funding.

Building enduring partnerships with industry is crucial to our mission. There are more than half a million technology businesses operating in the United States as of 2019[11] and 109 companies listed in the Fortune 500's 2020 ranking are in the technology sector.[12] The technology industry

[11] "US tech industry had 12.1 million employees in 2019," Tech Republic, Accessed: March 2021, https://www.techrepublic.com/article/us-tech-industry-had-12-1-million-employees-in-2019/.
[12] Fortune 500 Ranking 2020, Accessed: March 2021, https://fortune.com/fortune500/2020/search?sector=Technology.

has identified a skills gap across existing talent pipelines of candidates with accessibility knowledge and skills. Through supporting and engaging with Teach Access, companies are directly contributing to addressing the problem and cultivating a workforce of skilled candidates for critical roles. Across the next three years, Teach Access will diversify industry partners to ensure we have the right domain knowledge to reach all relevant students, refine our membership and benefits model in order to grow funding and leverage the strength of our industry members to influence accreditation and secure larger grant funding.

Goal 3: In three years, Teach Access will have 50 industry partnerships across a broad range of companies.

a) Engage small, medium, and large companies, start-ups and established firms located in Silicon Valley and across other technology hubs in the U.S.
   i) Build a target list of companies and aligned outreach campaign to support growth in industry partners.

b) Refine Teach Access membership and benefits model for industry partners.
   i) Teach Access will create a tiered approach to membership that allows for broader participation from small- and medium-sized companies.
   ii) Create new opportunities, such as conferences and events, for industry partners to engage with one another, those working in academia and advocacy, and other experts in the field.

c) Develop strategic partnerships, alliances, and thought leadership to influence industry commitment and action in support of accessibility.
   i) Target partnerships with groups such as Disability:IN and the Valuable 500, who empower businesses to achieve disability inclusion and equality, to advance Teach Access' mission.
   ii) Provide opportunities, such as an annual award or recognition program, for companies to generate positive visibility and brand perception for their demonstrated commitments and actions in support of accessibility.

d) Create more pathways for students to engage directly with industry across their learning and program experience.
   i) Support Study Away program expansion by engaging more industry partners.
   ii) Develop additional internship, apprenticeship, or mentorship opportunities and pipelines for learners. Providing these opportunities will strengthen talent pipelines and continue to create demand for accessibility learning materials from students and learners.

Priority Area 3: Develop a policy and advocacy strategy to secure resources and influence key institutions.

By developing an advocacy strategy and strengthening Teach Access' reputation as the "go-to organization" for addressing technology accessibility challenges at the systems level, we will cultivate relationships with key decision-makers and unlock crucial resources to advance accessibility work nationwide.

Goal 4: Develop an advocacy strategy to secure federal resources and influence other key national institutions to advance accessibility for all.

a) Engage a DC-based government affairs consultant or firm with deep relationships with key decision makers to help secure public funds.
   i) Leverage an expert partner to support organizational efforts to secure major grants from federal institutions such as the National Science Foundation (NSF).

b) Build relationships with key national accrediting institutions to advocate for accessibility requirements as part of accreditation.
   i) Target institutions include the Association for Computing Machinery, the National Association of Schools of Arts and Design, and The Association of Technology, Management, and Applied Engineering.
   ii) Fund two faculty members to develop accessibility standards for adoption by accrediting institutions.

Priority Area 4: Build a sustainable organization

In order to make progress towards our mission, Teach Access requires increased capacity and access to resources that will support growth. This will require bolstering internal operations and developing financial, staff, and Board capacity to implement this strategic plan and operate well into the future.

Goal 5: Strengthen organizational capacity and build a sustainable, and scalable, fundraising model.

a) Invest in staff capacity to support organizational growth and key initiatives.
   i) Transition to a full-time Executive Director who will implement this strategic plan, manage Teach Access' day-to-day operations and staff, and oversee other responsibilities as directed by the (Executive Committee/ Board).
   ii) Recruit, hire, and onboard three full-time employees (FTE) and one to two external consultants to provide critical support in the following areas:
      - Create and execute a marketing and communications strategy, leveraging the services of a graphic designer and web developer.
      - Build and implement a fundraising plan and core activities such as grant writing, prospect research, and managing donor information. Given that securing funding is a top priority for Teach Access, we may consider partnering with a consultant with expertise in development planning.
      - Cultivate and manage our external partnerships with industry, higher ed, bootcamps, and advocacy organizations.
      - Design, plan for, and execute the Study Away program and manage student engagement.
      - With the support of a consultant, we will develop and implement a strategy to influence key federal institutions and decision makers to secure resources to advance accessibility.

b) Reassess the role of the Executive Committee.
   i) As Teach Access adds more staff capacity, we will review the purpose and structure of the Executive Committee and its bylaws to shift to a model focused on oversight and advising rather than executing day-to-day organizational activities.

c) Create and implement a development plan that includes philanthropic contributions and a paid membership model.
   i) Develop and implement a fundraising plan that promotes long-term organizational sustainability by cultivating and growing a diverse range of funding sources.
   ii) Update Teach Access' membership and benefits model to attract new and diverse members. Develop a communications and engagement infrastructure that can support growth in scale from 50 to 1,000+ members over the next three years.
   iii) Recruit members for the Board of Directors/Executive Committee with experience in and connections to the philanthropic community. Specifically invite new board members who have access to funders, connections to grantmaking institutions, and experience in attracting sustaining resources to mission driven work.

d) Increase brand awareness.
   i) Develop and implement a comprehensive marketing, communications, and public relations plan. Investment in effective marketing and communications will elevate Teach Access' work across stakeholder groups: students, industry, academia and higher ed, advocacy groups, funders, and government. Create a communications plan to target key influencers and prospective funders to ensure they understand the scope of the problem and why investment is crucial.

e) Develop effective methods to track and analyze organizational data.
   i) More strategic use of data will allow us to better understand current and future impact and support effective strategic decision-making. Create a metrics framework that specifies what type of data will be collected at the organizational level and across each goal area, and at what frequency and through which methods it will be collected.

