



Blast Off to Accessibility: A Journey Through Accessible Educational Materials (AEM)!

Charting the Cs
Conference 2025:

*To Literacy and
Beyond*

Cooperation
Communication
Collaboration

Presentation Date(s) April 29, 2025, 2:00 – 3:30 pm

Diane Dohnalik, M.S. Ed., COMS

Specialist for the Blind and Visually Impaired (BVI), Certified Orientation and Mobility Specialist (COMS)

Kursten Dubbels, M.Ed., LSW, CPACC

Assistive Technology (AT), Accessible Educational Materials (AEM), and Accessibility Specialist

Mission Briefing – To Literacy and Beyond with AEM

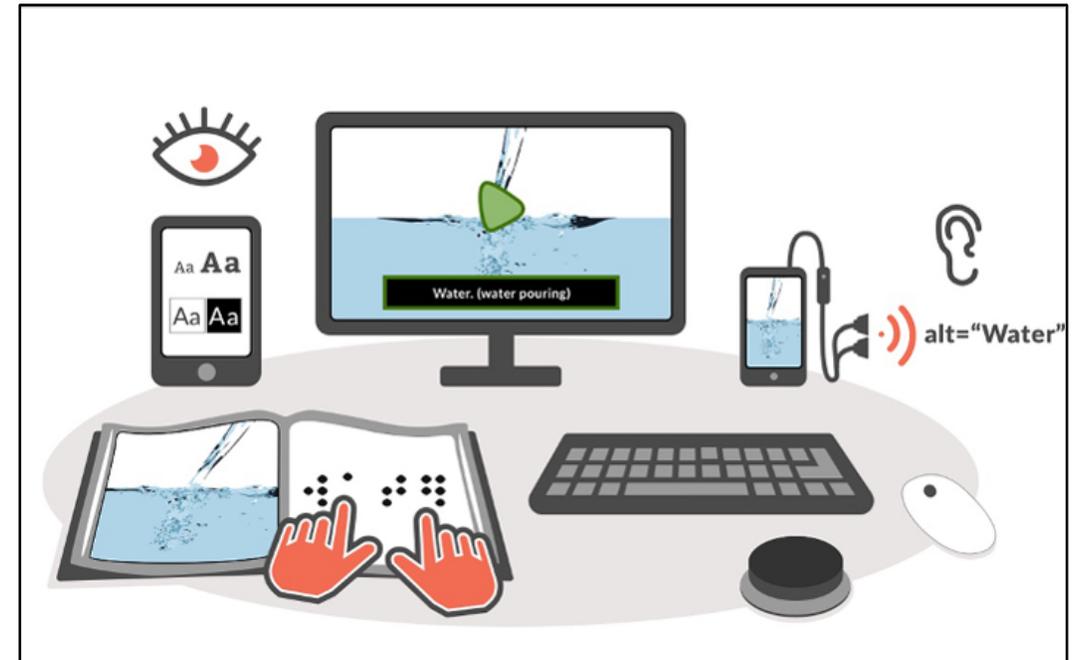
- Today's Mission
 - Explore the universe of Accessible Educational Materials (AEM).
- Mission Outcomes
 - Define and explain AEM.
 - Identify who qualifies for AEM.
 - Explain who can certify a person as “Print Disabled.”
 - Identify AEM formats.
 - Provide resources for requesting and accessing AEM for Minnesota students.

AEM Launchpad: Navigating Key Concepts and Galactic Background

- AEM ensures every student can engage in high-quality education, regardless of ability.
- Accessibility principles enhance perceivability, operability, understandability, and robustness.
- Let's explore who qualifies, where to find AEM, and how to access these materials in Minnesota.

What are AEM?

- AEM ensures that all students can access content.
- Perceivable
- Operable
- Understandable
- Robust



