

>> Welcome to the live interactive broadcast of Section 508 awareness. My name is Karin Christensen. I serve as the branch chief enterprise program services in our IRTM shop and today I will be your broadcast host. I want to let you know, this is an interactive broadcast, so we encourage your full participation. The easiest way to submit a question which we'll allow at the end of our presentations and awareness sessions is to send a comment to the chat room. Or if you've got something longer, you can also submit an email to broadcast@FWS.gov. We have several objectives to cover today starting with the Section 508 overview, followed by procurement elements, then we're going into electronic documents and web requirements. We have two presenter force you today, the first is going to be Keon Sheffield, our service National Section 508 coordinator, and after Keon will be David Yeargin, service National web manager. Later we will have Sid Sharma. He's with the Department Of Interior and the department Section 508 coordinator, he'll be joining us by phone. So without further ado, let's go to Keon.

>> Thank you, Karin. It's great to be here. And welcome, everybody. I'd like to go over my agenda for Section 508. We'll start with Section 508 overview, ICT products and services, then later on, David Yeargin is going to go over electronic documents and web content requirements. So let's start out with our Section 508 interview. As you can see, the original Section 508 standards were introduced in the year 2000. Now we have the revised Section 508 standards which were introduced into the Federal Register January 18TH of this year. With an effective date of March 21st, 2017. Also with a compliance date of January 18, 2018. We will go over later as to why that's important to us. The revised Standards include web content accessibility guidelines, WCAG 2.0 as well. Some people with disabilities have no other way of interacting with people, accessing information, starting a career, getting an education, or contributing to society, other than through the web, ICT and assistive technology. Many, many people in America report having a disability according to the 2010 Census. About 20% of the total population. Why is Section 508 important? It eliminates barriers for people with disabilities, raises awareness of disability issues, improves public access to government information, encourages improvements in the marketplace, federal agency compliance is also required. Reasonable accommodation is for people with disabilities. Let's take a look at computer/electronic accommodations program, otherwise known as CAP.

>> Computer electronic accommodations program, real solutions for real needs. Welcome to CAPs training about providing reasonable accommodations for people who are blind or have a vision disability. What are vision disabilities? Vision disabilities may include blindness, low vision, and vision impairments, such as blind spots or light sensitivity. Where does CAP come in? Each CAP customer's needs are unique and some people benefit from a combination of solutions based on the functional limitations of the disability. CAP works with you to evaluate your job responsibilities and your physical and information environments to determine the best solutions. There's a variety of technology available for many different needs. Accommodations for vision, accommodations for vision include tools for reading, audio output, braille input and output, and organization and note taking. For people with low vision, some basic tools may include handheld magnifiers, screen magnification software, and large-print

keyboards. CCTVs. Many people with low vision benefit from closed circuit televisions, also known as CCTVs. CCTVs take an image of hard copy items, text, handwritten information, diagrams, small packages, and display the information on screen, where the size, color and contrast can be adjusted for optimal viewing. CCTVs are also available in portable handheld versions. Scanners. Employees who are blind or have low vision can use a scanner to convert hard copy material to text for auditory output through optical character recognition, OCR, software. Scanner readers. Scanner readers convert scanned materials into clearly spoken synthesized speech, refreshable braille, or a text file. Some are even portable. Screen reader software. For those who are blind or have severe low vision, screen reader software provides audio playback of on-screen content such as a website or application. Screen readers are also helpful for word processing and spreadsheet applications. They can be used in conjunction with braille output products. In addition to processing content, there are several options for recording and organizing information. Portable note takers. Portable note takers are used to input information and then listen to voice output or read refreshable Braille. They give users the ability to take notes, read email, create calendars and more on the go. They're available with Braille or a QWERTY keyboard. Braille displays, for people who are literal in Braille, Braille displays make proofreading, spreadsheet and database applications more efficient than speech output alone. Braille displays provide refreshable Braille output of the computer screen one line at a time. Each CAP customers' needs are unique. CAP works with you to identify the best solution for you, your employee or wounded service member. CAP customer. Services from CAP enabled me to work comfortably and independently and provided me the opportunity to make a living. Thanks for watching our training about reasonable accommodations for people who are blind or have a vision disability. View our other trainings to learn more about other disability areas at CAP.MIL.