IMPLEMENTION TIMELINE

Strategy	Tactic	2021 Q2	2021 Q3	2021 Q4	2022	2023	2024
1) By 2030 one million students will be equipped with accessibility knowledge and skills and prepared to contribute in high needs tech roles.							
a) Grow the Study Away Program, both in person and virtual, to reach more students across multiple geographies.	i) Target a broad range of education institutions.				x		
	ii) Host Study Away in Silicon Valley and across other tech hubs in the U.S.					x	
b) Develop student-centered accessibility learning materials that can be accessed directly from Teach Access' website.	i) Curate and develop learning resources.				x		
c) Build clear pathways for student engagement with Teach Access outside of the Study Away program, with a specific focus on peer recruitment as a way to introduce more students to Teach Access programming and resources.	i) Create pathways for student engagement that may include internship programs, fellowships, student clubs, technology-based events and competitions, e-newsletters, community engagement initiatives, and other volunteer opportunities.			x	x		
d) Create a student-centered marketing campaign to raise awareness on the importance of accessible technology.	i) Leverage relevant technologies, on-campus events, and social media to tell stories and share testimonials that highlight the tech accessibility skills gap.					x	
2) In three years, Teach Access will be partnered with 500 programs in computer science, engineering, design, and across other disciplines – spanning traditional universities, bootcamps, and community colleges.							

Strategy	Tactic	2021 Q2	2021 Q3	2021 Q4	2022	2023	2024
a) Identify and target outreach to the top contributing institutions to the technology workforce.	i) Maximize existing talent pipelines by building a target list and engaging institutions where large numbers of graduates are recruited into roles at technology companies.			x			
b) Create an outreach strategy to engage bootcamps.	i) Build a target list of bootcamps to cultivate as partners. Develop aligned recruitment strategy and materials to enlist bootcamps to integrate accessibility content into their curricula.			x			
c) Develop a faculty-facing teaching curriculum and customizable resources and materials for teaching accessibility.	i) Ensure that higher education instructors have access to turn-key resources for their classrooms and learning materials to support their ability to teach accessibility concepts and skills.			x	x		
d) Create outreach strategy to engage traditional underrepresented institutions as prospective partners.	i) Develop aligned materials to support recruitment, with a focus on HSIs, and underrecognized state and community colleges.				x		
	ii) Build target list of institutions to cultivate as partners.			x			
e) Develop programs that enable faculty to learn from accessibility teams at leading technology firms, receive training and support to teach accessibility, and build relationships with other professional who teach or work in accessibility.	i) Create a faculty fellowship program to develop the knowledge, skills, and networks of those teaching accessibility.				x		
f) Strengthen and scale faculty grants program to reach more than 300 classrooms by fall 2024.	i) Strengthen internal processes and systems to manage greater number of candidates.				x		

Strategy	Tactic	2021 Q2	2021 Q3	2021 Q4	2022	2023	2024
	ii) Scale the grants program across current and prospective higher education programs.				x		
	iii) Provide grantees with resources, ongoing support, and peer learning opportunities. Collect and analyze participate data to understand and refine program effectiveness.		x	x			
g) Celebrate faculty and education institutions demonstrating extraordinary commitment to advancing accessibility	i) Create an award or recognition program.				x		
3) In three years, Teach Access will have 50 industry partnerships across a broad range of companies.							
a) Engage small, medium, and large companies, start-ups and established firms located in Silicon Valley and across technology hubs in the U.S.	i) Build a target list of companies and aligned outreach campaign to support growth in industry partners.		x	x			
b) Refine Teach Access membership and benefits model for industry partners.	i) Create a tiered membership model that allows for broader participation from small- and medium- sized companies.		x				
	ii) Create new opportunities, such as conferences and events, for industry partners to engage with one another, those working in academia and advocacy, and other experts in the field.					x	
c) Develop strategic partnerships, alliances, and thought leadership to influence industry commitment and action in support of accessibility.	i) Target partnerships with groups such as Disability:IN and the Valuable 500.				x		

Strategy	Tactic	2021 Q2	2021 Q3	2021 Q4	2022	2023	2024
	ii) Provide opportunities, such as annual award or recognition program, for companies to generate positive visibility and brand perception for their demonstrated commitments and actions in support of accessibility.					x	
d) Create more pathways for students to engage directly with industry across their learning and program experience.	i) Engage more industry partners in the Study Away program.				x	x	
	ii) Develop additional internship, apprenticeship, or mentorship opportunities and pipelines for learners.				x		
4) Develop an advocacy strategy to secure federal resources and influence other key national institutions to advance accessibility for all.							
a) Engage an external DC-based government affairs consultant or firm with deep relationships to help secure public funds.	i) Leverage an expert partner to support organizational efforts to secure major grants from federal institutions.			x			
b) Build relationships with key national accrediting institutions to advocate for accessibility requirements as part of accreditation.	i) Target partnerships with ACM, NASAD, and ATMAE and support faculty to develop standards for accessibility accreditation.	x	x	x			
	ii) Fund two faculty members to develop accessibility standards for adoption by accrediting institutions.			x	x		
5) Strengthen organizational capacity and build a sustainable, and scalable, fundraising model.							
a) Invest in staff capacity to support organizational growth and key initiatives.	i) Transition to full-time Executive Director.	x	x				

