

# Digital Access Practical Ps & Qs for All

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Hosted by: Wisconsin ADA Coordinators Association.

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## Webinar Series: Wisconsin ADA Coordinators Association

### **Disclaimer**

This webinar hosted by the Wisconsin ADA Coordinators Association is not meant to be legal advice. Although we may refer to the Americans with Disabilities Act (ADA) or similar state and local laws, this presentation is provided as an educational resource. Our goal is to give public entities a framework for accessibility and providing accommodations or modifications. We encourage attendees to seek guidance about their obligations from their own legal counsel.

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### Webinar goals

Understand best practices and practical points in providing digital access for people with disabilities in policy, posts, presentations, print plus commonly used tools and formats.

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## Path Forward, Keep Perspective

- Start where you are
- Learn as you go
- Bake accessibility into your process
- Build momentum
- Not about perfection but people
- Proactive phased progress - access on
  - DOJ extension of compliance dates for ADA Title II Rule on Web and Mobile Apps

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## People: Who needs training?

[General basics access training](#) about web accessibility and [how people with disabilities use the web](#)

Specific training for:

- Communicators
- Web developers
- Non-technical staff
- Procurement staff

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## Policy: What is your requirement?

- Be clear about what content must be accessible
- Identify the accessibility standard
- Identify who is responsible for remediation
- Identify who will receive complaints and resolve them
- Procurement:
  - Who is responsible for procuring technology?
  - Who can identify and purchase resources for staff?
  - Who is responsible for liaising with vendors?
  - Who is responsible for ensuring digital accessibility in contracts?

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## Procurement

- Review vendor contracts
- Include/update contracts to include accessibility requirements (WCAG 2.1 AA or higher) .
- Ask for a VPAT, HECVAT or accessibility report.
- Require vendors to develop conforming alternate version.
- Require vendors to protect your entity for any accessibility breaches.

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## Plan and Prioritize (1 of 2)

Make access part of the process and track progress.

Keep inventory and audit.

- What technology does your State or local government entity use?
- What webpages have active, need to know content?
- What software, apps, and other tools are used?
- What third-party content are used?

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## Plan and Prioritize (2 of 2)

- Frequently accessed
- Need to complete transactions
  - apply for job, register for event, schedule trash pick-up
- Provides critical information
- Fix inaccessible content
  - Identify what tools to use to help with fixing issues.
  - Know the limitation of your tools.
- Conduct manual check to ensure fixes are complete.

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## POUR in Web Content Accessibility Guidelines (WCAG)

Four “**P O U R**” **P**erceivable, **O**perable, **U**nderstandable, **R**obust)

- Guidelines (13) principles (
- Success criteria with 3 **conformance levels** (A, AA, AAA)
  - Level A – lowest, most basic support
  - **Level AA – meet Level A, AA \*recognized standard**
  - Level AAA – meet Level A, AA, AAA
- Techniques - sufficient, advisory, failures

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### P-O-U-R Principles

#### **Perceivable**

Must be able to see, hear, read (**sense**) **content**.

#### **Operable**

Must be able to **navigate and interact**.

#### **Understandable**

Content and controls must be **clear and predictable**

#### **Robust**

Must be **compatible** with current and future tech.

### **Resources**

[Get WCAG by Role](#) | [How Meet WCAG 2 \(Quick Ref\)](#) Web: w3.org

[WCAG in Plain English](#) Web: [aaardvarkaccessibility.com/wcag-plain-english/](http://aaardvarkaccessibility.com/wcag-plain-english/)

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## Properties: File Name

- **Format and different from Title**
  - No special characters or spaces (show, read as %20)
  - Use hyphens (-): more flexible for downloads, share, user
  - Use underscores (\_) code/systems
  - Be consistent in naming convention.
- **Incorrect Example**
  - **File name:** City-of-Charlotte-Awards-\$2Million-to-YMCA.aspx
  - **On Web:** City-of-Charlotte-Awards-%242Million-to-YMCA.aspx
- **Correct Example**
  - **File name:** city-of-charlotte-awards-2-million-to-ymca.aspx

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## Properties: Title

- **Required WCAG: 2.4.2 - Page Titled (A)**
  - First viewed and read.
  - Used in search and bookmarks.
  - Unique and descriptive.
- **Multiple pages and Slide Titles**
  - Example: News Page 1, Resources (1 of 3)
- **Document Title (general)**
  - **Windows:** Under File menu, select Information.
  - **Mac:** Under File menu, select Properties.