>> As you can see in that video, there is equipment from CAP available free to federal employees with various disabilities. If you have a disability and you think this program will work for you, go ahead and work with CAP. Find your solution, and then let your supervisor know what you intend to do. You will need your supervisor's approval throughout the process. Ensure your equipment is delivered to your duty station by having the correct address available. So the consequences of inaction. We want to go over that a little bit. Section 508 is part of the disability civil rights laws. Lawsuits and litigation can be costly and time-consuming for us as an agency. By purchasing, developing and implementing inaccessible technology using inaccessible training and testing platforms and materials along with not testing and troubleshooting our own websites, we are not providing equal access to everyone. Why enforce the law? It's the right thing to do. An agency can be sued. Legal responsibility for compliance resides with your agency, not with the vendor. And we have a vested interest. Our responsibilities. Four most of us, our responsibilities under Section 508 will fall into three main categories. Keep in mind it's not just about the web. Purchasing goods and services, content we create as part of our work, mostly electronic documents such as Word or PDF documents, content we create from our intranet or public-facing websites. Now I'm going to go over ICT products and services. What is ICT? Information and communication technology, ICT. ICT is information technology, IT, as

defined as any equipment or interconnected system or subsystem of equipment that is used in the creation, conversion, or duplication of data or information. In addition to IT, ICT includes: Telecommunication products such as telephones, information kiosks, and transaction machines. Worldwide Web sites, multimedia including videotapes, DVDs and office equipment such as copiers and fax machines. Section 508 applies to all ICT contract vehicles and procurement actions, including micropurchases. All ICT that is developed, procured, maintained or used, and also it is enforced through the FAR, DFAR, et cetera. So here I'm going to show you a diagram of how ICT actually works. So you can develop ICT through websites and web applications, procure ICT is computers, tablets, phones and services. Maintain ICT is online content and shared documents, and also the use of ICT is multimedia and office documents. What is a voluntary product accessibility template? Or VPAT? A VPAT is a document which evaluates how accessible a particular product is according to the Section 508 standards. A VPAT is a self-disclosing document produced by the vendor which details each aspect of Section 508 requirements and how the product supports each criteria. So what is a government product accessibility template or a GPAT? A GPAT is a document tool to assist federal contracting and requiring officials in fulfilling the market research requirements associated with the Section 508 standards. The GPAT is a form to be included in and with government solicitations. So now I'm going to go over this slide here and the purpose of the voluntary product accessibility template or VPAT is to assist federal contracting officials and other buyers in making preliminary assessments regarding the availability of commercial electronic and information technology products and services with features that support accessibility. This slide shows inside FWS Section 508. This next slide shows "welcome to the BuyAccessible Wizard."

Who is a requiring official? Essentially anyone who wants to procure something, regardless of a person's grade level or position description becomes a Requiring Official. A Requiring Official is on the customer's side of the purchase. They own the need that will be met by the service or product procurement. The responsibility falls on this person. As a Requiring Official, you need knowledge and understanding of the revised Section 508 standards. It is the responsibility of the Requiring Official to identify, often with the help of others, what Section 508 requirements apply to a certain particular purchase or procurement. CGS has a site to assist you in training and information. Please click on the link provided. There are five sections that you can click on for more information or you can either enter anything you like in the search box. All staff Requiring Officials and Section 508 coordinators for each region are responsible for understanding all Section 508 procedures and procurement and support. If assistance or a quick question needs to be answered that is outside the scope of their training, then the Requiring Official will need to contact their regional program Section 508 coordinator for tier 1 support.

>> Thank you, Keon, that was a great presentation. Upcoming now is going to be David Yeargin, he's our service web manager, he'll be presenting next. But before we do, I want to remind everybody that we'll have a roundtable discussion at the end of our presentations, and if you've got those chats ready, you can go ahead and send those in or if you have something longer, you can use our broadcast email acrest at

broadcast@FWS.gov. All right. Let's go to David.

