



Accessibility

Creating accessible content: what all library staff need to know

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CREATING ACCESSIBLE CONTENT

WHAT ALL STAFF NEED TO KNOW



- Brief history of ADA and accessible content
- Accessible content – our legal obligations
- Let's talk about tools
- Accessibility is good for everyone!

- Note: Not covering the full range of ADA



GETTING TO KNOW YOU

How is your library or organization supporting accessibility thus far?

Provide accessible software or equipment (like JAWS or other reading machines)?

Support Reading for the Blind? Books in multiple formats?

Provide accessibility training and support?

Create accessible content?

Have a truly compliant website?

Just getting started?



TURNING DISABILITY INTO ABILITY

- 285 million people with some sort of visual impairment
- 275 million people with moderate-to-profound hearing impairment
- Many more have physical, speech, cognitive, and neurological disabilities or a limited understanding of English.



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Accessibility should be universal

- Providing accessible services and resources can increase our usage counts and attendance; it creates more opportunity for engagement and more importantly...
- Accessible content falls under the view of Universal Design – Design for everybody!
- Accessible content is often more “searchable” and findable. It can be used for a variety of purposes from speeding up our searching for resources (FRBR User Tasks – can our users find what they need?) to helping us engage with content better and more efficiently.
- The law in the United States.

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From TikTok to Netflix, Gen Z is embracing closed captions. We asked them why.

Sebastian Cahill | Aug 26, 2023, 9:06 AM EDT

Share | Save



A closed captioning device in a New York movie theater. Newsday LLC

- Millennials and Generation Z can hear just fine, but 63% prefer subtitles, says a new study.
- YouGov found that 18 to 29-year-olds overwhelmingly preferred subtitles compared to older people.
- Some of them said they used subtitles to concentrate better or to understand thick accents.

63% per subtitles or captions!

Why young people can't get enough of subtitles



April Rubin



Illustration: Tiffany Herring/Pulse

It's a controversial moment for anyone watching a [show](#) or movie together: Subtitles or no subtitles? For most young people, it's an easy choice.

Why it matters: TikTok helped normalize captions for young media consumers, who are turning regularly to subtitles as part of their [streaming habits](#).

- More than half of [Gen Z](#) and millennial media consumers prefer subtitles, according to [new survey results from YPulse](#).
- While subtitles haven't always been seen as a first choice, they've grown in ubiquity — especially with the rise of online videos that include automatic captioning.

By the numbers: 59% of Gen Z survey respondents and 52% of millennials said they use subtitles.

- Gen Z males, especially, are watching with subtitles — 61% said they like to use them.
- Millennials are using subtitles while watching with their children, per YPulse.

Between the lines: Captions help watchers keep up with murmuring dialogue, distinguish thick accents and get a head start on a scene, the survey found.

- "Watching content with closed captions can reportedly improve literacy, vocabulary, and the speed of reading," YPulse said.



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[The Rehabilitation Act of 1973 \(29 U.S.C. § 794 \(d\)\)](#) applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology.

Under Section 508, agencies must give disabled employees and members of the public access to information that is comparable to the access available to others.
<This impacts digital content



- <https://www.ada.gov/508/>



ACCESSIBILITY – IT'S THE LAW - 508

Some examples of common publicly available resources that fall under 508

Youtube videos by educational institutions, blog posts, social media, flyers, handouts, webinars, presentations, website content, Libguides, etc.

Web had its own guidelines under the Web Content Accessibility Guidelines (WCAG) – now part of 508.

<https://www.ada.gov/508/>



ACCESSIBILITY- 3RD PARTY CONTENT

3rd party content - While technically, accessibility is the responsibility of the company who owns the software, when considering software:

- Look for their accessibility statements, either as a singular statement, as a feature, or other documentation (blog posts, release notes, etc. (and keep a copy, in a file)
- Contact them, if you can not figure it out.

What about what I've already done?

“Safe Harbor” for Legacy ICT

Existing ICT (Information and Communication Technology), including content, that meets the **original 508 Standards** does not have to be upgraded to meet the refreshed standards **unless it is altered.**

Find more at [section508.gov](https://www.section508.gov)



[Home](#) » Welcome to Section508.gov

<p>Learn</p>  <p>Understand Section 508 Law and New Standards</p>	<p>Buy</p>  <p>Buy Accessible Procurement and Contracting</p>	<p>Build</p>  <p>Accessible Development and Repair</p>	<p>Manage</p>  <p>Agency Section 508 Programs</p>	<p>Sell</p>  <p>Vendors Selling Accessible ICT</p>
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Accessibility News

- [Global Accessibility Awareness Day 2018](#) - May 10, 2018
- [DHS Trusted Tester Program Updates](#) - Apr 26, 2018
- [ACoP on the Road - CSUN Assistive Technology Conference](#) - Apr 23, 2018

Visit the Section 508 Blog for more news

Tools and Guidance

- [Revised 508 Standards Refresh Toolkit](#)
- [Training](#)
- [Section 508 Coordinators](#)
- [Glossary](#)
- [Procurement Guidance](#)
- [Presentations and Workshop Materials](#)
- [Best Practices](#)

1. Learn – 2. Buy 3. Build – 4. Manage – 5. Sell



Just publicly available? NO!

What materials are under the 508?

All digital materials and information technology that are available (even if behind a firewall) by federally funded institutions.

- **Resources that are private, on an individual PC for example, are not part of this group.**
- **However, at the point those materials are shared even on an intranet, then they would likely be part of that group.**

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What if I don't know if the digital content we have is accessible?

Start	Start. Make a plan. New content policies.
Inventory & Triage	Sort old content (any prior to implementation) – Yours (your website – CMS ? , Resources you create) or Theirs? (ILS, Purchased databases, etc.)
Update and Document	Update what you need to keep public. Document what you find in case you need proof.
Publicize and educate	Once you finish, publicize and educate - make sure to include appropriate language on your website or resources that you are in compliance.

Developer



Valuation tools

e.g. Validators, Linters

Authoring tools

e.g. WYSIWYG Editors

ATAG

Content



Contents

e.g. images, audio files, videos, texts, tables, links, graphics, visuals, user-experience (ux), etc.

WCAG

User



Rendering

z.B. Browser, Media Player

Accessibility tools

z.B. Screen reader

UAAG

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Authoring Tool Accessibility Guidelines (ATAG) – creating content

Web Content Accessibility Guidelines (WCAG) – accessing content including formats

User Agent Accessibility Guidelines (UAAG) – think technology for users

DESIGN & CONTENT

... Design for All





GENERAL TIPS FOR ACCESSIBLE CONTENT

When adding images, always add a title (if available) and a description (alternative text aka alt text). You may have more options – if a field exists in a form, fill it in if you can. Description is one of the most important. Consider how it will be read by reading apps or machines. Don't use images only to convey meaning.

> Be descriptive.

> High contrast colors. Always.

> No tiny font. 12pt; on slides go larger

> Don't crowd



Fonts, color, and even shapes can create interesting newsletters without using images

ClipArt (drawings) and icons can also create graphical elements without a lot of competition to your content

No text on images – if you **MUST** do this you **MUST** write all of the information 1) within the body of your content and 2) describe your graphic completely with alt text and a description.

Alternatives to images to build visual interest



Design for All – Inclusive, Accessible

- One principle in design is to design for all members of your target audience.
- For example, if you know you are putting together marketing materials for an afterschool program which has some dyslexic readers, create designs that work for all members of the afterschool program.
- Designing for all will fold in good design for accessibility.



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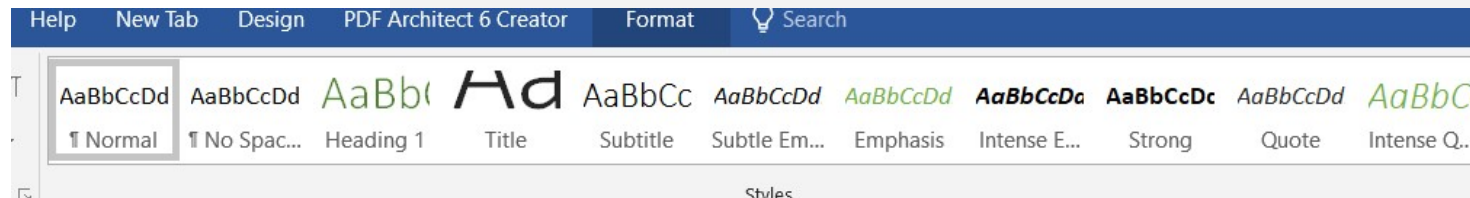
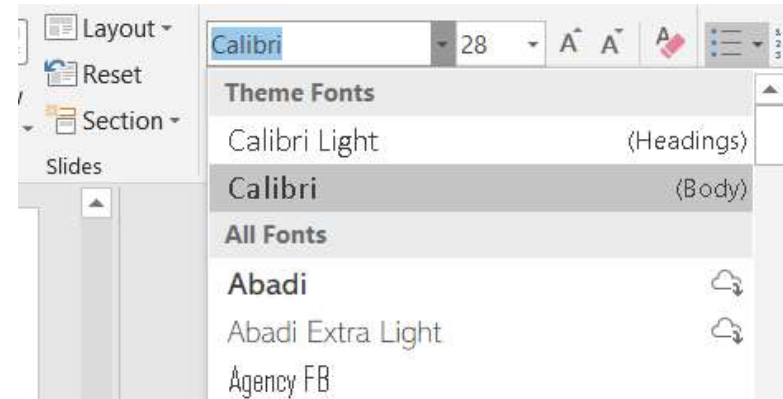
Good design is good for accessibility (universal design)

- Use built in templates and designs, as they are more likely to support accessibility (be careful of 3rd party)
- On that note, use styles. Use styles – it is easier to make a style accessible (header, h1, etc.) than to individually make content accessible.
- Where to find styles?