Strategy	Tactic	2021 Q2	2021 Q3	2021 Q4	2022	2023	2024
	ii) Develop job profiles, recruit, hire, and onboard three FTE.	x	x	x			
b) Reassess role of the Executive Committee.	i) Review purpose, structure, and bylaws of the executive committee.				x		
c) Create and implement a development plan that includes philanthropic contributions and a paid membership model.	i) Create and implement a fundraising strategy.	x	x				
d) Increase brand awareness.	i) Develop and implement a comprehensive marketing, communications, and public relations plan.		x	x			
e) Develop effective methods to track and analyze organizational data.	i) Create and implement metrics framework.	x	x				

FINANCIALS

The budget implications associated with Teach Access' three-year strategic plan are presented below. These financial implications do not include current ongoing expenses required to run day-to-day operations of the organization. The primary cost drivers associated with the strategic plan include:

- Personnel Expenses associated with transitioning to a full-time Executive Director, recruiting and hiring three full-time employees (FTEs), and one to two consultants to support work across key priority areas
- Investment in bolstering core initiatives including Study Away and Faculty Grants programs
- Launch of a new Faculty Fellowship program
- Investment in developing marketing and communications strategy and accompanying creative assets

Figure 2. Financial Implications[13]

	2021	2022	2023	2024
Programmatic Initiatives				
Study Away	$ 5,000	$ 85,000	$ 165,000	$ 165,000
Student Events		$ 10,000	$ 10,000	$ 10,000
Faculty Grants	$ 75,000	$ 300,000	$ 525,000	$ 600,000
Faculty Fellowship		$ 50,000	$ 85,000	$ 125,000
Education Award	$ 1,000	$ 1,000	$ 2,000	$ 2,000
Curriculum development		$ 200,000	$ 40,000	$ 40,000
Network Conference				$ 50,000
Accreditation	$ 65,000			
Sub-Total	$ 146,000	$ 646,000	$ 827,000	$ 992,000
Staffing				
Executive Director	$ 80,000	$ 192,000	$ 201,600	$ 211,680
3 FTE	$ 115,000	$ 288,750	$ 303,188	$ 318,347
Government Affairs Consultant	$ 35,000	$ 25,000		
Development Consultant	$ 30,000			
Student intern	$ 8,000	$ 10,000	$ 10,000	$ 10,000
Post-Doc Curriculum Development		$ 84,000		
Sub-Total	$ 260,000	$ 599,750	$ 514,788	$ 540,027
Marketing & Communications				
Marketing		$ 50,000	$ 25,000	$ 25,000
Website		$ 30,000	$ 5,000	$ 5,000
Equipment and Technology	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Sub-Total	$ 5,000	$ 85,000	$ 35,000	$ 35,000
Administrative Expenses				
Liability Insurance	$ 2,000	$ 2,000	$ 2,000	$ 2,000
Bank, credit card fees	$ 500	$ 500	$ 500	$ 500
Accountant fees		$ 6,000	$ 6,000	$ 6,000
Fiscal sponsor fee	$ 5,400			
Account fees	$ 500	$ 500	$ 500	$ 500
Supplies	$ 1,000	$ 5,000	$ 5,000	$ 5,000
PD for FTEs	$ 2,000	$ 8,000	$ 8,000	$ 8,000
Conference travel	$ 5,000	$ 20,000	$ 20,000	$ 20,000
Sub-Total	$ 16,400	$ 42,000	$ 42,000	$ 42,000
Grand Total	**$ 427,400**	**$ 1,372,750**	**$ 1,418,788**	**$ 1,609,027**

[13] Financial Implications notes and assumptions can be found in Appendix C.

INDICATORS OF SUCCESS

Goal	Key Milestones	Metrics	Data Source or Collection Methods
By 2030, 1 million students will be equipped with accessibility knowledge and skills and prepared to contribute in high needs tech roles.	2021 • Develop baseline program data by end of 2021 (demographics, students reached, faculty reached, etc.). • Launch Teach Access student newsletter in fall 2021. • Partner with Knowability on tech competition in fall 2021. 2022 • More than 12,000 students reached in 2022. • 200 students participate in Study Away in spring of 2022. 2023 • More than 45,000 students reached in 2023. • Identify and host Study Away in another U.S. tech hub in 2023.	• # students participating in Study Away by location • # total students engaged through newsletter content • # student participating in tech competition • # students participating in tech competition who go on to engage with Teach Access in another way (newsletter sign-up, apply to Study Away) • Student demographic data	• Study Away participant and application information (annually) • Newsletter sign-ups (quarterly) • Tech competition participant counts (ongoing) • Brief question on newsletter sign-ups and Study Away application to capture prior engagement with Teach Access (annually) • Faculty course surveys
In three years, Teach Access will be partnered with 500 programs in computer science, engineering, design, and across other disciplines – spanning traditional universities, bootcamps, and community colleges.	2021 • Web platform is able to curate and store teaching and learning materials easily accessible to faculty by the end of 2021. • Create vision and develop criteria for award by the end of 2021.	• # prospective education partners identified, engaged, and secured • # of faculty fellowship program participants • # of faculty using materials from web platform	• Education membership list (quarterly) • Target education institution list (quarterly) • Faculty Fellowship applicant list and awardees (annually)

