



CHILD CARE

State Capacity Building Center

Making Your Website Accessible to All Families

National Webinar

May 9, 2019

Introductions

- ◆ Child Care State Capacity Building Center (SCBC)
 - Karen Ruprecht, Managing Director
- ◆ ICF Next
 - Dona Patrick, Accessibility Expert
 - Yael Meroz, Accessibility Expert
 - Josh DeLung, Digital Strategist



Poll 1.

What is your position or role?



Overview

- ◆ Accessibility requirements
- ◆ Barriers to accessibility
- ◆ Guidelines and best practices for accessible web design
- ◆ Audits and assistive technologies
- ◆ Remediation
- ◆ Approaches to translating content



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Accessibility Legislation

Child Care and Development Fund (CCDF) Final Rule Requirements

To ensure that the website is accessible for all families, it must

- ◆ provide for the widest possible access to services for families who speak languages other than English and persons with disabilities ... [and]
- ◆ meet all federal and state laws regarding accessibility, including the Americans with Disabilities Act (ADA) of 1990, to ensure individuals with disabilities are not excluded, denied services, segregated, or otherwise treated differently because of the absence of auxiliary aids and services.

Excerpted from Child Care and Development Fund Program, 81 Fed. Reg. 67,438, 67,475 (Sept. 30, 2016) (codified at 45 C.F.R. pt. 98).

Section 508 Requirements

Section 508 of the Rehabilitation Act of 1973 states the following:

- ◆ “When developing, procuring, maintaining, or using electronic and information technology, each Federal department or agency ... shall ensure ... that the electronic and information technology allows ... individuals with disabilities ... to have access to and use of information and data that is comparable to the access to and use of the information and data by [those] who are not individuals with disabilities.”

Excerpted from 29 U.S.C. § 794(d).

Section 508 Implementation

- ◆ Published in December 2000
- ◆ January 2018 revision aligns with levels A and AA criteria of Web Content Accessibility Guidelines (WCAG) 2.0





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Barriers to Accessibility

Barriers to Accessibility

- ◆ Vision
- ◆ Hearing
- ◆ Motor
- ◆ Intellectual
- ◆ Learning
- ◆ Developmental





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Guidelines and Best Practices for Accessible Web Design

WCAG 2.0 Guidelines

- ◆ Includes recommendations for improving the accessibility of web content



- ◆ Defines three levels of conformance
 - A
 - AA
 - AAA
- ◆ Classifies 4 principles
 - Perceivable
 - Operable
 - Understandable
 - Robust

W3C. (2008). Web content accessibility guidelines (WCAG) 2.0. Retrieved from <http://www.w3.org/TR/WCAG20/>

Levels of Conformance Examples

- ◆ **A:** lowest
 - A descriptive text transcript or audio description track is provided for non-live video only

- ◆ **AA:** mid-range
 - Synchronized captions are provided for all live multimedia content that contains audio

- ◆ **AAA:** highest
 - A sign language video is provided for all media content that contains audio

W3C. (2008). Web content accessibility guidelines (WCAG) 2.0. Retrieved from <http://www.w3.org/TR/WCAG20/>

WCAG 2.0 Principles

- ◆ **Perceivable:** users should be able to become aware of the information through their senses.
- ◆ **Operable:** users should be able to interface and navigate throughout the website.
- ◆ **Understandable:** users should be able to understand and work within the interface.
- ◆ **Robust:** users should be able to use accessible content as technology changes.

W3C. (2008). Web content accessibility guidelines (WCAG) 2.0. Retrieved from <http://www.w3.org/TR/WCAG20/>

