



Accessibility Toolkit

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Purpose

This toolkit is designed to assist staff in developing documents, presentations, and events that are “[accessible](#)” and inclusive of people living with disabilities. Throughout this guide are hyperlinks, some of which include “how-to” videos for Google applications. The “how-to” videos are less than 60 seconds. A “how to” video for Microsoft Office products is at the end, under Other Considerations.

The Office of Health Equity

This toolkit is a publication of the Arizona Department of Health Services (ADHS), Office of Health Equity. The mission of the Office of Health Equity is to support and strengthen the internal capacity of ADHS to operationalize health equity and to work with communities to reduce health disparities.

Aligning with the Centers for Disease Control and Prevention’s (CDC) [Ten Essential Public Health Services](#), the Office of Health Equity develops toolkits and training which actively promote “systems and services that enable good health and seek to remove obstacles and systemic and structural barriers.” This toolkit directly addresses the essential public health service of enabling equitable access.

Digital and Print Materials

Accessibility Checker

An accessibility checker can help you improve the accessibility of your document. ADHS employees can download the approved [accessibility checker](#) extension for Google Docs, Sheets, and Slides. Once installed, you can [use the accessibility checker](#) feature in any Google Docs, Sheets, or Slides.

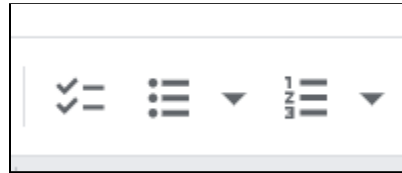
All presentation materials should be available **in advance and in alternative formats** such as Braille, large print (18 pt font size or larger; Arial font), and in [plain text](#). Plain text files are the most likely to be accessible to all computer users who are blind or have low vision. PDFs are not always accessible for people who are blind or have low vision. And, although many people who are blind or have low vision use Google docs or Microsoft Word, or have methods to convert PDF files, it is risky to assume that everyone can open a Microsoft Word document or a PDF.

To create a [plain text](#) version of your material:

1. Go to the **File** menu.
2. Select **Download**.
3. Select **Plain Text (.txt)**.
4. A plain text version of your document will download, which can then be opened and saved. Send plain text documents in advance of a meeting or event.

Lists and headings enable [people using a screen reader](#) to understand how the page is organized, and to quickly navigate to the content of interest.

When **listing items**, explicitly create them as a list by using the list features.



Headings and subheadings should be identified as such using the built-in heading feature:



Insert a [page break](#) to avoid using the enter key multiple times.

1. Place your cursor where you'd like the current page to end.
2. Go to the **Insert** menu.
3. Select **Break**.
4. Select **Page break**.

Add **Alt Text** for pictures, logos, charts, or other graphics for people using a screen reader. Only non-text elements conveying information must have alternative text descriptions.

To add [alt text](#):

1. Insert an image, drawing, or graphic in your document

2. **Right click** on the image.
3. Select **Alt text**.
4. Type your title and a clear and concise description.
5. Click **OK**.

Alt text best practices:

- Do not write “image of” or “graphic of”.
 - For example when describing an image, write “ADHS logo with red squares and rectangles” instead of “This is an image of the ADHS logo.”
- Provide the same content that is visually apparent.
- Keep your description brief.

Accessible PDFs:

- To edit a PDF: first, download it as a Word document to make your changes and then convert it back into PDF format.
- When providing a PDF, you can:
 - Convert it to [plain text](#) for individuals using screen readers. OR if an accessible document or slide is created in Google, the accessibility information is kept intact when converting it into a PDF. Remember an accessible doc or slide must have the following: headings, alt text, descriptive links, lists, large text in black, and a document title. These “[tag](#)” the PDF, which provides a hidden, structured representation of the content presented to screen readers. Tags have no visible effect on the PDF.
- If you receive a PDF that is untagged, or where the tag structure is incomplete or incorrect, it is best to return to the original Google or

Word document, make the necessary accessibility updates, then re-create the PDF.

- You can also check your [PDF for accessibility](#).