Goal	Key Milestones	Metrics	Data Source or Collection Methods
	2022 ● Develop a target list of underserved institutions, bootcamps, and top contributors to tech workforce pipelines by Q1 of 2022. ● Cultivate 100 new partners in 2022. ● Develop proposal for faculty fellowship program including learning objectives, key activities, expectations, and format by Q2 of 2022. ● Launch first award at GAAD in 2022. 2023 ● Cultivate 175 new partners in 2023.	● # of faculty/institutions eligible for award ● Data on partner programs (# students reached, demographics of student population, number of courses, etc.)	● Downloads/use information from web platform (quarterly) ● List of faculty/institutions considered for award (annually) ● Institutional partner programs can provide demographic and program-level data, often available on websites , which can support Teach Access to ensure we are partnering with a diverse range of institutions (quarterly)
In three years, Teach Access will have 50 industry partnerships across a broad range of companies.	2021 ● Refine and implement new membership model with tiered approach by Q3 of 2021. 2022 ● Determine criteria and develop target list of companies by Q1 of 2022. ● Cultivate 15 new industry partners in 2022.	● # prospective industry partners identified, engaged, and secured at each membership tier ● # partners participating in events and programs ● # partners willing to host Study Away	● Industry member list (quarterly) ● Target industry member list (quarterly) ● Documentation of engagement from events and programs (quarterly) ● Documentation of partners interested or willing to host or participate in study away (quarterly)

Goal	Key Milestones	Metrics	Data Source or Collection Methods
	2023 • Cultivate 20 new industry partners in 2023. • Brainstorm engagement opportunities for industry members in 2023 and implement selected events and programs in 2024. • Recruit new industry partners to host Study Away participants in expanded locations in 2023.		
Develop an advocacy strategy to secure federal resources and influence other key national institutions to advance accessibility for all.	• Identify potential consultants or firms and conduct a selection process by the end of 2021. • Secure funds from Microsoft for accreditation initiative in Q2 of 2021 and faculty participants by Q3 of 2021.	• # of stakeholders or decision makers engaged in conversation about Teach Access' goals • # of accrediting institutions interested or willing to consider accessibility requirements as a part of accreditation • Amount of federal funding secured	• Regular reporting from consulting firm on advocacy approaches, stakeholders engaged, and willingness of various institutions to consider accessibility requirements as a part of accreditation (ongoing) • Tracking of any funds secured (ongoing)
Strengthen organizational capacity and build a sustainable, and scalable, fundraising model.	• Teach Access is a registered 501.c.3 non-profit organization by the end of 2021. • Full time Executive Director in place by August 9, 2021. • Recruit and hire three FTE by November 1, 2021.	• $ raised toward fundraising goal • # funding prospects identified, engaged, and converted to donors • Manage expenses within +/- 2% of planned operating budget	• Donor and fund tracking system (ongoing) • Documentation of engagement with potential donors (quarterly)

Goal	Key Milestones	Metrics	Data Source or Collection Methods
	• Development plan in place by September 1, 2021. • Marketing and communications plan in place by EOY 2021.	• # engaged across social media, email list distribution, website hits, etc. • # % increase in social media, email, website engagement each quarter	• Annual budget and quarterly budget progress • Social media, email, and website traffic metrics (quarterly)

Developing Baseline Data

Across 2021 we will focus on collecting baseline data. This includes demographic data on students currently engaged with Teach Access through Study Away program, or receiving accessibility instruction from faculty grantees. Additionally, we will collect and interpret data we receive from faculty grant programs and participant feedback from Study Away. As stated in our guiding principles, building a diverse and representative community of individuals and institutions committed to advancing accessibility is paramount to our mission. After we have developed baseline data we will set demographic targets that reflect our organizational principles.

Student Demographic Data Collection[14]

- Study Away participant registration and post event survey (Spring 2021)
- Faculty grant recipient pre- and post- course surveys (ongoing)
- Student toolkit downloads, student information collected for access to toolkits (end of 2021, 2022)

Student Impact Model

The tables below outlines the path to reach 1,000,000 students by 2030. This model assumes a multiplier of 100 students reached per taught instructor, based on average course size for computer science and related courses. The "other faculty teaching accessibility" category captures faculty and instructors accessing self-service curriculum and resources, attendees at future Teach Access conferences, and institutions that have adopted accessibility curricula across entire departments as a result of partnership

[14] A sample set of demographic questions can be found in Appendix F.

with Teach Access. As a result of Teach Access' advocacy, over the long term accrediting bodies such as the Association for Computing Machinery will include guidelines for teaching accessibility and institutions will adopt these in order to meet the highest professional and ethical standards in the field.

This model may duplicate students at times, for instance if a student participates in Study Away and is also enrolled in a course where accessibility is being taught. However, the student multiplier is a conservative estimate of the number of students reached by a single faculty member, as most faculty teach more than one section. Therefore, this can serve as an approximation of student reach and will be updated over time to reflect advancement in our data collection practices.

