



# Office of the Chief Information Officer

## ADA Document Creator Course



# Beginning Class Information

## **Pre-Class:**

1. Please **mute yourself** before class starts.
2. Please note that this **class is being recorded**.
3. If you do not have a microphone, please call (775) 321-6111 and enter the highlighted conference ID number that is for the class:
  - Conference ID will be provided within the chat.

## **Microsoft Teams Class:**

If you have questions during the class, please ask the question using the chat feature or select the raise your hand feature in Teams.

# Contacts for Remediation Support

- Michelle Tiscareno – ADA Program Coordinator [Michelletiscareno@it.nv.gov](mailto:Michelletiscareno@it.nv.gov)
- Thanairy Gomez - Trainer [Thanairygomez@it.nv.gov](mailto:Thanairygomez@it.nv.gov)
- Nickolas Krische - Trainer [Nickolaskrische@it.nv.gov](mailto:Nickolaskrische@it.nv.gov)
- Jason Mallari - Trainer [JasonMallari@it.nv.gov](mailto:JasonMallari@it.nv.gov)
- ADA Remediation – [adaremediation@it.nv.gov](mailto:adaremediation@it.nv.gov)

# Visit Our ADA Website:

## For Trainings, Videos, Guides and Practice Documents

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Our State website offers an inclusive platform for accessing training videos, guides and practice documents.

### 1. *Training Videos*

- Training videos available on our website to cater to various topics. Accessible anytime allowing self paced learning.

### 2. *Guides and Practice Documents*

- Collection of guides and practice documents to deepen your understanding. Best practices to ensure practical application to enhance your knowledge.

### 3. *External sources for Guidance on Remediation and Laws*

- Providing links to relevant external sources for additional guidance and resources. Access to trusted resources to ensure compliance and effective remediation strategies.

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[Click here to access the State of Nevada ADA Website](#)

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# Team Goal & Mission

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We are dedicated to ensuring equal access to information and services for all its citizens. To achieve accessibility standards outlined in the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1975 for electronic data. To achieve full compliance this will require a coordinated effort involving all State agencies.

To support ongoing compliance, the Office of the Chief Information Officer's Web team has developed an online remediation training resource that is accessible to all agencies.



# Why Remediation is Important?

ADA compliance is required by law to assist people with disabilities but is helpful for those without disabilities. Explore the Impact and Benefits for everyone. Web accessibility is essential for people with disabilities and useful for all. Learn about the impact of accessibility and the benefits for everyone in a variety of situations.

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## [Web Accessibility Perspectives Videos](#)

### **Individuals who rely on ADA compliant documents and websites**

- Blindness/low vision individuals.
- Deaf/hard of hearing individuals.
- People with motor disabilities.
- People with ADHD.

### **Individual who also who use ADA compliant documents and website features**

- People with lower literacy.
- Non-native speakers.
- Those who prefers to listen to documents

3/12/2024

# Learning Materials: Resources & Tools

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- Microsoft Office Suite
  - Word, Excel, PowerPoint
- Microsoft Help
- Adobe Acrobat Pro Suite
- Screen Reader Software
  - NonVisual Desktop Access (NVDA)
- WebAIM.org
- Web Content Accessibility Guidelines (WCAG) 2.1

*\*\* Disclaimer: Please be advised that this course is not intended as an instructional guide for the Office Suite itself.\*\**



# Screen and Document Readers

## Assistive Technology

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### Screen Readers:

Computer software that assist the blind and visually impaired in using computers. It serves as a platform for the visually impaired to communicate with their computers.

### Document and Text Readers:

Computer software that converts digital text into clear, easy-to-understand audio. It has less features than screen readers.

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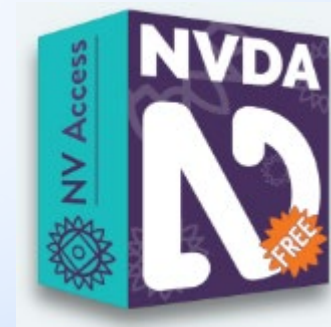
# Screen Readers

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Technology that helps people who have difficulties seeing to access and interact with digital content, like websites or applications via audio or touch.

## Most Popular Screen Readers:

- NVDA (Free)
- VoiceOver (Apple)
- JAWS



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[Download NVDA Free Screen Reader](#)

**“Lower volume on computer before downloading.”**

# Learning Objectives & Goals

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1. Gain a foundation: of the tools to create user accessible documents.
2. Become familiar: with the accessibility tools in Office Suite to create accessible documents.
3. Basic understanding of resolving: most accessibility errors in Microsoft Office Suite to create ADA compliant documents.

# Class Overview

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## Creating ADA Compliant Public Meeting Document

### Module 1 - Most Common Errors

- Adding a Title
- Correct Tagging
- Setting Language in Adobe Acrobat Pro

### Module 2 - Checking Accessibility

### Module 3 - Creating a Compliant Letterhead

### Module 4 – Creating Accessible Tags

- Creating Links
- Creating compliant tables
- Adding and giving alt-text to images
- Colors and acronyms

### Module 7 – Exporting and Converting to PDF

### Module 8 – Manual Accessibility Check

# Example of a Non-Compliant Document

Joe Lombardo, Governor



John Smith, President  
Jane Doe, Executive Director

ADA Web Team  
100 N. Stewart St,  
Carson City NV, 89701  
Phone # (775) 684-3360 | Fax # (775) 684-3361

## PUBLIC NOTICE MEETING

**STACKED AGENDA:** Below is an agenda of all items scheduled to be considered by the Board. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the Board President. Person(s) who have business before the Board are SOLELY responsible to see that they are present when their business is conducted. The Board may combine two or more agenda items for consideration to accomplish business in the most efficient manner. The Board may remove an item from the agenda or delay discussion relating to an item on the agenda at any time.

### AGENDA

Public comment at the beginning and end of the agenda may be limited to three minutes per person at the discretion of the President. Members of the public may comment on matters not appearing on this agenda or may offer comment on any specific agenda items. Comments may be discussed by the Board, but no action may be taken. The matter may be placed on a future agenda for action. Additional comment periods may be allowed on individual agenda items at the discretion of the President. These comment periods may be limited to three minutes per person at the discretion of the President. These additional comment periods shall be limited to comments relevant to the agenda item under consideration by the Board.

**NOTICE:** Reasonable efforts will be made to assist and accommodate physically handicapped person(s) desiring to attend the Board meeting. Please email the Board office at least 48 hours prior to the meeting so arrangements may be conveniently made.

Public comment at the beginning and end of the agenda may be limited to three minutes per person at the discretion of the President. Members of the public may comment on matters not appearing on this agenda or may offer comment on any specific agenda items. Comments may be discussed by the Board, but no action may be taken. The matter may be placed on a future agenda for action.

Additional comment periods may be allowed on individual agenda items at the discretion of the President. These comment periods may be limited to three minutes per person at the discretion of the President. These additional comment periods shall be limited to comments relevant to the agenda item. All times are approximate. Pursuant to NRS 241.030 the Board may close a meeting to consider the character, professional competence, alleged misconduct or physical or mental health of a person. The Board may limit the internet broadcasting while in closed session but may not deliberate or act.

Anyone desiring additional information regarding the meeting, including information on how to obtain supporting board meeting material, is invited to email the Executive Director at [omboardexecutivedirector@gmail.com](mailto:omboardexecutivedirector@gmail.com). Supporting material for the public body is located at 3191 E.

### Agenda Overview

Symbols Meanings			
* = No Urgency	** = To be Addressed	*** = Urgency	**** = Emergency
LT = List	XX = Not Included	AD = Already Discussed	DFM = Discuss in Future Meeting
Some will be combined *DFM = No Urgency will Discuss in Future Meeting			
Example: ****LT an emergency has been listed tonight.			

1. Call to Order and Roll Call -- (For Possible Action).
2. Public Comment (Discussion Only).
3. Adoption of agenda (For Possible Action).
4. Approve or disapprove the previous board meeting minutes of October 17, 20XX (For Possible Action).
5. Approve or disapprove of whether any additional educational requirements are necessary regarding prospective applicant Arienne Salaberry's request to be eligible for the state licensing exam (For Possible Action).
6. Approve or disapprove of adopting guidelines for SB 69 (For Possible Action).
7. Discussion regarding the meeting with the physical therapists, the telephone conference with the chiropractors, and the appearance with the Sunset Committee.
8. Approve or disapprove of two licensees to meet with the physical therapy group regarding dry needling (For Possible Action).
9. Approve or disapprove of hiring an assistant to review and organize documents for the public archives (For Possible Action).
10. Approve or disapprove of hiring an assistant for the Board (For Possible Action).

