

Ensuring ADA Compliance During COVID-19: Communication for People with Disabilities

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C O M P A N Y



Webinar Overview

- Brief Introduction
- COVID-19's Impact on Education and People with Disabilities
- Accessing Higher Education: A Case Study
- Web Accessibility, W3, and Sections 504 & 508
- Web Accessible Websites
- Choosing Fonts and Building Inclusive Digital Content
- Examples of ADA Noncompliance
- Writing ADA Compliant Emails
- Writing ADA Compliant PowerPoints, Word Docs, PDFs
- Questions and Free Resources



Introduction



Dr. Zach Taylor

Institutional Support Consultant
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PhD, The University of Texas at Austin

Published 7 peer-reviewed articles on
ADA and web accessibility since 2018.

Over 30 presentations focused on ADA
and web accessibility since 2018.

All articles available upon request.

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COVID-19 and People with Disabilities

Helping students with special needs cope and learn during COVID-19 pandemic

Maine teacher offers helpful tips for parents of kids with special needs amid the COVID-19 pandemic.

Author: Elle Ousfar (NEWS CENTER Maine)
Published: 2:11 PM EDT March 23, 2020
Updated: 2:11 PM EDT March 23, 2020

COVID-19 pandemic puts children with disabilities at significant risk

By Ellen Goldbaum

The coronavirus COVID-19 outbreak leaves people with disabilities among the most at risk

By Nicolas Perpitch

Updated 19 Mar 2020, 6:12pm

Is online school illegal? With schools closing from coronavirus, special education concerns give districts pause

Erin Richards USA TODAY

Published 5:00 a.m. ET Mar. 19, 2020 | Updated 1:00 p.m. ET Mar. 19, 2020

Young and Healthy?: Chronically Ill and Disabled Students Grapple with COVID-19

By Tamara Kamis

People With Disabilities Bear Brunt Of Challenges Posed By COVID-19

By PAUL FLAHIVE • MAR 24, 2020



Education During COVID-19

- States must provide free, appropriate public K-12 education (FAPE), even during crisis times.
- The Department of Education did not address higher education in its COVID-19 FAQs Document here: <https://sites.ed.gov/idea/files/qa-covid-19-03-12-2020.pdf>
- Higher education?
- You can click on the picture below for the full story.

Urging States to Continue Educating Students with Disabilities, Secretary DeVos Publishes New Resource on Accessibility and Distance Learning Options

New Fact Sheet Provides Additional Information on How Distance Learning Can be Used to Meet Students' Needs During COVID-19 National Emergency

MARCH 21, 2020

Contact: Press Office, (202) 401-1576, press@ed.gov

WASHINGTON — U.S. Secretary of Education Betsy DeVos announced today the Department has released [new information](#) clarifying that federal law should not be used to prevent schools from offering distance learning opportunities to all students, including students with disabilities. This new resource from the Office for Civil Rights (OCR) and the Office of Special Education and Rehabilitative Services (OSERS) explains that as a school district takes necessary steps to address the health, safety, and well-being of all its students and staff, educators can use distance learning opportunities to serve all students.

"It was extremely disappointing to hear that some school districts were using information from the Department of Education as an excuse not to educate kids," said Secretary DeVos. "This is a time for creativity and an opportunity to pursue as much flexibility as possible so that learning continues. It is a time for all of us to pull together to do what's right for our nation's students."


"Nothing issued by this Department should in any way prevent any school from offering educational programs through distance instruction," she continued. "We need schools to educate all students out of principle, rather than educate no students out of fear. These are challenging times, but we expect schools to rise to the occasion, and the Department stands ready to assist you in your efforts."




ADA Protections in Higher Education


- Individuals with Disabilities Education Act (IDEA):
 - Postsecondary “qualified students” = student with a disability who meets the academic and technical standards requisite for admission or participation.
 - Postsecondary schools = “required to provide students with appropriate academic adjustments and auxiliary aids and services that are necessary to afford an individual with a disability an equal opportunity to participate in a school's program.”
 - Postsecondary schools = NOT required to make adjustments or provide aids or services that would result in a “fundamental alteration of a recipient's program or impose an undue burden.”
- What this means?
 - FAPE is not defined or applied in postsecondary settings.
 - “Academic adjustments and auxiliary aids” are the extent of what institutions are ADA-obligated to provide.