Faculty Reached

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
New Faculty Grants	15	60	105	120	200	200	200	200	200	200	
Previous Faculty Grants	29	44	104	209	329	529	729	929	1,129	1,329	
Faculty Fellows	0	10	17	25	40	40	50	50	50	50	
Previous Faculty Fellows	0	0	10	27	52	92	132	182	232	282	
Other Faculty Teaching Accessibility	0	0	250	288	331	380	437	503	578	665	
Faculty Adopting Accreditation Guidelines	0	0	0	100	110	121	133	146	161	177	
TOTAL FACULTY	44	114	486	769	952	1,241	1,548	1,864	2,189	2,526	11,733

Students Reached

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Study Away Participants	200	380	500	500	500	500	500	500	500	500
Student Resource Downloads	0	250	450	500	575	661	760	875	1,006	1,157
New Faculty Grants	1,500	6,000	10,500	12,000	20,000	20,000	20,000	20,000	20,000	20,000
Previous Faculty Grants	2,900	4,400	10,400	20,900	32,900	52,900	72,900	92,900	112,900	132,900

Faculty Fellows	0	1,000	1,700	2,500	4,000	4,000	5,000	5,000	5,000	5,000	
Previous Faculty Fellows	0	0	1,000	2,700	5,200	9,200	13,200	18,200	23,200	28,200	
Other Faculty Teaching Accessibility	0	0	25,000	28,750	33,063	38,022	43,725	50,284	57,827	66,500	
Faculty Adopting Accreditation Guidelines	0	0	0	10,000	11,000	12,100	13,310	14,641	16,105	17,716	
TOTAL STUDENTS REACHED	4,600	12,030	49,550	77,850	107,238	137,383	169,396	202,399	236,537	271,973	1,268,956

KEY RISKS

As part of the strategic planning process we conducted a thorough analysis of Teach Access' current reality and external landscape in the form of a SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats) and by studying comparable organizations and programs in the field. The full findings can be found in the Appendix.

In the development of this plan we have thoughtfully considered the most pressing risks facing our organization both internally and externally and have designed our strategy to address these areas and mitigate risk. The top three organizational risks are outlined below.

Uncertain future of Higher Education

Higher Education has been hit particularly hard by the COVID-19 pandemic. These institutions face many competing challenges, which include quickly adapting their programs and courses to reach remote learners, funding limitations due to decreased revenue and in some instances enrollment, and other administrative hurdles. These challenges may limit prioritization on bringing accessibility curricula to courses and campuses. Additionally, those in the field anticipate there may be additional shifts to higher education models beyond reactions to the COVID-19 pandemic, it will be important to leverage relationships with partners in academia to remain apprised of changes in the landscape.

In anticipation of this risk, Teach Access has diversified our delivery model to reach students directly and through bootcamp programs in addition to through faculty and university partnerships. We will continue to work directly with faculty and enhance our faculty grants program and develop more turnkey resources for instructors in the traditional university space. At the same time we are developing curriculum that can be accessed directly by students, scaling and investing in our student Study Away program, and developing a targeted outreach strategy to develop partnerships with the growing number of bootcamp programs across the U.S.

Unsustainable Partnership Model

Particularly across university partners, Teach Access is partnered with individuals rather than the institution as a whole, which can limit Teach Access' ability to reach greater scale. Oftentimes, faculty partners are not positioned to make broad decisions about curricula or implement change in their departments. On the industry side, Teach Access at times only has one strong partner at a company. If that person leaves their job, Teach Access risks losing the connection with the company.

A core priority across Teach Access strategic plan is to significantly diversify and grow the number of partnerships across higher education and industry, and to reimagine the membership program model to allow broader participation across industry. We have set a goal of cultivating 500 members in both education and industry over the next three years. The purpose is to both build a broader and more diverse coalition of partners committed to

advancing accessible technology, and to enhance organizational sustainability by decreasing reliance on any one education or industry partner.

Organizational Capacity

As Teach Access is primarily volunteer-run, it faces challenges to achieve impact at scale. While most involved in Teach Access are deeply committed to this work, their day jobs may often take priority over the needs of Teach Access. It can be challenging for volunteers to have ownership over their work at Teach Access given their limited capacity, and there is not always accountability that work will be completed as planned.

Teach Access is prioritizing investment in organizational capacity by transitioning to a full-time Executive Director who will be positioned to oversee the implementation of this strategic plan and make progress toward organizational goals. Further, Teach Access will prioritize the recruitment and hire of three additional full-time staff and the development of a clear and actionable fundraising strategy to support the next phase of organizational growth and build a long-term sustainable funding model.

APPENDICES

Appendix A: Teach Access Members

Accessible Community
Access Computing
Access Engineering
Adobe
The American Association of People with Disabilities
American Council of the Blind
American Foundation for the Blind
Apple
The California State University
California State University Northridge
Clemson University
University of Colorado Boulder
The College of New Jersey
Consumer Technology Association Foundation
Cornell University
EY
Facebook
Gallaudet University
Georgia Tech
Google
Hearing Loss Association of America
IUPUI School of Engineering and Technology
Innovation Center for Design Excellence
Intuit
Iowa State University of Science and Technology
Kent State University
Knowability
LinkedIn
Microsoft
Marshall University
Michigan State University
NYC Tech Talent Pipeline
The New York Community Trust
Olin College of Engineering
Oracle
The Paciello Group
PEAT
Reader's Digest Partner for Sight Foundation
University of Massachusetts
University of Maryland
University of Michigan
University of Mount Union
University of Southern California
University of Washington
USC Viterbi School of Engineering
Utah State University
Verizon
Walmart U.S. eCommerce
Western Washington University

