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Making Content Accessible: Communications Tune Up Webinar series

BLAKE TRAVIS: Hello, and welcome to the Communications Tune Up Webinar Series, part of the MAXIMUS Webinar Series. Thank you, for attending. My name is Blake Travis. Today's webinar is Making Content Accessible: Removing Barriers to Digital Communication, the fifth in our series.

Some quick housekeeping: If you have any questions, please, type them directly into the questions box on the toolbar, and we'll answer them at the end of the presentation. We'll also be sending out a link to the slides and the recording to all attendees after the webinar.

Our presenters today, from the MAXIMUS Center for Health Literacy, are Creative Director, Eva Anderson and Senior Manager, Erin Dugan. They specialize in helping government agencies and public service organizations develop easy-to-read print materials and user-friendly websites to communicate effectively with diverse audiences.

Eva's career in graphic design spans for more than 25 years. Since joining the center in 2011, she's helped government clients across the U.S. develop clear and compelling communication in a variety of mediums. Recently, Eva has led the design team at the center to gain experience and expertise in making electronic documents accessible. Before joining MAXIMUS, Eva owned her own design business for 22 years where she produced award-winning designs for a wide spectrum of regional and national clients. Eva holds a Master's Degree from Rhode Island School of Design.

Erin is a public health and communications expert who helps clients better understand, reach out to and engage their target audiences in effective and meaningful ways. For over a decade she has partnered with state clients to develop successful communication strategies and materials ranging from WIC rebranding to lead safety, breastfeeding outreach and advocacy. She holds a Bachelor's Degree in Communications Studies from Northwestern University and a Master's Degree in Public Health from University of California, Berkeley.

And now I'll turn it over to Erin and Eva.

ERIN DUGAN: Thank you, Blake, and, thank you, to everyone for joining us in this webinar. Welcome to Making Content Accessible: Removing Barriers to Digital Communication. During this webinar, we'll be giving you a lot of new and complex information. You can see it again next week by downloading it at MAXIMUS.com/webinars. We'll show you this link again at the end of our presentation.

What do we mean by "accessibility"? Equal access to digital communications is everyone's right, regardless of ability. By "digital communications," we mean information available on an electronic devices and particularly, the web. When the web is accessible to people with a diverse range of sight, hearing, movement, and cognitive abilities, it removes barriers to communication and interaction that many people face in this digital world. But when websites, web technologies, or web tools are badly designed, they create barriers that exclude people from equal access. One out of every five Americans lives with a disability. That's over 55 million people. Yet, an estimated nine out of ten websites are not accessible.

In this webinar we'll talk about reducing barriers to digital communication. We'll introduce you to the basic language and tools used to make web content and electronic documents accessible so you can better understand accessibility and talk about it with your clients, web consultants, and designers.

First, we'll provide you with an overview of existing accessibility standards. Then, we'll talk about ways you can help ensure that websites and electronic documents are accessible. Finally, we'll point you to some key resources.

To better understand accessibility standards, we're going to introduce you to Section 508

of the Federal Rehabilitation Act of 1973. Section 508 is required for federal agencies and recipients of federal financial assistance. Recipients of federal financial assistance refers to programs and activities that receive financial help from the U.S. Department of Health and Human Services, such as federal grants, Medicare and Medicaid funds and other types of federal funding.

These organizations must accommodate people with disabilities by providing equal access to electronic information and technology, also known as EIT. This requirement benefits federal employees and members of the public with disabilities and prevents discrimination based on disability. EIT is defined by the Rehabilitation Act as equipment or systems used to automatically perceive, understand, navigate, interact with, and contribute to data or information. For today's purposes, we'll focus on EIT available on electronic devices used to access the web.

Section 508 also applies to the development, procurement, maintenance, and use of EIT. So it's not an afterthought or a quick fix, but rather, it's built into all stages of the EIT lifespan. Planning for and building accessibility into EIT upfront also costs less and is more effective than doing it at the end. Section 508 further requires EIT to be compatible with assistive technology. This includes things like screen readers, captioning, and speech-detection software that help people with disabilities interact with EIT.

