



**ACCESSIBLE**

**VOTING**

**TECHNOLOGY INITIATIVE**



**WORKBOOK**

# Agenda

## Day 1 February 22

8:00-8:30 AM	Registration
8:30-9:00 AM	Welcome, Introductions and Project Overview <i>Breakfast</i>
9:00-9:30 AM	Team Introductions
9:30-10:30 AM	Brainstorming Session
10:30-10:45 AM	Break
10:45-12:00 PM	Brainstorming Session Continued
12:00-1:15 PM	Lunch, Concept Selection and Concept Organization (Students) <i>Lunch</i>
1:15-2:15 PM	Development Session
2:15-3:15 PM	Concept Presentation Session
3:15-3:30 PM	Break
3:30-5:00 PM	Evaluation Session

## Day 2 February 23

8:00-8:30 AM	Posters Pinup <i>Breakfast</i>
8:30-9:00 AM	Team Presentations Rehearsal
9:00-10:00 AM	Team Presentations
10:00-10:45 AM	Implementation Analysis Session
10:45-11:00 AM	Break
11:00-12:00 PM	Refinement Session
12:00-12:45 PM	Lunch
12:45-1:15 PM	Final Posters Pinup
1:15-1:45 PM	Final Presentations
1:45-2:00PM	Closing Remarks

**bringing about new solutions  
to make the voting process  
more accessible for every citizen**

**Organized by Daniel Castro, Jon Sanford,  
Whitney Quesenbery, Karen Milchus and Claudia Rebola 3**

# Sponsored by



UNITED STATES  
ELECTION ASSISTANCE COMMISSION



## About This Program

Everyone has the right to vote. But Americans with disabilities face many obstacles to participating in elections—from registering to vote to casting their ballot. Our goal is to change that.

The Accessible Voting Technology Initiative is working to understand the barriers voters with disabilities face and identify new solutions that will have a real impact.

In the first phase of this 3-year project, we will start by researching the current challenges for accessible elections. Our consortium partners will research the barriers to participation, review current election technologies, identify innovative assistive technologies, and gather other requirements from working directly with people with disabilities and advocacy organizations.

As we explore new solutions, we will hold design workshops, collaborate with university faculty and students, and host an Open Innovation Challenge that invites new ideas from engineers, designers, technologists and advocates in an open forum.

The Accessible Voting Technology Initiative is working to:

**Understand the barriers and facilitators to voting for people with disabilities**

**Identify gaps where current technology fails to fill user needs and where new solutions can have the most impact**

**Work to integrate these changes into the current election environment.**

This project will address the needs of voters with different types of disabilities, including individuals with:

**Sensory disability (blindness, low vision, hearing loss, and deafness)**

**Cognitive and intellectual disability**

**Mobility and dexterity disability**

**Communication and language-related disability**

**Disabilities common among older adults.**

# participatory workshops designed to gather input, insights and ideas from stakeholders

We are holding two workshops in early 2012 to gather input, insights and ideas from stakeholders. Our accessible voting workshops focus on the design of voting equipment, pre-election and on-site information, polling space, and absentee ballots to make the voting experience more accessible to people with disabilities.

This is the second of two workshops to gather input, insights and ideas from a diverse group of people with a stake in accessible elections.

The goals for this workshop are to:

**Gather a broad view of accessibility needs and desires**

**Look for opportunities for voting technology redesign and enhancements**

**Help stakeholder groups collaborate to find a common understanding**

After brainstorming barriers and solutions, the workshop participants will work together to develop new concepts to improve elections. The ideas will be documented, shared with the participants, and used to guide other efforts of the Accessible Voting Technology Initiative.

The participants at this workshop represent a broad spectrum of experiences and viewpoints.

**People with disabilities and accessibility advocates**

**Election officials**

**Voting technology experts**

**Designers and researchers from technology, interaction, information, graphics, architecture and other design fields**

sketch  
discuss  
communicate often  
ask  
don't discard wild  
ideas  
keep focused

## Your Role

You have been invited to form part of a creative team to bring about new solutions to make the entire voting process more accessible to every citizen.