Below are a few best practices for digital and print materials:

- Text should be in sans serif fonts, like Helvetica, Veranda, or Arial, size 16 or 18 (preferred) and in black.
- Margins should be at 1 inch on all sides.
- Align all text to the left.
- Avoid underlining or italicizing.
- Spell out numbers (e.g., four, five, and six).
- Use at least 1.5 spacing between lines in a paragraph.
- Use matte, cream-colored paper and print on one side only.
- Avoid using all capital letters, unless it is for an acronym.
- Enter one space after a period.
- Don't use color coding as the only means of conveying information.
- Do not use a symbol such as \$, %, or &, to replace text.
- Provide clear color contrast between the text and background.
- Use the "[Paste without formatting](#)" option when pasting information to avoid unknowingly adding formatting that is challenging for a person who is using a screen reader.
- When working in Microsoft Word, make sure to save the Word document in .DOCX format to ensure it is accessible.

Virtual Meetings and Webinars

Before hosting a meeting or webinar ask your attendees if any accommodations are needed. Be sure to include how to submit an accommodation request and a deadline to do so.

It is ideal to provide an American Sign Language (ASL) interpreter during the meeting or webinar. For more information on ASL interpreters see the Other Considerations section at the end of this toolkit.

If an interpreter is not available, the following is recommended:

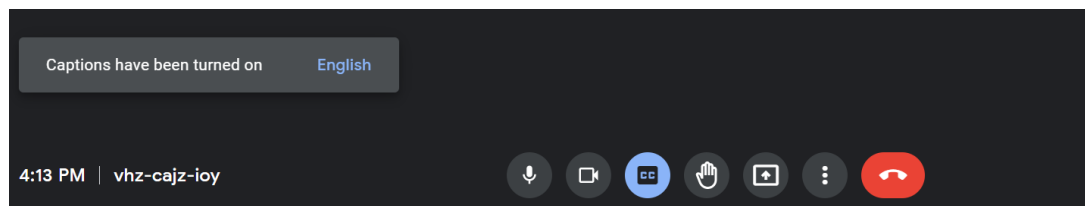
- For events, [Communication Access Realtime Translation](#) (CART) should be used. CART is a word-for-word speech-to-text service that displays complete translation of all spoken words and environmental sounds to communicate the integrity of the message.
- For a meeting, it's best to use [Relay Conference Captioning](#) (RCC). RCC allows for deaf or hard of hearing participants to receive live, real-time text during meetings. RCC must be requested at least 48 hours in advance.

[Relay Conference Captioning Event Request Form](#)

If RCC is not available, **Google Meet** has an automatic speech recognition closed captioning feature. Closed captioning must be activated by the user and is only viewable by that user.

To activate [closed captioning](#) during a Google Meet:

1. Open the meeting.
2. Click on CC at the bottom of your screen.
3. Once clicked it will turn light blue and the message “Captions have been turned on” will briefly appear. You can click on the default language listed in blue to change the closed captions language.
4. Captions will not be recorded.



Google Meets does not always meet the accessibility needs of deaf, hard of hearing, and DeafBlind communities. Zoom is the preferred platform for use of ASL interpreters and streaming CART captioning services. Find captioning instructions for Webex and Zoom under the Other Considerations section at the end of this toolkit.

Users who have blindness or low vision can use the built-in screen reader, full-page zoom, high-contrast color, and accessibility extensions in Chrome Browser. Refer to the [Google Meet accessibility](#) page for more information.

Be aware that screen readers will also read the chat box, which can be confusing for participants. Therefore, ask individuals to submit comments and questions to a designated individual or co-host through chat. The designated individual will read the questions or comments to the audience. If you do choose to use the chat box, be sure to pause so people have

time to read what's in the chat. It is also helpful to put any links in the chat and also read the chat for those who are on the phone.

Here are some additional tips:

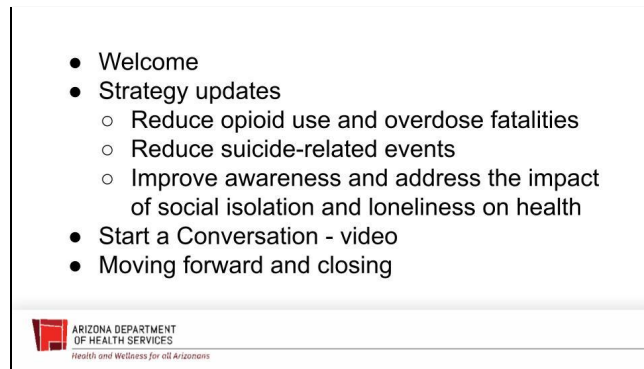
- Virtual events should be accessible via the internet and dial-in.
- If using Google Slides or other visuals in a meeting, be sure to verbally describe any pictures, logos, charts, or other graphics. Also read the text of the slide.
 - For example, “We are on the title page of the presentation Making your Document Accessible. The Arizona Department of Health Services logo is included on this page. It has a number of red rectangles and squares.”
- When moving to the next slide, announce it.
 - For example, “We are now on slide two,” and continue with the presentation.
- Meetings should be no longer than 2 hours. For events, allow for a 5-10 minute break every hour.
- If you make a recording of the meeting available, the recording should provide the ability to pause and restart at any time. If a recording is made public, it should include accurate, grammatically correct captions, ASL, and [audio description](#)/transcript.