Good design is good for accessibility (universal design) – Styles

- Under font
- Under design
- Under paragraphs – right click on text
- As a separate toolbar



Font & Readability



- Consider color and readability – large font (18pt or larger for PPT + sufficient white space.
- Don't use color as the only way to convey meaning
- Use sufficient contrast for text and background colors.
- Use built in accessibility tools checkers when save your document.





Fonts for all!

- Stick to easy to read fonts – Unicode is best for supporting diacritics – Olé!
- BIG is ok – especially for presentations, digital signage, etc.
- San Serif for digital; serif for print – with modern high definition displays and new fonts that are more similar (or even hybrid) not as much difference these days

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Serif vs. Sans Serif

Photograph
Photograph

Serif has
"tails" and
thick/thin

Sans-serif
= equal
width
letters





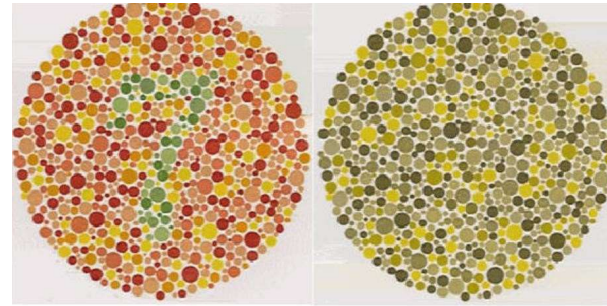
Fonts for all readers and all viewers

- Do use standard fonts, especially if replicating across medium streams
- Mix carefully – if you are mixing font types, reduce the color pattern and overall “busy-ness”. If you are mixing colors and patterns, using fewer font types (different sizes of the same font is ok)
- Dyslexie – the modern font for dyslexic readers for different age levels.
<https://www.dyslexiefont.com/en/typeface/>
 - Has different weighting to reduce inversion of characters
 - Letters that are similar (v, w) have different widths
 - Free to use



Other textual elements

- Readers who are colorblind may not be able to see specific color combinations (red/green).
- Greater contrast between the text and background will help even if **Contrast** reader can not actually see the color. Grey on white? Will that show up at a distance?



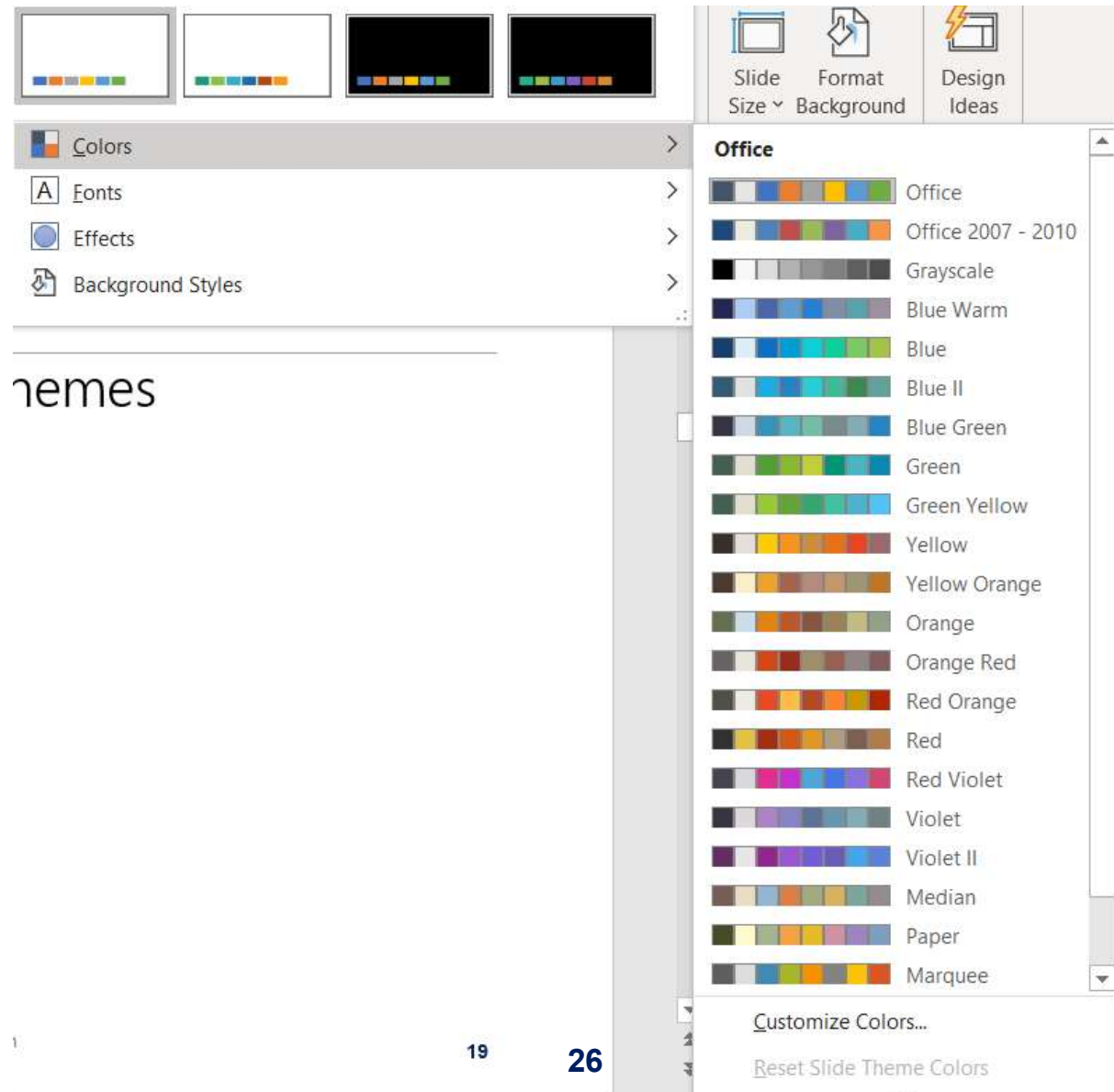
In this example, a color blind viewer with this form of red/green color blindness, would not even see the text.

- Contrast and
- Contrast checker
<https://webaim.org/resources/contrastchecker/>



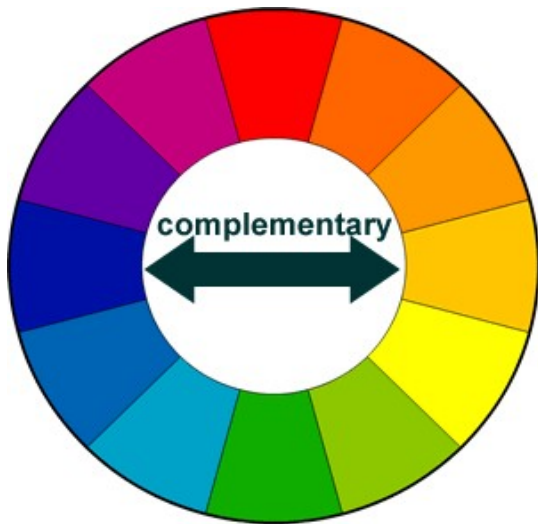
Color tools

- Use themes – most color schemes in themes will be accessible
- Check your colors



Let's talk about color

Complementary colors reside across from each other on the color wheel: they are very **high contrast** when paired together.



White Space



White space is a design element
Use it set off elements, to emphasize text, and to make it more readable – a visual “resting place”
White space is the gap between elements which creates a visual boundary – the margins surrounding chunks of text or content



White Space

The image shows two side-by-side panels comparing website designs for 'The Institute'. The left panel shows a clean, modern design with a 'Featured Work' section. The right panel shows a cluttered, outdated design with a 'Featured Work' section and a large orange stamp that says 'UGLY'.

Featured Work

The Institute

Worship: Past, Present, Future

The Institute of Contemporary and Emerging Studies

• [Worship: Past, Present, Future](#)

• [Worship: Past, Present, Future](#)

• [Worship: Past, Present, Future](#)

[Learn More](#)

The Institute

The Institute of Contemporary and Emerging Studies wanted a clean, easy to update site to communicate with the worship community.

[More »](#)

Featured Work

The Institute

Worship: Past, Present, Future

The Institute of Contemporary and Emerging Studies

• [Worship: Past, Present, Future](#)

• [Worship: Past, Present, Future](#)

• [Worship: Past, Present, Future](#)

[Learn More](#)

The Institute

The Institute of Contemporary and Emerging Studies wanted a clean, easy to update site to communicate with the worship community.