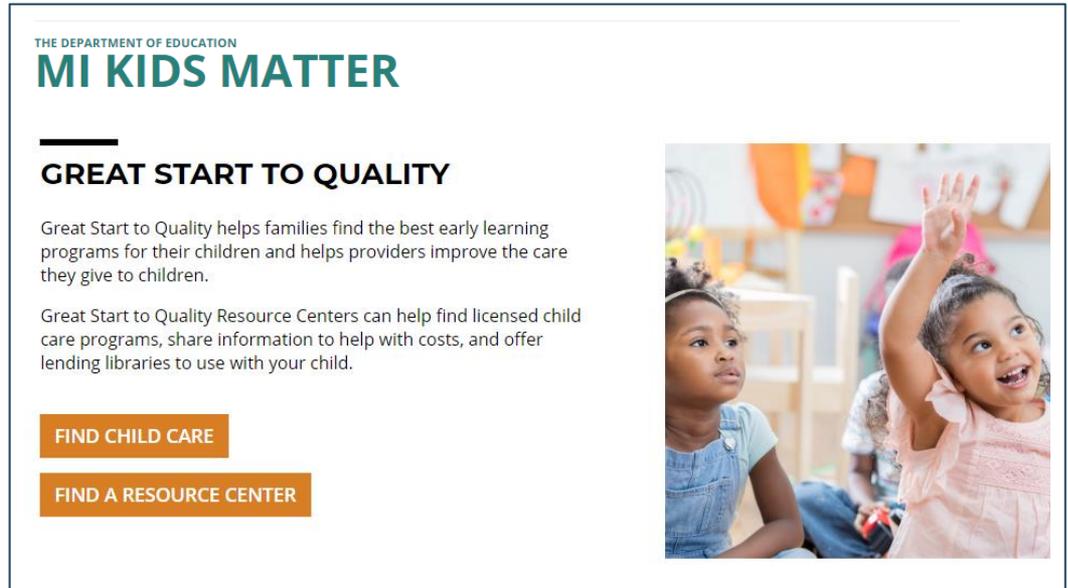
Top 10 Best Practices for Accessible Web Design

- ◆ Images
- ◆ Content
- ◆ Language
- ◆ Links
- ◆ Tables
- ◆ Multimedia
- ◆ Forms
- ◆ Downloads
- ◆ Navigation
- ◆ Accessible Rich Internet Applications (ARIA) markup

Best Practice: Images

In this example, text in the top banner is selectable and is not embedded within the image.

- ◆ Provide alternatives
- ◆ Don't use text images
- ◆ Use images judiciously



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MI KIDS MATTER

GREAT START TO QUALITY

Great Start to Quality helps families find the best early learning programs for their children and helps providers improve the care they give to children.

Great Start to Quality Resource Centers can help find licensed child care programs, share information to help with costs, and offer lending libraries to use with your child.

[FIND CHILD CARE](#)

[FIND A RESOURCE CENTER](#)

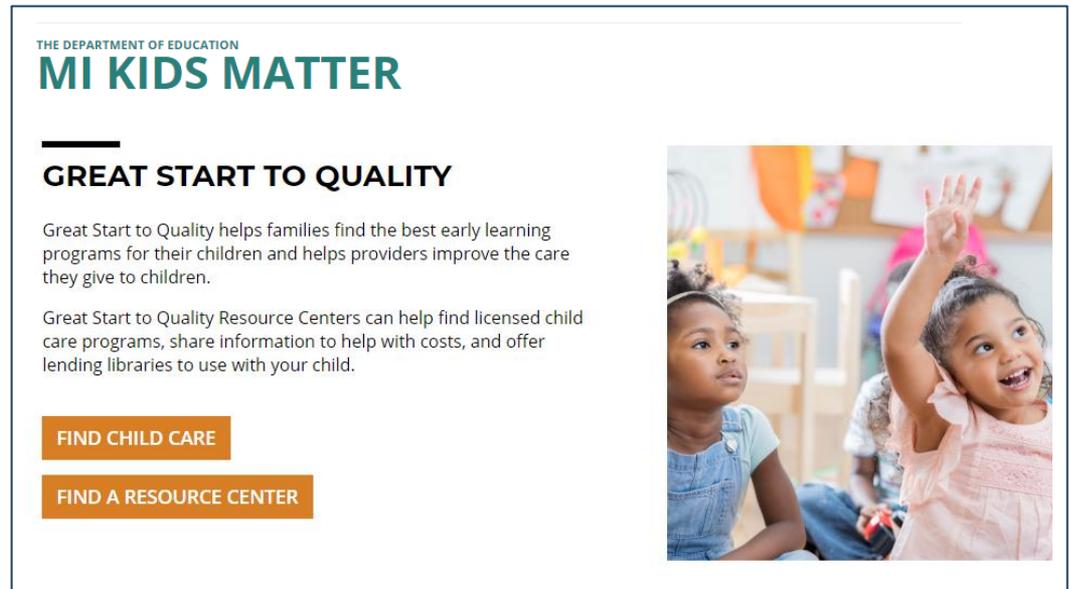


<https://www.michigan.gov/mikidsmatter>

Best Practice: Content

- ◆ Make it easy to follow
- ◆ Use a hierarchical structure
- ◆ Think like a screen reader

