STATE AGENCIES'

WEBSITE GUIDELINES

FOR USABILITY AND ACCESSIBILITY

OREGON.GOV

DEPARTMENT OF ADMINISTRATIVE SERVICES
E-Governance Board
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I. PURPOSE

The e-Governance Board produced and maintains this document. Our goal is to promote consistency of content throughout the Oregon.gov public websites. Under the sponsorship of the Governor's office, the Board meets regularly to consider the issues, challenges and opportunities that go with maintaining the state's vast presence on the web.

Citizens visit Oregon agency websites using smart phones and tablets. In 2013, the e-Government program created a mobile-first web design for state agencies. The standard layouts, along with these guidelines, will help you develop content for your website.

The State Website Guidelines are a tool for creating content on your website that is accessible and usable for all customers. It's most useful if used electronically in order to have access to all the resource links.

Starting immediately, all state websites should observe the following state web guidelines.

II. MOBILE-FIRST CONTENT STRATEGY

A mobile-first content strategy means designing website structure and content for mobile devices first (for example: smart phones, tablets, etc.) and desktop computers second. This strategy is about creating content that goes everywhere with your users, without sacrificing quality.

Why Mobile-first?

This strategy provides accessibility for more citizens.

- Nearly two-thirds of Americans are now smartphone owners.
- Some smartphone owners—particularly younger adults, minorities and lower-income Americans—depend on their smartphone for internet access.
- Many Americans rely on a mobile device for accessing online services and information.
- In the 2015 Survey of Oregonians, 71% of Oregon residents agreed that it is important that state websites be mobile-friendly.

Oregon state government requires that you use a mobile-first, responsive design. We recommend using a SharePoint platform and state-approved templates.

Find current mobile technology statistics from the Pew Research Center.

Enter a URL to analyze and report if the page has a mobile-friendly design with Mobile-Friendly Test by Google.

Writing for the web

- Think first about your users' needs and tasks and then how to deliver information effectively.
- Use plain language; be clear and concise.
- Write short paragraphs; minimize unnecessary words.
- Always left justify text for ease of reading and to meet ADA guidelines.
- Help readers quickly scan your webpages by:
    - Using short easy headings
    - Putting most important information first
    - Using bulleted lists, when possible
- Chunk your content. Use headings to break up long articles and provide better accessibility. Cover only one topic per paragraph.
- Write in an active voice instead of passive. For example, "Tim taught the class," instead of "The class was taught by Tim."
- Use descriptive text for links. Avoid non-descript phrases such as "click here" or "more info."
- Use numerals when writing numbers; do not spell them out. For example, "There are 4 locations for testing."
- Use images strategically, not for decoration.
    - Make sure images aid or support text
    - Optimize images before placing on the web
    - Free optimization tool

Resources

New York University writing for the web

Mashable 7 best practices for improving your website's usability

Breaking development: Mobile content strategy

Hemingway Editor for testing readability

Requirements

Oregon law requires all state agencies to prepare public communications in language that is as clear and simple as possible (ORS 183.750). This includes publications, forms and instructions, licenses, agency notices, and administrative rules. HB 2702 specifies additional standards for written documents.

1) To meet the plain language law, use:
   a) Everyday words that convey meanings clearly and directly
   b) Present tense and the active voice
   c) Short, simple sentences
   d) Definitions of only those words that cannot be properly explained or qualified in the text
   e) Type of a readable size
   f) Layout and spacing that separate the paragraphs and sections of the document from one another
   g) No "agency speak" or bureaucratic phrases and words
   h) No higher than eighth-grade level writing
2) If an abbreviation has only one meaning on a page, expand or explain the abbreviation immediately before the abbreviation.
   a) For example, "The Department of Administrative Services (DAS) is open from 8 a.m. to 5 p.m."
   b) As an alternative, you may wrap the abbreviation in an <abbr> element and use its expanded form in the title attribute. This is also appropriate if an abbreviation has more than one meaning on the page.
   c) Abbreviations: WCAG 2.0 Success Criterion 3.1.4
3) Ensure that all writing on a department/agency website conforms to Oregon's plain language website.
4) Proofread and edit webpages carefully to correct errors.

Resources

Plain language checklist (requires login)

Use plain language to improve your writing (PDF)

Oregon's plain language website

Writing for easy reading

Hemingway Editor

Evaluating cognitive web accessibility with WAVE

Abbreviations: WCAG 2.0 Success Criterion 3.1.4

II. MOBILE-FIRST CONTENT STRATEGY PDFs versus web pages

The most important thing to ask yourself when you are not sure if you should create a PDF versus a web page is, "What is its intended use"? Use the following tips to help you decide.

Create an HTML page if it is:

- Time-sensitive information
- Intended for online reading
- A list of links
- Information that changes frequently
- Going to spread on social media

Create a PDF if it is:

- A large document or manual
- Meant to be printed
- A document with a layout that needs to remain as it is
- A document that includes special symbols or mathematic equations

Title case

Title case refers to a capitalization style in which most words are capitalized. If you choose to use title case in page titles, capitalize all major words (nouns, verbs, adjectives, adverbs, and pronouns) in the title and heading, including the second part of hyphenated words (for example: Self-Report, not Self-report).

Use title case in button labels, too.

Examples:

1.

Figure 1 - This is an example of breadcrumbs using title case.

2.

Figure 2- This is an example of navigation text using title case.

3.

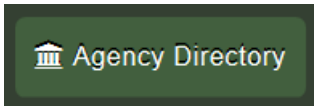


Figure 3 - This is an example of a button using title case.

Sentence case

Use sentence case in body text. Sentence case refers to a capitalization style in which most words are lowercased.

