Accessibility Strategies for Online Communications

UF/IFAS Communications ONLINE Bootcamp
April 2020
Outline

1. Purposes and general principles for Online Accessibility
2. Making Word Documents and PDFs accessible—Diana Hagan
3. Accessibility for TerminalFour and the Web – Tennille Herron
4. Accessibility for Videos–Al Williamson
5. Q&A
Learning Outcomes

After this training, participants will

• Be able to assess whether online content is accessible or not.
• Be aware of strategies and techniques to make content accessible in documents, on the web and social media, and in video formats.
UF Guidance

All programming/content delivered through an electronic medium must be accessible for persons with disabilities.

When providing programming using video technology or any other type of electronic information technology, please limit your audience to registered participants, when possible. Let registered participants know how to request disability related accommodations, and a time frame for doing so.

If providing programming to a larger community is necessary and registration is not feasible, please be sure your programming is compliant with the UF Policy on EIT Accessibility linked here before posting: https://it.ufl.edu/policies/eita-accessibility/eita-policy/.

--Brande Smith, UF General Counsel’s Office

For more information on EIT accessibility compliance, please visit https://accessibility.ufl.edu/.
Sample Accessibility Statement for Pre-Registration

“If any accommodations are needed, please contact (individual’s name) at (telephone number and email). Requests should be made as soon as possible but at least (time frame) prior to the scheduled meeting.”
POUR Principles

- Perceivable
- Operable
- Understandable
- Robust
Accessibility Strategies for Documents

Diana Hagan, MLS, IFAS Communications Information Management Specialist
Accessible Documents

• Structure and tags are the core of document accessibility.

• Tags
  • label content
  • help users navigate
  • help define structure and reading order
  • make it easier to exchange between formats
Avoid Manually Formatting Text

Do not use this part of the ribbon

It prevents your document from adjusting to different devices.
Work with the Styles Pane
Add TOC to long documents
Add Metadata in Words File Properties

• Title exactly as it appears in document
• Subject up to 200 characters
• Author
• Keywords separated by semicolons
Add Alt Text to Images

- Anchor all images
- To open alt text panel, select an image, right click, select “edit alt text…”
- If appropriate, mark as decorative
Accessible Tables

• Often contain critical detailed information
• Use only for tabular data
• Must have column headers
• Row headers are optional: consider using if complex
• Only use merged cells in headers
Word’s Accessibility Checker
Export from Word file to PDF

Adobe Acrobat Pro PDF Maker Plug in for Word
development training. Individual lesson plans should not be published as separate documents; rather, they should be compiled into one document that includes background information such as the intended audience, how it was produced, and how it should be used.

**Fact Sheet Guidelines**

The typical EDIS publication is a fact sheet, with other types of publications sharing many of these features.

A good EDIS fact sheet should include:

- An introduction that frames the problem, identifies the target audience, provides the rationale for the document, and defines how it should be used. A short abstract may be useful.
- Language that is both technically accurate and at the same time free of jargon, academic terminology, and bombastic vocabulary. It should be accessible and interesting to people without a college degree (unless written for a specialized audience as part of a broader Extension program).
- A summary that reminds the reader of the key points and directs them to supplemental information.
- Numbered and captioned photographs and illustrations that add to the visual appeal of the publication and illustrate key points.
- Citations and a literature-cited section, such as used in peer-reviewed publications, is not required but may be valuable for documents intended for technical subject matter and professional audiences that expect references to be cited.

**Format**

The standard format for EDIS education publications is 8-1/2 x 11-inch printed pages, laid out using a standard EDIS template. Alternate formats are common for Extension creative works. Templates have been developed for items such as large print handouts, one-page ID sheets, forms, curricula, and tri-fold brochures. Regardless of the delivery format, the content of an EDIS publication must conform to the standards outlined above.

**Summary**

The publishing process and management policies described in this publication are intended to help UF/IFAS ensure the ongoing authority and relevance of Extension publications.

Ultimately, the quality and relevance of our EDIS collection depends on the contributions from
Adobe Acrobat Accessibility Tools
Use Accessibility Checker in Adobe Acrobat Pro
ACCESSIBILITY STRATEGIES FOR ONLINE COMMUNICATION

WEB AND BLOG

• Dr. Tennille Herron, Manager, UF/IFAS Web Services
Why Digital Accessibility

• **More** accessible to people (with disabilities)
• Crises Communication

• Lawsuit Examples
AA accessibility standards

• WCAG AA Accessibility standards define web content as...
  • **What you see**
    (text, images, and sounds)
  • **What you do not see**
    (code or markup that defines structure, presentation, etc.)
Accessible Images

- **IMAGES** - *Avoid uploading too large images.* An entire webpage should take less than 8 seconds to load.
  - [TinyPNG](#)

- **IMAGES**– *Use “Alt” tags on Images and buttons.* Alternative text should explain what is seen in the photo.
  - [Alternative Text Cheat Sheet](#)
Accessible Images

• TERMINALFOUR(T4) - **Alternative Text.**

Media type: Image

Name: Academic- CALS Ambassadors

Description: Academic- CALS Ambassadors CFL landing page
Accessible Tables

- **TABLES** - Label data tables with headers above each column. Don’t forget to check tables on your mobile device for readability.
- **Example:** Extension Admin Superior Accomplishment Awards Table
Accessible Colors

- **COLOR** – Don’t rely on colors to convey Information. UF/IFAS Web Branding Guidelines provides a list of 14 colors and appropriate use.
  - Web Graphic Identity Color Guide
  - Web Page Headings: T4 Tip #25
Accessible Text

- **WEB TEXT** – *Use simple language.* Simplify web text so that someone on a sixth-grade level can understand the subject matter.
- Organize text with headings and subheadings.
- [VOX Media Resource](#)
- [Web Page Headings: T4 Tip #25](#)
Accessible Links

- LINKED TEXT - Be sure linked text makes sense out of context. Add titles to linked text. NEVER use “click here”.
- Adding A Call-To-Action To Your Website: T4 Tip #26
Moving Forward

• Make a good faith effort
• Keep cheat sheets nearby
• Follow an accessible routine
Accessibility Resources

• UF/IFAS Web Accessibility Cheat Sheet – YES!