Presentations (Google Slides)

Use one of the Google Slides default layouts to ensure your presentation is structured for accessibility for those using a screen reader.

To use [built in layouts](#):

1. Open an existing or blank presentation.
2. On the left side, above the slide deck, click on the plus sign for the drop down menu.
3. Select one of the presentation layouts. See example of an accessible slide below:



Be conscious of the order in which you create your slides. A screen reader reads the elements of a slide in the order they were added to the slide, not based on the position they are on the screen.

Always provide your slides in advance and in alternative formats; Braille, large print (18 pt font size or larger), or [plain text](#). When creating a presentation for a meeting or for self-paced users:

- Do not use flickering, flashing, or animated text.
- Images, graphics or charts must have [alt text](#).
- Use as little text as possible on each slide.

Additionally, display your presentation in Google Slides HTML. This displays your presentation in a single, scrollable HTML page, instead of one slide at a time. This is helpful to participants using screen readers. To display a presentation in HTML view, open your slides and click on

Ctrl + Alt + Shift + p.

Websites

Ensure the website is compatible with the range of assistive technologies used by persons who have disabilities. These include but are not limited to: screen readers, magnifiers, special keyboards, and alternative pointing devices.

Web pages should use the same design principles as presentations. A checklist is also available at the end of this toolkit.

Here is an example of a [website](#) with accessibility tools. Notice the widget in the bottom right corner. This opens an accessibility tool menu for users.

Website Images

All images, grouped images, and non-text elements conveying information must have [alt text](#) descriptions. Otherwise, people who use a screen reader just hear "image."

Examples of items that require alt text:

- Charts
- Diagrams
- Graphs
- Logos
- Screenshots
- Pictures

Hyperlinks

When adding a hyperlink to a document or website, select the word or words that refer to the hyperlinked material. Do not use “click here” or “more information.” For example:

Try: The [final report](#) is now available.

Instead of: [Click here](#) for the final report.

To include a [hyperlink](#):

1. Highlight the word(s) you want to hyperlink.
2. Go to the **Insert** menu.
3. Select **Link**.
4. Paste in your URL or link.
5. Click **Apply**.

In-person Meetings and Events

If planning an in-person event, visit the venue to determine if any barriers to accessibility exist. Rather than asking if a venue is accessible, ask if the venue has participated in an audit to determine its compliance with the Americans for Disability Act (ADA). Also inquire if staff have been trained in disability awareness and etiquette. For more detailed information you can review the American Bar Association’s [Planning Accessible Meetings and Events Toolkit](#). Below are a few tips from the toolkit:

- During the registration process, ask participants if any accessibility accommodations need to be made; include how to make a request and by what date.
- Include a statement that the meeting or event is accessible in the

registration or promotional materials. For example, “We aim to host events that enable individuals of all abilities to participate fully and equally.”

- Provide alternative registration options; online, telephone, text, or email.
- In-person participants may need a personal care attendant or support service professional (SSP). Best practice, if allowable, is to only charge the attendant for meals, not registration fees.
- Designate staff to handle accommodation and accessibility requests.
- Doors should be propped open at the start and end of each session.
- Multiple sets of power outlets for laptops and other electronics devices should be available.
- Tables for materials and food/beverage should be at a height (28 to 34 inches) reachable by mobility device users and in an accessible location.
- Provide space for service animals and a designated service animal relief area with signage. Signs, also translated in braille, are important for those with a vision disability.
- Video screens should have closed-captioning when a person is speaking.
- Speakers should use a microphone and face the audience directly, maintaining a clear view of the speaker’s mouth.

Other Considerations and Formats

Plain Language

Plain Language is writing to ensure any reader understands the concepts quickly and easily the first time they read it. Whether the topic is simple or complex, plain language ensures the general public can read and understand what is written.