Section 508 also describes what information providers are not responsible for. If the information provider can't comply with Section 508, then they have to prove that meeting the requirement is an undue burden. Section 508 also does not apply to private organizations, but many organizations are adopting these standards. By doing so, they can make their websites easier to find and avoid expensive lawsuits. It's also good business, and it's the right thing to do.

So Section 508 is important for several reasons: It eliminates barriers to information technology, creates opportunities for people with disabilities, and it encourages the development of technology to help achieve these goals.

Updates to Section 508 of the Federal Rehabilitation Act have ensured that the requirements keep up with changing technology. The United States Access Board is currently updating Section 508 standards and the 1996 Telecommunications Act Accessibility Guidelines together. These revised standards will align Section 508 more quickly to the international World Wide Web Consortium, Web Content Accessibility Guidelines, also known as WCAG. In addition, every state currently has an accessible website or technology law or policy adopting Section 508 standards, WC3 (sic) guidelines or a combination of these two.

Now that we've reviewed these standards, how do you know your digital content is actually meeting them or is in compliance?

To check the compliance, automated tools are available to scan websites and related content, like electronic documents, for accessibility. We'll describe these tools in more detail shortly. Remediation means fixing existing websites and electronic documents to ensure that they are 508 compliant. Electronic documents are files created in Microsoft Word, PowerPoint, Excel, and other applications, as well as, PDF, HTML files, and multimedia files.

An electronic document posted online or distributed by email is accessible when it can be easily understood and navigated using any browser or assistive technology. So how do we create websites and electronic documents that people with disabilities can actually use?

Let's first look at the kinds of disabilities and examples of assistive technologies we're talking about. People who have trouble seeing might use screen readers or a braille display. People who are hard of hearing, may benefit from captions or a transcript of online audio or video. People with limited movement may not be able to use a mouse or may need to use software that converts what they say to text. And people with cognitive challenges greatly benefit from clear, well thought out layouts and content organization.

Now, Eva will tell us a little more about assistive technology.

EVA ANDERSON: Thank you, Erin.

As Erin mentioned, there are many different assistive technologies. One of the most common types is screen reader software programs. Screen readers are mostly used by people with vision loss, learning disabilities, or language barriers. A screen reader interprets text and images that appear on the screen and reads them back to the user either in speech or braille. When it reads what is on the screen using speech, we call that text-to-speech. A person may choose a screen reader based on cost, language preference and how easy it is to use.

This slide was commonly used by screen readers in the English-speaking market. Screen reader software features differ, but all of them depend on how correctly the document is formatted. Many of the screen readers we listed include pronunciation engines for common Western European languages, such as Spanish, French, and German. Usually, non-Western European languages, such as Russian, are run on non-English computer operating systems. This is important to know if you're working with these languages, because they will require specially programmed screen reader software.

For example, we recently began testing two health insurance forms that we created in 11 languages each. The testing will be performed by a blind person using JAWS screen reader software in eight of the languages. But finding a screen reader for Armenian, Hmong, Khmer, and Tagalog has been a challenge.

Just because a document seems to be formatted properly for accessibility doesn't guarantee that it will read correctly with the screen reader. Listening to the content on your website or electronic document as a screen reader reviews it, gives you a chance to hear any screen reader errors. Testing may be required to make sure your information is accessible, and requirements can differ from state to state. It's important to know which approach you'll need at the very start of the project. Sometimes it's not easy to figure out which testing method is needed. This can slow you down and result in non-compliance if you miss a deadline.

There is no single tool that can do the review, find all the errors, and fix them for you. The most thorough Section 508 compliance testing includes both automated and manual processes. We'll talk about automated processes when we cover electronic documents.