We have designed this workshop with different activities with the hope to help you best achieve the goals. It is highly important to keep an open mind, positive thinking and enthusiasm as well as being focused on the tasks, especially respecting the allocated times for each of them.

We thank you in advance for helping us with our project!

# day 1 sessions

# Team Introductions

# 30 minutes

9:00 - 9:30

## 1 Meet your team

## 2 Introduce yourself with your pre assignment sheets

### Instructions:

- Meet your team 9:00 AM.
- You can locate your team by looking at the team organization chart on the next page.
- Use the homework assignment sheets to introduce yourself.
- Each person will have 5 minutes to share something about themselves, a problem they see in the accessibility of elections, and an idea they have for making elections accessible.

### About me

DESIGN WORKSHOP JANUARY 25/26 GEORGIA TECH



### A problem I see

DESIGN WORKSHOP JANUARY 25/26 GEORGIA TECH



### An idea I have

DESIGN WORKSHOP JANUARY 25/26 GEORGIA TECH





**Team 1**  
**Ravinia Room**  
**Preparing to Vote**

Voter registration, locations of polling places, sample ballots and information

Jacquelyn Callanen  
Jeremy Epstein  
Candice Hays  
Jonathan Knoll  
Yilin Liu  
Brian Newby  
Jorge Palacio  
Chris Thomson  
Chi-Ser Tran

**Team 2**  
**Ravinia Room**  
**Voting in Person**

Voting at polling places and vote centers

David Becker  
Yvonne Cai  
Alyssa Fieo  
Fran Harris  
Nahla Osman  
Rex Pace  
Kelsey Ruger  
Aimee Smith  
Margo Waters

**Team 3**  
**Chastain Room**  
**Voting Remotely**

Absentee voting and UOCAVA, ballot delivery and return

Steve Booth  
Dana Chisnell  
William Faulkner  
Kamanzi Kalisa  
Sharon Laskowski  
Ben Lippincott  
Amir Tayyebi Moghaddam  
Mike Paciello  
Tammy Patrick  
Delores Scott

**Team 4**  
**Chastain Room**  
**Marking the Ballot**

Layout and instructions for print, screen, audio

Michael Barnes  
Jim Dickson  
Christopher Fletcher  
Jenny Greeve  
Tina Lee  
Clayton Lewis  
Dean Logan  
Kevin Shin  
Sarah Swierenga

# Brainstorming Session

# 1 hour

9:30 - 10:30 AM

## 1 Develop a design goal

## 2 Generate 12 concepts

One concept  
per letter size paper

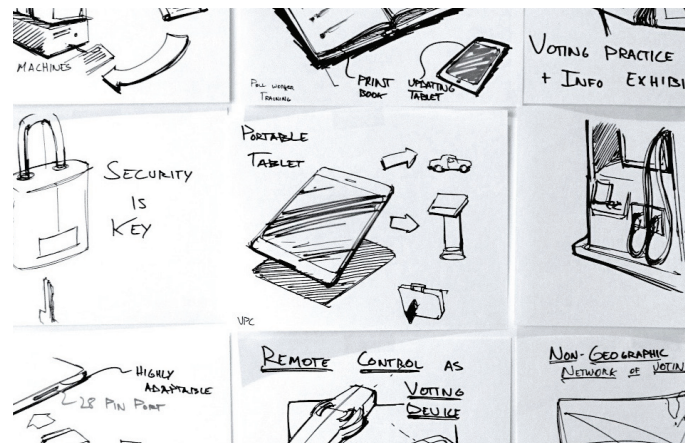
Use the 7 rules of brainstorming from OpenIDEO

Now it's time to come up with ways to improve the voting experience. We'll do that in a brainstorming activity. Brainstorming combines a relaxed, informal approach to problem-solving that will help you break out of traditional patterns of thinking. It's a time to try out ideas that might seem a bit crazy at first, but might actually be very feasible or spark still more ideas. This activity will help your team bring the diverse experiences of the group's members into play during problem solving.