This home page provides just enough information to get users started. Links prompt users to find additional information based on their needs.



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<https://www.michigan.gov/mikidsmatter>

Best Practice: Language

- ◆ Use plain language
 - For more help, see [plainlanguage.gov](https://www.plainlanguage.gov)
- ◆ Remember, less is more

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[FIND CHILD CARE](#)

[FIND A RESOURCE CENTER](#)



<https://www.michigan.gov/mikidsmatter>

Best Practice: Links

- ◆ Include meaningful text
- ◆ Use color

This web page uses clearly visible color and text contrasts and interactive elements such as linked buttons and recognizable design patterns to help users find links to more information.



<https://www.mychildde.org/families/>

Best Practice: Tables

- ◆ Use them to display data
- ◆ Do not use them for spacing or formatting

Child Care Centers

Child Care Centers	2016	2017	2018
Total Statewide Capacity	43,576	43,883	44,618
Total # of Facilities	460	460	462
# of Serious Injuries	166	237	184
# of Deaths	0	0	0
# of Substantiated Cases of Child Abuse*	Not Available	Not Available	1

<https://www.mychildde.org/families/child-care-options/special-situations/>

Best Practice: Multimedia

- ◆ Provide alternatives such as captions and transcripts
- ◆ Avoid autoplay



Administration for Children and Families, U.S. Department of Health and Human Services. [usgovACF]. (2017, October 26). *Monitoring child care centers* [Video file]. Retrieved from <https://www.youtube.com/watch?v=yZyfiNG77u0&feature=youtu.be>

Best Practice: Forms

- ◆ Make them clear and simple
- ◆ Give them a logical flow

The screenshot shows a three-step search process:

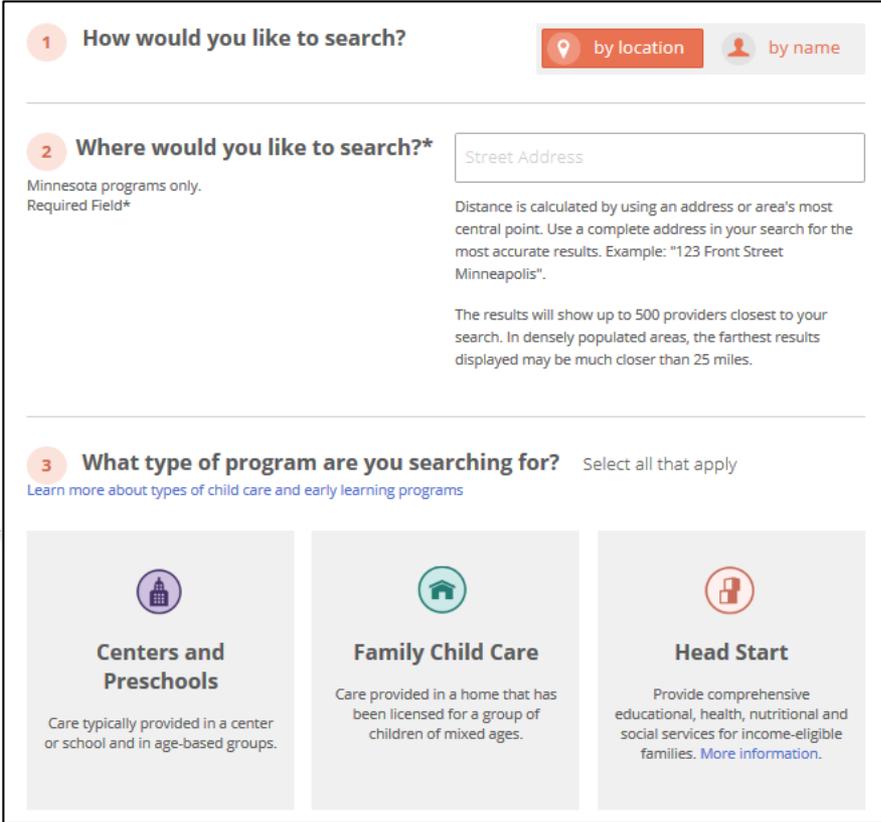
- 1 How would you like to search?** This step offers two options: "by location" (selected) and "by name".
- 2 Where would you like to search?*** This step includes a text input field for "Street Address". Below the field, it notes "Minnesota programs only. Required Field*" and provides instructions: "Distance is calculated by using an address or area's most central point. Use a complete address in your search for the most accurate results. Example: '123 Front Street Minneapolis'." It also states: "The results will show up to 500 providers closest to your search. In densely populated areas, the farthest results displayed may be much closer than 25 miles."
- 3 What type of program are you searching for?** This step includes the instruction "Select all that apply" and a link "Learn more about types of child care and early learning programs". It features three selectable options:
 - Centers and Preschools**: Represented by a building icon. Description: "Care typically provided in a center or school and in age-based groups."
 - Family Child Care**: Represented by a house icon. Description: "Care provided in a home that has been licensed for a group of children of mixed ages."
 - Head Start**: Represented by a group of people icon. Description: "Provide comprehensive educational, health, nutritional and social services for income-eligible families. [More information.](#)"