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## Structure Points: Headings, Lists

### Headings

- Use in order like outline.
- Screen readers use to navigate.
- WCAG required.

### Lists

- Types: numbered or bulleted
- Screen reader says type and number of items in list.

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## Structure Points: Styles, Tools, Templates

- Styles Pane  
Example: Styles Pane in Microsoft Word.
- Built-In Styles and Tools (from the Ribbon or Toolbar)  
Example: Icons for Lists (numbered, bulleted) in toolbar of Microsoft Word.
- Templates, Slide Master
- Style Sheet (cascading style sheet – CSS)

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## Formatting Points

- **Use Sans-serif** (Arial, Verdana, Tahoma)  
vs. Serif (Times New Roman)
- **Font Display:** numbers vs. letters.
  - Illness vs. illness
  - a11y vs. ally
- Large print: 18 pt. (minimum); or 24 pt.
- Limit: ALL CAPS, italics and scripts as *Hard To Read*.
- Don't underline text, unless link.

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## More Points: Formatting and Spacing

- Align: avoid justified.
- Use text and not images of text like WordArt - unless like a logo.
- Spacing: paragraph, letters, line, words
- Text spacing and line-spacing:  
1.15 to 1.5

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## Palette and Patterns - Color

- Check color is  
**NOT the only way** to understand.
- **Alternatives**
  - Line styles, Shapes, Labels
    - Fill colors, patterns, texture

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## Palette and Patterns – Color Contrast Ratio

Text Type	Text Size	WCAG Level AA	WCAG Level AAA
Normal Text	12 point (16 pixels)	4.5:1	7:1
Large Text	18 point (24 pixels) or larger. OR <b>Bold</b> and 14 point (18 pixels) or larger.	3:1	4.5:1

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## Palette and Patterns – Color Checks

- Text, links, images (foreground) to background
- Adjacent colors (like in a pie chart)
- Multi-color images (like logos)
- **How To Check**
  - Built-in Tools (Inspect without Color)
  - Print or view in grayscale.
  - Color blindness simulator
  - Accessible color palettes. .1 results.
  - [Colour Contrast Analyzer \(CCA\)](#)  
Web: [tpgi.com/color-contrast-checker/](http://tpgi.com/color-contrast-checker/)ntrast Analyzer

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## Plain Language

- Keep it short and standard (K.I.S.S.)
- Use dashes in phone numbers.
- Spell out first use of acronyms and abbreviations.
- When writing, ask if the audience can:
  - Find what they need.
  - Understand the first time what they find.
  - Use what they find to meet their needs.
- Reading Level: 6th to 8th grade.
  - Example: utilize to use, assistance to help, residence to home
- Easier to translate.
- Resources
  - [PlainLanguage.gov](http://PlainLanguage.gov)
  - [Easy Read – AutisticAdvocacy.org](http://EasyRead-AutisticAdvocacy.org)

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## Pictures – Text Equivalent

### **Informative and Purpose**

- Short, equal content and function.
  - **Why? Think 3 C:** Convey, Concise, Context.
- Be consistent in naming and labeling.
- **Do not use:** Picture of, Image of, Graphic of.
- **Best:** 125 characters or less, one sentence.
- **AI:** Caution and always check.
- **Include:**
  - Capitalize the first letter.
  - End with a period.