Perceivable

Visual - Sight



Auditory - Hearing

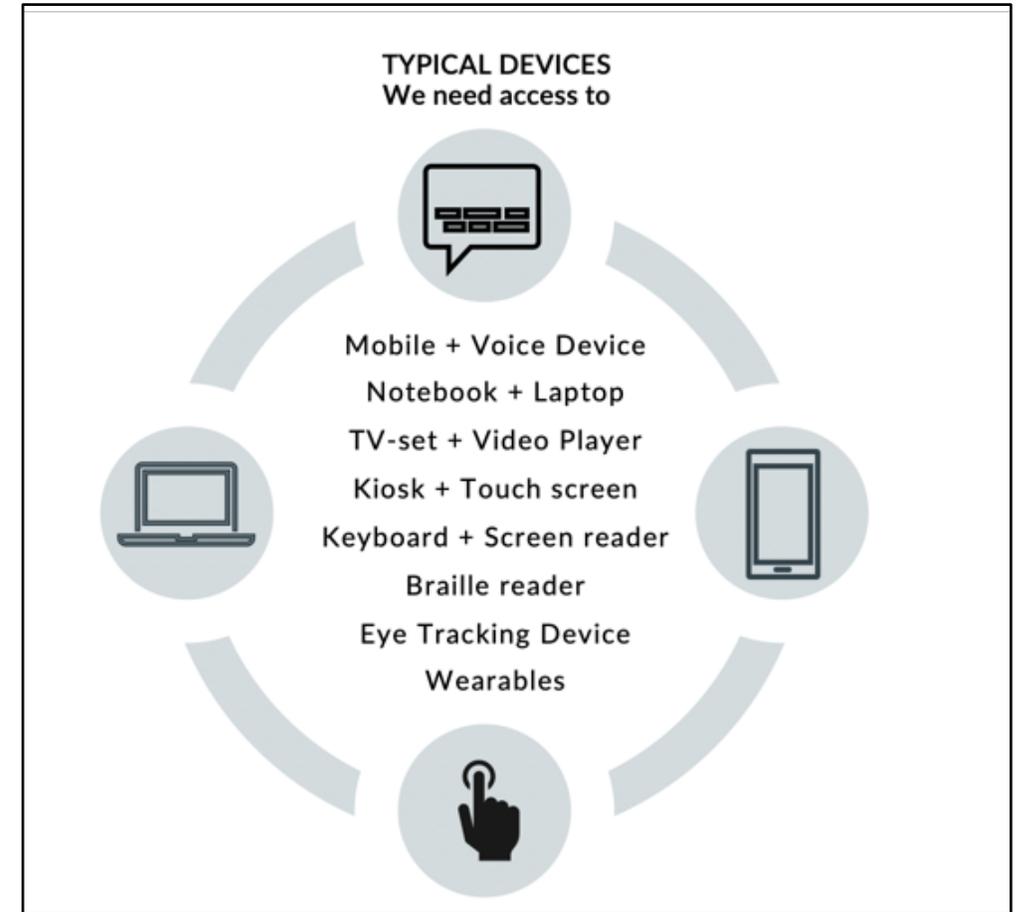


Tactile - Kinesthetic



Operable

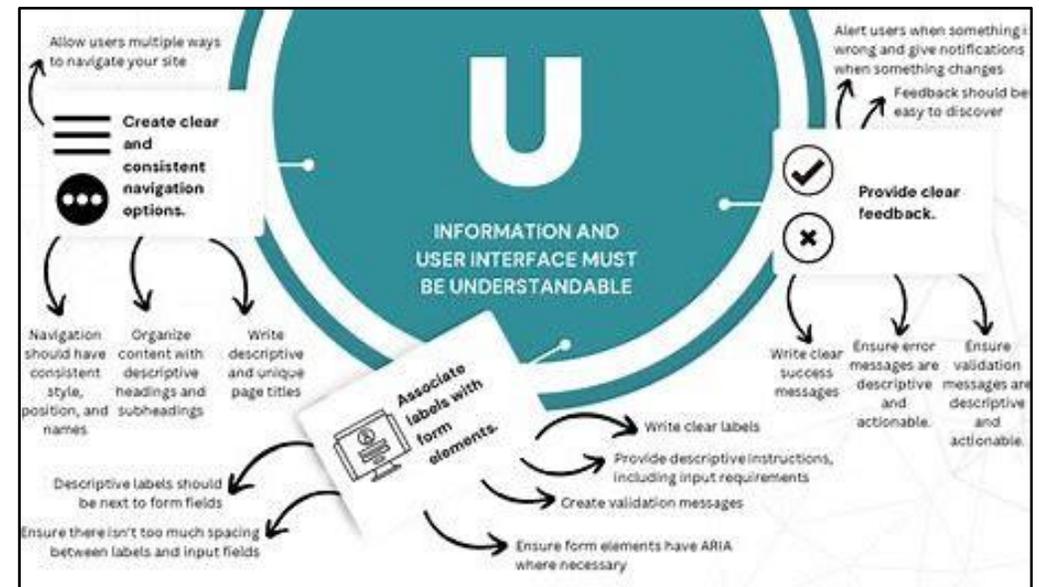
- Make all functionality available from a keyboard.
- Make it easier for users to operate functionality through various inputs beyond keyboards.
- Provide users enough time to read and use content.
- Provide ways to help users navigate, find content, and know where they are.



Understandable

Understandable functionality typically comes from elements like:

- Consistent font styles (family, colors, and sizing) across all pages of the site.
- A well-thought-out and easy-to-use navigation structure.
- Clear instructions for forms and visible form labels.
- Tooltips or “getting started” guides for special features.



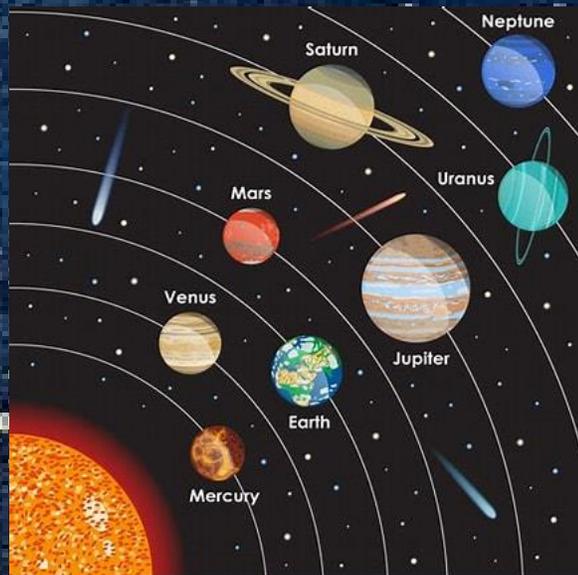
Robust

Websites and digital content must be able to be accessed using a variety of devices, including Assistive Technologies.



Blast Off to the Stars

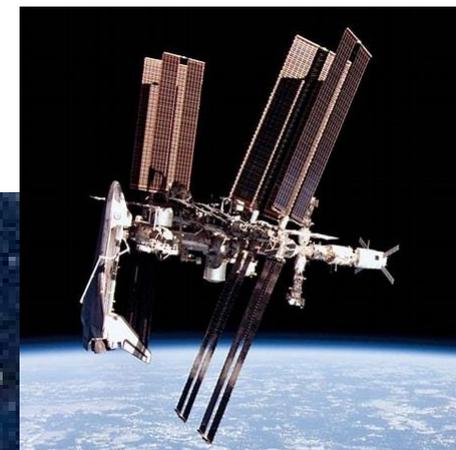
 **Space is amazing** and has so many things that we can learn about if we just look up and see the stars. There are planets and asteroids and all sorts of things floating in the vast emptiness. Scientists study space using telescopes that can see far, far away. We have landed on the Moon and sent rovers to Mars. Some day, we might even travel to new galaxies. 



VectorStock

VectorStock.com/13455135

The Milky Way is one of many galaxies in the universe. Black holes exist, and they are super powerful. If you get too close, you can't escape!  The stars in the sky are actually burning balls of gas, and they can live for billions of years before they explode. Nebulas are like space clouds where new stars are born. Some of the planets in our solar system have rings like Saturn, but did you know that Uranus and Neptune also have rings? They're just harder to see! Comets are made of ice and rock, and they leave a bright trail when they pass by the Sun. Gravity keeps everything in orbit, and that's why planets don't just float away. In 1969, humans walked on the Moon for the first time, and since then, space exploration has continued to advance with the ISS (International Space Station) and robotic missions to places like Jupiter and beyond. Scientists keep discovering exoplanets in other solar systems, and some of them might even have conditions suitable for life.   