UGLY

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[More »](#)



Let's talk about images

- Use backgrounds very carefully – what works on Instagram is not necessarily going to print well
- If you have a logo or image, you can create a color palette from that at <http://colormind.io/>
- Or <https://labs.tineye.com/color/>
- Don't stretch photos to fit.
- Using the + symbol or keep perspective will prevent stretching



- Text to create interest
- Different fonts
- Headlines and lines to separate content
- Table of contents
- High contrast
- Cons: A little text heavy, but the text has lots of white space

Spring 2015



Kentucky Board of Accountancy E-NEWSLETTER

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2015 LICENSE RENEWAL

During the last week in June, a letter containing information regarding the license renewal process will be sent out to all CPAs with an odd numbered license. The online renewal system will be turned on July 1st at 10AM. The renewal fee remains at \$300, however CPAs will be responsible for paying the portal fee that was previously paid for by the Board. A license that is not renewed by August 1st will automatically expire. Beginning August 2nd through September 1st, a license may be renewed using the online system, but the fee will increase to \$200. Effective September 2nd, a license may not be renewed. Instead, CPAs must submit a paper application to reinstate their license.

CPAs due to renew their license this year should confirm they obtained the necessary CPE hours. These hours must have been completed from January 1, 2013 through December 31, 2014. During the online renewal process, CPAs will be required to affirm they fulfilled the CPE requirements by December 31, 2014. CPAs found to have falsely asserted they completed the hours will be subject to disciplinary action.

CPAs who changed their mailing or email address following the 2013 renewal process must submit an address change form located on www.cpa.ky.gov as soon as possible. Each year during the renewal process, a number of emails and letters are returned due to the failure of CPAs to update this information.

BOARD MEMBERS

In August of 2014 Lori Warden, CPA and Dr. Margaret Combs, CPA were appointed to the Board by Governor Beshear. Their terms will expire as of June 30, 2018. Ms. Warden is the manager of Rudler, PSC in Ft. Wright. Dr. Combs is the chair of the Accounting Department at the University of the Cumberlands.

The remaining Board members are Kevin Doyle, CPA, Joe Hancock, CPA, Jamie Laws, CPA, Phil Layne, CPA, and Toni Carver-Smith, the non-CPA member. Mr. Doyle is the CFO of Congelton-Hacker Construction Company in Lexington. Mr. Hancock is the President of Biney Hancock CPAs PSC in Owensboro. Ms. Laws is a partner at Louis T Roth & Co. in Louisville. Mr. Layne is the managing partner at Kelley Galloway Smith Goolsby, PSC in Ashland. Ms. Carver-Smith is the associate director of Mission Effectiveness and Administration with the Presbyterian Church USA in Louisville.

Ms. Carver-Smith serves as the president of the Board, and Kevin Doyle as the Secretary/Treasurer.

BOARD MEETING DATES FOR 2015

The Board meets at its office in Louisville located at 332 W Broadway, Suite 300. The following meeting dates remain for 2015: May 28, July 16, August 27, September 17, October 23, November 19 and December 17. Please keep in mind meetings may be canceled or rescheduled.

A Member of NASBA



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FALL 2013 UPDATE

FSCL *Friends of the*
SMITH COLLEGE LIBRARIES
Strengthening the Smith College Libraries since 1942

Inauguration Weekend Events

Friday, October 18, 2013, 3:30 pm - Friends Reading Room, Nelson Library
Afternoon Tea Talk: Fingerprints of Smith's Past Presidents

Join us for a spot of tea and a talk by college archivists Nancy Tracy about the challenges and accomplishments of our past presidents. View selected historical documents as well as the new permanent exhibition, "Nelson of Smith," 1947-1959 (in the Reading Room.)

Friday, October 18, 2013, 7:30 pm - Severn Concert Hall
Education as Inspiration: How Smith Inspires Four Writers' Lives

A panel discussion with Cynthia L. Copeland '92, Carole De Santis '91, J. Courtney Sullivan '93 and Hana Yanagihara '95, moderated by our own David Mason Williams-Farrell '95. Cindy Copeland is the prolific author and illustrator of twenty-five books for children and adults, the latest is *Great Migrations: an illustrated journey about America*. Carole De Santis is Vice President and Editor at Large at Viking Penguin and author of the historical novel *The Family Business of Algeria*. J. Courtney Sullivan is the author of *Commencement*, *Home* and *The Engagement*. She has also written for *New York Magazine*, *Elle*, *the Chicago Tribune* and other publications. Hana Yanagihara is *Smith* magazine's much-travelled travel editor. Her highly acclaimed debut novel is *The People at the Front*. A book signing will follow the discussion.

Coming Soon: Much More than JSTOR

AlmaMax will soon be able to read a greatly expanded range of journals online via the search engine. The Libraries will provide access by November 1 to popular scholarly journals including current issues listed in Project Muse and Sage Publications. Meanwhile, the Friends continue to advocate access for alumni to our own licensed journals in JSTOR. To explore these offerings, follow the link when you log into the Alumni Directory at the Alumni Association's website.

if you love the Smith College Libraries, like us on Facebook!
www.facebook.com/FSCLib





WINTER 2013

Spencer's Newsletter

ABOUT US

Find out more about Spencer College

SPENCER COLLEGE IS A PRIVATE, WELCOMING STATE-OF-THE-ART EDUCATIONAL FACILITY DEDICATED TO ADVANCING YOUR ACADEMIC PLANS AND CAREER CHOICES IN THE MIDWEST.



The Belknap Center is centrally located

This beautiful, air-conditioned building, approximately 2.5 miles from the main Spencer Center in Belknap, the heart city of Connecticut. There is just what you need: a modern, comfortable, fully-stocked, fully-staffed residential building, featuring full-service facilities.

Our Belknap Campus is located in the commercial hub of the town. Just East and West of the center of Belknap, there is a lot of things to do. The closest airport is a general aviation airport with easy access from major air transportation hubs. There are also many great dining, shopping, and recreation facilities.


Belknap Campus is centrally located in Belknap, Connecticut.

As a nationally recognized (R1) college, Spencer College is fully committed to excellent instruction. Our award-winning programs in business, education, and the liberal arts are consistently ranked among the best in the world. Our faculty members are highly qualified and experienced. Spencer College has a long history of providing excellent education and training for its students.

Spencer College has excellent student support services. Our faculty and staff are committed to providing the best possible educational experience for all students.

Spencer College is a fully accredited university with a wide range of well-recognized and award-winning programs and services.

Spencer College has a proven track record in innovation and leadership in higher education. Our award-winning programs and services are a testament to the quality of our education.



HEAR WHAT OUR RECENT GRADUATES HAVE TO SAY

"I would be lying if I said that the college gave me a better opportunity to finish my career, and the future is also very bright. So I think the college is best to help your career."

Dr. Lisa Campbell, BBA, Hospitality & Commercial Services



Hospitality, Tourism, Business & Management

"I am doing a Diploma of Management, and find the program brilliant and the classes very well prepared. Studying at Spencer College has given me the confidence and focus to achieve the best career in life. It's very affordable too, so give this a try and please to start your career!"

Ruby Chen, Diploma of Management

- Text to create interest
- Different fonts
- Headlines and lines to separate content
- High contrast (green and white are a little close)
- Cons: A little text heavy, but the text has lots of white space

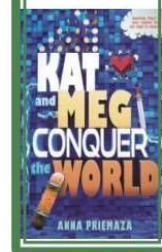
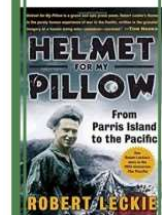
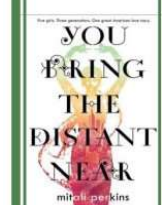
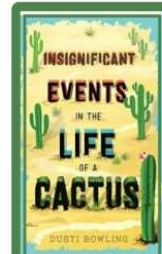


- Text to create interest
- Different fonts
- Headlines and lines to separate content
- High contrast (green and white are a little close)
- Cons: A little text heavy (could use more white space internally within boxes)

March 2018



LHS Media Center Newsletter



Click on
Books to see
reviews

Race to the Bottom of the Sea

Lindsay Eagar
Thirteen-year-old Nikki Demere is an orphan and a kleptomaniac, making her the perfect girl to portray the Trevors' daughter in witness protection, but she soon learns that the biggest threat to her new family's security comes from her own past.



The Speaker

By Traci Chee (Book 2)
Sefia and Archer's adventure continues as Archer searches for a way to combat his nightmares of his time with the impressors and Sefia becomes more and more consumed by her study of the Book



Forest of a Thousand Lanterns

By Juli C. Dao
Beautiful eighteen-year-old Xifeng, raised by a cruel aunt who says the stars destine her to be Empress of Feng Lu, chooses to spurn the man who loves her and exploit the dark magic that can make her dream real.



All The Crooked Saints Maggie Stiefvater



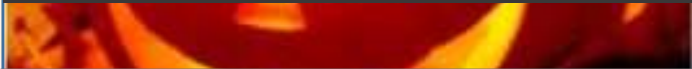
Any visitor to Bicho Raro, Colorado is likely to find a landscape of dark saints, forbidden love, scientific dreams, miracle-mad owls, estranged affections, one or two orphans, and a sky full of watchful desert stars. At the heart of this place you will find the Soria family, who all have the ability to perform unusual miracles. And at the heart of this family are three cousins longing to change its future: Beatriz, the girl without feelings, who wants only to be free to examine her thoughts; Daniel, the Saint of Bicho Raro, who performs miracles for everyone but himself; and Joaquin, who spends his nights running a renegade radio station under the name Diablo Diablo. They are all looking for a miracle. But the miracles of Bicho Raro are never quite what you expect.