>> Thank you, Karin. Hi, everybody. As Karin says, I'm David Yeargin. I've been with the service now 20 years and have been doing web design and web management for most of that time. I was here when Section 508 started in the year 2000. It's kind of interesting to see how things have changed over the years. This is the first major revision to the Section 508 standards. Back in the early days, technology made access ability, creating accessible content something of a challenge. Thankfully things have gotten a lot easier for us and we find that actually thinking of accessibility and working toward accessibility actually helps make our documents and our material better in other respects as well. So Keon is taking you through an overview of Section 508. He's also talked about purchasing products and services, and now we're going to talk about electronic documents for both internal and public use, and of course for web content requirements. So let's get started. Electronic documents. One of the things that has always been part of the requirements for section 508 but hasn't really gotten due emphasis is that our electronic documents, even if they aren't being posted on the website, still need to be accessible. This applies to nine major categories of documents and you see the list beginning here on the screen. The final version of any of these official documents needs to be accessible, even if it's just posted on a shared drive for employees to access. It doesn't need to be on a website in order to meet the requirement for accessibility. So an emergency notification and initial or final decision adjudicating an administrative claim, an internal or external program or policy announcement, notice of benefits, program eligibility, employment opportunity or personnel action, formal acknowledgment of receipt, survey questionnaire, a template or form, educational or training materials, and, of course, intranet content that is going to be posted on an internal website. These materials should be accessible because they pertain to all employees, and all employees deserve the right to be able to get to the content there. So it doesn't matter if we're going on a website, if they're in these nine categories, the final versions need to be accessible. Draft versions of these where you may be collaborating with another employee do not need to be accessible unless, of course, your collaborator needs them in an accessible format. One of the easy things, though, the best practices when it comes to creating documents actually lends to making those documents accessible. So accessibility is a nice byproduct of good document creation. There is an exception for records going to the National Archives. Testimony the record being preserved by the archives is not intended as public facing, that content does not need to be accessible. A lot of times we work on documents and the final document maybe would be published in the Federal Register but the draft document could contain comments from reviewers, comments from collaborators on the document, and all of that could be important to preserve that draft material that may be important as a federal record does not need to be accessible just because the final version is considered federal record. Now Keon referenced WCAG, the web content accessibility guidelines 2.0. The Worldwide Web consortium is a group that has pushed web standards from the very beginning, and the Worldwide Web consortium came up with the web content accessibility guidelines, so we are working with version 2.0, and there are multiple levels of features in those guidelines, and we focus on leveled A and 2A for the new Section 508 requirements. You will see in the WCAG

2.0 literature references to webpage just substitute that for documents, the same things apply. There are a couple of exceptions for things that wouldn't go into a document but for the most part, if it says webpage it applies to documents as well. Talking about internal documents, what public content needs to be accessible? All of it. There are no non-categories for public facing documents. It's going up on our website. It all needs to be accessible. So how do you go about making this happen? One of the biggest challenges that we've been facing in the web since Section 5,081st came out was with PDF files, how do you make PDF files accessible? The best way to make the PDF file accessible is to make the Word or the word processing document that leads to that PDF accessible. There's some training now that is offered through DOI Learn, and you see the course code OSEEO10-BLM-C-036. Keon is going to have the URL for this course in resources, which we'll be sharing with you later. This course is one that's created by the department. It covers Word and PDF accessibility. It's being offered a few more times through the month of December with live presentation, so you are encouraged, if you are able to sign up and take one of those, to have some documents ready so you can ask questions of the instructors. After that time, some of the previous sessions will be recorded and available as recordings. So here we see the links. Don't try to write all that down, this will also be available for you in a resources page that you can get to. Keon will give you that later on. Okay. So the WCAG 2.0 level A and AA, there are lots of checklists available, the department is working on one, the access board has one. We will provide some lists. These checklists can be readily shared with vendors so that any documents that are being contracted can be made compliant. Vendors working for government agencies are pretty well aware of the new WCAG 2.0 AA requirements, so it won't be foreign to them as you discuss the need for that content to be accessible. Alternate text for images. This is something that in the web world, we've dealt with since the year 2000 and earlier. Back in the early days, in the mid-1990s, when people were using modems to connect to the web and the speed was so slow, it was pretty common that people would actually turn off the images so that the webpage would load faster. If the coder for that webpage put in what we call an ALT tag, alternate text for any image, any photograph that might have been put in that webpage then the person browsing that page would see a text description of what that image represented, and they would get a fuller sense of what that webpage contained. So the idea of alternate text for images is something that's been with us for a long time, and it continues to be a major feature of our Section 508 requirements. PDFs from the scanning process need to be Section 508 compliant. Out of the gate when a document is scanned, when it has been printed, perhaps signed and then scanned, what the scanner gives you is a photograph of that document. It does not -- you may see words in it but if you or someone who is using a screen reader, those words are not -- they're not available to the screen reader because all it really is, is a photograph of words. So we need to take the extra step of reinterpreting that image of the page into the words that are being represented. Everybody is probably familiar with optical character recognition, so that's part of making the photograph back into electronic text that can be made Section 508 compliant. And then of course the checklists as you are going through the creation process will help you make sure nothing falls through the cracks. So some tips when working with Word and PDF. The file names. Use descriptive file names. Those of us who have been doing web stuff, we see time and time again