Appendix B: Strategic Planning Steering Committee

Kate Sonka, Executive Director, Teach Access

Laura Allen, Google

Jennison Asuncion, LinkedIn

Regine Gilbert, NYU Tandon School of Engineering

Larry Goldberg, Verizon Media

Matthew Janusauskas

Margaux Joffe, Verizon

Sharron Rush, Knowability

Mike Shebanek, Facebook

Cyndi Wiley, Iowa State University

Chris Yoon, Microsoft

Appendix C: Financial Implications: Notes and Assumptions

	2021	2022	2023	2024	Budget Assumptions
Programmatic Initiatives					
Study Away	$ 5,000	$ 85,000	$ 165,000	$ 165,000	*Grow to 80 students across two-in person events, plus one virtual event each*
Student Events		$ 10,000	$ 10,000	$ 10,000	*Support student participation and sponsorship in technology events and*
Faculty Grants	$ 75,000	$ 300,000	$ 525,000	$ 600,000	*Grow to 120 faculty grants awarded in 2024; $5,000 per award*
Faculty Fellowship		$ 50,000	$ 85,000	$ 125,000	*Launch fellowship and grow to 25 participants; covers travel and lodging plus*
Education Award	$ 1,000	$ 1,000	$ 2,000	$ 2,000	*Prize money for award recipient(s)*
Curriculum development		$ 200,000	$ 40,000	$ 40,000	*Cost to build and maintain MOOC-like course*
Network Conference				$ 50,000	*Teach Access conference for industry, education, students, disability advocacy*
Accreditation	$ 65,000				*Grant from Microsoft to fund two faculty to work on accreditation standards*
Sub-Total	$ 146,000	$ 646,000	$ 827,000	$ 992,000	
Staffing					
Executive Director	$ 80,000	$ 192,000	$ 201,600	$ 211,680	*July 1 start; estimated salary range + 20% fringe benefits and 5% growth*
3 FTE	$ 115,000	$ 288,750	$ 303,188	$ 318,347	*July 1 start; estimated personnel costs for 3FTE at average $75,000/year +*
Government Affairs Consultant	$ 35,000	$ 25,000			*Consultant to develop and support implementation of strategy to access*
Development Consultant	$ 30,000				*Create fundraising strategy and support the training of staff who will be*
Student intern	$ 8,000	$ 10,000	$ 10,000	$ 10,000	*Student intern to assist with variety of project support*
Post-Doc Curriculum Development		$ 84,000			*1 year SME post-doc position to develop accessibility curriculum; estimated*
Sub-Total	$ 260,000	$ 599,750	$ 514,788	$ 540,027	
Marketing & Communications					
Marketing		$ 50,000	$ 25,000	$ 25,000	*Costs associated with developing creative assets to support with*
Website		$ 30,000	$ 5,000	$ 5,000	*Website upgrade and maintainence*
Equipment and Technology	$ 5,000	$ 5,000	$ 5,000	$ 5,000	*Other technology equipment needs*
Sub-Total	$ 5,000	$ 85,000	$ 35,000	$ 35,000	
Administrative Expenses					
Liability Insurance	$ 2,000	$ 2,000	$ 2,000	$ 2,000	
Bank, credit card fees	$ 500	$ 500	$ 500	$ 500	
Accountant fees		$ 6,000	$ 6,000	$ 6,000	
Fiscal sponsor fee	$ 5,400				
Account fees	$ 500	$ 500	$ 500	$ 500	*Costs for Zoom, Google Suite, etc.*
Supplies	$ 1,000	$ 5,000	$ 5,000	$ 5,000	*Misc. expenses for supplies: office supplies, swag, etc.*
PD for FTEs	$ 2,000	$ 8,000	$ 8,000	$ 8,000	*Costs for professional development for each FTE ($2,000 per year?)*
Conference travel	$ 5,000	$ 20,000	$ 20,000	$ 20,000	*Covers $5,000 per FTE per year*
Sub-Total	$ 16,400	$ 42,000	$ 42,000	$ 42,000	
Grand Total	**$ 427,400**	**$ 1,372,750**	**$ 1,418,788**	**$ 1,609,027**	

Appendix D: SWOT Analysis

To inform the strategic planning process for Teach Access, in January, 2021 Third Plateau engaged a subset of Teach Access' stakeholders in conversations about their perception of the current state of Teach Access. In total, Third Plateau interviewed 16 people through one-on-one phone interviews. Represented stakeholders included Executive Committee members, Industry Members, Academic Members, Nonprofit Members, Study Away students, faculty grant awardees, and a partnering consultant. Third Plateau proposed these categories of stakeholders and Teach Access leadership selected the represented individuals in each category.

To analyze the information, Third Plateau reviewed interview notes and qualitatively coded responses, grouping them into themes. The following summarizes the major themes, categorized by perceived present-day strengths, weaknesses, opportunities, and threats (SWOT). The themes are listed in order of salience, prioritized by Third Plateau based on how many stakeholders referenced them and their potential relevance for the strategic planning process.

STRENGTHS

Relevant and visible industry partners
Involvement from technology leaders such as Facebook, Google, Verizon, LinkedIn, Apple, Intuit, Oracle, Microsoft, and Walmart cultivates greater interest and support for Teach Access' work. It lends credibility to Teach Access' efforts as a whole and draws student and faculty attention to accessibility issues and programs such as Study Away. Prioritization of accessibility efforts across industry leaders provides additional incentive for educational institutions to teach accessibility and for students to engage in the material.

Clear mission
Teach Access has a well-defined and clearly articulated mission. Teach Access fulfills a critical need for the communities which it serves and there is not another organization like it operating in the technology or accessibility spaces. Stakeholders understand and connect to the organization's mission.

Productive and effective Executive Director
Teach Access has advanced its programming and internal operations in part through the hire of a part-time Executive Director. Having someone with dedicated time for this work has allowed for much-needed structural and internal process development. More than just adding the role, stakeholders consistently shared that Kate is a strong fit for the role, easy to work with, and a well-balanced leader.