The objective of this session is to generate as many ideas as possible, regardless of how practical you consider them to be. Therefore, you should try to be enthusiastic, unbiased and non judgmental! Imagine design solutions without regard to policy, cost, technology, security or operational constraints. You will have ample time tomorrow to worry about these issues.

### Instructions:

- Develop a design goal based on the problems addressed during team introductions.
- Generate concepts from the ideas presented during team introductions.
- Go around the table and share your ideas.
- Sketch one idea per letter size paper provided



at each table.

- You can sketch your idea: don't worry about how they look as the important thing is to let the ideas flow; or you can let the design students sketch out the ideas you comes up with.

At the end of this session you will have:

- Developed a design goal.
- Created more than 12 ideas that can contribute to a solution for the voting experience.

After this session, you will have a

**15 minute break.**

## Rules for Brainstorming

Defer judgment

Encourage wild ideas

Build on the ideas of others

Stay focused on the topic

One conversation at a time

Create rich images

Go for quantity

## Your notes and ideas

### Design Goal Example:

“Simplicity: operation of the interface should be simple. Users should not have to learn how to use the interface. Users should not be presented with complex and unnecessary information.”

# Brainstorming Session Continued

# 1 hour

10:45 - 12:00 PM

## 1 Categorize concepts

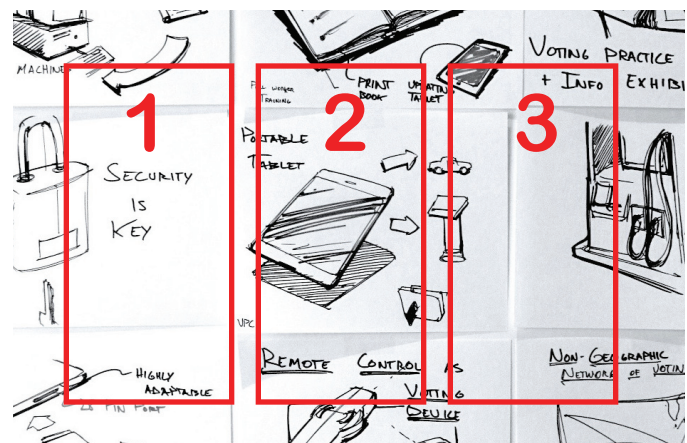
## 2 Develop more focused concepts in split team

Use the concept generation guide

The objective of this session is to narrow the focus of our solutions and develop the concepts in more detail. First, group all of your concepts into categories according to area, focus, components or details. Once categories are set, your team will need to subdivide into two groups and develop refined concepts from a chosen category.

### Instructions:

- Group concepts into at least 3 categories based on similarity.
- Label each category.
- Split the team into two groups.
- Each group will have a designer.
- Choose a category to develop.
- Develop more concepts by combining ideas/ concepts and detailing it.
- You can sketch your idea: don't worry about how they look as the important thing is to let the ideas flow; or you can let the design students sketch out the ideas you comes up with.



At the end of this session you will have:

- Subdivided concepts into at least three categories.
- Developed a detailed concept.

After this session, you will have a

**30 minute lunch break.**

# Concept Generation Guide

What are the effective current voting processes that I can build on?

What would happen if I modify the process in some way?

What are the issues of current voting technologies that I can improve?

What can I substitute to make an improvement?

What if I were to change the characteristics of a component of a voting technology to make it more accessible?

What if I swap this for that and see what happens?

How can I substitute the place or time?

What part of the product or service could I change to make it more accessible? And in exchange for what?

What happens if I warp or exaggerate a feature or component?