<http://parentaware.org/search/>

Best Practice: Downloads

◆ Use accessible files

The provider search page is a good example of a simply laid out form that is easy to understand. It can also be navigated by keyboard and contains ARIA labels.



The screenshot displays a search interface with three main steps:

- 1 How would you like to search?** This step offers two radio button options: "by location" (selected) and "by name".
- 2 Where would you like to search?*** This step includes a text input field labeled "Street Address". Below the field, it states "Minnesota programs only. Required Field*". To the right, explanatory text reads: "Distance is calculated by using an address or area's most central point. Use a complete address in your search for the most accurate results. Example: '123 Front Street Minneapolis'." Below this, it notes: "The results will show up to 500 providers closest to your search. In densely populated areas, the farthest results displayed may be much closer than 25 miles."
- 3 What type of program are you searching for?** This step includes the instruction "Select all that apply" and a link "Learn more about types of child care and early learning programs". It features three selectable options, each with an icon and a brief description:
 - Centers and Preschools** (Icon: School building): "Care typically provided in a center or school and in age-based groups."
 - Family Child Care** (Icon: House): "Care provided in a home that has been licensed for a group of children of mixed ages."
 - Head Start** (Icon: Group of people): "Provide comprehensive educational, health, nutritional and social services for income-eligible families. [More information.](#)"

<http://parentaware.org/search/>

Best Practice: Navigation

- ◆ Enable easy keyboard navigation

The screenshot displays a search interface with three numbered steps:

- 1 How would you like to search?** This step features two radio button options: "by location" (selected) and "by name".
- 2 Where would you like to search?*** This step includes a text input field labeled "Street Address". Below the field, it states "Minnesota programs only. Required Field*". To the right, explanatory text reads: "Distance is calculated by using an address or area's most central point. Use a complete address in your search for the most accurate results. Example: '123 Front Street Minneapolis'." and "The results will show up to 500 providers closest to your search. In densely populated areas, the farthest results displayed may be much closer than 25 miles."
- 3 What type of program are you searching for?** This step includes the instruction "Select all that apply" and a link "Learn more about types of child care and early learning programs". It features three selectable options:
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<http://parentaware.org/search/>

Best Practice: ARIA Markup

◆ Identify significant page components

1 How would you like to search? by location by name

2 Where would you like to search?*

Minnesota programs only.
Required Field*

Distance is calculated by using an address or area's most central point. Use a complete address in your search for the most accurate results. Example: "123 Front Street Minneapolis".

The results will show up to 500 providers closest to your search. In densely populated areas, the farthest results displayed may be much closer than 25 miles.