Seeking Access on Institutional Websites

The University of Texas at Austin
McCombs School of Business

[Programs & Academics](#) | [Faculty & Research](#) | [Executive Education](#) | [Centers & Initiatives](#) | [About McCombs](#) | [Recruiters & Corporations](#) | [Alumni](#)

Search Keyword 



McCombs School of Business
Innovation Unleashed
McCombs Part of \$50M **Blockchain Research** Program Launched by Ripple.

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DEAN'S REPORT

McCombs in the News [McCombs Newsroom](#)
AARP
Married? Both Partners Need Money Skills
Bloomberg
VIX Faces Probes With Controversial Auction at Issue
The Wall Street Journal
Minimalism is Overrated: How I Learned to Love a Little Clutter

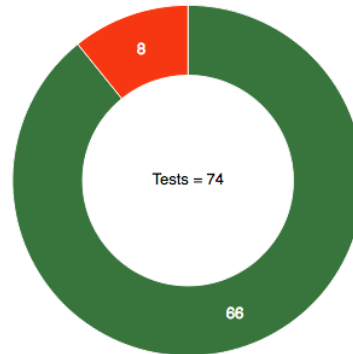
Upcoming Events [View full event calendar](#)
June 5th, 2018
Austin Chapter Workshop: The Retirement Wealth Academy
June 6th, 2018
Full-Time MBA Coffee Chat with a Student - Atlanta
June 12th, 2018
Evening MBA Connect

ADA Noncompliance

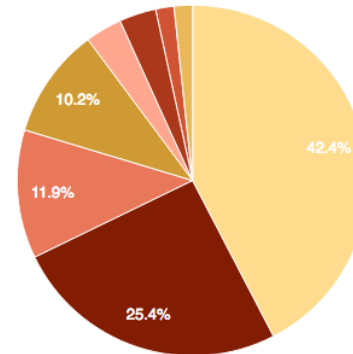
59 issues found for
[https://www.mcombs.utexas...](https://www.mcombs.utexas.edu/)

⌚ Processed in 2.60sec
Screen Size: 1024w x 768h
Page size: 127kb

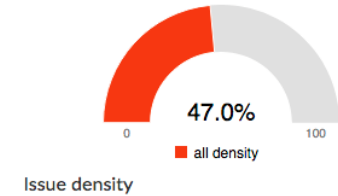
Download CSV 



Failed vs passed tests




Percentage issues per criteria for this page



Error

```
<button class="header-search-button" id="SearchDesktopGo" onclick="performsearch('searchdesktopterm') " title="Submit Search" type="button"></button>
```

Test ID 82

 **Error** / priority 100%

This button is empty.