Branding – alignment center for each part of sub area

Event Titles – Large font – left aligned

Graphical element – one large visual - centered



Date – fonts and box color mirror the image – creating a book or “sandwich”

Event 1 – Font aligned to text above

Event 2 – Font aligned to text above

Contact information
Action / Participation



Notice use of white space between columns and blocks...



PDFs

- Never save a PDF as an image from your tool that you are using.
- Do not send out PDFs which are not full text readable. (Save as PDF, open it in a PDF reader, and then search it. If you can't find text, then it's not full text searchable)
- We'll look at an example of this in a few.



Publisher

- Easy to create newsletters with templates in Publisher (if you have Word or Office, you have Publisher)
- Check your design and for accessibility

The screenshot displays the Microsoft Publisher interface. On the left is a dark green navigation pane with icons and labels for Home, New, Open, Info (selected), Save, Save As, Print, Share, Export, and Close. The main area is titled 'Info' and contains three sections: 'Business Information', 'Design Checker', and 'Embedded Font Information'. The 'Business Information' section shows a table of fields and their values. The 'Design Checker' section has a 'Run Design Checker' button. The 'Embedded Font Information' section has a 'Manage Embedded Fonts' button. The top right corner of the window shows 'Publication3 -'.

Publication3 -

Info

Edit Business Information

The default Business Information set is in use. To create a new set, choose Edit Business Information.

Tagline or motto:	Business Tagline or Motto
Individual name:	Windows User
Job position or title:	Title
Organization name:	HP Inc.
Address:	Primary Business Address Address Line 2 Address Line 3 Address Line 4
Phone/Fax/Email:	Phone: 555-555-5555 Fax: 555-555-5555 Email: someone@example.com

Run Design Checker

Use Design Checker to find potential problems in your publication before printing, sending in email, or saving with Pack and Go.

Manage Embedded Fonts

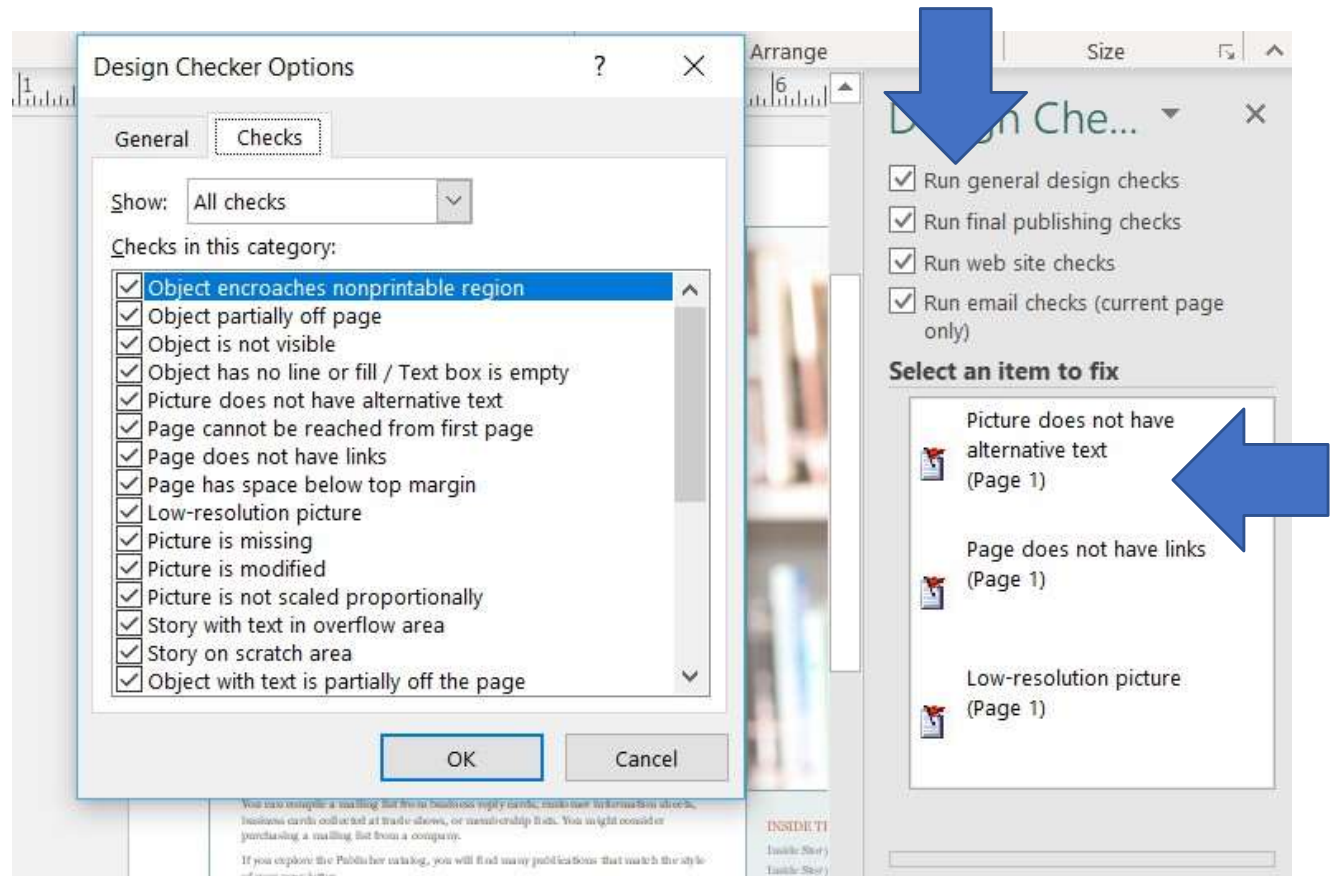
Manage settings for embedded fonts in your publication.

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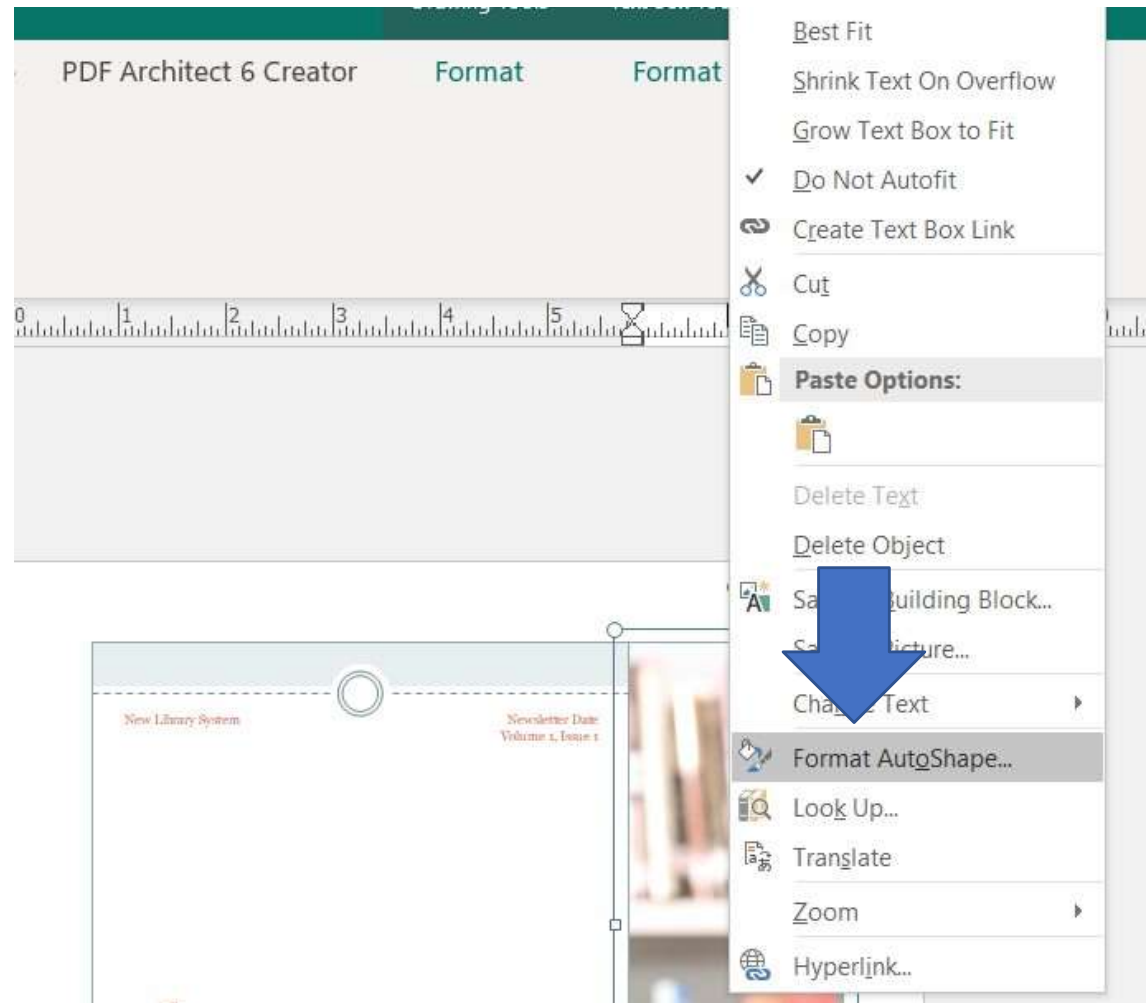
Microsoft Products