• UF/IFAS Web Visual Branding And Accessibility

• webteam@ifas.ufl.edu
Accessibility Strategies for Online Video

UF/IFAS Communications Video
Al Williamson
Accessibility for Video

YouTube

Auto-captions: User has option to turn captions on or off.
Editable: Encourage checking auto-captions for accuracy.
Third party services available
UF uses 3PlayMedia. Roughly $3.50 per minute
<table>
<thead>
<tr>
<th>Video Title</th>
<th>Visibility</th>
<th>Restrictions</th>
<th>Date</th>
<th>Views</th>
<th>Comments</th>
<th>Likes (vs. dislikes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweet Potato &amp; Black Bean Chili</td>
<td>Public</td>
<td>Made for kids</td>
<td>Feb 21, 2019</td>
<td>172</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>The Florida We Know - UF IFAS Extension Agents</td>
<td>Public</td>
<td>Made for kids</td>
<td>Feb 21, 2019</td>
<td>1,357</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>NACAA Invitation to Beyond the Beaches</td>
<td>Unlisted</td>
<td>Made for kids</td>
<td>Feb 6, 2019</td>
<td>5</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>UF/IFAS Safari Pollinator Kit</td>
<td>Public</td>
<td>Made for kids</td>
<td>Jan 29, 2019</td>
<td>203</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Pomegranate - How to Juice with a Juicer</td>
<td>Public</td>
<td>Made for kids</td>
<td>Dec 13, 2018</td>
<td>4,655</td>
<td>0</td>
<td>69.2%</td>
</tr>
<tr>
<td>Pomegranate - How to Slice for Eating</td>
<td>Public</td>
<td>Made for kids</td>
<td>Dec 12, 2018</td>
<td>431</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Pomegranate - How to Juice with a Juicer</td>
<td>Public</td>
<td>Made for kids</td>
<td>Dec 12, 2018</td>
<td>631</td>
<td>0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
The Florida We Know - UF IFAS Extension Ag Agents

Agricultural agents with UF IFAS Extension share their knowledge of the value and impact of agriculture on Florida’s economy and natural resources.

Video link
https://youtu.be/r707uGokl9Y

Filename
Florida Ag Agents Final.mp4

Visibility
Public
Made for kids (set by you)

Audience
Is this video made for kids?
Regardless of your location, you’re legally required to comply with the Children’s Online Privacy Protection Act (COPPA) regardless of your location. To make this video suitable for kids, choose Made for kids.

Playlists
Select

Send feedback
The Florida We Know - UF IFAS Extension Ag Agents

did you know the economic impact of Florida agriculture is second only to tourism and our IFAs extension AG agents are excited to tell you about the

Florida they know the Florida I know is home to one of the nation's largest environmental horticultural industries that is pioneering best management practices to protect our water resources you know we don't always spend our time stopping the smell of the flowers in fact the Florida that I know is ranked

https://sfyl.ifas.ufl.edu/find-your-local-office/
Accessibility for Video

FaceBook

Caption Generator.
Editable. Encourage checking auto-captions for accuracy.
Facebook usually will auto-display captions when sound is off.
Explaining Food Expiration Dates: Before you make that trip to the grocery store, make sure you can't utilize food you already have at home.

in other co-defendants is really mean some products are
Captions can now be automatically created.

If you make this your default setting, captions will be automatically generated for every video you upload. Once finished and posted, captions can be reviewed and edited.

**Autogenerate Captions**

- **Autogenerate**

- **Autogenerate captions for future uploads**

**Upload**

Use SubRip (.srt) files to create captions for any language.

**Write Captions**

Write or paste your own captions

**Added Captions**

Here are the caption options that will be added to your video once it's published or saved.

- **English: Autogenerated**

- **Review and Edit**
<table>
<thead>
<tr>
<th>Time (s)</th>
<th>Time (s)</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:04:140</td>
<td>00:05:960</td>
<td>a lot of people think that's when you should throw the</td>
</tr>
<tr>
<td>00:05:960</td>
<td>00:08:940</td>
<td>product away. That's not necessarily true about 90</td>
</tr>
<tr>
<td>00:08:940</td>
<td>00:12:800</td>
<td>percent of us actually waste food. That's perfectly good.</td>
</tr>
<tr>
<td>00:12:800</td>
<td>00:16:220</td>
<td>Let's talk a little bit more about what the sell by used by</td>
</tr>
</tbody>
</table>

in other co-defendants is really mean some products are sold in the dairy case and often have a sell by date.
Explaining Food Expiration Dates: Before you make that trip to the grocery store, make sure you can't utilize food you already have at home.

and other code date phrases really mean. Some products are
Accessibility for Video

FaceBook Live or Zoom Event

Registration: Ask if there are any captioning needs?
If yes, are there funds available?
If no, still consider captioning the recording
    Consider charging for event and use funds?
Third-party real-time captioning available
    Alternative Captioning Services ($95 hour)
Closing. Questions?
Thank You!

You can contact us at…

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Tennille Herron: therron@ufl.edu
Al Williamson: alwill@ufl.edu
Accessibility in Online Communications

Diana Hagan, Dr. Tennille Herron, Al Williamson
UF/IFAS Communications