**OR**

**Mark as Decorative**

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## Pictures – More Points, Text Equivalent

- **Duplicate** image or surrounding text.
  - Mark decorative. Example: icon for phone before word “phone”
- **Caption:** below image, before table, or if unable alt-text, put before.
- **Multiple or Group images**
  - Provide one alt-text, mark remaining as decorative. Example: 3 of 5 stars.
  - Save all images together as one picture then provide one alt-text.
- **Linked image**
  - Needs clear alt-text (where, what).
- **Emojis and Typed (ASCII Art)**
  - Limit as read literally or incorrect pre-set name.
  - Provide text or alt-text. :) (smiley face)

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## Pictures - Complex Infographics and Data

- Caption or summary, text equivalent + in surrounding text.
- Avoid text in images; be mindful of cognitive load.
- In posts, put description or link to description.

Image 1

Image 2

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## Pie Charts and Percentages

- Alt text
- Long description

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## Table Points

- Caption, summarize, and/or have text equivalent.
- Color contrast of rows of data and headers row.
- Identify column and/or row headers.
- Screen reader can navigate and says: table with the number of columns and rows then will read the header with the data in each cell.

### My Craft Projects Inventory and Cost

Craft Projects	How Many Made	Cost
Friendship Bracelet	7	\$1.00
Potholder	4	\$3.00

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## PowerPoint

### Reading Order Pane

- **CHECK: Top to Bottom** reading order

### Selection Pane

- **CHECK: Bottom to top** reading order

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## Presentations

- Provide materials in electronic format.
- Ensure third-party tools and links are accessible.
- Describe slides.
- Caption all multimedia.
- Provide audio descriptions if directly available to audience.

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## Play and Pause

- Live event captioning.
- Prerecorded media captioning.
- Audio-only (podcasts) .
- American Sign Language interpreting.

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## Post and Links

- Be descriptive of destination and underline
- Avoid web address (URL) as the link
- Shorten URL when can.
- Inform if opening a new window.
- Is file type in link text if download or non-web file?
  - Example: Download Registration Form [PDF]
- In social media posts:
  - Use all available accessibility features
  - Put link near end.
- Make the case!
  - After first word, first letter each word: #adaNetwork
  - First letter each word: DisabilityWebinars.org

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## PDF Points to Step Up Access

1. What's the Game Plan? Need to be PDF?
2. Start with accessible source file.
3. Making into .PDF file – NOT Print!
4. Check PDF Info ( title, author, language, keywords, subject)
5. Check if Tags or add tags: AutoTag, Manual, Wizard
6. Tags Panel– review and edit
7. Reading Order – tags, reading order, and content panels match
8. Access Checks: Acrobat, Apply PDF Standards, PAC
  - Two manual checks – color contrast, reading order
9. Test with assistive technology

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## Print vs. Digital

### Print

- Visual layout and structure.
- One set image
- No text description.
- Color contrast
- File name: include “print”
- List link
- QR Code

### Digital

- Content layout structured: headings, lists, tags (if PDF)
- One file, flexible view.
- Text equivalent.
- Reading order and navigation.
- Color contrast.
- Working link.

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## Map Points

- **Think & Plan:** why, what need to know, one or limited data set.
- **Alt-Text:** brief - type of map, where for more details.
- **Details:** in caption or content for all to see, easier update.
- **First:** put unique and repeat text.
- **Links:** descriptive to information and between documents.
- **Color:** contrast, not rely color alone, check black / white.
- **Check:** reading order and navigation, keyboard only.
- **Text summary:** put in structured format - lists, headings, tables.