- Run ALL design checks – fix all items
- Web site checks will catch MORE accessibility issues



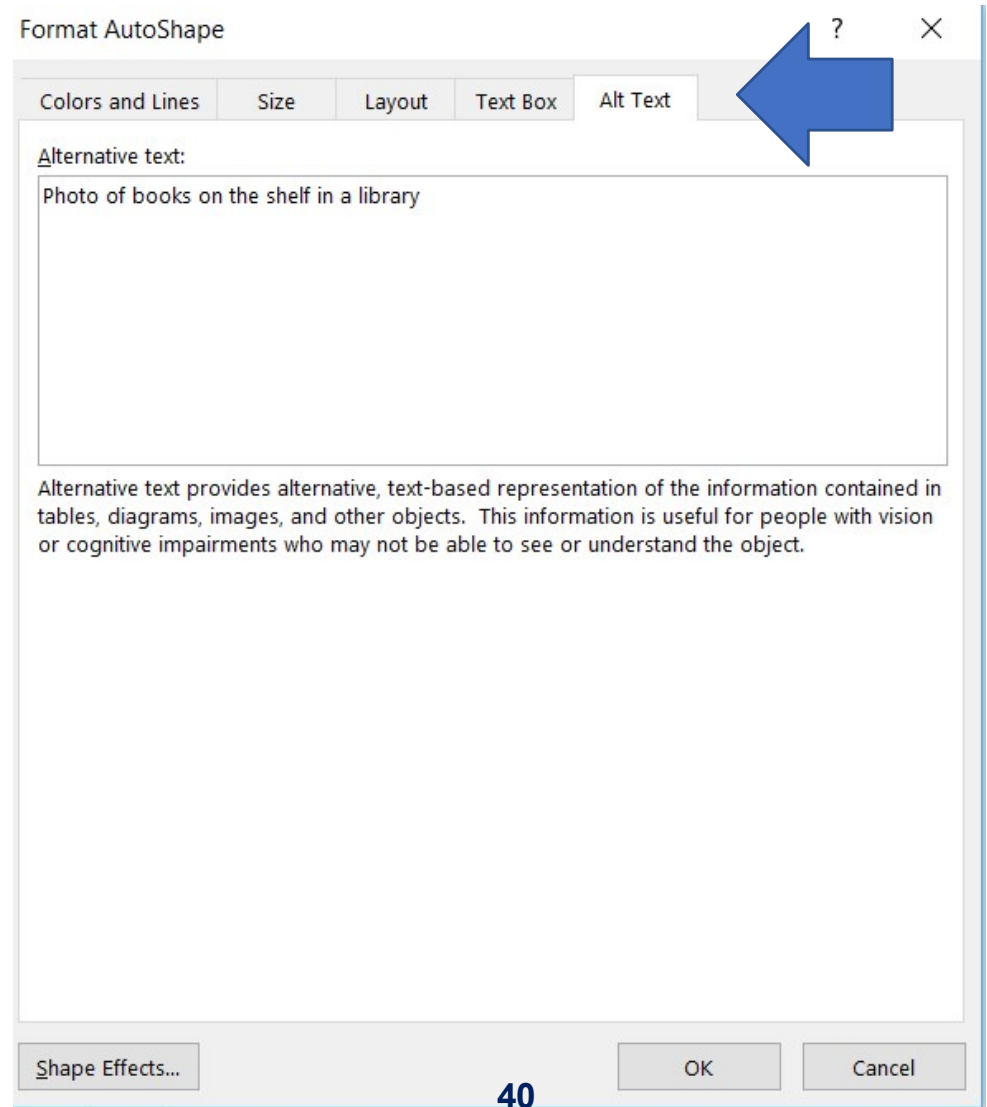
Publisher — Alt Text

- Right click on image
- Format AutoShape (Add Text will add text above the image – which is ok to do – it's not on the image! You still have to add the Alt Text though)
- All Microsoft products work similarly!



Publisher — Alt Text

- Alt Text
 - Less than 150 characters.
 - Description of the image.
 - Read by read aloud apps and reading machines.
 - If you add an image using the Insert>Picture> Online Picture, Microsoft will add info (usually)
 - REQUIRED.



Publisher – Mailing from Publisher

Sharing
(Remember to
save your
accessibility
work under the
Print Options
feature FIRST)

The screenshot shows the 'Share' dialog box in Microsoft Publisher. The left sidebar contains navigation options: Home, New, Open, Info, Save, Save As, Print, Share (highlighted), Export, Close, Account, Feedback, and Options. The main area is divided into 'Share' and 'Email' sections. Under 'Share', there are options for 'Email' and 'Email Preview', both marked with a large red 'X'. Under 'Email', there are three options: 'Send Current Page' (marked with a red 'X'), 'Send as Attachment' (marked with a red 'X'), and 'Send as PDF' (marked with a blue arrow pointing to it). Below 'Send as PDF' is 'Send as XPS' (marked with a red 'X'). To the right of the 'Email' options, there are detailed instructions for each option, including bullet points about HTML content, attachments, and file formats. The number '41' is displayed at the bottom right of the dialog box.

March 2019_1.pub - Publisher robinna fay

Share

Share

- Email
- Email Preview

Email

- Send Current Page
- Send as Attachment
- Send as PDF
- Send as XPS

Create an email from the current page

- The publication content displays in the message body as HTML
- Only the current page is included
- You can preview and adjust the content before sending the email

Create an email with the current publication attached

- Everyone receives a separate copy of the publication
- Recipients need to have Publisher installed to open the attachment

- Everyone gets a PDF attachment
- Preserves layout, formatting, fonts, and images
- Content can't be easily changed

- Everyone gets an XPS attachment
- Preserves layout, formatting, fonts, and images
- Content can't be easily changed

41

Publisher — Mailing from Publisher

Sharing (Remember to save your accessibility work under the Print Options feature FIRST)

You'll need to write some verbiage for the email (pro tip – copy content from your newsletter!)

The screenshot shows the Microsoft Publisher application window titled "March 2019_1.pub - Publisher" with the user "robinna fay". The "Share" menu is open, displaying several options. A vertical red line is drawn through the "Email" and "Email Preview" options, with a large red "X" over each. A blue arrow points from the "Share" menu to the "Send as PDF" option, which is also highlighted with a light blue background. The "Send as XPS" option is marked with a red "X". To the right of the menu, there are three columns of text providing details for each option: "Email", "Send Current Page", "Send as Attachment", "Send as PDF", and "Send as XPS".

Share

- Email
- Email Preview

Email

- Send Current Page
- Send as Attachment
- Send as PDF
- Send as XPS

Create an email from the current page

- The publication content displays in the message body as HTML
- Only the current page is included
- You can preview and adjust the content before sending the email

Create an email with the current publication attached

- Everyone receives a separate copy of the publication
- Recipients need to have Publisher installed to open the attachment

Send as PDF

- Everyone gets a PDF attachment
- Preserves layout, formatting, fonts, and images
- Content can't be easily changed

Send as XPS

- Everyone gets an XPS attachment
- Preserves layout, formatting, fonts, and images
- Content can't be easily changed

#accessiblenewslettersflw

...GOOGLE DOCS...



If you want to use images in Gmail (we'll get to that in a second), one solution is to put your images into a Google Docs.

Google Docs has a lot of built-in accessibility features, so let's take a look.



GOOGLE DOCS ACCESSIBILITY CHECKLIST

- ✓ **Styles/Headings**
- ✓ **Short paragraphs**
- ✓ **Bulleted lists**
- ✓ **Alt Text**
- ✓ **Navigation: Table of Contents, Page Numbers**
- ✓ **High Contrast**
- ✓ **Set up a template (Make a copy)**
- ✓ **Tables for data**
- ✓ **Comment with care**
- ✓ **Links**