where the file name for the PDF we are to post online has a cryptic, almost nonsensical file name. It will be, you know, Karins version 3 final version 2, something like that, that is not going to help anybody. People who are using screen readers will often have their links, the links on a webpage aggregated in a single section. Knowing the file name or being able to read what that file name is will go a long way in helping to decide whether that's a file that they should try to access. So use a descriptive file name, it is also very helpful in your descriptive file name to separate the words with hyphens. A lot of times we would just run the words together. This final document.PDF. Separate the word with hyphens, so be descriptive, separate the words with hyphens. We may be able to see that there are multiple words in there, but an assistive device really needs to be able to parse those into the separate words, and the hyphen helps to make that happen. It also helps those documents to be found better by search engines. So it's a good practice for your documents that are going online, descriptive file names with the words separated by hyphens. Security settings. When you're in the PDF, go into security settings and make sure you have allowed assistive technology access, otherwise you are shutting off that document to folks that may need to use assistive technology to access the content. So this is a big one in the new Section 508 requirements, color contrast. The color -- the contrast ratio between the foreground and the background, between the words and the page, have to be sufficient in order for someone with vision impairment to be able to distinguish the text from the background. Not everyone who has a vision impairment is going to be using a screen reader, sometimes people just need to have better contrast in the content. So for instance, something like this where it's got a pale text on a pale background, this becomes pretty poor contrast and difficult for someone to read. This shows greater contrast, so the words then are easier to pick out from the background. A lot of times when we are doing web design, we use techniques that when you hover over a link, those colors will change. Those different variations can result in instances where contrast is not adequate. So using colors, things like that is something that you would go through early on in webpage creation or in document creation, so you want to think about how color is going to be used either in your web content or in your documents. Early on. And the contrast issue isn't just about text, it's often just images. You want to make sure that the images that you are using have good contrast so then the item that you want to focus on in that image can adequately be seen by contrast. So you can see here the image on the left with its poor contrast can be very difficult to understand. By someone with poor contrast vision. This is another early Section 508 requirement, did not use color alone to convey meaning. We see this all the time in maps and charts where the legend says something like "the area in red indicates the species habitat" or something like that. Well, that's fine if you can see what area is in red, but if you have color discernment issues, then you really don't know what area is being talked about. So like I said, this is common in charts and maps. The usual way to address this is to use some secondary device as well as color, so don't just use color but use, like, crosshatching or bold, underlining, things like this, so that there's another way to tell what piece is being distinguished. And I'm sure everybody has seen these little color blind images. To someone who has red-green color blindness, an image like this just appears to be undifferentiated circles of color. They don't see "I heart color" in the image. You don't want your information to be a color blindness test for your user.

Structure tag. This sounds pretty scary. Don't let it scare you. We're going to talk about how this actually works, but documents need to be properly structured so that headings are structured as headings, paragraphs are structured as heading. The main header is structured differently than, say, a subhead, and the body. These structure headings allow assistive technology to parse the document and allows the user then to essentially scan the document much as someone with good vision would just look down a page to find the section of interest. Well, if you're using a screen reader, you need some other way to be able to understand how that document is being put together. And structure tags make that happen. If you get a document in Adobe Acrobat, so if you've got a PDF document that is not properly structured, it can be a pain in the neck to add all those structure tags. So the best approach to this is to actually do it before it gets to the PDF version. Whether you're creating the document originally in something like Microsoft Word or in a desktop publishing program like Adobe InDesign, apply these structure elements at that stage and that will carry over into the PDF and it will make the PDF accessible by extension. So like I say, structure tags, it sounds kind of daunting, like where do you even find these structure tags? Well, in something like Microsoft Word, these structure tags are actually just referred to as styles. If you are working in Microsoft Word and you see the ribbon up at the top that's got a header and it's got some font characteristics and paragraph and things like that, these styles, which you can use to add consistency and make it easy to put your document together and make sure that all your headers have the same font and size and bold and italics or whatever kind of attributes you want, they are also applying structure to that document. So in the effort of making the document easier to create and look better as a result, you are also adding structure to the document which makes the document more accessible. So learn to use your style buttons in programs like Microsoft Word. People, serious graphic designers who use programs like Adobe InDesign would always do this. No one would try to remember what a subheader text ought to be, you know, what font size, what font, what weight and all that sort of thing. All of these attributes would get bundled together in a style. And Word does that as well. So learn to use these styles. They'll make your documents easier for you, they'll make them look better, and they will also add the very important structure that is necessary for those documents to be accessible. If you've never used the style buttons in something like Word and you've always just tried to remember what font and size and weight or whatever that you use for your headings and things like that, you may not realize that you can actually change the style definitions in a program like Word. So if you don't like what Word is suggesting for the header or something like that, you can change it, but just try to remember to use the style. Change the style and then use it. Don't re-create it every time you need a new header or something like that. Because by changing it, if you change it and then use the style, you're adding that structure. If every time you go to a new heading, you are changing the font and changing the size and changing the weight, you aren't distinguishing that piece of text as a header, you aren't defining its role in the document, you aren't adding structure to the document, you aren't helping it to become more accessible. So if there's a takeaway that you should really take to heart and work on, it's learning how to use those styles in your source documents because that will take you a long way toward not only better documents but also more accessible documents. Images must be accompanied by alternate text. I mentioned that earlier as something