## Your notes and ideas

## Lunch

# 1 hour 15 minutes

12:00 - 1:15 PM

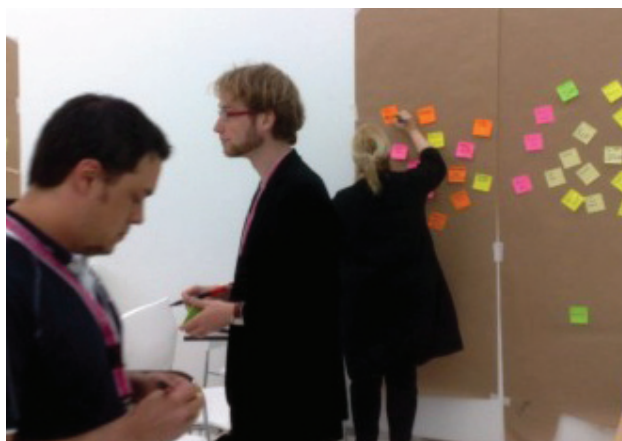
- 1 Select the best concepts**
- 2 Place stickers on up to three concepts in each breakout group**

During lunch, the design students will be busy finalizing sketches from the previous session and pinning them up around the room.

Now you have a chance to see all of the ideas that each of the different teams produced. At this point, you will need to select the ideas that you think should be developed further during this workshop.

### Instructions:

- Use the twelve stickers attached in your badge.
- Go around the room and select the ideas that you think are the best for improving the accessibility of elections.
- You can select up to three concepts in each group, but no more than one sticker per concept.





## **Blue badges switch teams**

Before we start the next session, let's mix up the teams.

If your badge has a blue background behind your name, you will change your table. For example, if you were working on table 1 (and subtables), you will move to table 2.

Each team should still end up with 6-7 people at the table, so if there are 7 members at the table when you get there, please choose another group.

Say "Hi" to your new team members.



# Development Session

# 1 hour

1:15 - 2:15 PM

- 1 Select two top concepts**
- 2 Refine concepts in split team**
- 3 Test concepts**

Use the concept refinement guide

Now, it's time to choose concepts to further develop. Take 15 minute to discuss your options and make a decision. Your team will select two concepts. You should consider the concepts that got the most stickers, but you are not obligated to choose them. However, each concept must have at least two champions who are willing to advocate for the concept and continue work on its development. If any concept does not have two champions, then an alternative concept should be selected for which there are two champions.

After selecting the concept, your team will split into two groups to further develop and refine the concepts.

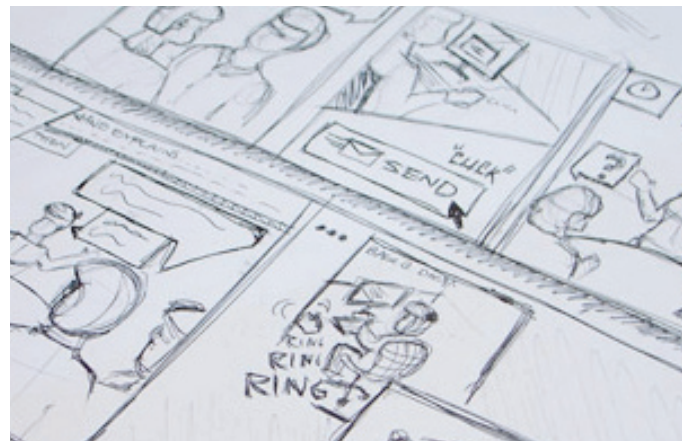
#### Instructions:

- Select top two concepts.
- Split into two groups, one designer per group.
- Develop concepts using the review criteria.

As a reminder, during this activity, and all the activities in the workshop, the students at your table will help visualize/sketch your conversations.

**At the end of this activity, you will have created:**

- Two developed concepts.



## Review Criteria:

### 1. Consideration in Selecting Concepts:

Accessibility

Flexibility

Usability (including equitability, simplicity, intuitiveness, perceptibility, level of effort, tolerance for error)

Security and Auditability

Affordability and Robustness



## 2. Concept Refinement Guide

Who is able to use the product or service?

How can the product be used by more people with varied abilities?

How would those users operate the product or service?

What if I did it the other way round?

What if I reverse the order it is done or the way it is used? How would I achieve the opposite effect?

How can the functions of the product or service be more enjoyable?

What are the aspects that I can change to make the experience of using the product or service more appealing?

What are the aesthetical preferences of the users that I can incorporate?

## 3. Personas

Work through each of the following scenarios to test the refined concept:

Tasha is a woman in her 30's who runs her own business. She has been blind since birth. She employs a "reader" who reads print materials to her. However, she uses a computer independently and prefers that method for accessing information.