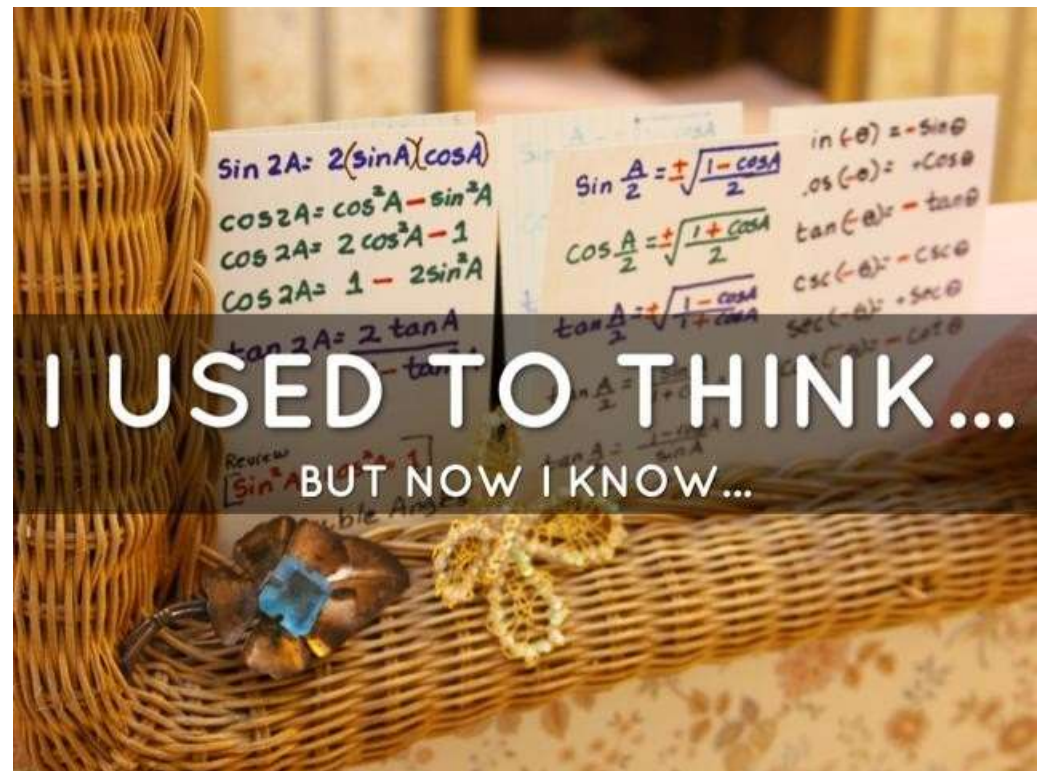
TABLES FOR DATA

Tables for data, not visual layout

In the table, include a heading row (rather than starting with data in the first row) because screen readers automatically read the first row as a heading row.

Salt Concentration (%)	Transmittance (%T)				
	Trial #1	Trial #2	Trial #3	Trial #4	Trial #5
0	77.23	74.50	64.88	75.27	54.66
3	85.23	92.82	78.91	60.71	57.96
6	88.39	100.05	73.66	66.51	64.54
9	80.71	100.05	68.29	64.91	52.96
12	82.66	117.18	71.01	56.91	46.95
15	72.55	115.40	65.72	66.03	55.38

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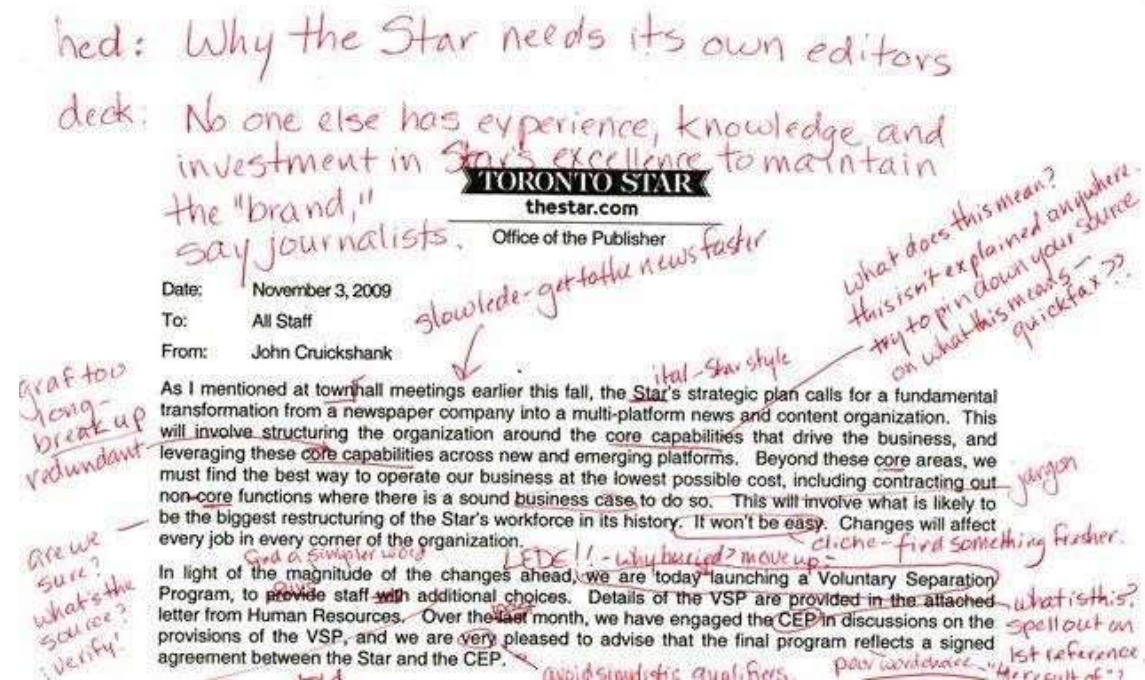
[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

COMMENTS, NOT COMMENTS

Don't put notes in a working/collaborative document. Use comments or suggestions.

Screen reader users can jump to comments using keyboard shortcuts rather than hunting through your file.

Plus, you can sign up for email notifications!




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<https://www.howtogeek.com/397601/how-to-add-comments-in-google-docs/>

INFORMATIVE LINK TEXT

Check for high color contrast

High color contrast makes text and images easier to read and comprehend. [Web Content Accessibility Guidelines \(WCAG\) 2.0](#)  recommend a minimum ratio of 4.5:1 for large text and 7:1 for other text and images. For example, avoid light gray text on a white background.

To check contrast, use the [WebAIM contrast checker](#) .

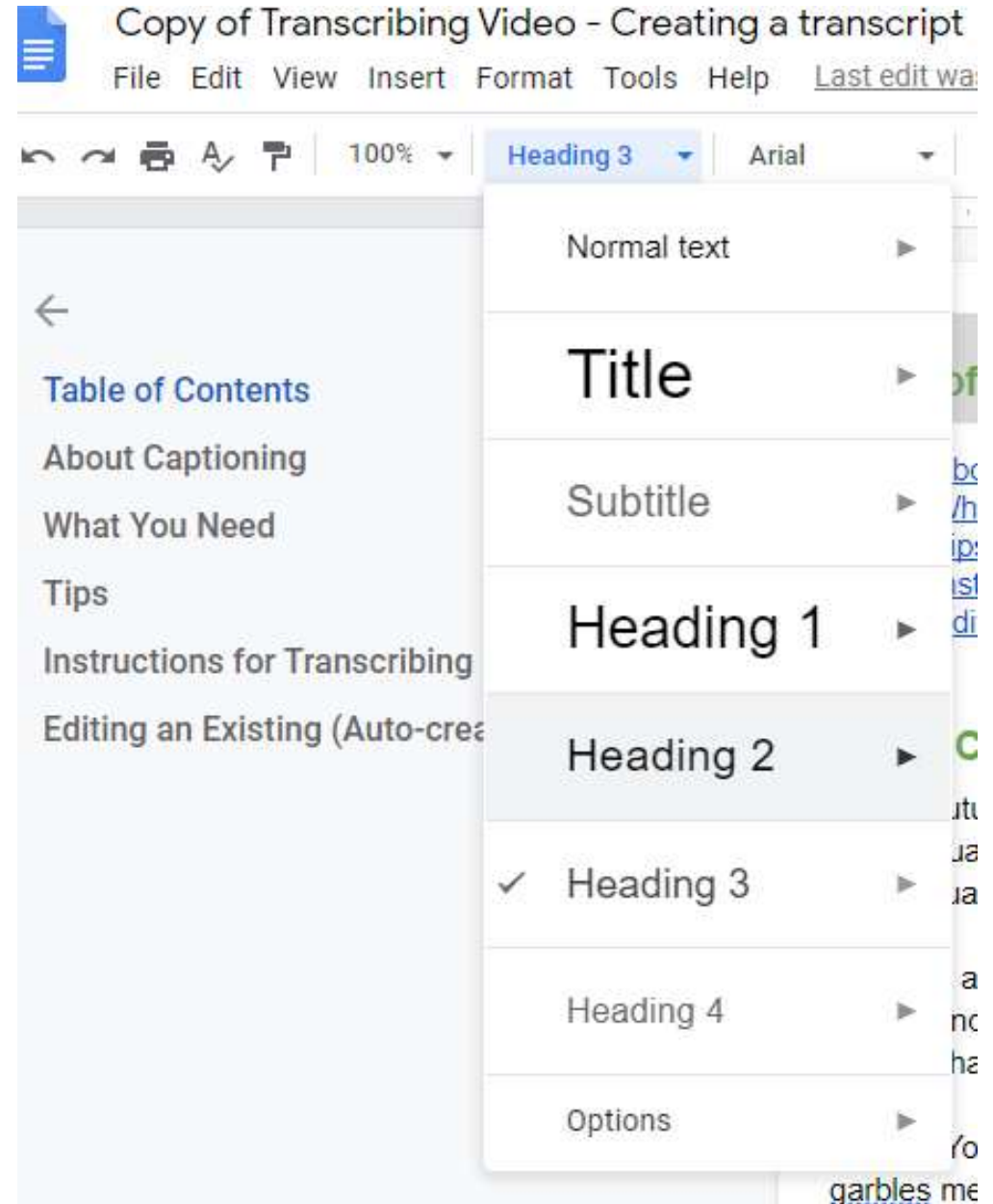
Screen readers can scan for links. Use the title of the page (or article) as the linked text. For example, if you're linking to your profile page, the link text should say "my profile," not "click here" or the full URL. (If people will print out the document, you may want to include the URL itself)



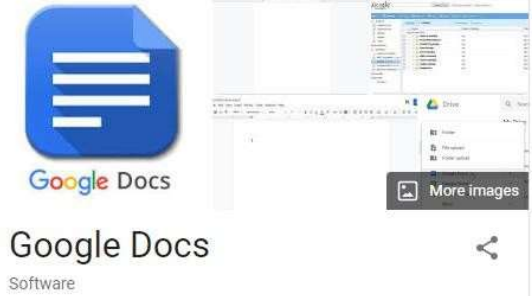
USE STYLES

Use Format to edit and change styles. The smaller the Heading number, the larger the font should be.

