



**TO:** Chief Executive Officers  
Chief Instructional Officers  
Chief Student Services Officers  
Chief Business Officers  
Distance Education Coordinators

**FROM:** James E. Todd, Vice Chancellor of Academic Affairs  
Stacey Shears, Vice Chancellor of Student Services

**RE:** Revised ADA Title II Regulations Timeline

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### **Purpose**

The purpose of this memorandum is to provide an update regarding the U.S. Department of Justice (DOJ) regulations implementing Title II of the Americans with Disabilities Act (ADA) as they relate to digital accessibility, including a recent extension of the compliance timeline.

### **Background and Regulatory Update**

As previously communicated in memo [ESS 26-17](#), the DOJ issued a final rule on April 24, 2024, adopting the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA as the required standard for web content, mobile applications, and digital services across state and local government entities, including California Community Colleges. These requirements apply broadly across institutional digital environments, including instructional materials, student services platforms, and public-facing websites.

In April 2026, the DOJ issued an **interim final rule extending the compliance deadline to April 26, 2027**. This update provides important clarification regarding the revised timeline; however, it is essential to emphasize that expectations for compliance and progress remain unchanged.

### **Continued Responsibility and Opportunity for Progress**

While the compliance deadline has been extended, the requirements established in the 2024 final rule remain in effect. Colleges and districts must continue advancing accessibility efforts and ensuring that digital content and services meet WCAG 2.1 Level AA standards by the compliance deadline.

Colleges and districts are encouraged to use this extended timeline intentionally, recognizing that early and sustained action will be critical to achieving compliance and advancing equitable student access. Institutions should continue to assess progress, strengthen internal coordination,

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and align accessibility efforts with broader institutional priorities, including teaching and learning, student services, and technology planning. Colleges and districts should be actively implementing accessibility practices across instructional, student services, and administrative systems, moving beyond initial planning toward sustained, institution-wide execution. This includes embedding accessibility into inclusive course design, digital content creation, technology selection, and procurement processes.

### **Equity and Student Impact**

Accessible digital environments are foundational to advancing equity across the California Community Colleges system. Barriers in instructional materials, websites, and student-facing technologies can disproportionately impact students with disabilities, as well as those who rely on mobile access, assistive technologies, or flexible learning environments.

Ensuring accessibility is not solely a compliance requirement—it is central to providing all students with equitable access to educational opportunities and support services. As colleges continue to offer and expand online and hybrid offerings, accessibility must remain a core component of institutional efforts to support student success and close equity gaps.

### **Building Institutional Capacity and Ongoing Systemwide Support**

Colleges and districts are expected to maintain momentum in this work by continuing to prioritize the accessibility of new content, strengthening internal governance and training, and advancing the phased remediation of existing materials—particularly those that are high-impact and student-facing.

This work requires the development of sustained institutional infrastructure, including clear policies, coordinated leadership, ongoing professional development, and alignment across instructional, student services, and technology functions. Using this extended timeline to build institutional capacity and integrate accessibility into core operations will be essential for long-term success.

The Chancellor's Office remains committed to supporting colleges and districts in this work as it moves into a more advanced phase of implementation. Over the coming year, we will provide a coordinated series of webinars, technical assistance opportunities, and ongoing communication focused on practical implementation strategies, emerging tools, resources, and effective institutional practices.

As previously communicated in memo [ESS 26-17](#), to support institutions in pursuing inclusive accessibility, the [CCC Accessibility Center](#) utilizes the [Accessibility Capability Maturity Model \(ACMM\)](#), a structured framework designed to promote proactive risk mitigation and continuous improvement. This maturity-based approach aligns with Office for Civil Rights guidance and supports sustained institutional integration rather than reactive remediation. For institutions that

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choose to participate, the ACMM team provides training and conducts a baseline assessment to inform planning and continuous improvement.

For questions or additional support, please contact the California Community Colleges Accessibility Center at [Accessibility@CCCTechCenter.org](mailto:Accessibility@CCCTechCenter.org).

cc: Sonya Christian, Chancellor  
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