George is a retiree who has MS that affects his memory and his mobility. He uses a cane and can't stand for long periods at a time. Because of his memory problems, he needs to bring notes with him to the polling station about how he is going to vote. He is very concerned about voting privacy -- he misses the privacy of the old designs with the curtain.

Angela has quadriplegia from a spinal cord injury. She can move her arms somewhat, but is not able to grip items or point. She uses a typing stick, held on to her hand with a splint, when she wants to hit keys on a computer keyboard. Angela uses a power wheelchair and has a service dog. Due to the height of her chair, she frequently bumps her knees when she tries to pull up to work surfaces. She often feels rushed when voting.

Minjun (pronounced Min-Joon) has vision loss, including being color blind. As a recent immigrant to the U.S., English is Minjun's second language. Although he can remember who the candidates are from seeing them on TV, he has problems reading their names.

Charlie has autism. He is high-functioning and is able to read well. However, he is uncomfortable in crowds and in unfamiliar situations, and he is sensitive to loud noises. He also tends to persevere when doing some tasks, and it is difficult to get him to move on to the next activity.

# Concept Presentation Session

**1** Teams regroup

**2** Two refined concepts presented

**1 hour**  
2:15 - 3:15 PM

Each group will present the concept developed and lead a short discussion with their team. The goal of this session is to learn about how to solve problems to make the concept more accessible.

**Instructions:**

- You have 30 minutes for your group presentation.

After this session, you will have a **15 minute break.**

# Evaluation Session

# 1 1/2 hour

3:30 - 5:00 PM

## Evaluate the strengths and weaknesses of concepts

Before we start the next session, let's mix up the teams.

If your badge has a red background behind your name, you will change your table. For example, if you were working on table 1, you will move to table 2.

Each team should still end up with 6-7 people at the table, so if there are 7 members at the table when you get there, please choose another group.

Say "Hi" to your new team members.

The task of this session is to conduct an accessibility evaluation on the concepts from the previous session. You will use the worksheet questions in the next page to further refine your concepts and understand the strengths and weaknesses from a universal design perspective.

### Instructions:

- Use the worksheet and questions on the next page.
- Write down the strengths and weaknesses of the concepts according to each of the Principles of Universal Design.



**Red badges  
switch teams**

At the end of this session you will have created:

- One collective worksheet per concept.

**This is the last session  
of the day.**

## Weaknesses

What could you improve in your concept? What should you avoid?

## Strengths

What advantages does your concept have?

Does this concept segregate or stigmatize the user?

Can this concept be effectively used in varied ways?

Can this concept be used with either the right or left side (hand or foot) alone?

Can this concept be used at different paces (e.g. quickly or slowly)?

Is this concept as simple and straightforward as it can be?

Are the most important features of the concept the most obvious?

Can this concept be used without hearing and vision?

Can this concept be used with a user's assistive devices?

Does this concept prevent the user from committing errors?

Can this product be used without causing fatigue?

Can all important elements of the concept be reached from any position?

# Day 1 Completed

## After 5

Please rest and enjoy your evening in Atlanta. We will have an informal decompressing at the hotel bar where groups going to the same restaurants can get-together.

Overnight, the design students will develop a poster to represent your work for the day. Each poster will summarize the champion team concept.

See you at breakfast tomorrow where you will have a chance to review all of the posters.

# day 2 sessions

# Team Presentations Preparation

# 1/2 hour

8:30 - 9:00 AM

Each team will have time to prepare for a presentation to the whole group. The presentation preparation will take place during breakfast.

## Instructions:

- Develop 5 questions to ask the audience in order to get feedback about your team presentation. The questions should cover both the pure design aspects of the concepts as well as those practical constraints that you did not consider yesterday.
- Rehearse the presentation.

You can use this page to write down the questions and answers, which you will use during presentations.