Let's use an example of testing for manually impaired people, like the blind. Here are three ways to manually test with a screen reader: You can test the readability of a website or electronic document on your own computer. This will give you a sense of how the screen reader moves through the document's content but will not replicate what a blind person might actually hear. The second way is to have a blind person test on their computer with their own screen reader software. And the third way is to have a blind person test with a person who can see sitting next to them to confirm that the content is read correctly.

Now that we've been through the overview of Section 508, let's look at some specific guidelines for accessibility on the web. The World Wide Web Consortium, Web Content Accessibility Guidelines, also known as WCAG, lays out four principles of accessibility that create the acronym POUR: Perceivable, Operable, Understandable, and Robust. These principles were created for the web. Some of them also apply to the electronic documents posted on websites. We'll let you know which principles apply to the web and which to electronic documents. As we mentioned before, a number of these guidelines will soon be integrated into Section 508 standards.

The first of the four WCAG Principles of Accessibility is to make websites perceivable so all visitors have the same experience regardless of ability. The first way to do this is to provide text alternatives for non-text content. Text alternatives convey the purpose of an image or function. They allow blind and low-vision users to hear descriptions of images or graphics. Here, the alternative text pops up in the yellow field when your mouse hovers over the image. This text

is read by the screen reader. You can use short descriptions for images like icons, buttons, and graphics. This website uses "Get Started" and "Learn More." For charts, diagrams, and illustrations, describe the data rather than just using an image.

Here are two examples of how data can be described in a table with text and a simple bullet list. For non-text content, such as audio and video files, include brief descriptions of what they are about. Not all images in a document or on a website need text alternatives. In this example in the Massachusetts Health Connector, we didn't tag the illustration nor the photo, because they're considered visual enhancements to the layout and don't add meaning for a visually-impaired person using a screen reader. For example, a description of the photo might have said "Asian family fishing." But for someone who can't see the photo, this might be irrelevant in learning about health insurance. However, if the image is used to enhance the user's understanding of the content, then we recommend adding a description.

The second way to make information perceivable is to provide captions and other alternatives for people who cannot hear audio or see video. For audio, include text transcripts and captions or sign language interpretation. And for video, include audio descriptions. Here, the example on the left shows closed-captioning and the example on the right shows three alternatives for accessing a Podcast: listening to audio, reading the transcript, or watching a video.

The third way to make content perceivable is to make sure it can be presented in different ways without losing information or changing the order of the content. The practice of adding structure is vital to having a website or electronic document make sense to a screen reader or other text-to-speech tools. For example, when you're formatting your website, it's really important to label your headings as "Heading One," or "Heading Two." This allows the user to skip around the website by heading. You would label other elements as well to let the user know that there are tabled lists or other types of content. We'll touch on specific structure needs for electronic documents later in this presentation.

The fourth and final way to make content perceivable is to make it easier for users to see and hear the content. For example, when the text size is doubled, the page is still readable. On the next slides we'll look at some specific WCAG guidelines for color. These guidelines are not currently required by law, but some may be with the up-coming Section 508 updates.

When text or other elements don't have enough color contrast compared to the background, it can be harder for the user to read the text or see images, especially, if they are visually impaired. WCAG uses three levels to determine if a website or electronic document has accessible color contrast. These are A, AA, and AAA. The recommended minimal WCAG level to meet the color contrast criteria is AA. You can test your color choices with online color contrast checkers listed on this slide, and there are others as well.

This illustration shows how a seemingly small change in color will be seen by a visually impaired person and how these color combinations pass or fail. Colorblindness is considered only a minor disability; yet, almost ten percent of all men suffer from some form of it. Users who are colorblind tend not to distinguish certain color hues, often red versus green. And here in this example on the left is the Google logo in full color and on the right what it would look like to a colorblind person. Online tools can allow you to view what a site looks like to people with different types of colorblindness. The website listed on this slide lets you type in a web address and feel what a web page would look like to a colorblind person.