The Default is normal which is a plain paragraph style. Use headings as appropriate to communicate importance and to separate and group text.



USE A TABLE OF CONTENTS

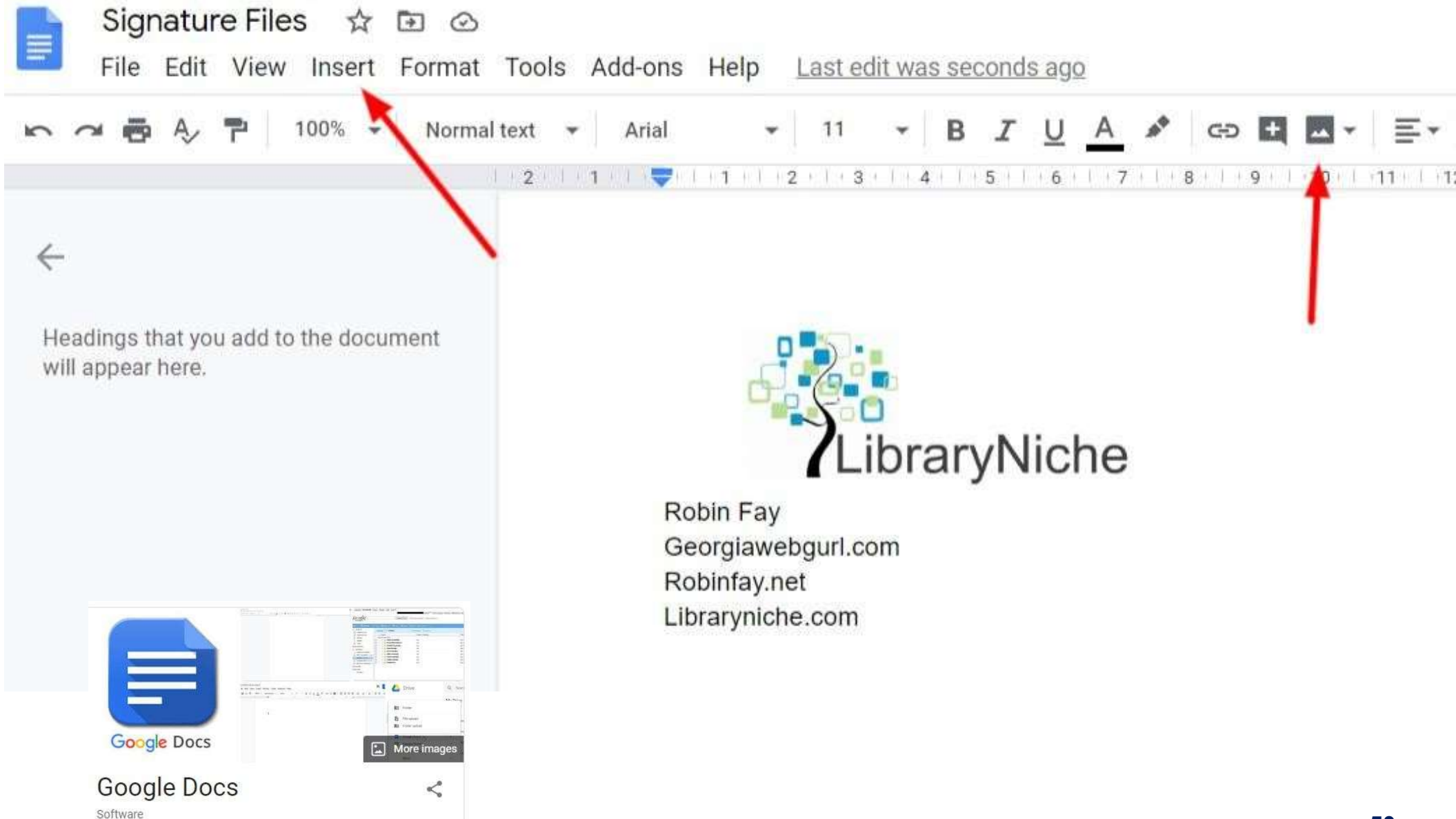


The screenshot shows a Google Docs document titled "Transcribing Video - Creating a transcript" with a ".DOCX" extension. The document has a menu bar with "File", "Edit", "View", "Insert", "Format", "Tools", and "Help". The status bar indicates "Last edit was on 8 April". The document content is displayed on a grid with columns numbered 1 to 10. On the left side, there is a navigation pane with a back arrow and a list of sections: "Table of Contents", "About Captioning", "What You Need", "Tips", "Instructions for Transcribing", and "Editing an Existing (Auto-crea...". The main content area shows a "Table of Contents" section with a list of links: "About Captioning", "What You Need", "Tips", "Instructions for Transcribing", "Editing an Existing (Auto-created) Transcript", and a bullet point. Below this list is an "About Captioning" section.

Creates navigation for reading aloud and jump links for those using the document.

Insert>Table of Contents

FOR IMAGES: INSERT IMAGES, IMAGE BUTTON OR COPY & PASTE IMAGES INTO YOUR DOC



The screenshot displays the Google Docs interface. At the top, the document title is "Signature Files". The menu bar includes "File", "Edit", "View", "Insert", "Format", "Tools", "Add-ons", and "Help". The "Insert" menu is highlighted with a red arrow. Below the menu bar is the toolbar, which includes icons for undo, redo, print, text color, background color, zoom (100%), text style (Normal text), font family (Arial), font size (11), bold, italic, underline, text color, background color, link, insert, and image. The image icon is highlighted with a red arrow. The main content area contains a logo for "LibraryNiche" and contact information for Robin Fay. A sidebar on the left shows a heading section with the text "Headings that you add to the document will appear here." and a "More images" button.


Signature Files ☆ 📁 ☁

File Edit View **Insert** Format Tools Add-ons Help Last edit was seconds ago


100% Normal text Arial 11 B I U A 🖋️ 🔗 + 🖼️ ☰

←

Headings that you add to the document will appear here.