## Question 1

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## Question 2

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## Question 3

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## Question 4

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## Question 5

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# Team Presentations

# 1 hour

9:00 - 10:00 AM

**5 minute presentation**  
**5 questions to audience**  
**15 minutes max per team**

**Each team will present the concept developed yesterday and lead a short discussion.**

### Instructions:

- You have 5 minutes for your team presentation.
- The team will then pose 5 questions and collect feedback from the whole group.

**You can use this page to write down the answers, which you will use in the next session.**

After this session, you will have a **15 minute break.**

Before we start the next session, let's mix up the teams again. If your badge has a yellow background behind your name, you can choose to work with another team for the rest of the workshop. Again, remember that each table is limited to 6-7 participants.



## Yellow badges switch teams

## Answers notes

[illegible]

# Implementation Session

# 45 minutes

10:00 - 10:45 AM

## 1 Categorize feedback

## 2 Discuss opportunities and threats for each concept

Use opportunity and threats worksheet

Say “Hi” to your new team members. As a reminder, each team should still end up with 6-7 people at the table.

Now, it’s time to evaluate your concepts based on the practical considerations so you can select one of the concepts to continue work on. How can you improve the design?

Did the answers to your questions spark any new ideas?

Are there ideas from yesterday that weren’t selected that you can bring into this concept?

This session is a chance to refine and improve this concept. Does it need to be broader? Or does it need to be more focused? Or do you need to think about what happens when you create scenarios for different personas? We will answer these questions by looking at the opportunities and threats for implementation of concepts based on current policies and practices.

### Instructions:

- Review the feedback from presentations.
- Categorize feedback from the viewpoint of practical constraints (e.g, policies and practices).

- Complete the opportunities and threats worksheet for your concepts based on practical constraints (e.g, cost, operational issues, technological limitations, security) that you did not consider yesterday.

As always, the design students will help you make your conversations tangible by writing down the scenarios and sketching stories.

At the end of this session you will have:

- One collective worksheet for each concept.

After this session, you will have a

**15 minute break.**



## Cost

**What obstacles do you face with your concept?**


# Refinement Session

# 1 hour

11:00 - 12:00 PM

## Produce 4 new concepts

Use personas to refine concepts  
and create new alternatives

Say “Hi” to your new team members. As a reminder, each team should still end up with 6-7 people at the table.

Now, it’s time to refine concepts and create new alternatives. This session is a chance to think about more implementable yet creative concepts.

### Instructions:

- Review worksheet from previous session.
- Develop four new alternatives of your concept.
- Use the personas identified in this page to help you think about new concepts.
- Place the new designs in the provided poster.

As always, the design students will help you make your conversations tangible by writing down the scenarios and sketching stories.

At the end of this session you will have:

- One poster of new concepts.

After this session, you will have a

**45 minute lunch break.**

## Green badges switch teams



## Personas

Maria is a retiree who has cerebral palsy that affects her mobility and her dexterity. She uses a scooter and has limited fine motor control. As a result, she has difficulty reaching and grasping objects as well as using interfaces that have small buttons or controls.

Michael is a retiree with a significant hearing loss. He uses hearing aids and can lip read if he is within a few feet of the speaker and the lighting is good.

Amy is a single working mother who needs to pick up her 1 year old daughter at the daycare center before going to the poll to vote. The child is quite active and tends to wander off in public places. To make sure that her daughter does not wander off, Amy will have to hold her in her arms while she is voting.

Tyler is a college student who has a condition that has resulted in blindness since he was a child, and more recently, mobility and fine motor issues that resemble arthritis. He can operate controls and buttons if they aren’t too small or too stiff. At home, he uses a computer with speech capability.