Color should not be the only way to convey content. Other visual cues might be changes in shape, font, or line weight. This is especially important for links or hyperlinks in a document. These allow users to easily go to another part of a document or to a desired website. In the top example of the web menu, when the mouse rolls over a hyperlink, an arrow appears next to the link. But on the same page on this blog hyperlink shown below, it's underlined when the mouse

hovers over it. Web addresses or URLs must also be converted to active links and be correctly labeled to be accessible to screen readers.

Our final tip for making it easier to see and hear content is to allow users to pause, stop, or adjust the volume of audio played on a website.

Now that we've discussed perceivable, Erin will continue with Operable, the "O" in the four principles.

ERIN DUGAN: Thank you, Eva.

To make user interface navigation operable, all visitors must be able to interact with the online information. The first way to do this is to make all functionality available from a keyboard. Many people can't or don't use the mouse, and instead they rely on a keyboard. So anything available by mouse also needs to be available by keyboard. Using the keyboard alone should not hang you up as you move through the content. And browsers offering tools and other tools should all provide keyboard support.

The second way to make a website more operable is to give users enough time to read and use content. Some people need more time than others to type text, understand instructions or complete tasks on a website. For example, a person might need more time to pause, stop, or hide moving, blinking, or scrolling content.

The third way to make a website more operable is to avoid content that causes seizures. Content that flashes at certain rates or patterns can cause light sensitive reactions like seizures. If you must use flashing content, use it in ways that avoid these risks.

Finally, content that is well organized helps users navigate the site and find information. Here are some tips: Give pages clear titles and descriptive section headings; provide more than one way to go to a desired page; allow users to skip content that is repeated on multiple pages; and, make it easy for users to know where they are on a site.

This hhs.gov website clearly shows what page you're on in the website, Preventive Care, and how to get back to the main section. The user should also be able to easily tell where they are on the screen when using a keyboard. For example, on the disability.gov website, the user can tab through the menu using their keyboard. The red outline here clearly shows your location on the page.

Let's move on to understandable, the "U" in POUR. To make information and the user interface understandable, the content and interface of a website or electronic document needs to be clear and limit confusion. The first way to do this is to make all text easily readable and understandable. This helps software, like assistive technology, correctly process the text. You should always use the clearest, simplest language possible. When that's not possible, as with some legal language, include simplified versions.

Other ways to make text more understandable are to identify the primary language of a webpage or the language in specific parts of the page and provide definitions for any unusual words, phrases, and abbreviations. Making text easy to read and understand helps people who find it hard to understand complex sentences, phrases, and vocabulary; like people with cognitive challenges.

The second way to make content understandable is to make it appear and operate in predictable ways. Many people rely on predictable user interfaces and may be disoriented or distracted by inconsistencies. For example, navigation aids, such as menus and sidebars that are repeated throughout a website, should appear in the same place and with the same labeling on every page. Even though the colors and sidebar content in this example change from page to page, the top and side navigation menus and the search field are consistently placed.

The third way to make content understandable is to help users avoid and correct mistakes. Things like forms can be confusing or difficult to use. So you can help users avoid and

correct mistakes by including clear instructions, error messages, and suggestions for correction. You can also give them a chance to go back and review, correct, or undo their entry. These things help people who don't see or hear content or who may not be able to easily recognize relationships and other cues. It also helps people who may not understand how the website works or who are disoriented or confused, forget or make mistakes using forms.   On this Help Force RI website, we intentionally entered the wrong format for the birthdate to show both the error message and the prompt to correct the date.

And, finally, the "R" in POUR stands for robust. To be robust, a website needs to allow many different technologies, and, especially, assistive technologies, to reliably interact with the content and operate it in different ways. This includes being able to view the information correctly on many different types of electronic devices. To make this possible, you need to clearly define every element a user might interact with and ensure that the way you coded your website works, like through user testing.