Below are a few tips from the [Plain Language Checklist](#):


- Use words with three syllables or less.
- Use short sentences.
- Focus on need to know versus nice to know.
- Speak to the reader - use “you” and “we.”
- Use list format or bullet points.

When your material is easy to understand, it reaches a broader audience. Many best selling [authors write](#) at a 4th to 6th grade level.

You can check your material for its reading level by using a free [Automatic Readability Checker](#).

Easy Read is recommended when the reader has intellectual or cognitive disabilities. Easy read:

- Is clear and easy to understand.
- Has a picture for every idea.
- Uses no acronyms.
- Includes large space between paragraphs.
- Has fewer ideas on a page.

- Uses icons often as metaphors.
 This icon would be a metaphor for women's health.

Google Forms and Surveys

Google forms are generally accessible and can be completed using a screen reader or by a sighted person on a keyboard. It is important to follow the accessibility guidelines mentioned previously regarding print/digital materials, images, and plain language.

Accessible forms and surveys are designed to be accessible to people with a diverse range of hearing, movement, sight, and cognitive abilities. When developing a quiz, survey, or form for on-line use, follow these tips to ensure your survey or form is accessible:

- Clearly state what the survey is about.
- State how many questions there are or use a progress indicator.
- Allow people to save and return to the survey, especially if it's long.
- Utilize multiple choice or true/false questions.
 - Using other formats, like drag and drop or fill in the blank, can be difficult for individuals with limited mobility who use arrow or tab keys.
- Categorize sections by topic to organize content.
- Use bulleted lists to break up text.
- Make sure readers can use the tab key to move between questions and between answers, as with any accessible form. Not everyone can use a mouse.
- If possible, include ASL video recordings of each question. Google

Forms and Survey Monkey allow videos to be added into the survey above each question.

When creating questions:

- Use words rather than numbers to rank items on a scale. For example, strongly agree, agree, neutral versus rate this service on a scale of 1-5. Words used for ranking must follow plain text guidelines.
- When using buttons and boxes, decide how many response options people can select. If only one, use radio buttons. If more than one, use checkboxes.
- Avoid posing questions in the negative so that the reader has to answer “yes” to confirm a negative. It’s confusing.
- Rather than formatting questions in tables, separate out the questions. Have readers answer each question individually.
- Explanatory images with a question can also be helpful.
- Here are some [sample question formats](#).

Meals and Social Functions

It’s important to ensure meals and other social functions are accessible to persons who have disabilities. This includes sufficient room for everyone to maneuver safely and independently, multiple meal options (vegan, gluten-free, etc.), avoiding self-serve or buffet meals and allowing those who have disabilities to enter first.

Always inform event guests of the accessibility features and accommodations being offered. Share this information orally and in writing. If using staff or volunteers during the event, appoint a “point person” for

accessibility issues and questions. Train volunteers and staff on use of assistive devices and emergency procedures.

Captioning for Webex and Zoom

ADHS has Webex For Government which does not support captioning, [refer to this guide](#) for general Webex meetings.

[Zoom](#) is the preferred platform when using ASL interpreters and streaming captions. It is the most customizable and complex out of all the platforms, however both the host and the participants may enable the accessibility tools.

To enable Zoom captioning:

1. Click the **up arrow** next to the microphone icon (bottom left corner).
2. Select **audio settings**.
3. At the end of the left column, select **accessibility**.
4. Turn on **captions**.
5. If needed, adjust the size of the captions and utilize any other settings.

Microsoft Office “how to” video

A short (3 minute) [how to video](#) covers the following:

- Accessibility checker
- Plain text
- Paste without formatting
- Page break
- Adding alternative text
- Hyperlinks

Inclusive Documents and Meetings Job Aid

- Text should be in sans serif fonts, like Helvetica, Veranda, or Arial, size 16 or 18 (preferred) and in black.
- Margins should be at 1 inch on all sides.
- Align all text to the left.
- Avoid underlining or italicizing.
- Spell out numbers (e.g., four, five, and six).
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- Use matte, cream-colored paper and print on one side only.
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rectangles and squares.”

- When moving to the next slide, announce it.
 - For example, “We are now on slide two,” and continue with the presentation.
- Meetings should be no longer than 2 hours. For events, allow for a 5-10 minute break every hour.
- If you make a recording of the meeting available, the recording should provide the ability to pause and restart at any time.

For more detailed information and extensive checklists, you can review the American Bar Association’s [Planning Accessible Meetings and Events Toolkit](#).