<b>Refined concept 1</b>	<b>Refined concept 2</b>
<b>Refined concept 3</b>	<b>Refined concept 4</b>

# Final Poster Pinup

# 30 minutes

12:45 - 1:15 PM

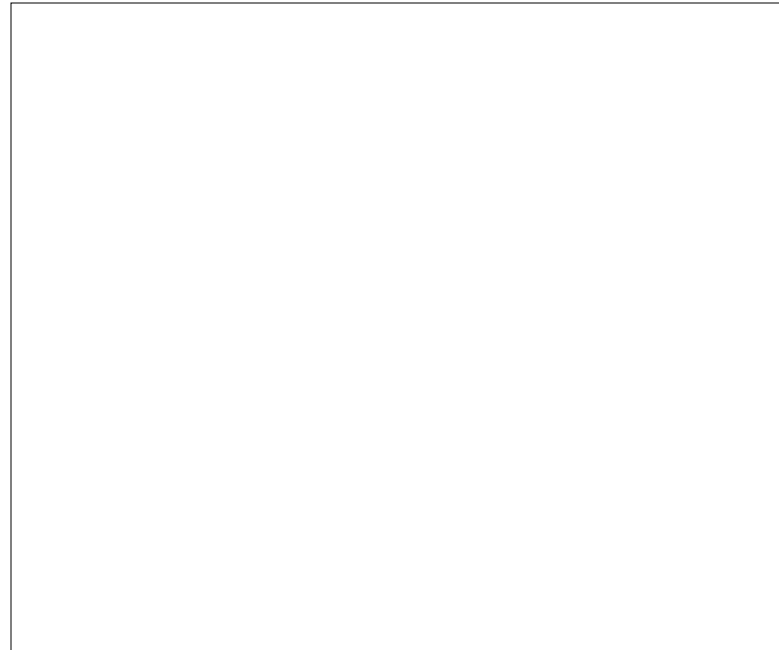
## Poster pinup

To end the day, each team will pinup their final poster. You should walk around and explore all participant's work. And don't forget to provide feedback to all groups. Once again, designers are around to help you visualize any of your feedback.

After final remarks, we will close the workshop.

We thank you very much for all your work designing the next generation of elections that are accessible for all.

## Notes



# Final Presentations

# 30 minutes

1:15 - 1:45 PM

## 5 minute presentation

Each team will present again their work. Each group will have 5 minute to present to the whole audience. You should encourage the audience to provide you with feedback on the poster after presentations. Each poster will have space allocated for written feedback from all participants.

1:45 - 2:00 PM  
Closing remarks

# end

# Visualization Participants

**William Faulkner**

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**Aimee Smith**

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# Project Director



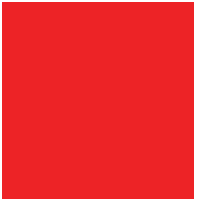
## Daniel Castro

Accessible Voting Technology Initiative,  
Information Technology & Innovation  
Foundation

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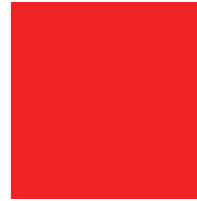
Daniel Castro is the project director and principal investigator of the Accessible Voting Technology Initiative, and a senior analyst at the Information Technology and Innovation Foundation (ITIF), a non-profit think tank in Washington, DC. His research focuses on information policy, including issues such as data privacy, intellectual property, e-government, accessibility, and security. Before joining ITIF, Mr. Castro worked as an IT analyst at the Government Accountability Office (GAO) where he audited IT security and management controls at various government agencies. He has a B.S. in Foreign Service from Georgetown University and an M.S. in Information Security Technology and Management from Carnegie Mellon University.  
URL: <http://www.itif.org>

# Organizers



## Karen Milchus

Center for Assistive Technology & Environmental Access, Georgia Tech.  
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Email: karen.milchus@coa.gatech.edu  
Karen Milchus is a senior research engineer at Georgia Tech's Center for Assistive Technology and Environmental Access (CATEA), where she has been working for the past seventeen years. When not reminding people to make their travel arrangements for accessible voting technology workshops, she serves as the PI and Co-Director of the Rehabilitation Engineering Research Center on Workplace Accommodations (Work RERC). She specializes in identifying and providing vocational and educational accommodations to adults and youth with disabilities, with a particular focus on computer-based solutions. Ms. Milchus has provided assistive technology services for state vocational rehabilitation agencies in Georgia and Wisconsin. She is also Vice-Chair of RESNA's Special Interest Group (SIG) on Accommodations.