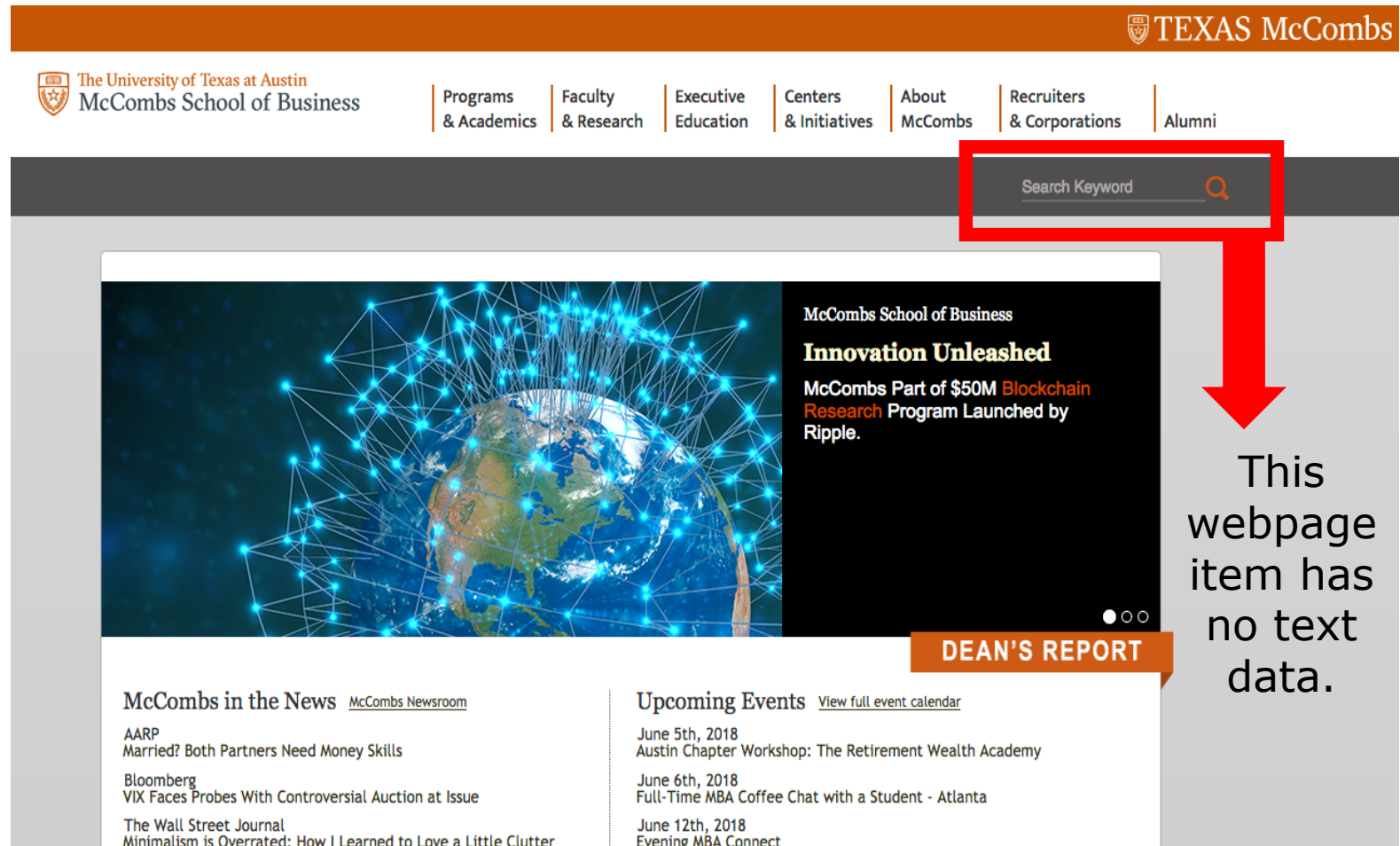
(line: 1451, 29)

Web Content Accessibility Guidelines (WCAG) 2.0, Level AA: 2.4.6 Headings and Labels

This button has no text within it. People who use assistive technologies like voice-dictation software will not be able to refer to the button by name, and users of screen readers will not have any information about this button's purpose.

 Recommended Fix

Seeking Access on Institutional Websites




The screenshot shows the Texas McCombs School of Business website. The header includes the university logo and navigation links. A red box highlights the search bar, and a red arrow points from it to a text box on the right.

TEXAS McCombs

The University of Texas at Austin
McCombs School of Business

Programs & Academics | Faculty & Research | Executive Education | Centers & Initiatives | About McCombs | Recruiters & Corporations | Alumni

Search Keyword 

McCombs School of Business
Innovation Unleashed
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Evening MBA Connect

This webpage item has no text data.



What is Web Accessibility?

- Websites and web tools properly designed and coded to be used by people with disabilities (future/current students/staff).
- Making the web “accessible.”
 - [Source: W3 – Web Accessibility Initiative](#)
- WCAG 2.0: **W**eb **C**ontent **A**ccessibility **G**uidelines.
 - Published by the Web Accessibility Initiative ([source](#))
- A wide range of recommendations to make websites more accessible for people with disabilities.
- [Adopted as standard of web accessibility by U.S. Congress.](#)

W3.org and WCAG Standards

How to Meet WCAG 2 (Quick Reference)



A customizable quick reference to Web Content Accessibility Guidelines (WCAG) 2 requirements (success criteria) and techniques. [Show About, How to Use & Preferences](#)

Contents

Filter

Hide

1. Perceivable

1.1 Text Alternatives

1.1.1 Non-text Content

1.2 Time-based Media

1.2.1 Audio-only and Video-only (Prerecorded)

1.2.2 Captions (Prerecorded)

1.2.3 Audio Description or Media Alternative (Prerecorded)

1.2.4 Captions (Live)

1.2.5 Audio Description (Prerecorded)

1.2.6 Sign Language (Prerecorded)

1.2.7 Extended Audio Description (Prerecorded)

1.2.8 Media Alternative (Prerecorded)

1.2.9 Audio-only (Live)

1.3 Adaptable

Selected Filters: WCAG 2.1: all success criteria and all techniques. [Clear filters](#) [Expand all sections](#) [Share](#)

Principle 1 – Perceivable

Information and user interface components must be presentable to users in ways they can perceive.

