

This checklist is a starting point. It is not meant to be a comprehensive list of all the accessibility requirements under the ADA. For a comprehensive list please see the resource section.

Is your presentation accessible?	Yes	Notes
<p>Does your audio presentation contain synchronized captioning and/or an American Sign Language (ASL) interpreter?</p> <p>OHA and DHS staff can contact the Oregon Deaf and Hard of Hearing Services (ODHHS) program for help in scheduling an ASL interpreter or captioner. Please visit the ODHHS at: https://www.oregon.gov/DHS/SENIORS-DISABILITIES/SPPD/Pages/ODHHS.aspx</p>	<input type="checkbox"/>	
<p>Do you provide spoken language interpreters and translated materials for those who do not speak English?</p> <p>At OHA if you need interpreter services please visit OHA's Language Access Intranet Site.</p> <p>At DHS if you need interpreter services please go to your Language Access Easy Button located on your desktop.</p>	<input type="checkbox"/>	
<p>Are there any informational parts of the presentation that require audio description to be understood by Blind or low vision users?</p> <p>For example, a facilitator shows the participants a photograph. The presentation should include an audio description of the photograph for Blind or low vision users.</p>	<input type="checkbox"/>	
<p>Has a separate accessible version of the presentation been provided, such as a transcript or a detailed outline, when there is no other way to make the content accessible?</p>	<input type="checkbox"/>	

<p>If a PowerPoint is used, do you avoid overcrowding the slides? Less is more; include only key information.</p> <p>Use a minimum of 44 pt. font for the title, minimum of 32 pt. font for the text. Consider 5 lines with 5 words per line as your goal for text.</p>	<input type="checkbox"/>	
<p>Do you use the Accessibility Checker feature of PowerPoint to help identify issues in a PowerPoint?</p> <p>How to use Accessibility Checker in Microsoft PPT Office 365</p> <p>How to use Accessibility Checker in Microsoft PPT Office 2016</p>	<input type="checkbox"/>	
<p>Did you use Plain language?</p> <ul style="list-style-type: none"> • Everyday words • Short, simple sentences • Present tense and the active voice • Layout and spacing that separate the paragraphs and sections of the document from one another • No “agency speak” or bureaucratic phrases and words • No words higher than 6th grade level • If an abbreviation has only one meaning on a page, expand or explain the abbreviation immediately before the abbreviation <p>National Institutes of Health Plain Language Resources https://www.oregon.gov/das/Pages/writingplainlanguage.aspx</p> <p>Federal Plain Language Act: https://plainlanguage.gov/law/</p>	<input type="checkbox"/>	

<p>Do you avoid pattern backgrounds?</p> <p>Use good font-to-background contrast ratio.</p> <p>Many dyslexic users are sensitive to the brightness that high contrast colors cause. This can cause the words to swirl or blur together. To avoid this, use an off-white color for your background, like light gray or tan. You can also use a dark gray for your text instead of pure black to cut the glare even more.</p> <p>Avoid green and red, orange and blue, red and blue.</p>	<input type="checkbox"/>	
<p>Do you avoid using color to convey meaning?</p> <p>Examples of information conveyed by color differences that should be avoided: “required fields are red”, “error is shown in red”, and “Mary’s sales are in red, Tom’s are in blue”.</p>	<input type="checkbox"/>	
<p>Do you choose a font that is clear and easy to read?</p> <p>Use Sans Serif Fonts such as Arial, Calibri, Tahoma, or Verdana.</p> <p>Avoid Serif Fonts such as Times New Roman and Georgia.</p> <p>https://webaim.org/techniques/fonts/</p>	<input type="checkbox"/>	
<p>Do you use a font size of at least 14 pt.-for handouts?</p>	<input type="checkbox"/>	
<p>Do you minimize the use of bold, italics and all caps?</p>	<input type="checkbox"/>	
<p>Is the structure of content in a layout that is easily read from left to right?</p>	<input type="checkbox"/>	
<p>Do you organize content into bulleted and numbered lists, using built-in styles, to organize content and make it more reader-friendly?</p> <p>Use a linear logical layout.</p>	<input type="checkbox"/>	
<p>Do you avoid using complicated data tables and charts unless absolutely necessary?</p>	<input type="checkbox"/>	