that's been part of Section 508 all along, something that those doing web content have always thought about. What does that mean? Well, basically if you can't see the image if you were using something like a screen reader you kind of want to know what is going on in that block where someone has put a photograph. So what we do is we provide alternate text and that way the screen reader will get a verbal description of what that image is. So alternate text is simply a textual description of an essentially visual element that a screen reader would not be able to represent to the user. This is part of the general web content requirements and something that we've done all along. So for those of you who are doing content for FWS.gov or inside.FWS.gov or one of the SharePoint sites, understand that we are transforming our websites. We are transforming both the public FWS.gov site and our internal site, and that's going to make things a lot easier for you. But these are the areas where we think about accessibility in general. Webpage layout. Back in the early days, we would frequently use tables to create the layout on a webpage and we would put the navigation column in one column of the table and the body of the webpage would be in another column of the table. We were essentially using a device intended for data presentation, and instead using it for webpage layout. That actually causes a lot of accessibility difficulties, screen reader, something like that, trying to navigate through that content. So webpage layout, including embedded graphics, that's one of the major areas where we think about accessibility. Of course posted documents like PDF usually, and of course multimedia files, usually video. So these are the areas where we think about accessibility when it comes to content on the web. Now, I just mentioned a second ago, our websites are transforming. We are moving our websites, both the internal website and the public facing website, to content management systems. Content management system, you don't need to know all the intricacies of it. It's essentially a way of allowing us to put content into a database and then the system plays the appropriate template when someone attempts to access that content. It's the system that is used by pretty much any large website because there's just too many pieces to try to handle manually. So we are moving FWS.gov to a content management system and that will make people a lot easier for people who provide content to our public-facing website. It won't make it foolproof, but it will make it easier, because that templates, the page designed that we now manually have to create in a program like Dreamweaver will be controlled by the content management system. So all of those potential areas of Section 508 problems like color contrast with text against the background or layout difficulties because of columns and rows and things like that, the different degrees of headers and other structural elements, those things will be controlled by the CMS, so for those of you who provide content to the public facing website, this is going to make things a lot easier for you. Added images, videos and documents, these are pieces that we will add to the CMS. These pieces will still need to be accessible before being published, and this is true of both the internal site and the public site, so things like an image, you may upload an image into the content management system just as now someone may embed a photograph into a webpage you will still need to provide alternate text and ALT tag for that content. Similarly, we may post a PDF now on our website, we will add a PDF to the content management system. That PDF, that component will still need to be accessible. The CMS can't cover everything and can't fix everything. And like I say, this is going to be true of the