3 What type of program are you searching for? Select all that apply
[Learn more about types of child care and early learning programs](#)



Centers and Preschools

Care typically provided in a center or school and in age-based groups.



Family Child Care

Care provided in a home that has been licensed for a group of children of mixed ages.



Head Start

Provide comprehensive educational, health, nutritional and social services for income-eligible families. [More information.](#)

<http://parentaware.org/search/>



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Audits and Assistive Technologies

How to Audit Your Site for Accessibility

Test your site manually.

- ◆ Can you navigate the site without a mouse?
- ◆ Do videos have captions and audio descriptions?
- ◆ Is blinking or scrolling content present?
- ◆ Are page titles unique and descriptive?
- ◆ Is link text descriptive (not just a URL)?
- ◆ Does the page use color to convey information?

How to Audit Your Site for Accessibility

Test your site automatically.

- ◆ Many free and paid tools are available for automated testing and full audits.



Assistive Technologies People Use

- ◆ Screen readers
 - Job Access with Speech (JAWS)
 - Non-Visual Desktop Access (NVDA)
- ◆ Screen magnification software
 - Magic
- ◆ Text readers
 - Read Out Loud (Acrobat Reader)
- ◆ Speech input software
 - Dragon Naturally Speaking
- ◆ Alternative input devices
 - Head pointers
 - Motion or eye tracking
 - Single switch entry devices

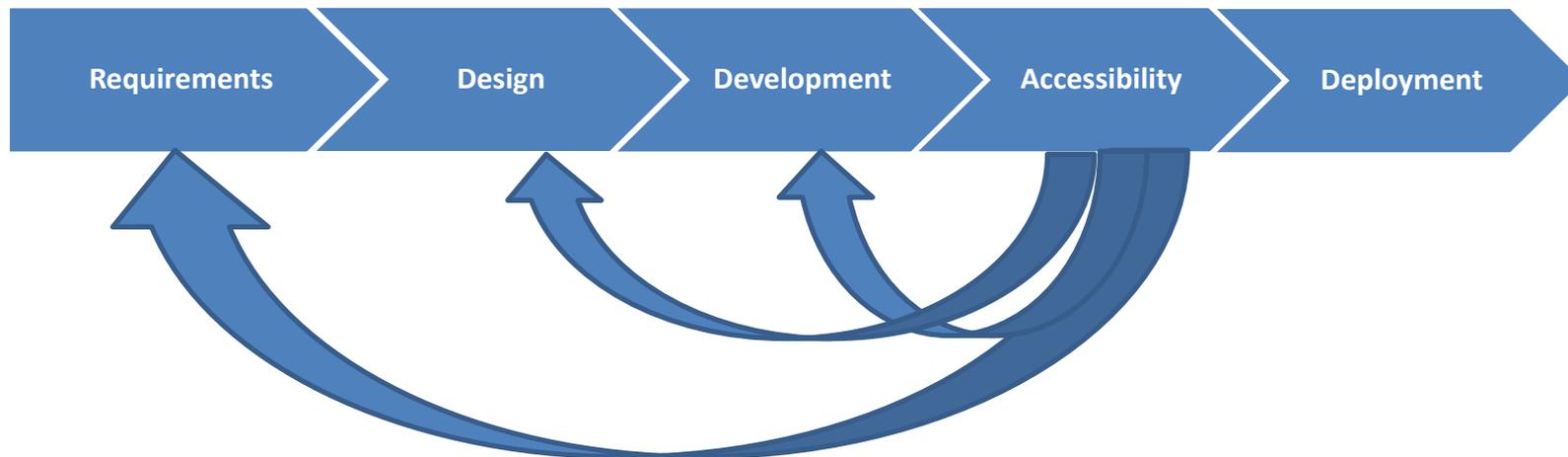
Assistive Technology Resources

State Assistive Technology Act Programs by the U.S. Department of Health and Human Services' Administration for Community Living

- ◆ [Learn more about how to get and use assistive technologies.](#)

Remediation

- ◆ What issues to fix after an audit
- ◆ How to meet WCAG 2.0
- ◆ When to remediate
 - Think about accessibility earlier so that less remediation is needed