Rings	No Rings
Saturn	Venus
Uranus	Mercury
Neptune	Earth
	Mars
	Jupiter

Mission Control Accessibility Failures

- **Tiny Font Sizes:**

- Text is set to 9-point font

- **Poor Contrast:**

- Light grey text (#cccccc) on white.
- Dark blue text (#1a2b8e) on a light blue background (#d0e0ff).

- **No Structure or Navigation:**

- No headings (<h1>, <h2>) to organize the content.
- Incorrect order.

- **Image Lacks Alt Text:**

- The tag does not include alt text.

- **Tight Line Spacing:**

- The text line spacing is very tight (line-height: 1.1).

- **Overloaded Design:**

- Background detract from readability.

Blast Off to the Stars (accessible)

Introduction to Space Exploration

Space is vast and full of mysteries. Scientists study it using telescopes, space probes, and satellites. Humans have explored the Moon and continue searching for new planets beyond our solar system.

Our Solar System: Planets, Stars, and More

- The Milky Way is the galaxy that contains our solar system.
- The Sun is a massive star that provides energy to Earth.
- Planets orbit the Sun.

Key Discoveries in Space Science

- ✓ 1969: First human landed on the Moon (Apollo 11).
- ✓ International Space Station (ISS): A home for astronauts conducting research.

Mission Control Accessibility Success!

- **Semantic HTML Structure:**
 - Proper elements used to define sections (header, main & footer).
 - Headings used hierarchically.
- **Font and Color Choices:**
 - Comfortable font size (18 point).
 - High contrast: black text on white background, with vibrant blues for emphasis.
- **Responsive and Descriptive Images:**
 - Image includes clear alt text.
 - Images are responsive, scaling appropriately to fit the screen.
- **Readable Layout:**
 - Content divided into sections with padding and margins for clarity.
- **Alternate Access Friendly**
 - Links include descriptive title attributes.

Reflection

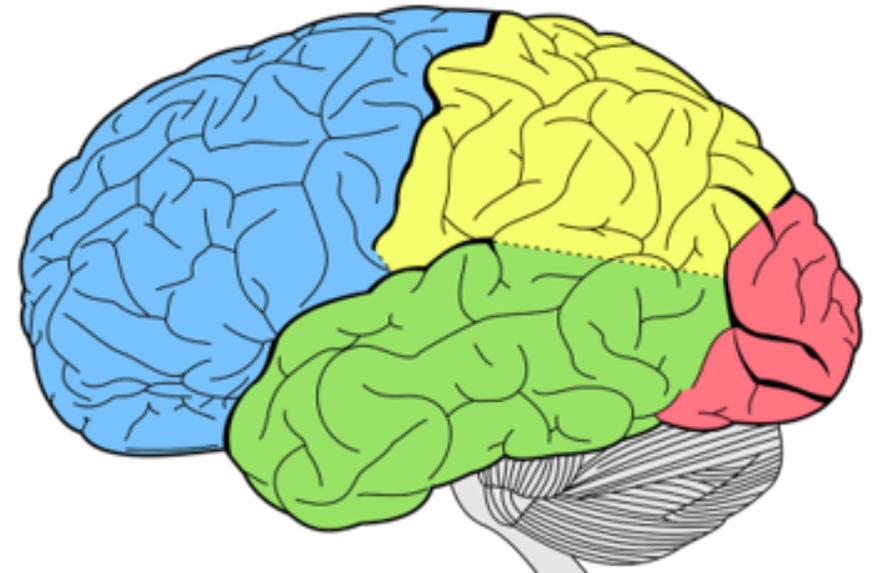
- Discuss the frustration and barriers encountered.

To Literacy and Beyond: Why AEM Matters

- Fosters equity in education by leveling the playing field.
- Encourages student engagement, literacy development, and independence.
- Benefits not only students with disabilities but also English learners and students with temporary impairments.

Accessible vs Inaccessible Formats for Individuals with Cognitive Limitations

- Clear and simple language.
- Reduce the cognitive load.
- Readable text and visuals.
- Consistent layout and navigation.
- Error prevention and easy recovery.



Stellar Mission: Empowering Every Mind Through Accessible Content

Heliophysics, gravitational lensing, and quantum communication protocols could redefine the scope of extraterrestrial colonization and ultimately determine whether humanity can transition into a Type I Kardashev civilization, leveraging stellar energy on a planetary scale while exploring the theoretical viability of warp field mechanics and Alcubierre metric distortions, which, if harnessed, could fundamentally alter the limitations imposed by relativistic time dilation and pave the way for faster-than-light (FTL) interstellar travel, thereby ensuring that the exploration of space remains not only an engineering challenge but an existential imperative for the survival and expansion of the human species.

Stellar Mission: Empowering Every Mind Through Accessible Content (accessible)