# Module 1: Most Common Errors



## Topics:

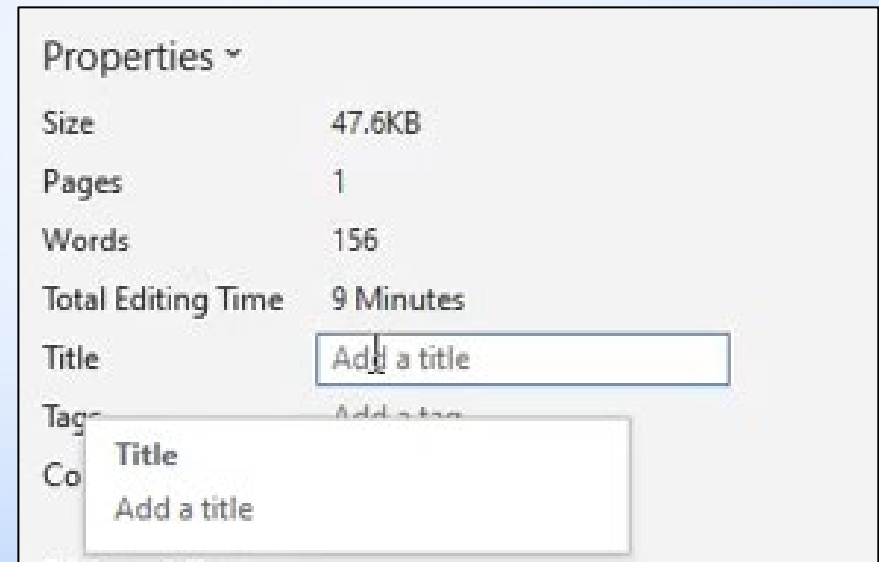
- Missing document title
- Missing or incorrect language setting
- Missing Heading 1 on the document

# Giving a Document a Title

Every Document Needs a Title for Accessibility



1. Go to File.
2. Click on Info.
3. On the right side of the Info. Go to Properties.
5. Find the Title input box.
6. Click on the area that says, *"Add a title."*
7. Add the title of the document it can be the same as the file name or different.



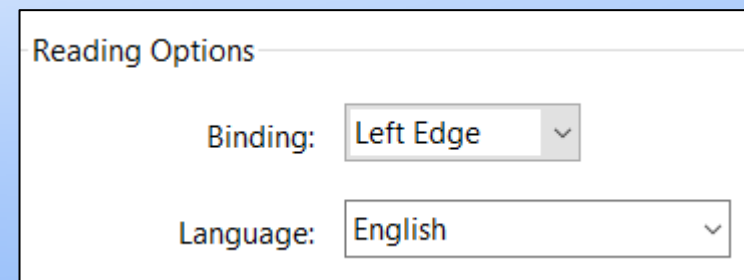
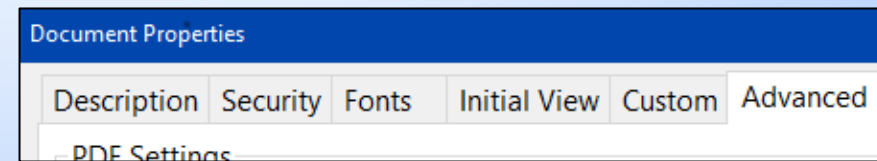
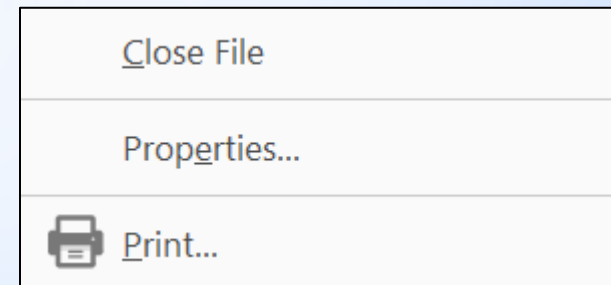
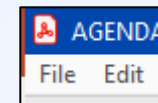
# Adding a Language

*“Adding a language can only be done in Adobe.”*

Follow these steps to add a language:

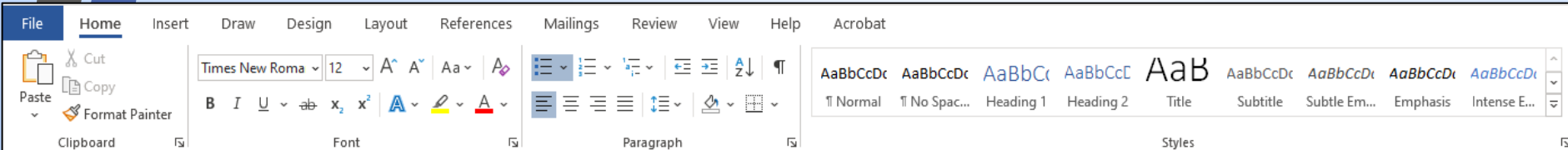
Start by opening Adobe Acrobat Pro.

1. Go to File.
2. Select Properties options.
3. Document Properties box appears.
4. Be in the Advance tab.
5. Find the Reading Options section.
6. In the Language drop-down select the correct language.
7. Then click on OK.



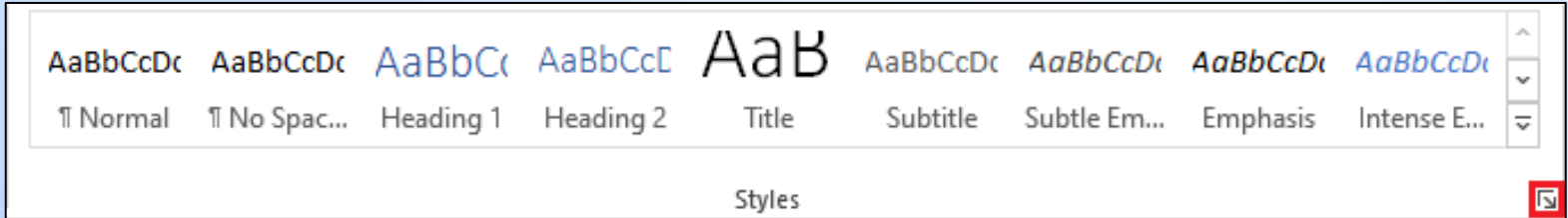


# Headings Tags



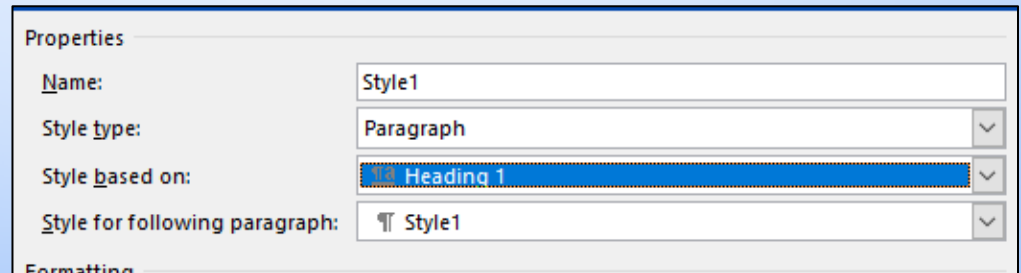
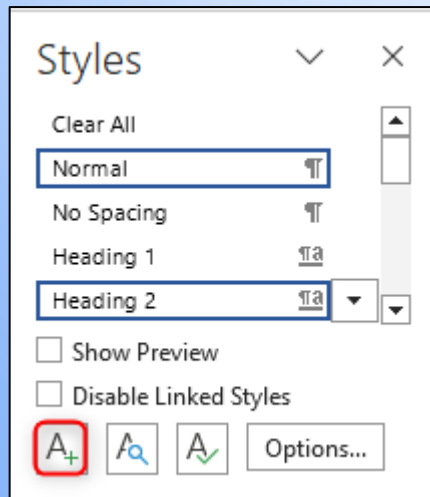
- ✓ Heading 1 (*H1 tag*) is the most important heading to add to a document.
- ✓ A Heading 1 (*H1 tag*) is required on the first page of a document.
- ✓ Heading 1 (*H1 tag*) is added to the document by using a “*Heading 1 style*” on the “*Home*” tab of Word.

# Creating a Heading 1



To create a heading style, click on the tiny box in the corner of the “Styles” tab and then click the new styles.

In the Properties section it must have these settings:



# Module 2: Checking for Accessibility



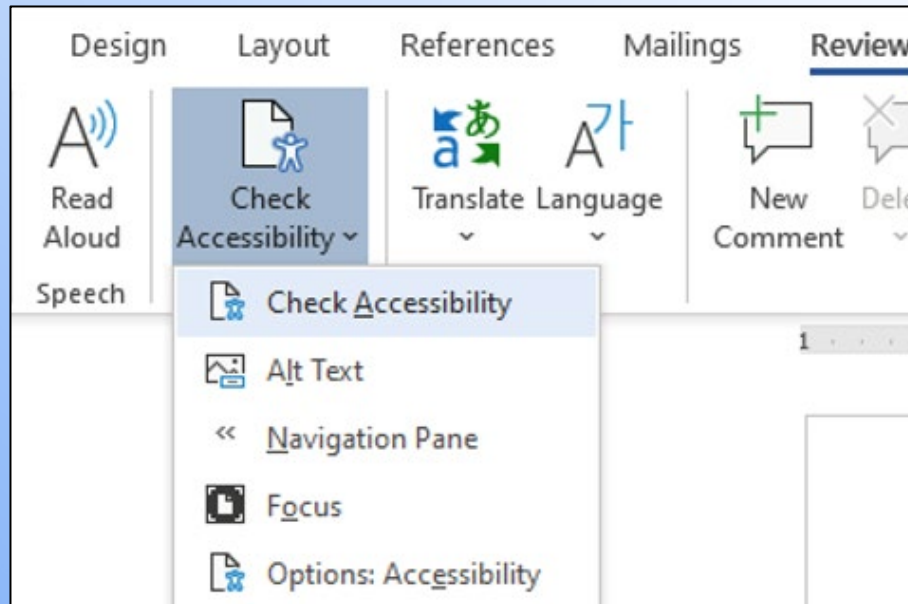
## Topics:

- Locating and using the Accessibility Checker
- Accessibility Inspection Results Panel

# Check Accessibility Option 1



There are two methods to check accessibility and it will be the same in each application of Microsoft Office



## First option:

1. Go to Review Tab.
2. Click on Check Accessibility.
3. Select Check Accessibility.
4. Accessibility Inspection Box will appear.