## Resources

- [ESRI Accessibility Resources](#) | [ESRI Accessibility](#) Web: esri.com
- [Interactive Map Access Principles + Checklists](#) Web: accessibilityoz.com
- [Map Accessibility](#) Web: mn.gov/mnit/about-mnit/accessibility/maps/

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## Practical Checks

- ❑ **File ID** (title, author, subject)
- ❑ **Meaningful and unique.**
  - Links
  - Slide Titles
- ❑ **Structure**
  - Headings, lists, tables
  - Built-in styles, templates
- ❑ **Text equivalents**
  - Images
  - Captions for video
  - Transcripts
- ❑ **Writing**
  - Readability and Plain Language
- ❑ **Color Contrast**
  - Use tool if meets contrast ratio.
  - More than color for meaning.
- ❑ **Manual Quick Checks**
  - “Run a tab” keyboard access.
  - Zoom in / out to 200%.
  - View: vary window size, mobile devices

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## PASS the Access Test

- ❑ Check to accessibility standards.
  - Plant from start and in continual process.
- ❑ Tools good start but **can't do EVERYTHING**.
- ❑ Keep in mind: Access snapshot vs. “one and done.”
- ❑ Avoid “quick-fix” overlays.
  - Often conflicts and duplicates assistive technology.
  - Doesn't really address access at its core.
- ❑ Always need:
  - human judgment
  - manual review.
  - actual user experience

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## Practice and Resources (1 of 2)

ASK questions. LEARN more. STAY connected.

- [W3C.org : Web Accessibility Initiative \(WAI\)](https://www.w3.org/WAI/)
  - [Accessibility Fundamentals - Getting Started](https://www.w3.org/WAI/AccessibilityFundamentals/)
  - [Planning and Policies – Managing Accessibility](https://www.w3.org/WAI/PlanningandPolicies/)
- [WebAIM.org : Web Accessibility in Mind](https://www.webaim.org/)
- [DisabiliyIn.org : INclusive Accessible Technology Tool Kit](https://www.disabilityin.org/)

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## Practice and Resources (2 of 2)

- [Accessible Technology Webinar Series](#)  
Source: Great Lakes and Southeast ADA Centers  
Web: [accessibilityonline.org/ada-tech/archives/](http://accessibilityonline.org/ada-tech/archives/)
- [Digital Access Basics: Explore. Learn. Share.](#)  
Source: Southeast ADA Center  
Web: [adasoutheast.org/digital-access-basic-checks-testing/](http://adasoutheast.org/digital-access-basic-checks-testing/)
- [Office for Civil Rights \(OCR\)](#)  
[Video Series: Digital Access in Education](#)  
Web: [adata.org/ocr-videos](http://adata.org/ocr-videos)

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## Resources: ADA Title II and Digital Access

- [State and Local Governments: First Steps Toward Complying with ADA Title II Web and Mobile Application Accessibility Rule](#)  
Web: [ada.gov/resources/web-rule-first-steps/](http://ada.gov/resources/web-rule-first-steps/)
- [Small Entity Compliance Guide: Accessibility of Web Content and Mobile Apps Provided by State and Local Governments](#)  
Web: [ada.gov/resources/small-entity-compliance-guide/](http://ada.gov/resources/small-entity-compliance-guide/)
- [Extension of Compliance Dates for Accessibility of Web Information and Services of State and Local Government Entities](#)  
Web: [federalregister.gov](http://federalregister.gov)
- [Digital Asset Accessibility Under ADA Title II](#)  
Web: [microassist.com/titleii/](http://microassist.com/titleii/)

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## Great Lakes ADA Center

**Phone (voice/TTY):** 800-949-4232 or 312-413-1407

**Text Message (SMS):** 872- 298-1019

**Web:** [ADAGreatLakes.org](http://ADAGreatLakes.org)

### Connect & Follow

- [Instagram @GreatLakesADA](#)
- [LinkedIn @great-lakes-ada-center](#)
- [Facebook @ADAGreatLakes](#)
- [YouTube @ADAGreatLakes](#)

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## ADA National Network (ADANN)

The ADANN has 10 Regional ADA Centers.

- **Phone:** 800-949-4232
- **Web:** [adaTA.org](http://adaTA.org)

Funded by the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR).

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