Other Resources

For more information on accessibility best practices, visit the following resources:

- ◆ [Berkeley Web Accessibility Videos](#)
- ◆ [HHS.gov Required Fixes for HTML Files](#)
- ◆ [How to Meet WCAG 2.0 Quick Reference](#)
- ◆ [Manual Accessibility Testing Tips](#)
- ◆ [Section508.gov Accessible Web Content Guidelines](#)
- ◆ [25 Accessibility Testing Tools Compilation](#)
- ◆ [WCAG 2.0 Checklist for Accessible Websites](#)
- ◆ [Web Accessibility Evaluation Tools List](#)
- ◆ [Web Accessibility Initiative Laws and Policies List](#)
- ◆ [Webaim.org Accessibility Resources](#)
- ◆ [Web Content Accessibility Guidelines \(WCAG\) 2.0](#)



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Translating Web Content for Audiences Who Speak Languages Other Than English

Style Guide

A style guide helps keep content consistent and includes the following:

- ◆ Design guidelines
 - Example: consider font and spacing
- ◆ Grammar rules
 - Example: use first person
- ◆ Multilingual guidelines
 - Example: use American number styles like 1,234.50 and not 1.234,50

Poll 2.

Does your website have a style guide that covers the following? (Please answer **yes**, **no**, or **not sure** for each option.)

- ◆ Design guidelines
- ◆ Grammar rules
- ◆ Multilingual guidelines
- ◆ We don't have a style guide

Selecting Languages

How do you know which translations your website needs?

- ◆ If possible, ask your users directly
- ◆ Check laws and policies in your area
- ◆ Look for other local programs that provide multilingual content
- ◆ Use web analytics tools to see what languages your users set their browsers to

Poll 3.

Which languages do you translate your web material into?

- ◆ Spanish
- ◆ Arabic
- ◆ Chinese
- ◆ Vietnamese
- ◆ Hmong
- ◆ Other (fill in blank)



Translation Options

- ◆ **Fully translated:** work with translators to ensure the exact meaning of your content is preserved in translation
- ◆ **Automated translations:** use a tool that provides word for word translations
- ◆ **Print-ready files:** create multilingual PDFs
- ◆ **Human support:** give users access to translators through phone, text, or chat

Other Resources

Check Digital.gov to learn about [best practices for multilingual sites](#) and to find examples:

- ◆ [Colorado](#): full translation into Spanish
- ◆ [Georgia](#): automated translation using the Google Translate tool
- ◆ [Wisconsin](#): multilingual content is available by connecting with staff through email or by phone

Colorado Shines

Fully available in Spanish



<https://www.coloradoshines.com/es>

Poll 4.

How much did your understanding about this topic improve as a result of this webinar?



Detailed Guidance Is Available

- ◆ SCBC is developing several guides on consumer education websites that will be available at <https://childcareta.acf.hhs.gov/consumer-education-webinar-series>.
- ◆ Webinars will be recorded and posted on the Early Childhood Training and Technical Assistance System website.



<https://childcareta.acf.hhs.gov/>

Poll 5.

How likely are you to use these strategies in the future for your work with consumer education websites?



“Ask Me Anything” Webinar

May 23, 2019, 2:00–2:30 p.m. (ET)



- ◆ This 30-minute follow-up webinar will answer questions raised today.
- ◆ Send additional questions to: CapacityBuildingCenter@icf.com
- ◆ Note: every individual question may not be answered during the webinar.

Poll 6.

What other webinar topics interest you?



Next Hot Topic Webinar:

National Consumer Education Resources to Help States and PDG Grantees

June 13, 2019, 2:00–3:00 p.m. (ET)

- ◆ **Description:** This webinar will offer an overview of national resources to help states and territories share relevant and timely consumer education information with families
- ◆ **Intended audiences:** State and territory CCDF Administrators, child care resource and referral agency staff, Preschool Development Grant (PDG) grantees, early childhood training and technical assistance providers, and quality improvement specialists
- ◆ **Registration link:**
https://ccssn.adobeconnect.com/consumer_ed_resources_webinar/event/registration.html

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