Now, Eva will describe a few more ways that Section 508 standards apply to electronic documents.

EVA ANDERSON: As a reminder, electronic documents are files created in software programs, such as Microsoft Word, PowerPoint, and Excel. It can also be files created in (page layout) programs like Adobe InDesign. These are called "native" documents; though, electronic documents can also be PDF or portable documents files. When you convert documents, forms, graphics, and webpaged PDFs, they look just like they would if printed, but PDFs can also have clickable links and buttons, form fields, video, and audio.

In this part of our presentation, we're going to focus mostly on PDFs since they are one of the most able and commonly shared files types. For best results, accessible formatting in an electronic document should begin in your native document file. By doing this, it means there is less work and it will be less costly when changes are made to that file and a new PDF is created later on.

Keep in mind, if you are required to test your electronic documents with a screen reader, you may need to retest on some level every time a change is made. For example, if the change is just a typo, it can often be corrected right in the PDF and new testing may not be needed. However, if only some text or design is changing in the native file, then just those pages could be made into a new PDF page or pages. They, then, can be patched into existing 508 formatted PDFs and only those new pages would need new 508 formatting.

Finally, if very large amounts of text or design are changing in the native file or a change shifted the document pagination, then a whole new PDF would have to be generated and 508 formatted from scratch. It would also, most likely, be needed to be tested again.

Document properties allow the user with a screen reader to identify key information about an electronic document. When document properties are written correctly, it helps ensure the document is accessible, and it makes it easier to find it on the web. As an example, let's look at some document properties in a PDF. A document title allows the screen reader to locate and identify the document. The document title can differ from the name you give to the file. In this example, "Plain Talk Conference 2015 Abstract Submission Form" is the name of the file, and "Abstract Submission Form" is the name of the title. Always include the document title and document author in the document properties. The document author is usually the organization name.

You may also choose to add these other document properties: A subject, which may be different from the document title, and it gives information about the document category. For example, it could say, "Submission Form." Key words also categorize the document. For example, they could say, "Conference," "Abstract," and "Health Literacy."

When a document is in a foreign language, the document's language setting allows the screen reader to correctly print out the text. For example, in a Spanish document, if the phrase, "Como Se llama Usted" is tagged as Spanish, the word "llama" will be pronounced correctly as "yama" (phonetic) instead of "lama."

Another reminder, a clear structure helps the website or electronic document make sense to a screen reader or other text-to-speech tool. For electronic documents, the most important structure considerations for a PDF are document structure tags and proper reading order. Document structure tags identify page elements, like heading, paragraphs, and tables. In these two illustrations, the top circle highlights the heading in the tagged panel. The bottom circle shows the corresponding heading as it appears in the PDF. This is the text that will be read by the screen reader.

Reading order is also crucial for creating documents that are logically and clearly read by screen readers. It's best to set the reading order in the native file rather than the converted PDF, both to create a more accurate PDF and to create less work when changes are made.

This doesn't guarantee that no work has to be done to the converted or exported PDF. The exporting technology is not yet flawless. So fixes to tags and reading order still need to be made in the PDF. The numbers in a new PDF document show the reading order of the tag. Again, notice that we didn't tag the image of the colored file folders so it doesn't show up and it won't be read by the screen reader. Also, note that because the logo on the upper left is essential and pertinent and essential information image, we added a tag and descriptive text that reads, "California Department of Healthcare Services."

Once you've taken the previous steps to format your electronic document, the next step is to use the program's accessibility checker. An accessibility checker is one of the most important tools for checking whether your electronic document is 508 compliant. This automated tool reports items that may be missing or are formatted incorrectly, like the use of descriptive text on images, reading order, and document language.

Another useful tool is a series of checklists from the U.S. Department of Health and Human Services. These manual checklists can help ensure your electronic documents are in compliance with the 508 guidelines by answering task field questions. The checklists are specific to Word, Excel, and PowerPoint documents, as well as, PDF, HTML, and multimedia files.