# Check Accessibility Option 2



## Second option:

1. Go to File
2. Click on Info
3. Click on Check for Issues
4. Select Check Accessibility

The screenshot shows the 'File' menu in Microsoft Word. The 'Info' option is selected in the left-hand navigation pane. The main area displays the 'Protect Document' and 'Inspect Document' options. The 'Inspect Document' option is expanded, showing three sub-options: 'Inspect Document', 'Check Accessibility', and 'Check Compatibility'. The 'Check Accessibility' option is highlighted in blue.

**Info**

Save a Copy

Save as Adobe PDF

Print

Share

Export

Close

**Protect Document**  
Control what types of changes people can make to this document.

**Inspect Document**  
Before publishing this file, be aware that it contains:

- Document properties, document server properties, content type information and author's name

**Inspect Document**  
Check the document for hidden properties or personal information.

**Check Accessibility**  
Check the document for content that people with disabilities might find difficult to read.

**Check Compatibility**  
Check for features not supported by earlier versions of Word.

# Module 3: Creating Compliant Letterhead



## Topics:

- Creating Compliant Letterhead
- Setting-up Margins, Columns and Ruler
- Adding tools in Ribbon toolbar

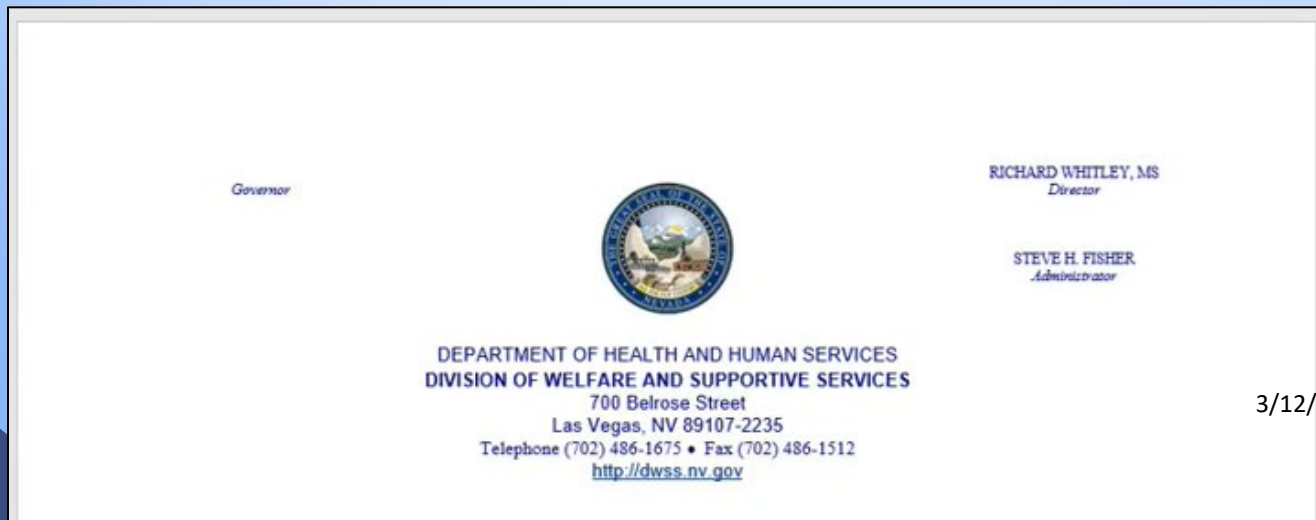
# Creating Compliant Letterhead



Creating a compliant letterhead for continued use for any organization having little or no errors/issues with the document.

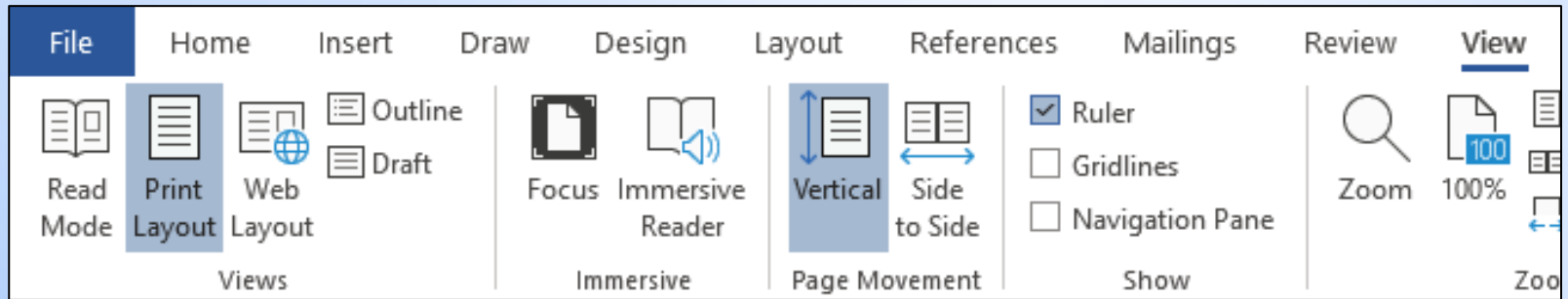
## Tools to create the letterhead:

- Use Columns – Three or more columns.
- Customize the margins of columns.
- Use Breaks to be able to type in new columns.
- Show Paragraph.





# Setting Up the Ruler



## Advantages of the Ruler

- Shows how the document is divided.
- Shows where text can be written.
- Helps with setting up/aligning letterheads.

## How to Setup Ruler

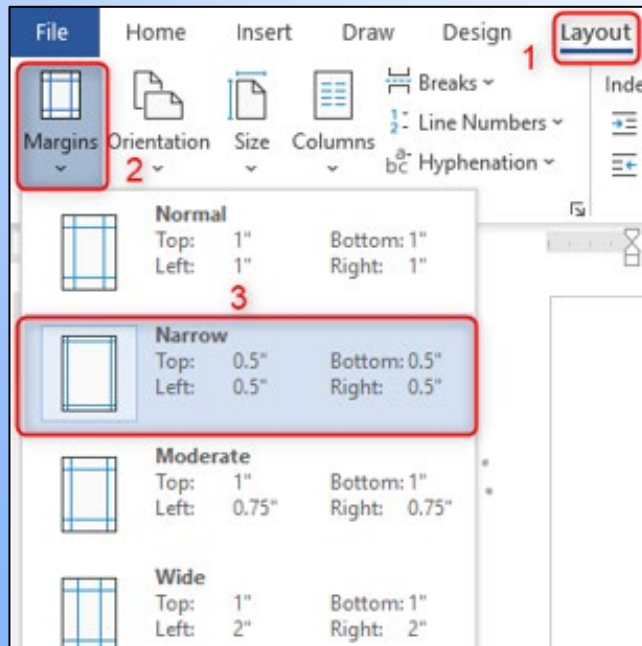
1. Go to View Tab.
2. Find the Show tools section.
3. Click the Checkbox for Ruler.

# Creating ADA Compliant Letterhead Part 1



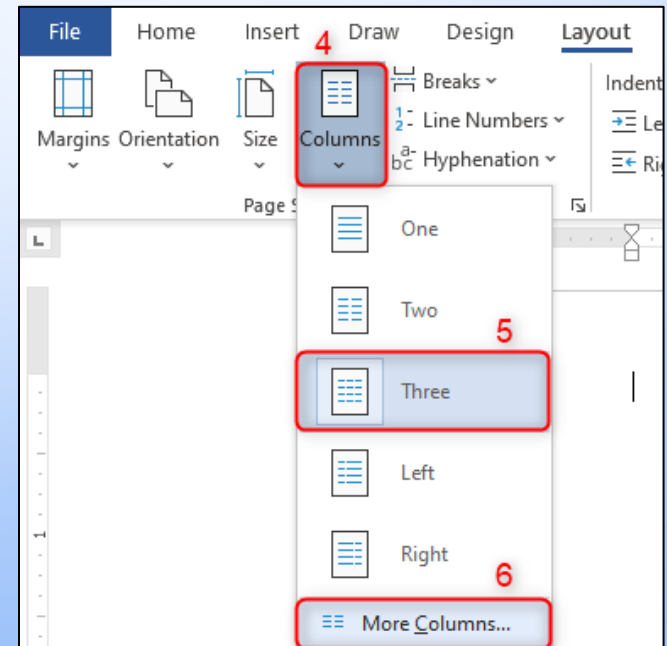
## Setting up Margins

1. Go to the Layout Tab.
2. Click on Margins.
3. Make the Margins Narrow.



## Creating Columns

1. Then Click on Columns.
2. Set Columns to Three.
3. Lastly open the More Columns box.

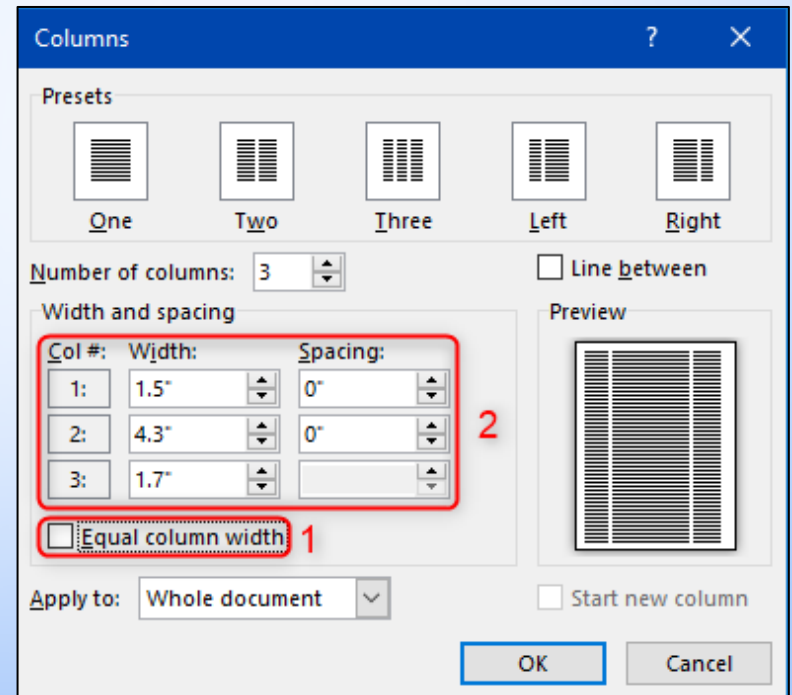


# Creating ADA Compliant Letterhead Part 2



To set the columns to the optimal sizes:

1. Uncheck Equal column width.
2. Change the column width and spacing:
  - Col1 Width is 1.5 and Spacing 0.
  - Col2 Width is 4.3 and Spacing 0.
  - Col3 Width is 1.7

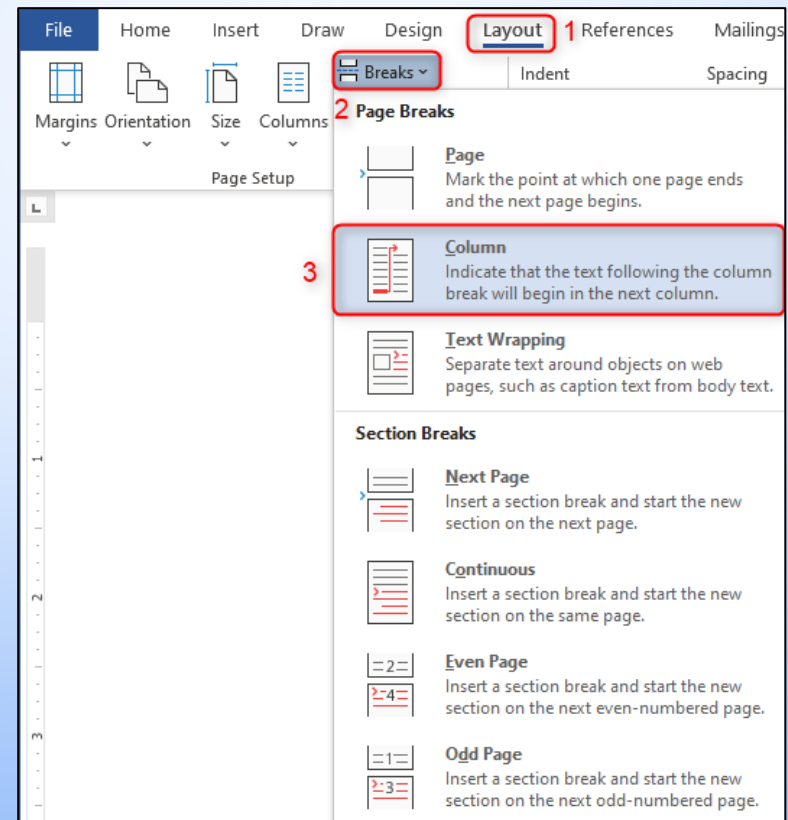


# Creating ADA Compliant Letterhead Part 3



1. Go to the Layout tab.
2. Click on the Breaks dropdown.
3. Select Column.

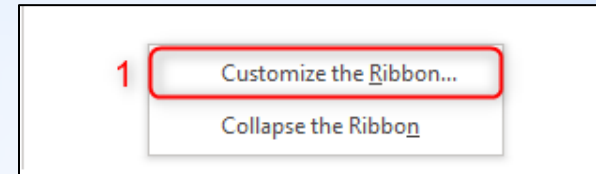
This will move over to the next column without issue.



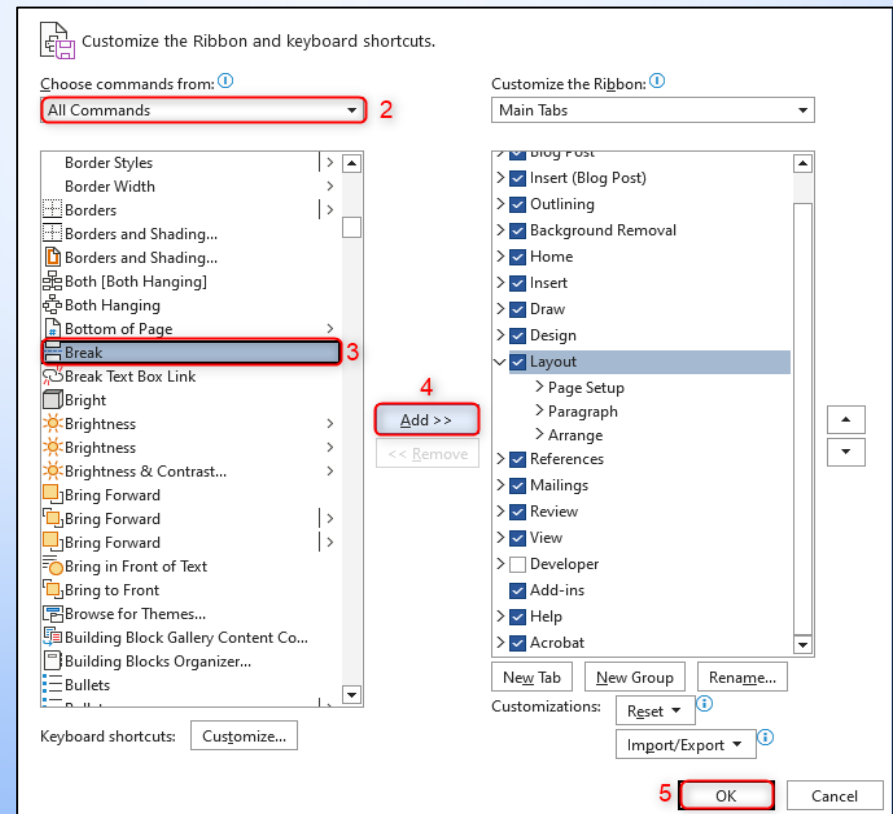
# Adding Breaks to the Ribbon



If there isn't a Break option in the Layout tab, follow these steps to add it:



1. Right click on the ribbon and choose Customize the Ribbon.
2. From the Commands list, choose All Commands.
3. Select Break from the List.
4. Click on Add >>.
5. Lastly click OK.



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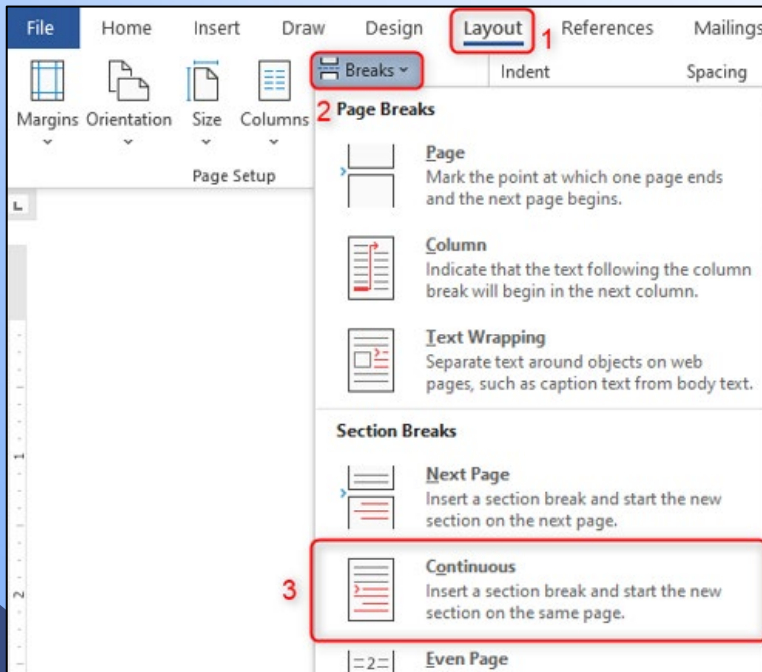
# Creating ADA Compliant Letterhead Part 4



To go back to a normal document, follow these steps:

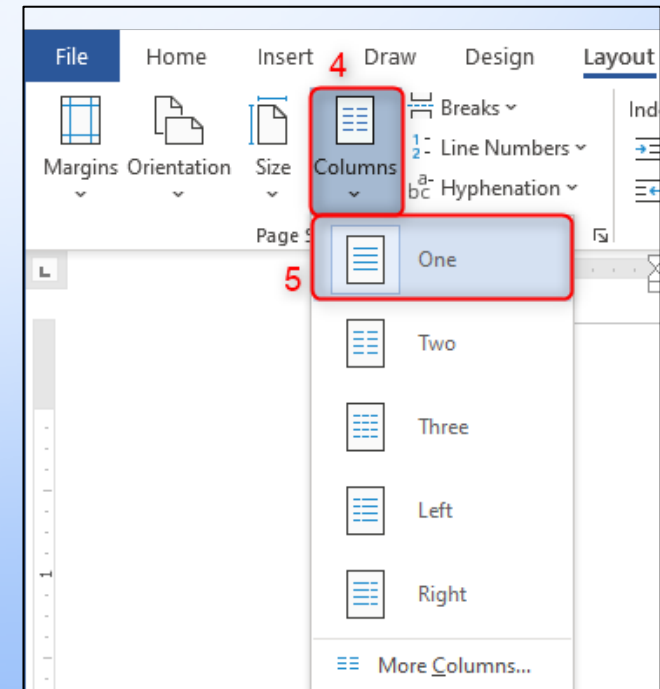
## Start New Section on Page

- Go to the Layout tab.
- Click on Breaks.
- Select Continuous



## Back to One Column

1. Go to Layout Tab.
2. Click on Columns.
3. Select One.



# Module 4:

## *Creating Accessible Tags*



### Topics:

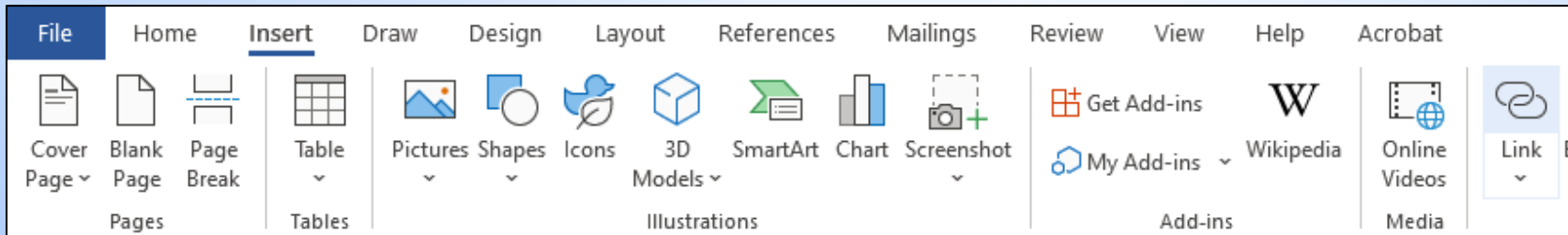
- Creating Links
- Creating compliant tables
- Adding and giving alt-text to images
- Colors and acronyms



# Links/Hyperlinks



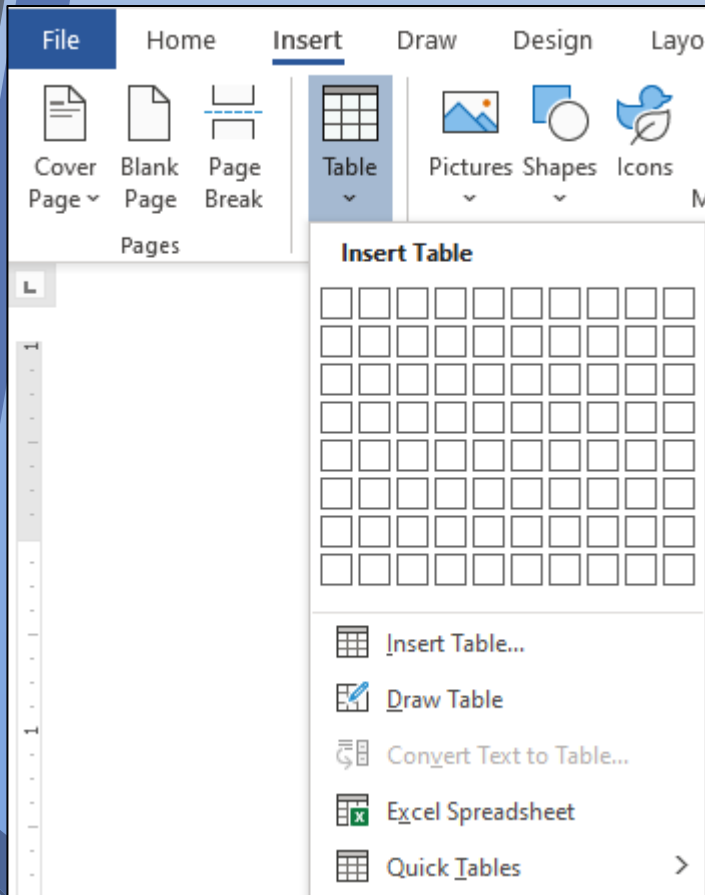
Links are very useful in a document and can be used in Word to send a user to a website, a different file, or for email addresses.



## There are few ways to put in a link:

1. First, insert a link by
  - Go to Insert -> Link
2. Either add text then apply the link to the text or highlight prior text
  - Right click > link.
3. The text for the link does not have to be the same as the hyperlink.
4. Make sure text is underlined.
5. Lastly add a screen tip.
  - This is what a screen reader will read.

# Tables – Word and PowerPoint



There are many ways to insert a table into Word and PowerPoint. First, go to Insert -> Table.

From there are many ways to insert a table:

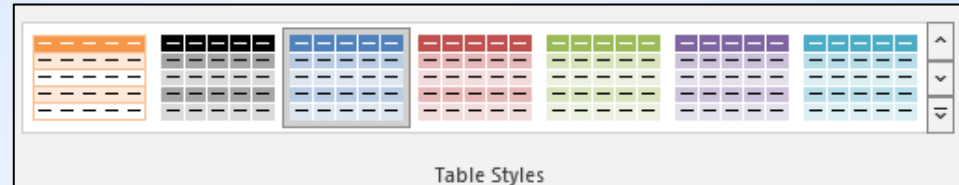
1. Use the diagram to draw columns and rows.
2. Click Insert Table and add in specifications.
3. Make sure “Header Rows” is checked under table style options.
4. Highlight the top row of the table,
  1. Right click -> Table Properties -> Row ->
  2. Make sure to “Repeat as header row at the top of each page” is checked.
5. Drawing a table is available but not recommended.
6. Avoid complex tables.
7. Do not merge or split cells.

# Tables in Excel



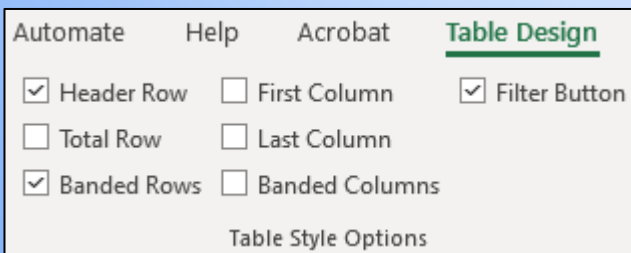
## Table Styles:

- If a table style is being used,
- Try to use a darker contrast to avoid color contrast issues.



## Header Rows:

- Make sure “Header Row” is checked.
- Headings are very important for assistive technology to read tables correctly.



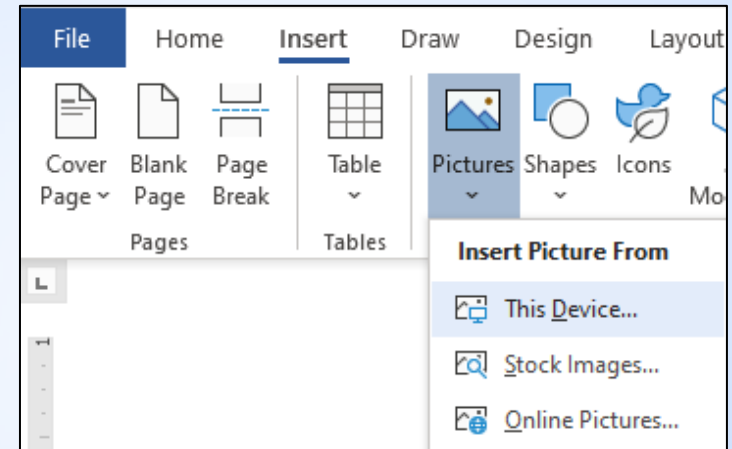
	A	B	C	D	E	F	G
1	Column1	Column2	Column3	Column4	Column5	Column6	Column7
2							
3							
4							
5							
6							
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22							

# Adding Alternative Text to Images



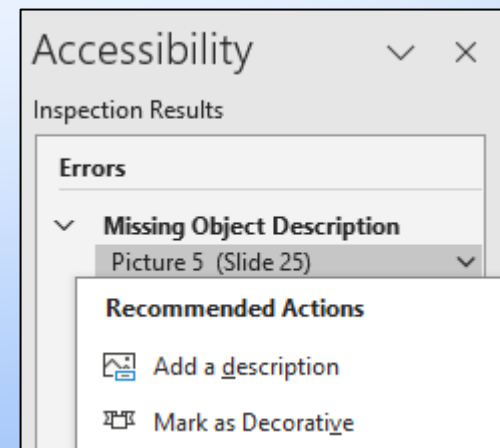
## Adding Images

- Go to Insert Tab.
- Find on Images Section.
  - Click on Pictures option.
- Select this Device.
  - Find the image it was saved on the computer.
- Image is now in document.



## Once the image is added:

- Give the image alternative text by:
  - Using the accessibility check tab on the right of the screen



*Alternate text is very important in accessibility because screen-readers and document-readers will read that alternate text.*

# Color and Acronyms



*Color is sometimes used in documents and must be readable and pass WCAG standards.*

This can be done by going to the contrast checker on:  
[Webaim.org](https://webaim.org).


Creators should make sure that color is not the only way to convey extra information.


- You can use highlighting, bold and italics to convey more information but use them sparingly.
- Acronyms must have the extended version of the acronym before using it elsewhere in the document.

## Contrast Checker


[Home](#) > [Resources](#) > Contrast Checker


**Foreground Color**

#0000FF 

Lightness 

**Background Color**

#FFFFFF 

Lightness 

↔

Contrast Ratio

**8.59:1**

[permalink](#)

**Normal Text**

WCAG AA: **Pass**

WCAG AAA: **Pass**

The five boxing wizards jump quickly.



# Notes for PowerPoint

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If there are these errors:

*“Check Reading Order” or “Duplicate Slide Title”.*

These are not important to fix if the document is going to be exported to PDF as these issues are better to fix in Adobe.