Guideline 1.1 – Text Alternatives

Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.

[Show techniques and failures for 1.1](#)

1.1.1 Non-text Content — Level A

All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. [Show full description](#)

[Show techniques and failures for 1.1.1](#)

Understanding 1.1.1

Guideline 1.2 – Time-based Media

SHARE

BACK TO TOP

- Official W3 WCAG Overview Website:
<https://www.w3.org/WAI/standards-guidelines/wcag/>



Renewed Emphasis on ADA

- Section 504 of the Rehabilitation Act of 1973 prohibits educational discrimination against people with disabilities.
- Section 508 of the Rehabilitation Act of 1973:
 - **Amended on January 18th, 2018.**
 - Requires all Title IV higher education institutions to publish level-AA WCAG 2.0 compliant websites, technology, and training resources ([source](#)).
 - Websites and digital communication must be web accessible for people with disabilities.
 - Why now?



Ethical, Legal Costs of ADA Noncompliance

College Websites Must Accommodate Disabled Students, Lawsuits Say



Hofstra University on Long Island is one of eight New York colleges named in lawsuits because, the suits say, their websites are inaccessible to the plaintiff, who is blind, and therefore in violation of the Americans With Disabilities Act. George Eheredige for The New York Times

Harvard Accessibility Lawsuit Moves Forward

By [Carl Straumsheim](#) // February 23, 2016

7 COMMENTS

A judge in a federal district court in Massachusetts has [allowed](#) an accessibility lawsuit against Harvard University to proceed. The National Association of the Deaf last year [sued](#) Harvard over online content rendered inaccessible for learners with disabilities due to a lack of closed captions. Harvard had sought to dismiss or stay the lawsuit until the U.S. Department of Justice issued new rules on how the Americans With Disabilities Act of 1990 applies to websites, but the court dismissed that motion, saying that such a decision could keep the plaintiffs waiting for years.

50 Colleges Hit With ADA Lawsuits

A blind man is taking 50 colleges to court, alleging their websites are inaccessible to people with disabilities.

By [Lindsay McKenzie](#)

// December 10, 2018

22 COMMENTS



ON CAMPUS

Provost: Syracuse University to remediate 'significant portion' of web presence to improve accessibility





Accessible Websites

- Big Issues Before You Click “Publish” Or “Send”:
 - Talk to your institution's website developer about web accessibility—are they aware? Professional development?
 - For example: Is your institution’s color scheme compliant?
 - Know who can edit your website—how many chefs are in the kitchen? How many are aware of web accessibility?
 - For example: One institution had over 1,000 accounts w/ access.
 - Trim the fat—are there old, dated webpages that could be removed from your website? How do you know?
 - For example: One institution’s financial aid website had over 100 pages dating back between 2012-2015 (just the FA website).



Accessible Websites

- The Day-to-Day (Immediately Actionable):
 - Be sure to define the website's language (ex: en=English)
 - Use a simple, readable, common font (Verdana is most web accessible—used for this presentation.)
 - Use strong color contrast—light on dark, dark on light.
 - Add alt text to pictures and closed captions to videos.
 - Give hyperlinks informative titles—folks should know what happens when you click anywhere on your website.
 - Understand heading sizes and don't skip them. All pages should have 1 heading at level 1—next heading = level 2.