And now, let's have Erin wrap up.

ERIN DUGAN: If you would like to learn more about accessibility, these websites are a good starting point.

Now we'll move on to answering your questions. And while you're typing them, let's take care of a little business. The next webinar, Planning and Implementing Public Health Campaigns will be two weeks from today on Friday, July 11 at 2:00 p.m. You can register at MAXIMUS.com/webinars. The next summit for Health Literacy Clean Talk Conference will be in March of 2015 in Arlington, Virginia. Please save the date and send us an email to be added to our mailing list at plaintalkconf@MAXIMUS.com. You can also request one of our manuals pictured on this slide by emailing us at healthliteracy@MAXIMUS.com.

Blake, do we have any questions?

BLAKE TRAVIS: We are still waiting on some questions to come in.

I'll remind everyone, if you just type it into the questions box on the menu bar that you have on your screen, we can pick those, and I'll read them to Eva and Erin. Also, remind everybody that after this webinar today, we will be emailing a link to the slides and to a recording of the webinar in case you missed it or you have others who want to attend.

Let's see. Well, while we're waiting for questions, Eva and Erin, I saw an interesting thing happen this week here in D.C. One of the news stations was doing a story on how the taxis are not picking up people with disabilities. And so someone wanted –- they sort of did an investigative thing. And so a gentleman who is an advocate for the blind didn't get a cab, so he went to go to their site to file a formal complaint to notify them of that and the website was not 508 compliant. So not only could he not get a cab, he couldn't even file a complaint that he couldn't get a cab. Something pretty important. And needless to say, they took his information over the phone and said they would quickly be updating their website. But you can see how, you know, that a website that is necessary for the general public, if, you know, you may unintentionally be locking out the people who need it most.

ERIN DUGAN: And it's interesting. Because one of the things that we did not mention in this webinar is that there have been some large corporations -- there's a very famous lawsuit against Target for not having a part of their website -- a lot of their website was compliant, but the person shopped and then couldn't checkout. Somehow they couldn't find out how to checkout, and they actually sued Target. So large corporations are -- I think they're becoming aware that this is definitely something they need to take into consideration as well.

BLAKE TRAVIS: You bet. I have got a couple questions. But one of them is, can you flip back to the resource slides so that everyone could take a look at that? Perfect.

Q.   So someone says, "Thank you, for the tips." And they're a cofounder of a startup, and they're very busy and slightly overwhelmed by all the checklists and recommendations. How do you advise starting? So where is a good starting point when you're doing this?
A.   That's a good question. I think you could go to the hhs.gov site. That's a really good one. Webaim is also good. Although, it depends also on whether you're really interested in making your web compliant, or do you just need to learn how to make 508 compliant documents to post to your website. We just me with a client, and they actually have two separate departments. One does just websites, and one does just the documents. We've even had a really hard time even calling out all the information. It's such a deep subject. It's one of the most complex subjects, I think, I've ever tackled. So I would say, start with the hhs.gov. You can also go to YouTube. There's some really great, great videos just in terms of just finding some YouTubes (sic). You can just type in "accessibility" or "508 standards." I think some of the government agencies have posted intro to accessibility or overview YouTubes (sic).

Q.   Okay. I think the slide may have it, but where is the accessibility checker? Is it one of those two websites in the middle there?
A.   Yeah, we'll go back to that. Yeah, right there. That's if you are out here.
       These are the checklists. But then accessibility checkers, those are -- the accessibility checkers, are -- they're within the software program. For example, if you go down here, the two last bullets, you'll see adobe.com/accessibility and microsoft.com. Both of those companies have their own versions of accessibility checkers right in their programs. And then Acrobat for the Adobe PDF, they have their own version of an accessibility checker as well.
       So for us, for example, when we're designing an in-design file, we would embed all of our styles as much as possible. All of our in-design file would be the native file, and we would do as much 508 formatting in the in-design file, and then we would run, you know, some form of accessibility check there, and then we would create the PDF, and then we would manually look at our reading order, we would manually look at our tags, and then we would run the accessibility checker again.