## Whitney Quesenbery

Accessible Voting Technology Initiative Project Coordinator  
Email: whitneyq@wqusability.com  
Whitney works as a user experience researcher and plain language expert for organizations such as the National Cancer Institute, IEEE and the Open University. A founder of the Usability in Civic Life project, she leads projects for election officials and advocates to improve the usability of ballots and other election materials. She served on the EAC Technical Guidelines Development Committee, developing the VVSG 2005 and Version 1.1. She is a co-author of the Brennan Center Better Ballots report, and has worked on usability and design projects in Minnesota (absentee ballot instructions), New York (error messages), and training and ballot testing in several states. She also served on the Access Board's advisory committee to refresh the "Section 508" accessibility regulations, as President of the Usability Professionals Association and on the board of the Center for Plain Language. She is the author of two books, *Storytelling for User Experience* and *Global UX: Design and research in a connected world*.  
URL: <http://elections.itif.org>





## Claudia Rébola

Assistant Professor, School of Industrial Design, Georgia Institute of Technology  
Email: [crw@gatech.edu](mailto:crw@gatech.edu)

Claudia Rébola is an Assistant Professor in the School of Industrial Design at Georgia Institute of Technology. She is director of the Design And Technologies for Healthy Aging (DATHA) and head of the D-Matters Studio Lab housed at the Center for Assistive Technologies and Environmental Access (CATEA). Her interests are in application areas tailored to healthy aging with an emphasis on humanizing technology by design, empowering users and celebrating the value of simplicity and tangibility in user-product interactions. Her focus is on interactive intergenerational design, communication technologies and aging with special emphasis on exercising inclusive design, tangible interfaces/physical computing, and participatory design methods.



## Jon Sanford

Director, Center for Assistive Technology & Environmental Access, Georgia Tech.  
Email: [jon.sanford@coa.gatech.edu](mailto:jon.sanford@coa.gatech.edu)

Jon Sanford is an Associate Professor in the School of Industrial Design at Georgia Tech where he is the Director of the Center for Assistive Technology and Environmental Access (CATEA). He is also a Research Architect at the Rehabilitation Research and Development Center at the Atlanta Veterans Affairs Medical Center. Mr. Sanford has been actively involved in research, teaching and practice for over 25 years and is well-recognized for his expertise in universal design, accessible design and assistive technologies. He was one of the authors of the Principles of Universal Design and teaches courses in both universal design and design for healthy aging in the community. His research spans the design of products and spaces, such as housing, including the effectiveness of home modifications for aging in place; public facilities including seating in stadiums and theaters; and community settings where he has focused on environmental barriers to community mobility.

# Open Innovation Challenge

<http://www.openideo.com/open/voting/brief.html>

After this workshop, please consider joining our Open Innovation Challenge.

We've challenged a community of over 20,000 creative thinkers, designers, engineers and problem solvers committed to working for social good to put their heads together to answer the question, "How might we design an accessible election experience for everyone?"

The challenge launched on January 24, and will run until winners are announced on March 28.

The purpose of the challenge is to generate ideas to improve the accessibility of elections and allow more people with disabilities to engage in civic life. Some of the winning ideas may be carried forward by the Accessible Voting Technology Initiative. Participants in the challenge will also be encouraged to apply for grant funds in the spring of 2012.

The challenge will be conducted using OpenIDEO, a collaborative online environment that allows everyone, from election officials to accessibility advocates, to participate in the design process. Through sharing and collaboration, good ideas can gain momentum.

## Join the challenge

Start with the challenge brief and learn how the process works. Then, take on one of the five missions and post your inspiration for the community. In the coming weeks, we will use these inspirations to create, refine, and evaluate concepts for projects that can improve the election experience.

## Spread the word

You can follow the challenge and share the news with your network on Twitter and Facebook:

- Use the hashtag #oi\_vote
- Follow @accessiblevote and @OpenIDEO

## Challenge partners

IDEO ([www.ideo.com](http://www.ideo.com)), a design and innovation firm, developed OpenIDEO ([www.openideo.com](http://www.openideo.com)) and will run the Accessible Voting Innovation Challenge.

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<http://elections.itif.org>