internal site and the public website. So images added to webpages need alternative text, unless they are just decorative. So ALT text describes what's important in the image in the context in which its used. A lot of times people get a little -- as to what good ALT text might be. They say a picture is worth a thousand words, but not all thousand words should be in the ALT tag, not all thousand words are appropriate. The way I think about it is if you are collaborating with someone on the creation of this document or this webpage and you are talking to the person on the phone and you have decided, maybe you've got a few photographs in your -- and you're deciding which one to put into that webpage or into that document, you're talking to someone on the phone, how would you describe that photograph? You want to say, well, I've got these three that I'm thinking about that I think would be good for this, one of them shows X, one of them shows Y, one of them shows Z. The way that you would describe those images to someone on the phone more than likely is going to be context-dependent. You're going to describe how it reinforces, how it fits with the content on that page. So that's what you want to think about when you are creating an alternate text, what is it about that photograph that makes it relevant in that context. I think that will put you a long way toward making ALT text that is actually meaningful to the person who is accessing the content of that webpage. So video. We use a lot of video on YouTube, we're using more on Facebook, we hope with the new content management system to be using more video on our website as well. Video brings some accessibility challenges for those who can't hear the audio portion, if any, and those who can't see the video. So the accessibility -- accessible video requires closed captions for words and important sounds that a viewer may not be able to hear. It also requires audio descriptions, spoken descriptions of important visual content for those who can't see that content. So if all you can do is hear what's going on in the video, there may be a section in there where there's lots of imagery, but there's no audio, you don't know what's going on there. So audio descriptions is a piece we're sort of working through now to come up with good guidance of how we can address the need for describing a video for those who can't see it. And the reason why audio descriptions and the need for guidance is important is because social media has now become a big part of how the service engages and communicates to the public. Social media, we're using third party sites like Facebook and Twitter but that doesn't mean accessibility -- just because it's not our website, it's not a site or a service that we control, or that we own, doesn't mean that accessibility is no longer important. The vast majority of Americans have some sort of social media profile. There's alternate text now available for Twitter. We need to think about accessibility for our content on social media. Thankfully, the social media platforms themselves are getting better at allowing, providing the technological underpinnings for us to be accessible within that space. So we can now do ALT tags for images in Twitter, we can add captions for videos and describe images on Facebook and YouTube. Sometimes we have to sort of come around it from a different angle, come up with some more novel strategies for this, but we always have to consider that our audience in social media also includes a large number of people that have one or another challenges when it comes to accessing content. So that cost it for my section with electronic documents and web content. And now I'll turn it back over to Keon, who's going to give you some additional resources and some closing thoughts. Thanks.

>> Thanks, David. Appreciate that. Now let's move on to accessibility is part of our jobs. So while we're working, we want to make sure that we design with accessibility in mind, we want to test for 508 compliance throughout development, and we want to ensure that we remember remediation can be costly. If you'd like, you can be on my subscriber list. I'd really like to have you join our team to understand what Section 508 is about, so please email me. Also if you want to be even more involved in Section 508, you're welcome to be a Section 508 team member. This is a person that is in a key position or you create documents or do something within Fish and Wildlife that is a little bit more than what someone else may do, but it is very important and so please, again, email me and I'll add you to the S508T team. That's what I'm calling it. We also have resources available, so the U.S. department of the interior has a website. So if you go on to this site, this is what the initial page looks like. It kind of goes over Section 508 and it's a wonderful place for resources. Also again the department of the interior has another part of their website that's available. It has more information on Section 508, there's reference materials and information available to you, there's also links to other websites that have more information. We have lots of resource available within Fish and Wildlife, we just recently built a new website, so this link will be available to you to check out what we have available within Fish and Wildlife. Of course David's contact information is available there, also mine is available, so please contact me any time. And also feel free to reach out to your own regional and program Section 508 coordinators. They are available to assist you if you have any questions. I have a special thanks to everyone involved in this process today. I am very grateful for this opportunity to be able to be here, and go over Section 508 with you so now in a few minutes we're going to go to our roundtable discussion coming up. It would be great if you could add your questions and comments so we can have an open discussion about Section 508. Thank you.

[music]

>> Thank you. That was great presentations, both Keon and David, and I also want to thank everybody here that has been participating in the Section 508 awareness. We are gathered now for our roundtable discussion, we're here at the National conservation training center, and we're going to begin our roundtable discussion but before I get in there, I want to answer a couple questions. We've got several of them that came through in our chat line. And one of them is how do you get your EEO diversity credit for today's broadcast. So what you can do is you will receive documentation from your local office of civil rights and inclusive, and there's going to be a form for that that you can fill out. It's called the certificate form for completed EEO diversity, and we also saw a bunch of URLs and a lot of information in these presentations, so to be able to get a copy of that, in about a week, we will have this live broadcast recorded and available for you. It will be in an MP4 format as well, if you want to download it, and that will have all the information on there. It's going to be at the same broadcast site that you are at today. And we also want to remind you that we're going to have it at a fishnet site for you which is going to be fishnet.FWS.DOI.net. It's going to be located on your screen right now. So we'll go ahead and begin with the roundtable discussions. So our first question. So David, was wondering if we could address one or both of the following

items.

>> Okay.

>> So one is going to be the level of detail required for an image link, or your ALT, which is going to be your title.