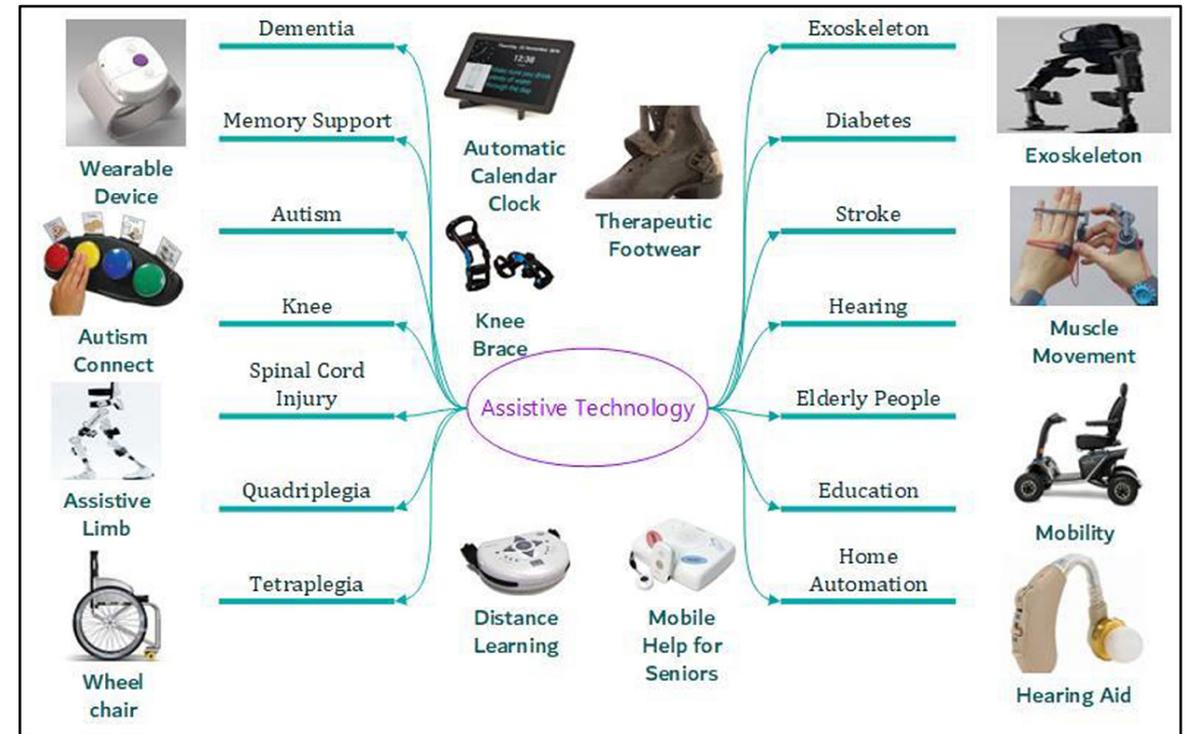
Studying the Sun and how it affects space could change the way we explore other planets. Scientists are also learning how massive objects, like black holes, bend light, which helps us see distant parts of the universe. New ways of sending messages across space could make communication faster and easier.

One big goal is to use the energy of stars to power entire planets. Scientists are also studying whether faster-than-light travel is possible. If they can figure out how to bend space in the right way, spaceships could travel huge distances much faster. This would help humans explore deep space.

Right now, space travel is a big challenge. But one day, it might be necessary for the survival and future of humanity.

Accessible vs Inaccessible Formats for Individuals with Physical Limitations

- Keyboard accessibility
- Voice and alternative input
- Touch and Click adjustments
- Interaction speed



Physical Limitations Demonstration

Inaccessible Document

Quality Indicators for the Provision of Accessible Educational Materials & Technologies

A Coordinated System
 The agency has a coordinated system for the provision of appropriate, high-quality accessible materials and technologies for all learners with disabilities who require them. A coordinated system means that the agency has a method for ensuring that learners who need them receive accessible formats of print and digital materials and accessible technologies. [Click here to learn more.](https://www.cast.org/coordinates/)

Timely Manner
 The agency supports the acquisition and provision of appropriate accessible materials and technologies in a timely manner.
 In general, "timely manner" means that learners who require accessible materials and technologies receive them [at the same time that non-disabled peers receive materials and technologies](https://www.cast.org/coordinates/). Appropriate consideration is given to factors that could delay timely delivery. Agencies have clearly defined policies and procedures to identify and address sources of delay.

Written Guidelines
 The agency develops and implements written guidelines related to effective and efficient acquisition, provision, and use of accessible materials and technologies.
 Written guidelines include the roles, knowledge, skills, actions, alignment, and coordination required for delivery of accessible materials and technologies in a timely manner. Guidelines are operationalized in multiple ways (e.g., policies, job guides, webinars) and readily disseminated to ensure that all responsible parties can understand and apply them.

Comprehensive Learning Opportunities
 The agency provides or arranges for comprehensive learning opportunities and technical assistance that address all aspects of the need, selection, acquisition and use of accessible materials and technologies.
 Ongoing learning opportunities and technical assistance [come from multiple sources](https://www.cast.org/coordinates/) and are offered in different forms (e.g., coaching, presentations, webinars, briefs, book studies) and range from introductory to [advanced](https://www.cast.org/coordinates/) to reach all stakeholders. [Click here to learn more.](https://www.cast.org/coordinates/)

	Briefs	Audio	Large Print	Digital / eText
Physical Impairment		X	X	X
Visual Impairment / Blind	X	X	X	X
Perceptual or Reading Disabilities	X	X		X

Accessible Document

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Total ADM by Certification

	Briefs	Audio	Large Print	Digital / eText
Physical Impairment		X	X	X
Visual Impairment / Blind	X	X	X	X
Perceptual or Reading Disabilities	X	X		X

Accessible vs Inaccessible Formats - Vision Loss

- Use headings to structure your content.
- Give links meaningful names.
- Label images with alt text.
- Make sure your content is keyboard accessible.



Vision Loss Experience

Activity

- Demo a screen reader on a webpage that lacks semantic structure.

OR

- Download NV Access
- Install the vision tool / device provided to you. (Glasses with different conditions replicated)

Reflection

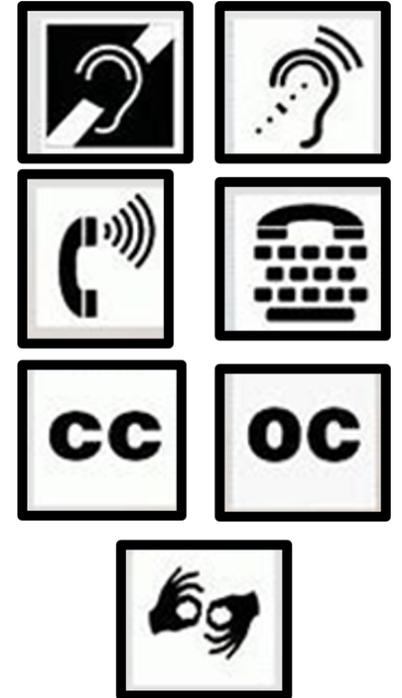
- Discuss the importance of proper tagging and structuring of digital content.

Mission Control: Resources to Accommodate Vision Loss

- [Accessible Word document training](#)
- [PDF Accessibility 101](#)
- WebAIM provides a nice series of [introductory articles to web accessibility](#).
- [Image Description and Alt Text Guidance](#)

Accessible vs Inaccessible Formats - Hearing Loss

- Select, develop and use media (audio and video) with closed captions and make sure captions don't interfere with any on-screen graphics or existing text.
- Provide a way for the viewer to adjust the font, size and colors of captions.
- Supply transcripts to convey all information being communicated through an audio track.
- Ensure high-quality audio that is free of background noise.