Committed leadership team

The formalization of a committed group of leaders to serve as Teach Access' executive committee was a significant step for the organization. The executive committee has been able to meaningfully move forward organizational initiatives while simultaneously navigating challenges and making bold plans for Teach Access' future.

Highly respected subject matter experts
Many leading and influential voices in technology accessibility are involved and their knowledge helps shape Teach Access' future impact. The involvement of these "all stars in the industry" brings additional highly specialized expertise and credibility from across the technology field to Teach Access' work.

Unique student experience
Study Away provides a one-of-a-kind and profound experience for students, allowing them to connect with core issues in technology and accessibility, one another, and industry partners. Students identified that part of the strength of Study Away is the opportunity to spend time on the campuses of top tech companies, learn from experts, and build connections with individuals in the field. Teach Access is offering a unique value to those able to participate.

Meaningful cross-sector collaboration
Teach Access creates space for different players in accessibility to come together and collaborate. Teach Access allows accessibility advocates from academia, industry, and non-profits to meet and engage around a common goal with others with whom they may not have connected otherwise. Participating in Teach Access removes traditional barriers across sectors and allows for richer perspective and problem solving on multi-faceted issues related to accessibility and technology.

WEAKNESSES

Unsustainable partnership model
Particularly across university partners, Teach Access is partnered with individuals rather than the institution as a whole, which can limit Teach Access' ability to reach greater scale. Oftentimes, faculty partners are not positioned to make broad decisions about curricula or implement change in their departments. On the industry side, Teach Access at times only has one strong partner at a company. If that person leaves their job, Teach Access risks losing the connection with the company.

Limited internal capacity
As Teach Access is primarily volunteer-run, it faces challenges to achieve impact at scale. While most involved in Teach Access are deeply committed to this work, their day jobs may often take priority over the needs of Teach Access. It can be challenging for volunteers to have ownership over their work at Teach Access given their limited capacity, and there is not always accountability that work will be completed as planned.

Lack of diversity across partnerships and internal membership base

Teach Access' membership and partnerships do not currently demonstrate the level of racial, ethnic, and gender diversity that Teach Access aims to reflect. Several stakeholders noted that the accessibility technology field itself needs to work on diversity and representation. Teach Access, given its reputational strength and network, is well positioned to be a leader in this space.

Lack of metrics

Teach Access is not sufficiently tracking its current impact, understanding the outcomes of its efforts, or setting data-driven goals. Teach Access does not currently maximize data collection and analysis efforts to evaluate what is working well and what needs improvement. Further, this poses a challenge for funding purposes, as Teach Access cannot demonstrate meaningful evidence of impact without clear metrics.

Siloed comprehension of Teach Access' initiatives

People who have more limited involvement with Teach Access have less clarity around the organization's various programs, initiatives, and broader aspirations for impact in technology and accessibility. For example, Study Away students had little awareness of Teach Access' faculty grant program or collaborative work with advocacy organizations. Teach Access may be missing opportunities for enhanced participation and network outreach by not providing mechanisms for all those involved to understand Teach Access' work more broadly.

Limited participation and representation of people with disabilities

Teach Access is not currently partnered with enough advocacy organizations to represent the full spectrum of people with disabilities and their needs related to accessible technology, which makes it difficult to maximize unique areas of expertise and ensure that people with varied accessibility needs are being served effectively by Teach Access. Additionally, the Study Away program has, at times, not "felt like home" for students with disabilities due to their perception of few peers with disabilities participating.

Unclear roles for some volunteers

There are more people interested in engaging with Teach Access than there are pathways for them to be involved with the organization. As Teach Access becomes more well-known but continues to grow slowly, it is not always possible to have a role for every new volunteer, both professional and student. Teach Access risks inefficient use of volunteers or alienating potential new partners if they do not see a place for themselves in the organization. Further, Teach Access' membership structure also has meant that committed individuals whose organizations are not members may not volunteer with Teach Access. Teach Access risks losing out on the support of qualified individuals.

OPPORTUNITIES

Leverage existing talent pipelines for expansion

By gaining a deeper understanding of which schools or bootcamps industry is consistently hiring from, it will be easier to target the institutions most likely to be motivated to adopt an accessibility curriculum. Several stakeholders suggested that all industry partners should identify the top 10-20 programs that their companies hire from and use them as targets for outreach.

Provide an adaptable curriculum toolkit or resource set to interested institutions
There is an opportunity to expand upon the Teach Access educational resources to provide lesson plans and sample projects, develop a full course for universities, develop units for bootcamps to implement, or create a training curriculum for new hires at industry partners. Several stakeholders suggested that having concrete, yet flexible materials will make it easier for institutions to adopt. Stakeholders shared that depending on the audience, a toolkit may also provide an opportunity for earned revenue for Teach Access.

Build organizational capacity for fundraising
Strengthening organizational capacity to engage in targeted fund development efforts will allow Teach Access to secure the additional revenue needed to invest in organizational growth and infrastructure. Ultimately, these investments will lead to additional proof points and evidence of impact that will continue to attract future partnerships. Access to additional funding would allow Teach Access to bring on more staff, expand programming, and reach more students, accelerating progress towards its mission.

Grow support for accessibility hiring at industry partners
There is an opportunity to bolster Teach Access' work with industry partners to continue to expand accessibility considerations in role design and job description requirements, strengthen buy-in from hiring managers, and ensure hiring managers are equipped to assess potential candidates for accessibility skills.