Q.   Can you create an accessible PDF from Adobe Reader, or do you need the full version of Adobe?

A.   My understanding right now is that you need Adobe Professional 11, which is the XI version. That's what we had to buy. Adobe is -- you know, they're slowly -- slowly to me because I want them to be more robust than they are. I mean, they're all – I think they're all scrambling right now to get up to speed on this. But definitely we've had to get the professional XI version, and Reader is limited.

And another thing, one of the reasons we've chosen to do this webinar at this time, and I'm sure that many of you who are listening have had similar experiences, is that this is becoming a very important issue. The CDC and other government agencies are starting to call those who they are funding on this topic. They're starting to require it as -- not just require it from a large global level, but actually enforce compliance. So many, many states, government and the federal government, all these people are having to think about it all of a sudden and address it in a way that they haven't had to in all the years that the guidelines were in place up to now.

And I would feel also that state by state it's differing as well. I would say that there are some states where the advocacy groups are much more active and proactive, and they're quicker to bring about lawsuits on behalf of their constituents who might be disabled versus other states. So, you know, I think California is more cautious than some other states might be because there are some more active advocacy groups there. So it's not universal across the nation.

Q.   Okay. So another question: If a small business wanted to make their website accessible, how would they find programmers and all that support to help them add those services?

A.   There's various organizations out there that do this kind of work. For instance, Deque Systems, which is D-e-q-u-e, might be one example. I would say that you can go to webaim, you can go to Acrobat Users, I think there's an accessibility group. You could probably Google 'accessibility groups" -- I'm sorry. I mean, accessibility – yeah. Like, you can find them through different organizations would probably be your best way. That's, I think, you know, one of the best ways that we've found people that when we needed in a pinch.

What do you mean by different organizations, Eva? What kind of organizations?

So, for example, WCAG might have something listed on their website for consultants.

BLAKE TRAVIS: What was that one?

A.   I know that there's an Acrobat Users group, and we found people through there to answer questions for us.

BLAKE TRAVIS: I would assume, too, that many of the web design companies based in the D.C. area probably have references they can give you or do them themselves since they do a lot of government --

A.   Yes, yes.

Q.   So, how do you set up the reading order in a Word document? And is it possible to also do it in PowerPoint?

A.   I'm sorry. You cut out a little bit there, Blake. Can you -–

Q.   Sure. How do you set up the reading order in a Word document? And is it also possible to do this in PowerPoint?

A.   Okay. I have to be honest. I'm not an expert at setting up reading order in a Word document. For Word documents, we would just -- we make sure that our style are correctly tagged, which means – we didn't show this on the screen because we felt it might be too

confusing. But Heading One needs to have an H1 tag. That helps with the reading order.

I'm trying to think of how to clearly explain this. So in your style sheets, you would have, like, Heading One -- and it's important to use the styles that are native to your document, and then modify those styles. Don't create new styles, because that just makes things messy.

The reading order in Word, we don't really -- in our work we don't use that as much because we've never really had to -- I'm trying to think of -- we don't make PDFs from Word. We just create Word documents that are accessible. So we haven't -- we just set up the styles and there's other things that we do.

ERIN DUGAN: And when Eva says "styles," she means that every kind of characteristic, the different fonts tab or different headers tab or different parts of the document, you give them a name that has certain characteristics, and that's called a "style," so that's a design standard.

BLAKE TRAVIS: Great. If you could put it back on that slide again with all the information in case somebody wants to get any of that.

That's it for our questions. Eva and Erin, thank you, very much. Great presentation. And I want to thank everybody for attending. And we hope you join us next time. Thank you.

EVA ANDERSON: Thank you, Blake.

ERIN DUGAN: Thank you, Blake.