HEARING LOSS SIMULATION - Mild, Moderate, Severe and Profound High-frequency Hearing Loss

Please note: The audio file on this slide will not be captioned or interpreted.

- Who did Random contact to report the bumps on the road he felt the night before?
- What game was the family of skunks playing before Random ran them over?
- Why were motorists forced to stay to the extreme sides of the road on the stretch of road where the skunks were flattened?
- What did the city officials of Mobile decide to do after seeing how much traffic improved on the stretch of road where the skunks were flattened?



Galactic Guide to Captioning Options

- Closed Captioning: user has the option to turn the captions on or off.
- Open Captioning: always on and visible.
- Realtime Captioning: Spoken information translated into captions as the speech occurs.
- Automatic Speech Recognition (ASR): The process of converting speech to text by means of algorithms and then visually displaying that text.
- Computer Aided Real-Time Transcription (CART): The instant translation of the spoken word into text by a person using a stenotype machine, notebook computer and real-time transcription software.

Galactic Guide to High Quality Captions

- Identifies who is speaking if it is not easy to see who is talking, if several people are talking quickly back and forth, or if it is a narrator speaking;
- Include speaker characteristics (talking very quietly, halting speech);
- Include sound effects (eerie music, door creaking, knock at door);
- Include the song lyrics or if it is music without lyrics, the title of the song; and
- Pay attention to capitalization and punctuation. Great captions use punctuation to show the intensity of the speaker, interruptions, or if they stop speaking and then resume what they were saying.

Automatic Speech Recognition versus High Quality Human Generated Captions

Please note: This video will play full screen and is open captioned at the bottom.



Mission Control: Captioning Resources

- The [Described and Captioned Media Program \(DCMP\)](#), funded by the US Department of Education, provides a nice [Learning Center](#). Two great resources are:
 - [DCMP Captioning Key](#)
 - [DCMP Description Key](#)

A Fully Accessible Video

[Moko the young explorer from DCMP](#)



To Accessibility and Beyond: Launching into AEM

- **Accessibility** ensures that environments, tools, and content are usable by all individuals, regardless of their abilities.
- **In Education:** Accessibility means transforming learning spaces so that every student has an equal opportunity to engage, participate, and succeed.
- **Accessible Educational Materials (AEM)** take accessibility to infinity and beyond by ensuring that textbooks, videos, and software support diverse learning needs—including students with disabilities.
- **Final Launch Check:** With AEM, we break barriers and open universal access to knowledge! "With the power of accessibility, we ensure that no learner is left behind—because **every student deserves to reach for the stars!**"

Galactic Guide: Navigating the Four Essential AEM Format

- **Braille:** A tactile writing system that can be read either on embossed paper or refreshable braille displays that can connect to computers.
- **Audio:** Narrated books and materials.
- **Large Print:** Hard copy materials with 14 point or larger font. Includes digital text that is enlarged on a computer.
- **Digital Text:** Content on a computer screen or page that is set up to be able to be accessed and manipulated in various ways to accommodate individual needs.

Mission Criteria: Qualifying for AEM

- Students who have difficulty accessing and using standard print.
- Must be certified as “**Print Disabled**” by an authorized professional including teachers, social workers, and other specialists.
- A **Print Disability** is a condition that prevents a person from reading standard print due to:
 - Blindness or low vision
 - Physical limitations
 - Reading Disabilities

AEM Qualification Criteria for Individuals with Vision Loss

- Vision loss (i.e., blindness, low vision, etc.) that make it difficult to see / read words on a page or screen.
- Blind persons with visual acuity of 20/200 or less in the better eye (even with correcting lenses).
- Those whose visual field subtends 20° or less.

AEM Qualification Criteria for Individuals with Physical Limitations

- Physical limitations that make it difficult for students to:
 - hold a book,
 - turn pages,
 - move their heads, or
 - physically manage a book or the act of reading a book ***in the way that someone without such a condition would.***

AEM Qualification Criteria for Individuals with Perceptual or Reading Disabilities

- Learning or Reading Disabilities (i.e., dyslexia) that significantly interfere with decoding words and reading comprehension.

Certification is the Ticket to Launch with AEM!

- **Medical Personnel:**
 - Therapists,
 - MDs, DOs, Ophthalmologists, Optometrists, Registered Nurses.
- **Professional Support Crew:**
 - Educators, social workers, case workers, counselors
 - Rehabilitation teachers, certified reading specialists, school psychologists
 - Superintendents, librarians
- **Mission Objective:** These certified experts ensure every student's print disability is officially recognized.

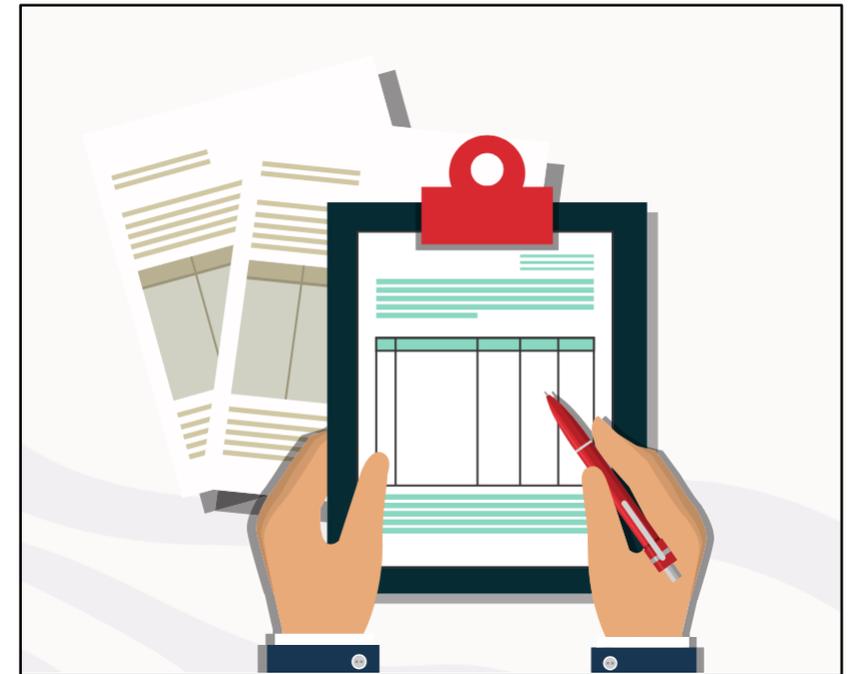
Key Questions to Navigate the Nebula of AEM