Provide more opportunities to engage students
There is an opportunity to more directly engage students, who themselves will go on to fill critical tech roles and are eager to be involved with Teach Access' work. Suggestions from stakeholders include hackathons, connecting with student clubs, launching a student ambassador program, or significantly scaling up Study Away. Additionally, there is an opportunity to build student interest and ongoing engagement with accessibility through participation in service-learning projects or through practical application of academic projects designed to meet the needs of people with disabilities.

Plan for growing demand for accessible technology skills
Demand for accessible technology skills continues to grow as technology companies seek to improve their accessibility practices and more universities seek to meet workforce demands from the field. Teach Access may consider proactively positioning

itself to maximize opportunities for growth in program offerings or scale generated from heightened demand for and attention on accessibility initiatives and skillsets.

Strengthen internal operations
As Teach Access begins to accelerate its work and scale, there is an opportunity to evaluate current processes and further enhance internal operations. Areas of consideration could include new membership payment structures, optimizing existing leadership structures such as executive committee task forces, improving internal documentation practices, centering work in metrics and goals, bolstering staff capacity, and completing the 501(c)(3) process.

Consider new approaches to recruiting partners to enhance diversity
Stakeholders presented a range of intersecting ideas on where Teach Access should focus when bringing on new university partners, including recruiting from a more diverse set of institutions and across a more diverse student population. Opportunities include partnering with Historically Black Colleges and Universities (HBCUs), Hispanic-serving Institutions (HSIs) and Tribal Colleges and Universities, looking to schools that receive less public attention, targeting new geographic areas, focusing on schools with large populations, focusing on online institutions, or focusing on nontraditional higher education programs such as bootcamps.

THREATS

University structures may prove insurmountable to change
Faculty face a number of competing priorities and institutional barriers to adding accessibility to their curriculum, including limited funding, limited time, and administrative hurdles that may continue to hinder Teach Access' ability to increase adoption. Further, as universities face additional challenges related to the COVID-19 pandemic, they may not prioritize efforts to bring accessibility into their curricula when they might have otherwise done so.

Lack of recruiter knowledge
While technology companies may support accessibility initiatives, there is a lack of prioritization of hiring graduates with accessibility skills at the recruitment stage in the hiring process. While efforts to add accessibility as a desired skill on job descriptions have been successful, recruiters and hiring managers frequently are not knowledgeable of what meets proficiency standards. Until recruiters and hiring managers are able to understand and effectively assess for accessibility skillsets, candidates with these qualifications may not be hired into relevant positions, which may affect future demand for applicants with these skills.

Lack of faculty knowledge
A general lack of awareness across academia around the need for more accessible technology for people with disabilities may threaten Teach Access' ability to implement accessibility at the desired scale. Some faculty expressed concerns that curriculum

review requires an area expert before the topic can be approved and that they do not often possess that expertise themselves.

Potential for mission creep
While Teach Access has a clear mission, stakeholders identified numerous examples in which Teach Access has been asked to expand its mission beyond scope, including broadening the implementation of curricula to outside of technology, computer science, and design related disciplines or entering into the advocacy space. The more Teach Access becomes known as an expert in technology accessibility, the more others may reach out with related opportunities. To avoid being stretched too thin or not fully capitalizing on its mission, Teach Access will need to find ways to stay focused on its mission and only expand to new areas once it has the capacity to do so.

Appendix E: Organizational Chart

The following organizational chart represents the buckets of work and full-time roles to support efforts to strengthen organizational capacity and build a sustainable and scalable fundraising model. We have set a preliminary target of transitioning to a full-time Executive Director and recruiting, hiring, and onboarding three full-time staff by July, 2021.

In addition to the full-time hires, we will leverage consultants as well as a marketing and creative design firm to support other key areas of work, which may include the development of an advocacy strategy to secure federal funding, creation of a comprehensive three-year development plan, and building a suite of creative assets, website improvements, and other materials to support our marketing and communications strategy.

Role	Key Responsibilities
Executive Director	• Implement Teach Access' strategic plan • Hire and manage full-time staff and oversee work with consultants • Oversee and manage day-to-day operations of Teach Access

Role	Key Responsibilities
Director of Development and Industry Partnerships	● Build and implement a fundraising plan and core activities such as grant writing, prospect research, and managing donor information ● Cultivate and manage external partnerships with industry
Manager of Strategic Partnerships	● Cultivate and manage external partnerships with higher ed, bootcamps, and advocacy organizations. ● Support creation and curation of all learning materials and resources ● Play lead role in managing Faculty Grants program and future fellowship programs ● Design, plan for, and execute the Study Away program and manage student engagement
Project Coordinator	● Take on organizational projects as directed by the Executive Director ● Provide support across other work areas: event management and execution, preparing organizational communications, conducting prospect research, preparing meeting briefs, etc. ● Perform administrative duties as needed to support ongoing operations

Appendix F: Sample Demographic Questions

What best describes your racial and/or ethnic identity? Check as many options as apply to describe yourself.

- Asian or Asian American
- Black or African American
- Hispanic or Latino/a/x
- Middle Eastern
- Native American or First Nations or Alaska Native
- Pacific Islander or Native Hawaiian
- White
- Prefer to self-describe (open text)
- Prefer not to answer

What best describes your current gender identity? Check as many options as apply to describe yourself.

- Agender
- Genderfluid
- Genderqueer
- Man
- Non-binary
- Two-spirit
- Woman
- Unsure
- Prefer to self-describe (open text)
- Prefer not to answer

Do you currently identify as non-binary and/or transgender?

- Yes
- No
- Unsure
- Prefer not to answer