# Module 5

## Exporting and Converting into a PDF



### Topics:

- Where to convert document
- Settings for converting to PDF
- Saving PDF then opening in Adobe
- Do Not Use: Save as Adobe PDF



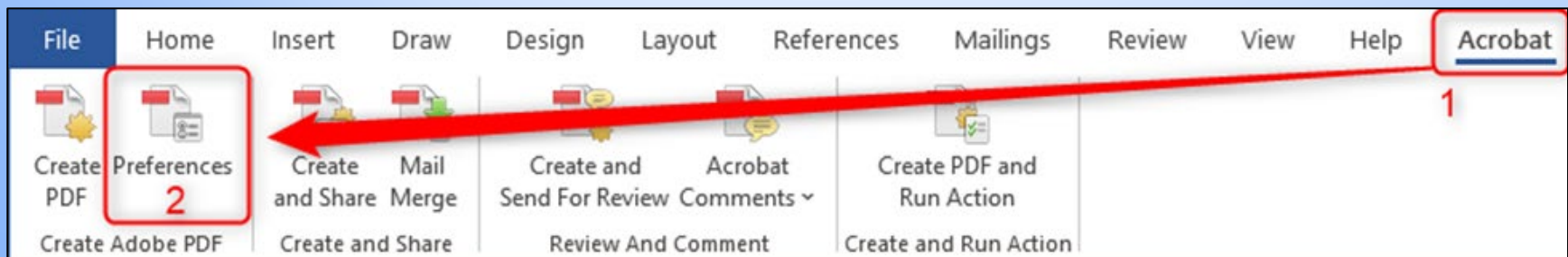
# Converting to PDF Part 1



Now that the document is finished, convert it to a PDF document correctly so that the accessibility that has been worked on carries over and doesn't have to be worked on as much or even at all!

## Convert by:

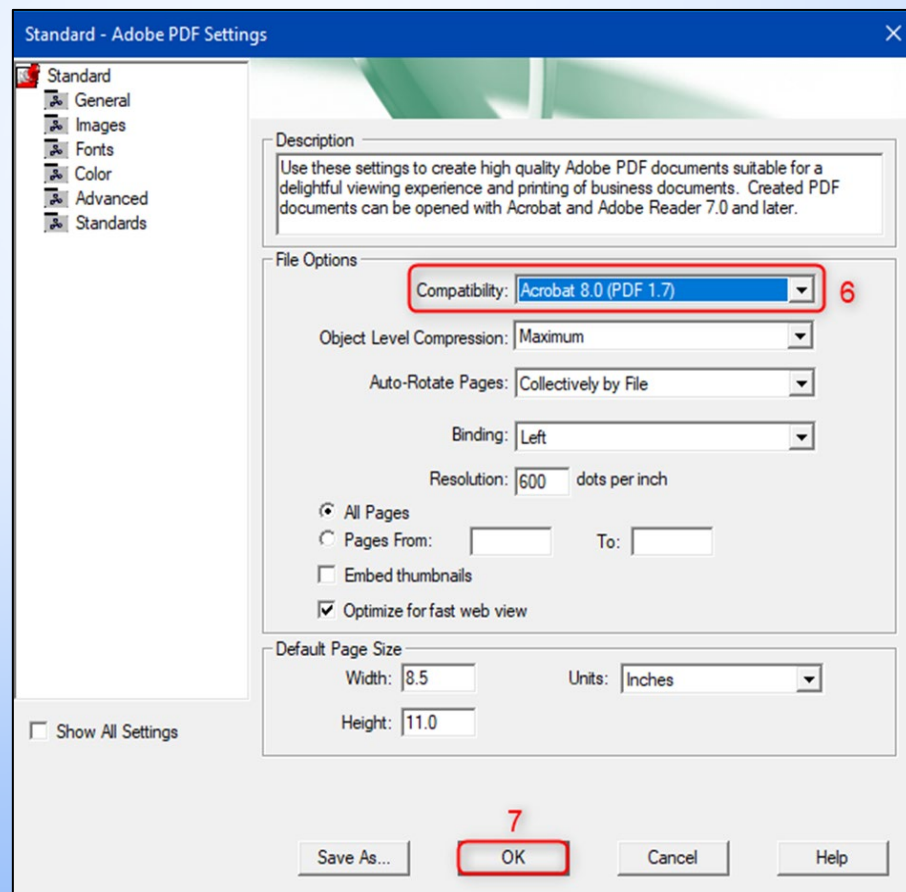
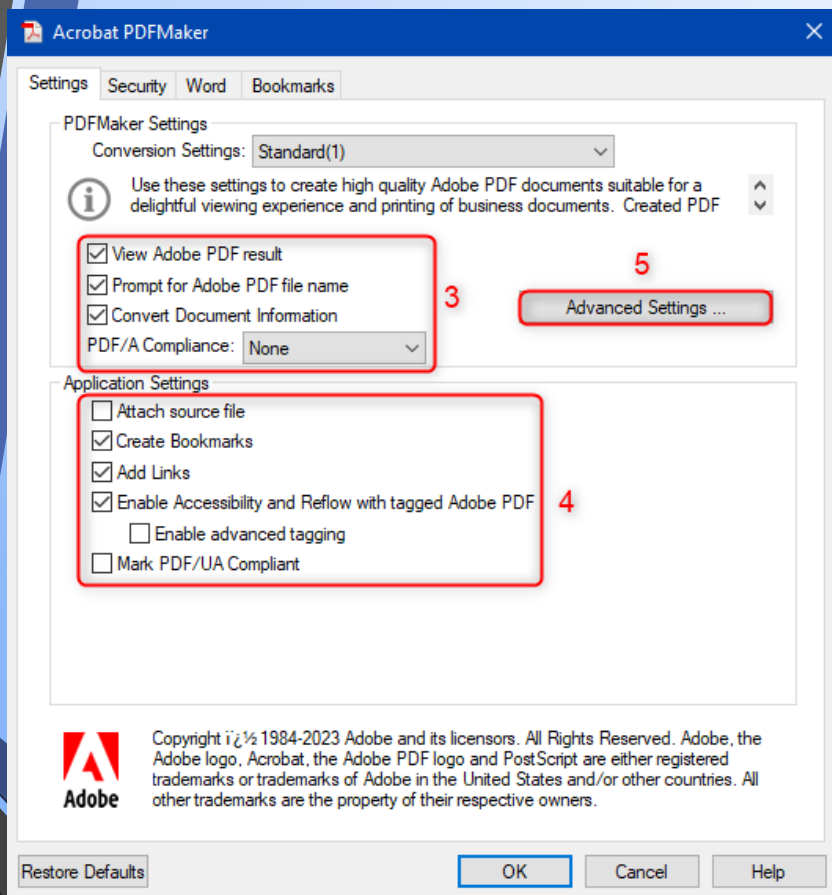
- Go to the Acrobat Tab.
- Click on Preferences in the Create Adobe PDF section.



# Word Settings



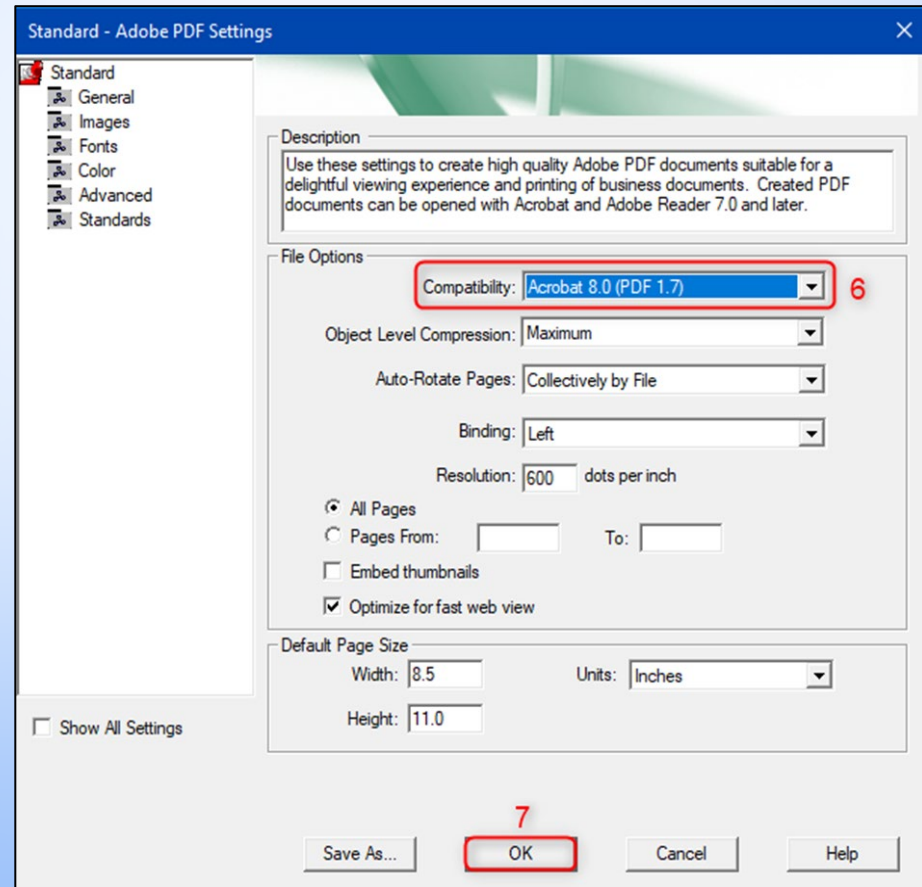
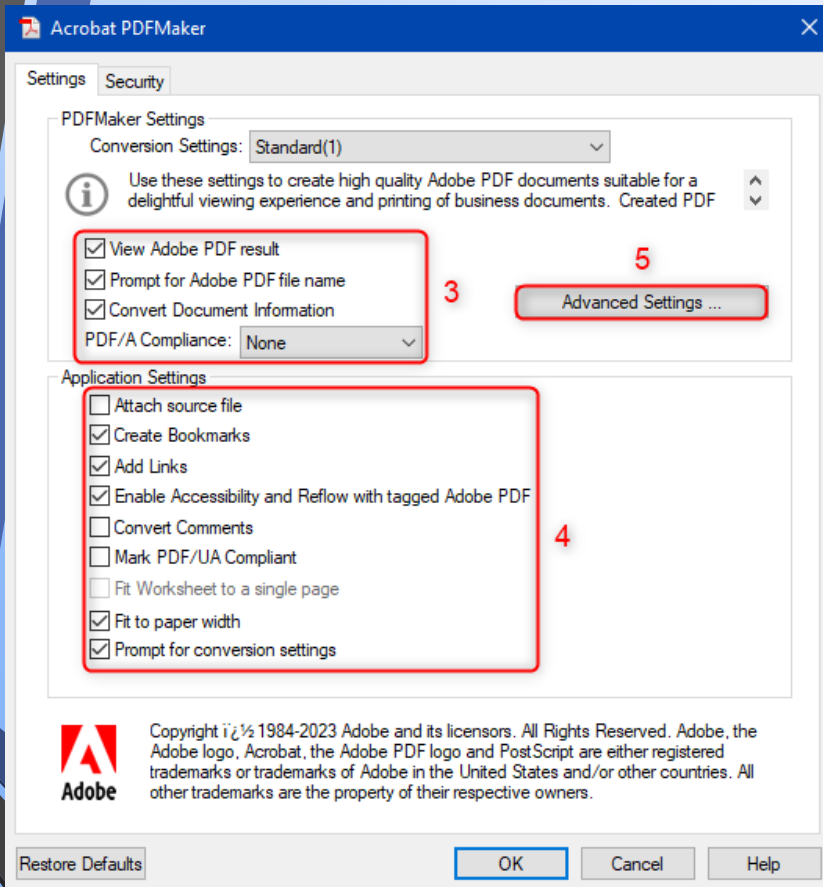
Set up conversion settings options with these exact settings for the best conversions from Word to PDF. This will maintain the majority of formatting and support accessibility during the transition.