>> Sure. It doesn't need to be long. It should be fairly concise. About a sentence or so. You're trying to describe the information that's in the image that is relevant to the context. So for instance, an ALT tag or ALT description for this image here which would be Keon Sheffield, Karin Christensen, David Yeargin sitting at a table answering questions. That would be more than adequate to convey the information that that photo has. The way I look at it, if you feel like you need a long, long, long description, one, there's another tag that you could use, but also, that's probably more content than should be in that ALT tag and you should be working that into the page itself.

>> Okay. So the second part of that question, will that title of about one sentence or not, will that be picked up by any screen reader?

>> Yes. Yes, absolutely. And that's the primary role of the ALT tag now days, to assist through screen readers. Yes.

>> Okay. Thanks. So we're also wondering if -- whether using a target equals blank command is available to open a new page tab in a browser. Will that affect or impact the screen reader as well?

>> So I've not used a screen reader myself. My supposition on this is that the screen reader will read from the top most page, so for those who don't know what we're talking about with target blank, sometimes you click on a link on a webpage and it replaces the page that you're looking at, and replaces it with the new page. Other times it will open a second page in another window. Target equals blank is just a way of opening that second window and leaving the first one. You open the second window, that second window is going to become the active one, so you still need to navigate from that window back to the first one. So I'm sure screen readers will accomplish that much as they would if it had just used the "back" button on the browser or something like that. We could talk with Sid and get more detail on the use of the screen reader and get back to you on that.

>> Okay. Sounds great. So regarding links to the video, such as YouTube or VIMEO, can't a viewer toggle on closed captioning from those sites, or are there additional functions that we need to enable from our pages instead?

>> So on most sites, YouTube particularly is enabled to be able to gel between closed captions being on or off. That way all you have do is go on YouTube, you'll see the little CC button at the bottom of the video, click on it and the closed captions will appear. YouTube does not allow you toggle audio descriptions on or off. As we go to -- we will

have a video player on our site that will also toggle closed captions on or off. Audio descriptions are a little more complex and depending on the video, there's different approaches I don't want to get us in the weeds, but it's definitely stuff we're working on.

>> It sounds like a lot of great information coming down for folks to stay tuned with the content management system.

>> Absolutely, content management system is going to be a big deal and it's going to change the way we work and make things a lot easier for us, I think, in general.

>> Okay, great. So our next question I think might be for you, Keon. Who's required to follow the 508 state and lower governments as well as federal? Of all the requirements, who's allowed to --

>> So everyone is required to follow the Section 508 standards if you are a federal agency. Because we are publicly funded that, is something that we need to do as far as our agency is concerned. I hope that answers the question.

>> It really does. This isn't just about the Feds. It's about everybody.

>> Yes.

>> So with that, I might suspect that wraps up all of the chat questions that we had today, and I want to remind everybody that we're going to have this recorded and available for the viewers at the same broadcast site and also at the other location. We have one more chat that came in. One more question that came in. We'll go ahead and read that one out. So is there funding assistance -- AHH, we like this one. Is there funding assistance available for getting equipment to help meet these needs? And this would be for either regional or field stations.

>> So right now, we are working with the -- all the Section 508 coordinators, either the regional or program Section 508 coordinators, so I'm trying to come up with an assessment of what we're going to need in Fish and Wildlife Service because this is huge. So get with your Section 508 coordinator, whether within your program or your region, let them know what your needs are, and in your challenges are, and then they will convey that information to me so that I can come up with a project management plan for the years to come in Fish and Wildlife. Thank you for the question, though. That's a good one.

>> So Keon, for any information past this broadcast, so we have a very quick hour that went by here, but if people have any additional questions or need additional resources, I'm assuming they should go to their regional or program Section 508 coordinator for anything even within or outside this program?

>> Yes, please, go ahead and reach out to your Section 508 coordinator. They are there to work with you. And they also have a tier system in place which we went over

earlier, so there is a help desk kind of situation that I've put together for your coordinators in order to go up that chain of command so that we can get you the assistance that you need, and so yes, we want to make sure that you're taken care of. Anything you need, go ahead and contact them, and of course you're more than welcome to contact me as well.

>> Oke-doke. We have another question. We have a whole plethora of documents that are already posted out there. Do we need to make them compliant for the ones that are already there? What's our goals for that?

>> So right now, yes, the standards have been in place since 2000, so basically we really need to make an effort to ensure that the documents that are either internal or externally placed on our websites or on our servers that are shared, and if they're internal, of course you have the nine guidelines there, but yes, we need to work on remediation process, and that's something that I am working with the Section 508 coordinators on as we speak.