Eligibility

- Can the student decode letters/words and read with fluency at or near grade level?
- Can the student clearly see the material?
- Is the student physically able to hold, turn, and manage the reading material?
- Can the student maintain proper posture and alertness for the required time?
- **Mission Directive:**
 - A “no” to any question *may* signal the need for AEM.
 - Certification by a competent authority is mandatory.
 - A current Individual Education Program (IEP) plan is essential for NIMAC access

Star Command Tip: Including AEM in the IEP

Consistent documentation leads to smoother AEM provision in education.



Charting the Course in the Individual Education Program (IEP) Galaxy

- **No Specific IDEA Requirement:**
 - Look for clear guidance from your local educational agency (LEA).
- **Essential IEP Components to Highlight:**
 - Summary of Evaluation Results
 - Present Levels of Academic Achievement and Functional Performance
 - Special Factors and Measurable Annual Goals
 - Special Education Services, Supplementary Aids, and Supports, & Accommodations
 - Participation in Statewide Assessments
 - Postsecondary Goals and Transition Services

Star Map: Charting Your Route to Accessible Educational Materials (Where do I get AEM?)

- NIMAC (National Instructional Materials Access Center)
- Accessible Media Producer (AMP)
 - Bookshare
 - Learning Ally
- Communications Center at MN State Services for the Blind (CC at SSB)
 - [Braille Transcription Services / State Services for the Blind](#)
 - [Audio Transcription Services / State Services for the Blind](#)
 - [E-text and Large Print Transcription / State Services for the Blind](#)
- [APH Louis](https://louis.aph.org/#/) (https://louis.aph.org/#/)

Purchasing Materials – The Contract Launch Pad

- Key Provision in Contracts between education agencies and publishers:
 - Purchaser should require publishers to produce National Instructional Materials Access Standard (NIMAS) files.
 - Purchaser should include language that requires the publisher to send the files to the National Instructional Materials Access Center (NIMAC) at no extra cost.
 - Mathematical and scientific content should use the MathML modular extension as per DAISY/NIMAS guidelines.
 - Distributors must promptly notify publishers about NIMAS submission obligations.

How Do Materials Get Into The NIMAC?

Materials are added to the NIMAC through a contract between the purchaser (school) and seller (publisher). [AEM Center: NIMAS in Purchase Orders & Contracts](#):

“By agreeing to deliver the materials marked with “NIMAS” on this contract or purchase order, the publisher agrees to prepare and submit on or before [month/day/year] a NIMAS fileset to the NIMAC that complies with the terms and procedures set forth by the National Instructional Materials Access Center (NIMAC) (IDEA Title I, Part D, sec. 674(e)).

The publisher also agrees to mark up materials eligible for NIMAS submission that contain mathematical and scientific instructional content by using the MathML modular extension of the DAISY/NIMAS Structure Guidelines, as posted and maintained at the DAISY Consortium website (refer to the latest applicable version).

Should the vendor be a distributor of the materials and not the publisher, the distributor agrees to immediately notify the publisher of its obligation to submit NIMAS filesets of the purchased materials to the NIMAC. The files will be used for the production of accessible formats as permitted under the law for eligible students (IDEA Title I, Part B, sec. 612(a)).”

Mission Note: Contracts

Clear contracts ensure our educational supplies are mission-ready for every eligible student at the same time other student have access to mission critical materials.



NIMAC Basics

- Each state has up to 5 NIMAC Authorized Users (AUs). Minnesota's AUs:
 - Bookshare
 - Learning Ally
 - Communications Center at SSB
 - MDE (Kurstien Dubbels and Diane Dohnalik)
- Anyone can [search the NIMAC](#)

Bookshare

- Bookshare is one of Minnesota's NIMAC AUs.
- Two types of account:
 - Organizational Account - Educators
 - Individual Account - Student
- To submit a book request:
 - Log into your Bookshare account
 - [submit a book request](#) for a book in the NIMAC to be added to Bookshare. Include the ISBN (international standard book number), title, and author.
 - Bookshare will add the book within one to two weeks and notify you when the book is available for download.

Communications Center at MN State Services for the Blind

- To use the transcription services at MN Communications Center at SSB, eligibility must be established.
- [Download the application for services form \(PDF\)](#)
- Individuals must also sign and submit a [customer agreement copyright form](#) before services can be provided.

Search And Rescue: Finding AEM Resources

Using the National Instructional Materials Access Center (NIMAC) and Accessible Media Producers (AMP) to get educational materials for students.



Chart Your Course Through the AEM Universe

- Primary Search Portals:
 - [NIMAC: Your launchpad for AEM resources](#)
 - [APH Louis+](#)
 - [Bookshare](#)
 - [Audiobooks for Dyslexia & Learning Disabilities | Learning Ally](#)
 - National Library Service [NLS Catalog](#)
- [Communications Center at State Services for the Blind](#)
- **Buzz's Tip:** Use these tools to navigate the AEM galaxy and locate resources.

Activate Your Communication System

- American Printing House (APH) Communication Center: Diane???
- Bookshare:
 - [Sign up for a Bookshare Organizational Account](#) to access and download educational content.
 - Encourage students to [Sign up for an Individual Bookshare Account](#)
- Communications Center at State Services for the Blind (SSB):
 - [Apply for free Library Services from the National Library Service \(NLS\): Individual](#)
 - [Apply for free Library Services from NLS: Institutions](#)

Search the NIMAC

[NIMAC Inventory - NIMAC Portal](#)



National Instructional
Materials Access Center

Log in

NIMAC Inventory

To search the NIMAC, enter an ISBN (without hyphens) or other search term in the search box and click the **Search** button. To view all titles in the NIMAC, leave the search box empty and click the **Search** button.