Accessibility: Fonts

- The font used in this presentation is Verdana.
- It is a highly web accessible font and widely used (compatible with many different software programs).
- Verdana features serifs (feet) that make the font very readable.
- For example:
 - Illegal activity is frowned upon. (Verdana)
 - Illegal activity is frowned upon. (Arial)
 - **Illegal activity is frowned upon. (Haettenschweiler)**



Accessibility: Font Size and Color Contrast

← → ↻ [Portland State University \[US\] | https://www.pdx.edu/finaid/home](https://www.pdx.edu/finaid/home)

[Start Here](#)[Apply for Financial Aid](#)

[Log In](#)[Manage Your Application](#)

News

Brenda Eichelberger, Business faculty; Heather Mattioli, Financial Aid; and Rachel Foxhoven, International Business Programs, co-authored an article, "Uncovering Barriers to Financial Capability: Underrepresented Students' Access to Financial Resources," »

Student transaction offices moving to trailers during Neuberger construction »

2016 PSU Student Food Security Survey Launched »

[go to news](#)

Events


Sunday, Mar 24
[Odyssey Works: Experience Design Intensive »](#)

Sunday, Mar 24
[Musical: We Met in Moscow »](#)

Tuesday, Mar 26
[Taxation Programs Webinar »](#)

[go to events](#)

Profile



Jay Fortenberry »
Instructor. Jay Fortenberry is a cash to cash cycle expert, teacher, mentor and author.

[go to profiles](#)

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Accessibility: Interactive Elements

The screenshot shows the Florida State University admissions website. A modal titled "Application Type" is open in the center, displaying six buttons: FRESHMAN, TRANSFER, GRADUATE, READMISSIONS, TRANSIENT, and NON-DEGREE. The background is slightly dimmed, showing a header with four admission officers' profiles (Stacie Boatwright, Suzanne, [Name], and Jacob Robinson), a "Quick Links" sidebar with options like "Apply Online", "Check Application Status", "Residency", "Change Form", "Highlights", "Visit Us", and "FSU-Panama City Campus", and a "Profiles" section with student testimonials.

Florida State University [US] | <https://admissions.fsu.edu/contact/>

Application Type

- FRESHMAN
- TRANSFER
- GRADUATE
- READMISSIONS
- TRANSIENT
- NON-DEGREE

Quick Links

- Apply Online
- Check Application Status
- Residency
- Change Form
- Highlights
- Visit Us
- FSU-Panama City Campus

Profiles

"My extracurricular activities were essential to my undergraduate experience at Florida State - the more to the collegiate experience just academics!"

— Amanda Schell
Statistics & International Affairs

"Being an NOAA Ernest Holling Scholar gave me the opportunity to travel across the country and work with many respected professionals in our field."



Writing ADA Compliant Emails

- When writing emails:
 - Begin email in Word—then copy/paste into email field and send.
 - Prioritize text—screen readers/text recognition technologies work across many devices (phones, tablets, computers).
 - Use a simple, readable, common font.
 - Use strong color contrast.
 - Add informative alt text to pictures →
 - “A picture of two college students walking on campus. They are wearing backpacks and talking to each other.”
 - Add informative alt text to hyperlinks.
 - <https://www.trelliscompany.org/research/>
 - “If you click this link, you will be directed to the Trellis Company research website.”





Writing ADA Compliant Materials

- When creating files:
 - Use the web accessibility features built into PowerPoint, Word, and Adobe software.
 - [Microsoft PowerPoint](#)
 - [Microsoft Word](#)
 - [Adobe software](#)
 - Use a simple, readable, common font.
 - Use strong color contrast.
 - Add informative alt text to pictures and hyperlinks.
 - A lot of learning materials are shared (e.g., PDFs, listserv materials)—who made the materials and are they web accessible?
 - Think syllabi, class handouts, campus flyers, etc.
 - A lot of shared resources may be linked to other websites—are these websites accessible?

Questions and Web Accessibility Resources



- Department of Education guidance on Section 504 Compliance: <https://www2.ed.gov/about/offices/list/ocr/504faq.html>
- WCAG Quick Reference Guide: <https://www.w3.org/WAI/WCAG21/quickref/>
- Microsoft Windows accessibility resources: <https://www.microsoft.com/en-gb/accessibility/windows>
- Mac users: hold COMMAND+F5 = runs Voiceover accessibility software
- Windows users: hold WINDOWS+CTRL+ENTER = runs Narrator accessibility software
- Resources: www.tenon.io, <https://achecker.ca/checker/index.php>
- Defining website language: <http://evengrounds.com/developers/defining-the-language-of-your-web-page>
- Adobe Accessibility: <https://www.adobe.com/accessibility/products/acrobat.html>
- WebAIM font guide: <https://webaim.org/techniques/fonts/>
- Penn State color contrast guide: <http://accessibility.psu.edu/color/contrasthtml/>



Proven Services.
Extraordinary Support.