>> I'll just add to that, as part of our website redesign project, as part of moving to a content management system, there's two things that are important here. One is we are attempting to locate data sources so that we can pull in information. I'm thinking specifically of regulations.gov. We post a lot of documents on our site that we have downloaded from regulations.gov. As part of the CMS project, we want to be able to pull that content dynamically. So that would reduce the number of documents on our site that need to be Section 508 compliant. We are also just in general taking a hard look at the documents, the content on our site. We want to streamline it. There's a lot of duplication of information, a lot of documents posted in multiple places, so we are really hoping to whittle down the number of documents we have on our site and that will re --

>> The quality assurance and control that we have on our websites, you know, to ensure we're fully compassable. Any ideas?

>> Well, as I mentioned in the presentation slides, part of moving to a content management system is to make the content easier to work with. Part of it is to allow us to use a fixed set of webpage templates so the content we put in will be text, pictures, things like that, and then the system, the software, will put that content into one or another webpage templates for display. So a lot of what has been causing difficulty with accessibility of our websites is the creation of that webpage the content management system will take care of that. Right out of the gate, things will be a lot easier and we'll be able to focus on other pieces like the images that we put in, the PDF documents and worry about the accessibility there. So the CMS is going to remove a lot of the burden right out of the gate for us.

>> So if I'm a biologist or supervisor in Fish and Wildlife Service and I've got a lot of documents in my area on the SharePoint site or policies that go into DTS and we've got oversight for webpages and stuff, I should probably first, after this broadcast, reach out

to my local, regional and program 508 coordinators to help with additional training and insight on very specifics of those?

>> Yes.

>> Okay.

>> Yeah, and getting back to the question a bit, the CMS will handle a lot of the accessibility of the webpage itself. It will also help to kind of keep us in line with something, so if we, for instance, try to upload an image but don't provide an ALT tag, it will stop you and say you forgot to add an ALT tag. So it will help keep us in line. Things like PDF files and Word files, that will be the area where we will need to concentrate, and yes, I think between the Section 508 coordinators, those of us working, the web councilmembers, the core team working on the CMS project, we'll get a handle on just what will be going into the new site and how to ensure that it's accessible.

>> Okay, great. So just to circle back on that, to be really, really clear, and it might be the five points for internal documents, our next one is addressing all documents must be 508 compliant, yes or no, so that that means all our old documents need to be?

>> So I'll start out with, yes.

>> Yes.

>> The short answer is yes. All documents need to be Section 508 compliant. So that's why there's a push for us to ensure that we are, from today doing this broadcast to make you aware anything you create from this point on, it would really be nice if it was Section 508 compliant so we don't have to go back and remediate that document down the road because it's very time-consuming and expensive.

>> So yes.

>> We've got a lot of documents on our website and people have asked about whether those need to be changed because of the new requirements. Things that were already compliant, already Section 508 compliant did not need to be changed in light of new requirements. Unfortunately, 99% of our documents or material posted online does not fall in that category. 99% of our PDF files, if they are not going to be made noncompliant by the new Section 508 standards, 99% were not compliant, from the get-go, so yeah, I think we really have to focus on making sure that our behavior is proper as we move forward so that we stop putting noncompliant material out there.

>> Sounds like we have our work cut out for us. Let's move on a little bit. So audio files, for example. How does one make audio files such as PSAs, intended for radio broadcast compliant for posting on a public-facing webpage David?

>> Well, if you think just in general of text descriptions in lieu of or media, like a textual image, audio files would be handled the same way. Sometimes it's easier to sort of go back to the beginning and think about what it was that motivated you to create that audio file in the first place. And ask yourself, if I were starting with that information, and I wanted to convey it to an audience that wasn't going to be hearing it, how would I convey it? The access board allows for equivalent alternative presentations. So it may be you've created an audio file, a PSA, but maybe a video or a text way of disseminating that information is just as good.

>> Okay, great. Thanks. So I don't see any more chats coming up in our prompter here, so we're probably going to wrap up for the program. Thank you, everybody, for tuning in. If there is any more that show up after today, we're going to go ahead and add them in there, and remember if once you get your EEO certification form, you want to mention that the broadcast today is November 30TH, your vendor is going to be Fish and Wildlife service, and it's going to be your Section 508 live interactive broadcast for 508 awareness, and go ahead and submit that in there, and we will have it available for you at the broadcast site in about a week and also to remember toll stay close to your regional and program coordinators, they will have more support and training and awareness and information coming.