Showing: 1-25 of 82157

SORT BY Relevance ▼

Search

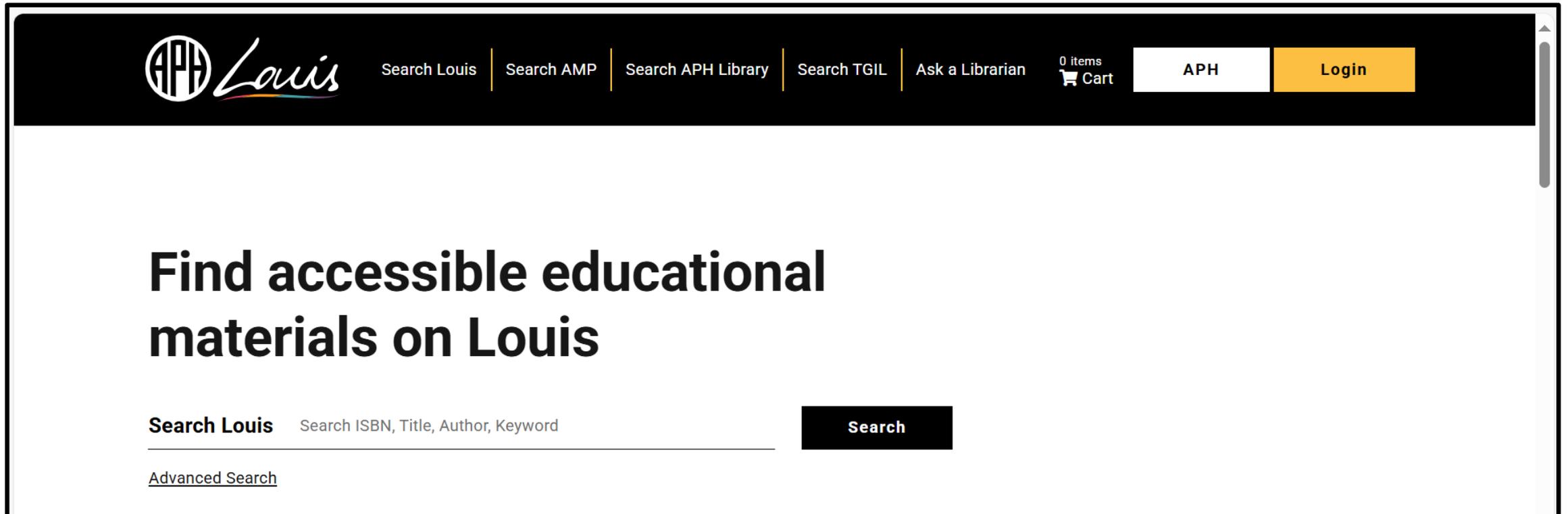
VIEW 25 ▼

Author(s) ▼

◀ 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 ▶

Search Louis (APH)

[APH Louis](#)

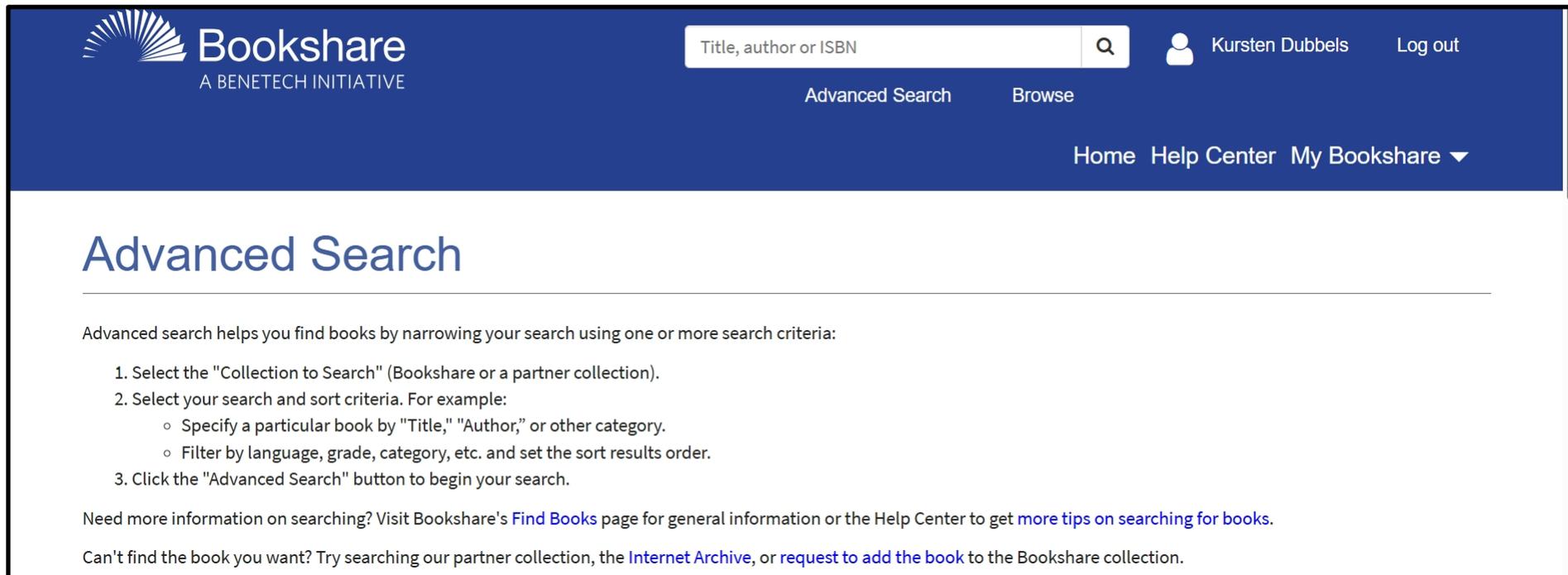


The screenshot shows the top navigation bar of the APH Louis website. On the left is the APH Louis logo. To its right are several search options: "Search Louis", "Search AMP", "Search APH Library", "Search TGIL", and "Ask a Librarian". Further right is a shopping cart icon labeled "0 items Cart". On the far right of the navigation bar are two buttons: "APH" and "Login".