<p>If you use data tables and charts, do you ensure column and row headings are included and informative?</p> <p>Complex data tables and charts should be “zoomed in” to detail each section that's being discussed in the presentation.</p> <p>Also, they need to include descriptive ALT text. (See ALT text below)</p> <p>Creating Accessible Tables</p>	<input type="checkbox"/>	
<p>When using images, do you provide alternative text (ALT text) descriptions that explain the image?</p> <p>Most software allows for alternative text. Just ask the help feature of the software you are using or see resources below. Alternative text is critical for people who cannot see the screen. Screen readers read alternative text aloud, so it’s the only information many have about the image. Good alternative text helps people understand the image orally. Here is an example of an image description: “Oregon Health Authority logo”</p> <p>Guidelines and Examples for writing good alt-text</p>	<input type="checkbox"/>	
<p>Does the document refrain from using text or animation that flashes/flickers?</p>	<input type="checkbox"/>	
<p>Do you avoid placing text over images?</p>	<input type="checkbox"/>	
<p>Do you use descriptive text for links?</p> <p>Avoid non-descript phrases such as “click here” or “more info.”</p>	<input type="checkbox"/>	
<p>Do you share slides a few days in advance?</p>	<input type="checkbox"/>	
<p>Do you have a clear agenda and provide it at least two days in advance of the meeting?</p>	<input type="checkbox"/>	

<p>When presenting please introduce yourself, including your pronouns. Model stating your name every time before speaking, speak into the microphone if there is one, repeat questions as necessary to ensure good audio and captioning quality. Example: “This is Sarah speaking, the question was, when are we meeting again?”</p>	<input type="checkbox"/>	
<p>Incorporate a 10-minute break per every hour meeting together.</p>	<input type="checkbox"/>	
<p>Allow for multiple methods of question requests such as: via email during the meeting and after, chat box questions and via phone.</p>	<input type="checkbox"/>	
<p>Are you prepared for your accessible meeting?</p>	<p>Yes</p>	<p>Notes</p>
<p>Make sure the save-the-date, calendar appointment, registration, agenda and emails about your upcoming meeting all contain the accessibility statement giving any potential participant the opportunity to tell you that they have an accessibility need. OHA and DHS staff are required to add the following statement to anything announcing a meeting:</p> <p>Everyone has a right to know about and use Oregon Health Authority (OHA) programs and services. OHA provides free help. Some examples of the free help OHA can provide are: Sign language and spoken language interpreters, Written materials in other languages, Braille, Large print, Audio and other formats. If you need help or have questions, please contact: [Your name] at [your phone number, 711 TTY] at least [amount of time, at least 48 hours] before the meeting.</p>	<input type="checkbox"/>	

<p>The contact person for these meetings/webinars should be whomever is responsible for setting up the meeting.</p> <p>***If the contact person needs help with figuring out how to provide the modification please contact your ADA Coordinator or Language Access Coordinator.</p> <p>For DHS that person is Melissa Gomez, Melissa.Gomez@dhsoha.state.or.us.</p> <p>For OHA that person is Mavel Morales 1-844-882-7889, 711 TTY or OHA.ADAModifications@dhsoha.state.or.us</p>	<input type="checkbox"/>	
<p>If the organizer is providing captioning or other resources for the meeting, please include that information on the meeting announcement and related information.</p>	<input type="checkbox"/>	

Other Resources

- Disability:IN: <https://disabilityin.org/resource/covid-19-response-accessible-tools-and-content/>
- Oregon State Agencies' Accessibility Guidelines: https://www.oregon.gov/docs/state_web_guidelines.pdf
- AHEAD Creating Accessible and Engaging Presentations: <https://www.youtube.com/watch?v=l3phbmXUkSI>
- Northwest ADA Center: <http://nwadacenter.org/factsheet/accessible-electronic-documents>
- Web Content Accessibility Guidelines (WCAG): <https://www.w3.org/TR/2006/WD-WCAG20-20060427/appendixB.html>
- Website Accessibility: <https://webaim.org/resources/quickref/>
- Is Your Website ADA Compliant?: <https://www.section508.gov/>
- Accessibility Fundamentals Videos: <https://www.w3.org/WAI/fundamentals/>
- Microsoft Word Accessibility Training: <https://www.doi.gov/ocio/508compliancetraining>
- Free screen reader called NVDA (NonVisual Desktop Access) <https://www.nvaccess.org/about-nv-access/>
- 6 Surprising Bad Practices That Hurt Dyslexic Users: <https://uxmovement.com/content/6-surprising-bad-practices-that-hurt-dyslexic-users/>



You can get this document free of charge in other languages, large print, braille or a format you prefer. Contact Mavel Morales at 1-844-882-7889, 711 TTY or OHA.ADAModifications@dhsosha.state.or.us.