# Excel Settings



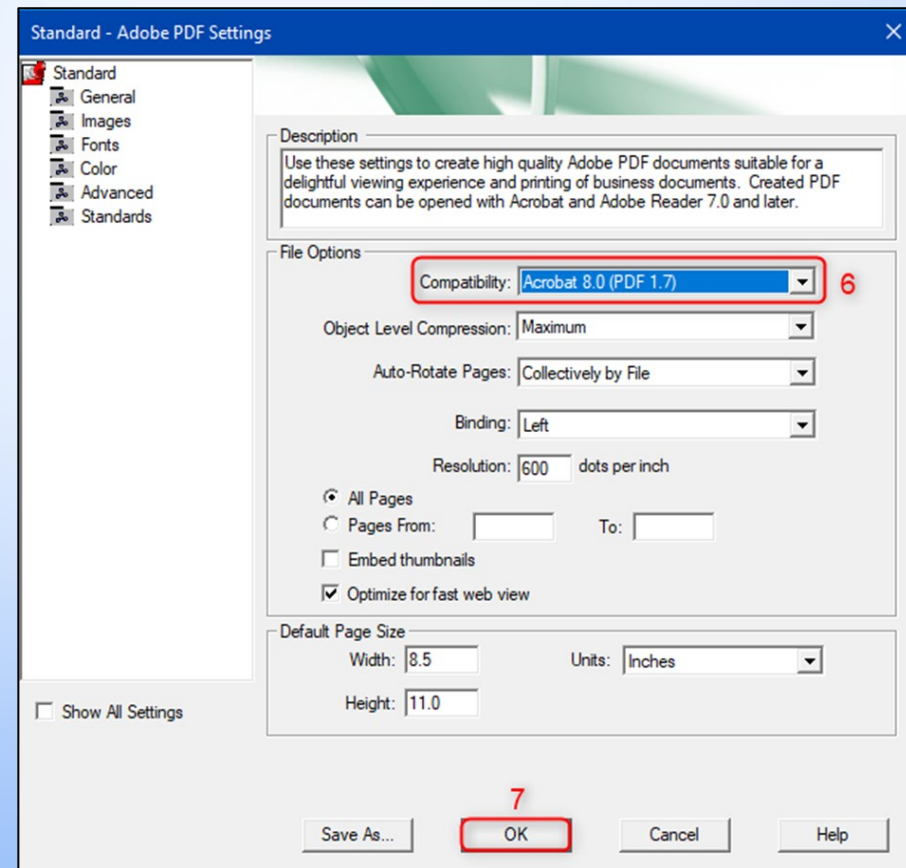
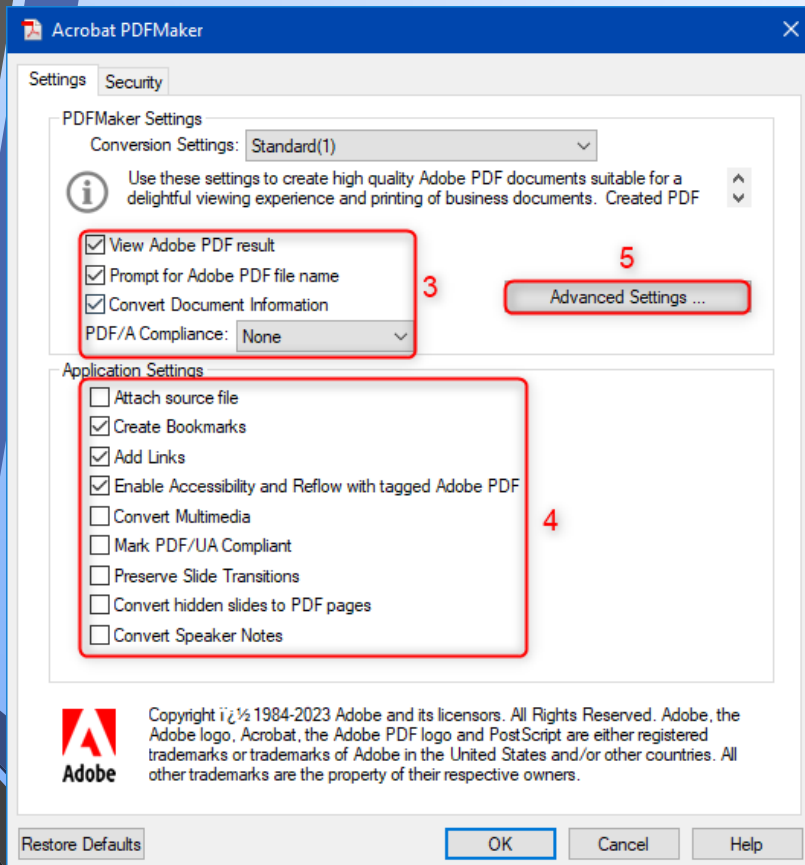
Set up conversion settings options with these exact settings for the best conversions from Excel to PDF. This will conserve and carry over most of the formatting and work with accessibility from Excel to PDF.



# PowerPoint Settings



Set up conversion settings options with these exact settings for the best conversions from PowerPoint to PDF. This will conserve and carry over all the formatting and work with accessibility from PowerPoint to PDF.

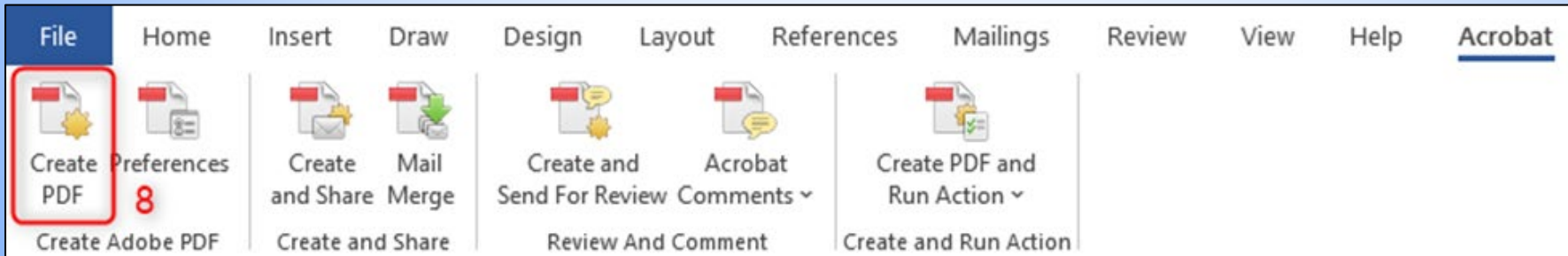


# Converting to PDF Part 3



*The final step is left is to create the PDF.*

If the document hasn't already been saved it will prompt to save the document before making a copy and converting the copy into a PDF.



# Do Not Use Save as Adobe PDF

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Does not export the document to PDF properly.