The main content area features a large heading: "Find accessible educational materials on Louis". Below this heading is a search input field with the placeholder text "Search Louis" and "Search ISBN, Title, Author, Keyword". To the right of the input field is a black "Search" button. Below the input field is a link for "Advanced Search".

Search Bookshare

[Search | Bookshare](#)



The screenshot shows the top navigation bar of the Bookshare website. On the left is the Bookshare logo, which consists of a stylized sunburst icon followed by the text "Bookshare" and "A BENETECH INITIATIVE" below it. To the right of the logo is a search bar with the placeholder text "Title, author or ISBN" and a magnifying glass icon. Further right is a user profile section with a person icon, the name "Kursten Dubbels", and a "Log out" link. Below the search bar are two links: "Advanced Search" and "Browse". At the bottom right of the navigation bar are links for "Home", "Help Center", and "My Bookshare" with a dropdown arrow.

Advanced Search

Advanced search helps you find books by narrowing your search using one or more search criteria:

1. Select the "Collection to Search" (Bookshare or a partner collection).
2. Select your search and sort criteria. For example:
 - Specify a particular book by "Title," "Author," or other category.
 - Filter by language, grade, category, etc. and set the sort results order.
3. Click the "Advanced Search" button to begin your search.

Need more information on searching? Visit Bookshare's [Find Books](#) page for general information or the Help Center to get [more tips on searching for books](#).

Can't find the book you want? Try searching our partner collection, the [Internet Archive](#), or [request to add the book](#) to the Bookshare collection.

Bookshare Process

Student with an IEP and Materials NOT in Bookshare

- Search the NIMAC for materials in the format needed.
- Request the NIMAC materials be added to Bookshare.
- Wait for notification that materials are available in Bookshare.
- Download materials for the student through the organizational account.

Student without an IEP

- Search Bookshare for materials in the format needed.
- Download materials for the student account through the organizational account.

Search Learning Ally

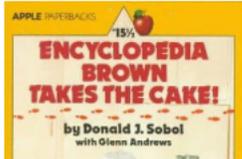
[Browse Learning Ally](#)

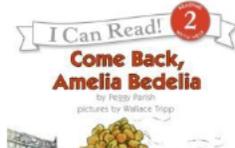
The screenshot shows the Learning Ally website's search interface. At the top, there is a navigation bar with the Learning Ally logo, the phone number 800-221-4792, and links for Help, Join, DONATE, and LOG IN. Below the navigation bar is a search bar with the text "Search" and a magnifying glass icon. To the right of the search bar are filters for "Grade", "Category", and "Sort By". Below the search bar, the text "SEARCH RESULTS" is displayed. Two search results are shown: "Encyclopedia Brown Takes The Cake" by Donald J. Sobol with Olemm Andrews, and "Come Back, Amelia Bedelia" by Peacav Parish. The book cover for "Encyclopedia Brown Takes The Cake" features a yellow background with a red banner that says "15% OFF" and the text "APPLE INTERACTIVE". The book cover for "Come Back, Amelia Bedelia" features a white background with a red banner that says "I Can Read! 2" and the text "Come Back, Amelia Bedelia" by Peacav Parish, pictures by Wallace Tripp.

)) Learning Ally. Call us at 800-221-4792 Help | Join DONATE LOG IN

Search Grade Category Sort By

SEARCH RESULTS

 **Encyclopedia Brown Takes The Cake**
by Donald J. Sobol
with Olemm Andrews

 **Come Back, Amelia Bedelia**
by Peacav Parish
pictures by Wallace Tripp

by Peacav Parish

Communications Center at SSB Process

- [Search the Communication Center for Books in Audio or Braille](#)
- If you don't find your book, you can submit a request to the Communications Center and they will search multiple libraries for **Audio** or **Braille** material requested.
 - [Request Braille Materials Form](#)
 - [Request Audio Materials Electronic Order Form](#)
 - [Request Audio Materials Printable Order Form](#)
 - [E-text and Large Print Electronic Order Form](#)
 - [E-text and Large Print Printable Order Form](#)
- [Application for services form](#) (PDF) establishing eligibility for services.

To Accessibility and Beyond: Requesting AEM Assistance from MDE

If you have any questions about AEM or need assistance locating or accessing AEM, MDE Specialists, [Kurstien Dubbels](#) or [Diane Dohnalik](#) are available to assist you in your quest.

Mission Reminder: Communication

Secure your communication channels for smooth and efficient communication on your AEM journey.



Ordering AEM – The Launch Sequence

- Search the NIMAC and or other AMP for materials in the format needed.
- If the book is in the NIMAC but not available from an AMP, request the NIMAC materials be added to the district's preferred AMP or provided to district staff for conversion.
- AMP will notify requester of status of the request (received, in process, ready for download).
- Assign the book to the student.

Helping Cadets (Students) Advocate for AEM

[Advocating for my AEM Workbook developed by the Oregon Assistive Technology Program \(OTAP\)](#)

Resources for Liftoff – Where to Learn More

- [Minnesota Department of Education Accessible Educational Materials](#)
- [AEM Center: The National Center on Accessible Educational Materials for Learning at CAST](#)
- [National Center on Accessible Digital Educational Materials & Instruction – NCADEMI](#)
- [Office of Public Affairs | Justice Department’s Final Rule to Improve Web and Mobile App Access for People with Disabilities](#)
- [Fact Sheet: New Rule on the Accessibility of Web Content and Mobile Apps Provided by State and Local Governments | ADA.gov](#)

Mission Debrief: Key Takeaways

- AEM promotes inclusive education and equitable access.
- Four formats: braille, audio, large print, and digital text.
- Eligibility and certification process.
- Steps to access AEM in Minnesota.

Mission Control, Do You Copy?





Thank you for Joining the AEM Mission!

Diane Dohnalik,

State Specialist for the Blind/Visually Impaired

Diane.Dohnalik@state.mn.us

651.582.8381

Kursten Dubbels, M.Ed., LSW, CPACC

AT, AEM and UDL Specialist

Kursten.Dubbels@state.mn.us

651.582.8562



Thank you for Joining the AEM Mission!

Diane Dohnalik, M.S. Ed., COMS

State Specialist for the Blind/Visually Impaired

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651.582.8381

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