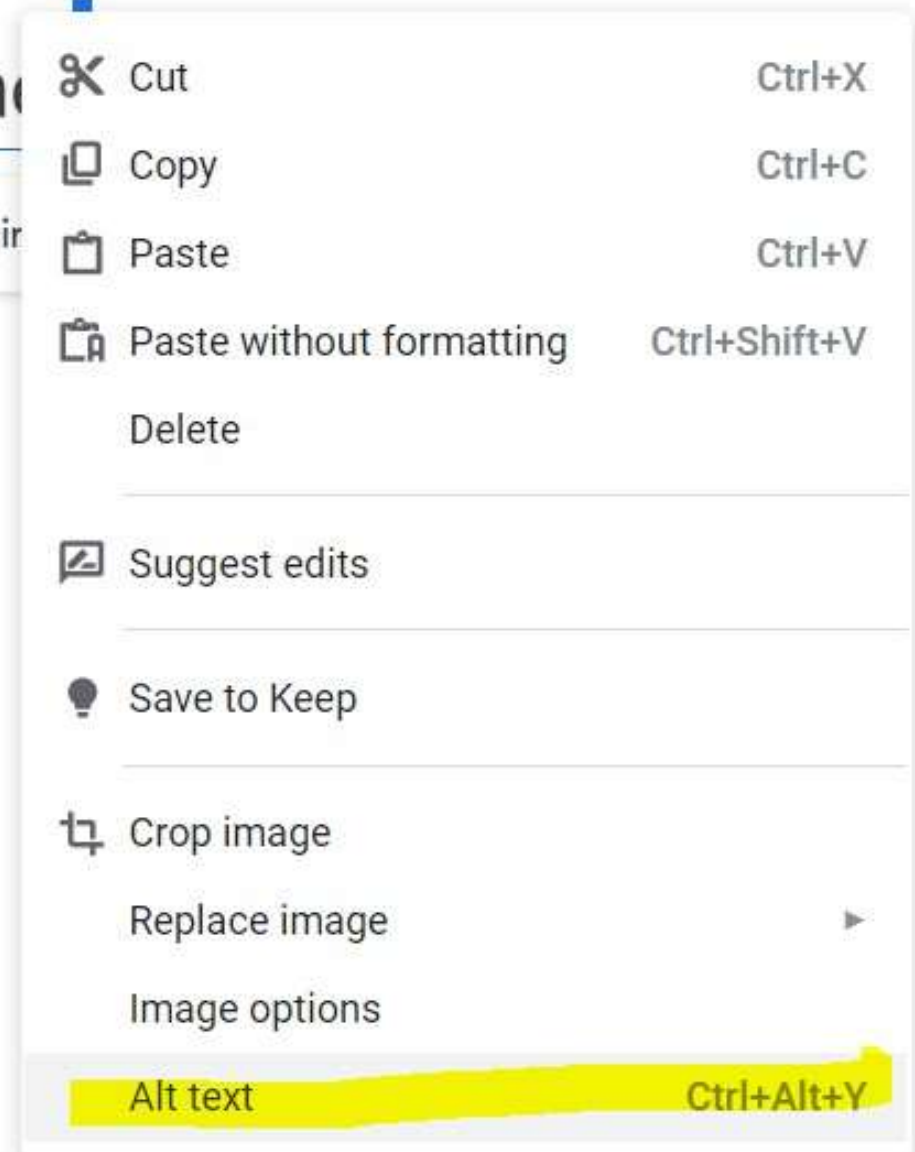
 LibraryNiche

Robin Fay
Georgiawebgurl.com
Robinfay.net
Libraryniche.com

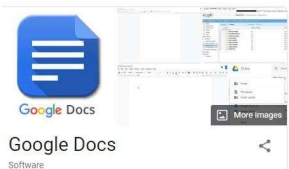
 Google Docs

Google Docs
Software

More images



Ctrl+Alt+Y or
Highlight your image
+ right click > Alt Text



ADD ALT TEXT

Be Descriptive.
Google often indexes
descriptions and titles.
(Title = Alt Text)

Alt Text



Alt text is accessed by screen readers for people who might have trouble seeing your content.

Title

Description

OK

Cancel



CHECKING ACCESSIBILITY OF GOOGLE DOCS

- **Download your Google Docs as Microsoft Word, open it in OpenOffice or Microsoft Office, find the Accessibility check (often under Review) and run through it.**
- **Use a 3rd party plugin like Accessibility Checker.***

https://gsuite.google.com/marketplace/app/accessibility_checker_for_docs/452529936240

https://gsuite.google.com/marketplace/app/accessibility_checker_for_slides/437536886016

https://gsuite.google.com/marketplace/app/accessibility_checker_for_sheets/849901429043

<https://chrome.google.com/webstore/detail/grackle-accessibility-che/copojmaamcpblldileiipebpfjahcnjf?hl=en>



CHECKING ACCESSIBILITY OF GOOGLE DOCS

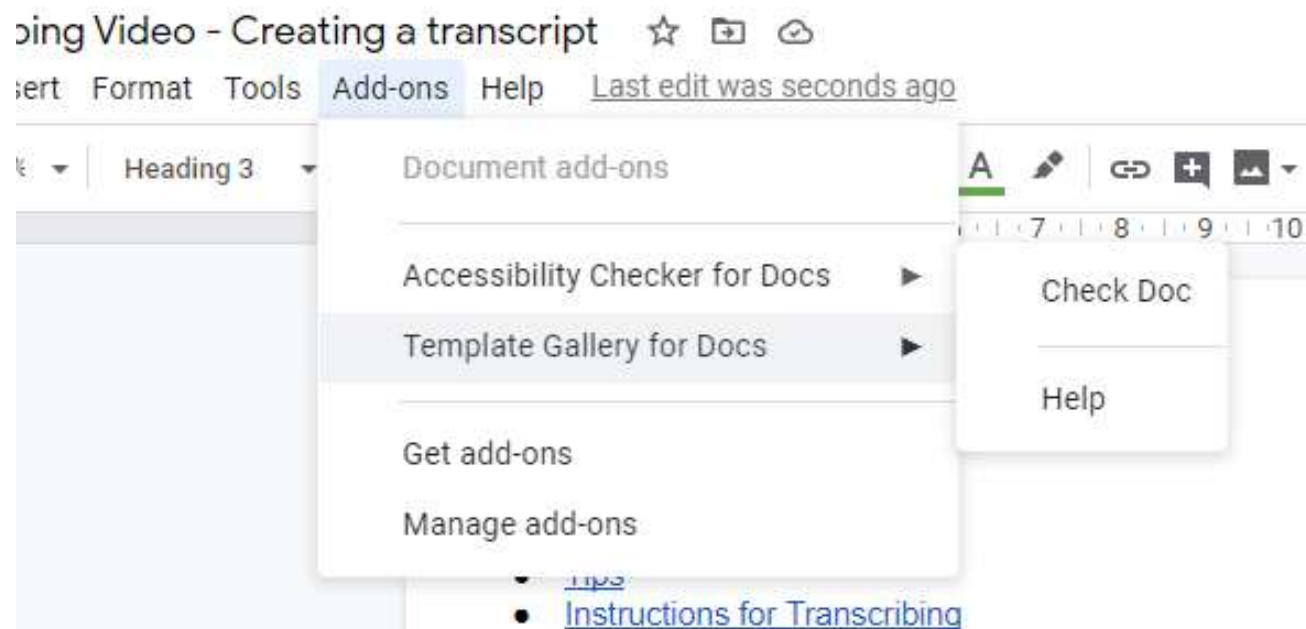


Image options | Replace image

19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27

edit the text per instructions above.

ript

you by your public library as citizens

we must always be vigilant and observe

signs of impending apocalypse

unsurprisingly the Athens Regional

Library system offers diverse and free

solutions to avoid being smushed let's

look at just a few first of all how do

you know if the threat is even real

perhaps a dubious psychic predicts doom

or there is a media frenzy over a

(auto-generated)

Accessibility Checker

Accessibility Checks

- 😊 Doc has a language
- 😊 Doc has a title
- 😞 Doc has high-contrast text
- 😞 Images have alt text
- 😊 Other checks

CHECK ACCESSIBILITY

Have a feature request? Email us!
support@lovelyapi.com

FREE
ACCESSIBILITY
CHECKER

THINK ACCESSIBLE FOR ALL

- Font high contrast colors
- Readable font size – no itty bitty font
- No email backgrounds (impossible to do well in Gmail anyhow!)
- Use Alt Text if you are using images
- Remember your receipt may be using text only email so use images with caution.



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WEB ACCESSIBILITY GROUP – WAG OPEN TO ALL



96.27.147.252 Talk for this IP address Log in

Page Discussion

Read

View source

View history

Search



About Web Accessibility Group (WAG)

The Web Accessibility Group (WAG) is housed at AMAC Accessibility at Georgia Tech. Its purpose is to bring together individuals in Higher Ed seeking to navigate the complex requirements of state and federal accessibility standards and guidelines. WAG receives funding through the State of Georgia ADA Coordinator's Office under the umbrella of the AccessGA initiative, a statewide partnership supporting state agencies including Higher Ed institutions and technical colleges. WAG offers web accessibility information and assistance through its wiki and listserv. It also provides monthly online webinar offerings, drawing on local, national and international talent and expertise on topics related to digital accessibility.

Spotlight

The State ADA Coordinator's Office of Georgia and the Georgia Association of State Facility Administrators (GASFA), are hosting a one-day ADA Conference. [Read the Spotlight Full Story](#)

[Nominate a Spotlight](#)

WAG Monthly Meetings

The Web Accessibility Group (WAG) meets online via Collaborate web conferencing system on the first Wednesday of the month.

Next Meeting: Wednesday October 3, 2018 from 01:00pm-02:00pm (ET)



- About WAG
- Accessibility Basics
- CSUN
- GAAD
- GT Training
- Handouts
- Listserv
- Monthly Meetings
- Procurement
- Resources
- Rock Eagle
- Spotlight
- Tools and Checkers
- Training (Institutions)
- USG Symposium
- Webinars

Tools

- [What links here](#)
- [Related changes](#)
- [Special pages](#)

http://www.amacusg.gatech.edu/wag/Main_Page

ACCESSIBILITY CHECKLIST

- ✓ **Styles/Headings**
- ✓ **Short paragraphs**
- ✓ **Bulleted lists**
- ✓ **Alt Text**
- ✓ **Navigation: Table of Contents, Page Numbers**
- ✓ **High Contrast**
- ✓ **Set up a template (Make a copy)**
- ✓ **Tables for data**
- ✓ **Comment with care**
- ✓ **Links**

- Key words: “Access to and use of”
- Same information and functionality as others
- Access should not be more difficult than for others.
- Examples include voice, fax, relay service, TTYs, qualified sign language interpreters, Internet posting, captioning, text-to-speech synthesis, readers, personal assistants, or audio descriptions.
- Make sure commonly used alternatives are readily available.

Provide Alternative Means



Accessibility **THRIVES**

T

Tables



Provide table descriptions and

H

Hyperlinks



Use **descriptive** hyperlinks

R

Recordings



Provide a **transcript** for

I

Inclusive
Font



Use accessible **Sans Serif** fonts

V

Visuals



Add **alt text** to all images. For more

E

Examine



Use built-in **Accessibility**

S

Structure



Use **heading** styles, lists and



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Design for All (Universal Design!)





thank you!

<http://tinyurl.com/accessibility2024>