*“May cause more errors that need to be fixed in Adobe”.*





# Module 6

# Manual Checks



## Topics:

- Using NVDA Screen Reader
- Going through document to check:
  - Logical Reading Order
  - Color Contrast
  - Links
- Opening and manually checking in Adobe

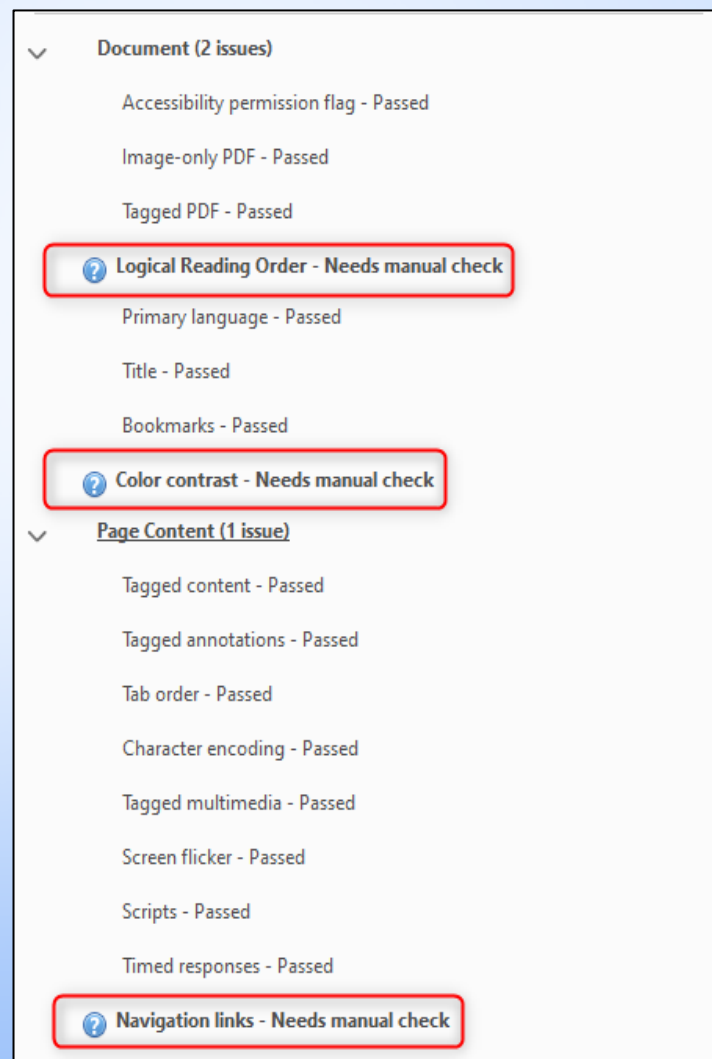


# Manual Checks in Adobe

There are three issues in Adobe's accessibility check tool that needs manual review, that being:

Logical Reading Order, Color Contrast and Navigation Links.

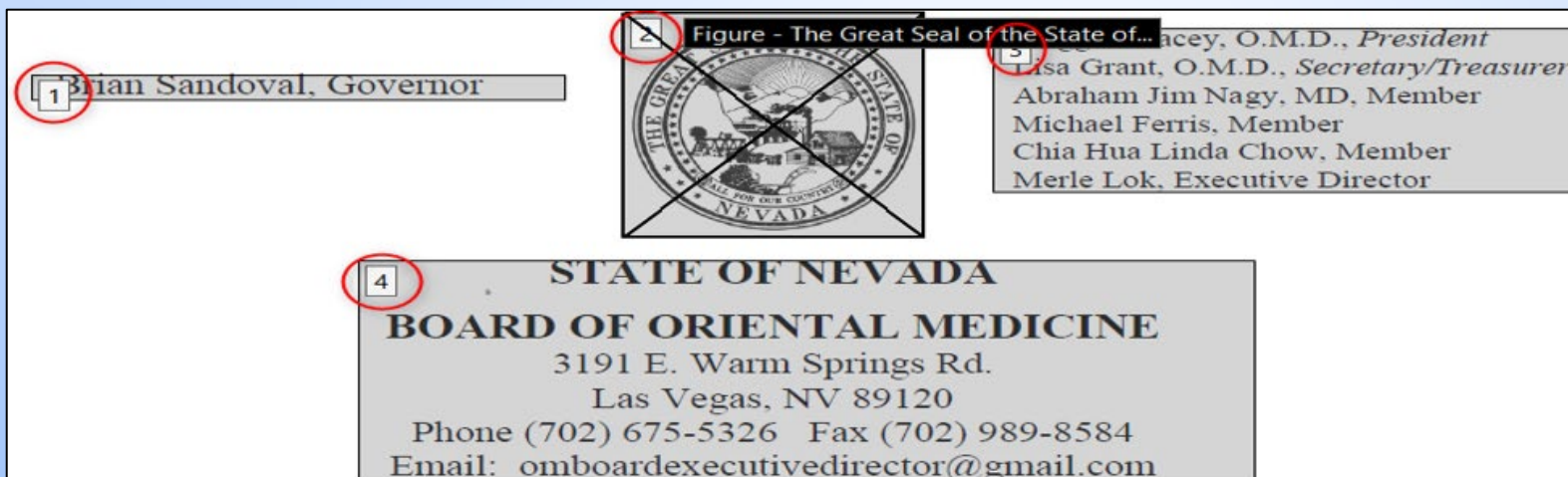
- Logical Reading Order: requires the document's tags to be ordered and numbered in the way someone without disabilities would normally read it. Left-to-Right, Top-to-Bottom.
- Color Contrast: requires that the text contrasts well enough with the background, refer to Color and Acronyms slide for guidance.
- Navigation Links: requires to make sure that the links have a destination and are the correct destination.



The screenshot displays the Adobe Acrobat accessibility checker interface. It is organized into sections with expandable/collapsible arrows. The 'Document (2 issues)' section is expanded, showing a list of checks: 'Accessibility permission flag - Passed', 'Image-only PDF - Passed', 'Tagged PDF - Passed', 'Logical Reading Order - Needs manual check' (highlighted with a red box), 'Primary language - Passed', 'Title - Passed', and 'Bookmarks - Passed'. Below this, the 'Color contrast - Needs manual check' (also highlighted with a red box) is listed. The 'Page Content (1 issue)' section is also expanded, showing: 'Tagged content - Passed', 'Tagged annotations - Passed', 'Tab order - Passed', 'Character encoding - Passed', 'Tagged multimedia - Passed', 'Screen flicker - Passed', 'Scripts - Passed', and 'Timed responses - Passed'. At the bottom, 'Navigation links - Needs manual check' (highlighted with a red box) is listed. Each issue title is preceded by a question mark icon.

# Logical Reading Order

As mentioned before, keep the document tagged (numbers circled on the top left of the tagged content) in the order in which someone without assistive technology would read the document. Left-to-Right, Top-to-Bottom



1 Brian Sandoval, Governor

2 Figure - The Great Seal of the State of... *Lisa Grant, O.M.D., President*  
*Lisa Grant, O.M.D., Secretary/Treasurer*  
Abraham Jim Nagy, MD, Member  
Michael Ferris, Member  
Chia Hua Linda Chow, Member  
Merle Lok, Executive Director

4 STATE OF NEVADA  
BOARD OF ORIENTAL MEDICINE  
3191 E. Warm Springs Rd.  
Las Vegas, NV 89120  
Phone (702) 675-5326 Fax (702) 989-8584  
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The order tool on the left side is used to rearrange reading order. If any content is out of place, select and drag to the correct order.

To see if it will be read correctly use the document reader that is provided in Adobe Acrobat.

1. Go to View
2. Click on Read Out Loud option.
3. Select Activate Read Out Loud (or Shift, Ctrl and Y buttons)
4. Follow steps 1 to 3 however select Read This Page Only option or other options including Deactivate Read Out Loud.

# Color Contrast

If you cannot attend the meeting,



Contrast Ratio  
**8.66:1**

*When checking for color contrast issues, we are comparing the foreground color (the text color) to the background color.*

We use Webaim's color contrast checker as it will also give information on what WCAG standards the contrast ratio might pass. In the example it passes both WCAG AA and AAA.

Color Contrast Checker:

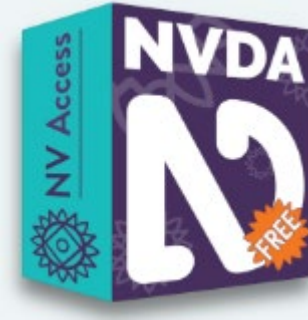
<https://webaim.org/resources/contrastchecker/>

# Use NVDA to Manually Check Document



## How to Check Document using NVDA:

1. Install and turn on NVDA
2. Use the keyboard commands for NVDA to navigate through the document.
  - *Arrow keys to move through document.*
  - *NVDA key and down arrow to read current line.*
  - *NVDA key and Tab to navigate document's elements.*
3. Inspect formatting, hyperlinks and alt-text.
4. Pay attention how NVDA reads document.
5. Verify that NVDA reads a descriptions of the images.
6. Save and Close



# Emails for Continued Support

- Michelle Tiscareno –ADA Coordinator  
[Michelletiscareno@it.nv.gov](mailto:Michelletiscareno@it.nv.gov)
- Thanairy Gomez - Trainer  
[Thanairygomez@it.nv.gov](mailto:Thanairygomez@it.nv.gov)
- Nickolas Krische –  
Trainer [Nickolaskrische@it.nv.gov](mailto:Nickolaskrische@it.nv.gov)
- Jason Mallari – Trainer  
[JasonMallari@it.nv.gov](mailto:JasonMallari@it.nv.gov)
- ADA Remediation –  
[adaremediation@it.nv.gov](mailto:adaremediation@it.nv.gov)

Our Website: [ada.nv.gov](http://ada.nv.gov)

# Additional Information at w3.org

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## Tables:

<https://www.w3.org/WAI/tutorials/tables/>

- The link above will go to a page with more information and go further into depth of tables and complex tables
- 

## Images:

<https://www.w3.org/WAI/tutorials/images/>

- The link above will go to a page with more information on images and alternate text.
- 

## WCAG Guidelines:

<https://www.w3.org/WAI/standards-guidelines/wcag/>





For more remediation training please attend the  
Document Remediation Class or Advanced PDF  
Remediation Class

[Training Schedule for Remediation](#)