Capitalize the first word of the title or heading and any subtitle and subheading. Capitalize proper nouns and use lowercase for everything else.

Example:

- The Governor's speech was very insightful.

Capitalization within a sentence

Capitalize proper nouns.

Examples:

- The state of Oregon*
- State Department of Administrative Services
- Oregon State University
- Oregon Legislature

*Minimize use of "state of Oregon." The following choices describe your meaning more accurately: *state government, state agencies, Oregon.*

Capitalize titles when they are used before names, unless the title is followed by a comma. Do not capitalize the title if it is used after a name or instead of a name.

Examples:

- DAS Director Sally Jones will preside at the conference.
- The DAS director, Sally Jones, will preside at the conference.
- The director will address the employees.

Do not capitalize occupations. Occupations are not the same as titles.

Examples:

- George Smith is the director of DAS.
- Other occupations: board, commission, committee, council, work group and team

Exceptions

- Governor, Governor's Office
- Legislatively created boards, commissions and councils may capitalize Board, Commission and Council.

Within a paragraph, capitalize the first word after a colon if it is a proper noun or if it begins a complete sentence.

Resources

DAS editorial stylesheet

Title case and sentence case capitalization in APA style

Capitalization rules (Grammarbook.com)

Please refer to the list below for correct spelling of the most common internet terms.

Email

A hyphen is not needed in the word **email**; it is spelled as one word.

Example:

- Email is usually handled by a webmail service.

When E stands for electronic

Use a hyphen when spelling e-commerce and e-government and other compounds in which e stands for electronic; except email.

Use uppercase E only in titles or at the beginning of a sentence.

Examples:

- E-government is the wave of the future.
- The UN Public Administrations Network conducts an e-government survey.
- The state's E-commerce service has grown significantly in the last few years.
- Many e-commerce templates are available for free.

When to use login and logout versus log in and log out

The words login and logout are spelled together if they are used in a sentence as nouns or adjectives.

Example:

- The information you use to sign into your email is your login (noun), and the page where you sign in is the login (adjective) page.

The words log in, log on, log out, and log off are spelled separately if they are used as verbs.

Examples:

- You log in (verb) with your login information.
- Don't forget to log out (verb).

Username

The word username, also known as user ID, is spelled as one word if it is a name that someone uses for identification purposes when logging onto a computer, using chat rooms, or as part of his or her email address.

Example:

- Log in with your username and password.

Internet, web, intranet

Do not capitalize the words internet and web. Also, use a lowercase "w" when spelling the words website, webpage, webcam, webcast, webmaster.

Examples:

- The internet houses many layers of information, including the web, FTP, Telnet, instant messaging, and email.
- We found a really good webpage about global warming.

The related term intranet (a private, usually restricted network) is written lowercase.

Example:

- Our company has an intranet to access its business records.

Online, offline

A hyphen is not needed in the words online and offline.

Example:

- The city libraries are all online.

Uniform Resource Locator

The acronym for Uniform Resource Locator (URL) should be written with all uppercase letters.

Example:

- The URL for the Oregon state homepage is http://www.oregon.gov.

Resources

DAS editorial stylesheet

Dictionary.com

Computer terms, dictionary, and glossary (Computerhope.com)

Online Merriam-Webster dictionary

III. ACCESSIBILITY

Oregon state websites must provide equal access to people with a wide range of abilities. The UN Convention on the Rights of Persons with Disabilities recognizes that equal access to the web is a **basic human right**.

Accessibility law (Section 508, American Rehabilitation Act) and Oregon state law require websites to be accessible. Oregon is also committed to following the WCAG 2.0 guidelines. These guidelines will help ensure your website is accessible to visitors of all abilities.

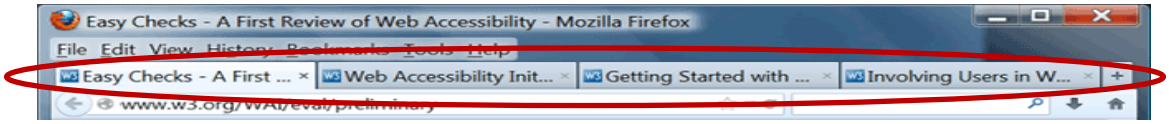
Learn more about accessibility compliance.

III. ACCESSIBILITY Page titles

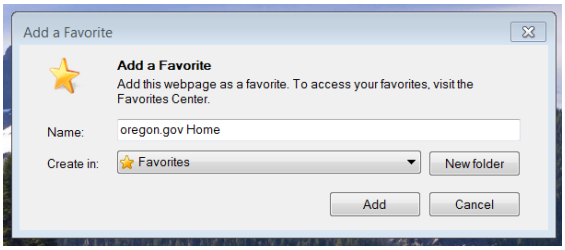
Each web page requires a unique page title.

The title

- Describes the contents of the page
- Should match the name of the link used to reach the page
- Should not contain acronyms
- Helps users identify the page by placing the title in the browser tab



- Is used by search engines to help find your page
- Is used as the default name for bookmarks
  (for example, the Oregon.gov homepage title is currently set as “oregon.gov Home”)



- Is read by assistive devices (for example: screen readers) to uniquely identify the page

III. ACCESSIBILITY Headings

Use correct heading hierarchy in all documents and on all webpages. Headings should be meaningful and follow proper outline standards.

Do:

- Use properly marked-up headings to help orient sight-challenged users. Screen readers read the headings to help the user know what is on the page without having to read every word.
- Use headings to help orient sighted users to easily scan the page for content they need.
- Use headings to optimize search engine results.

Do not:

- Use headings to format your text (for example: font size, font color, bold, typographical emphasis).
- Underline headings (underlining is reserved for links).
- Use headings out of order.
- Skip headings.

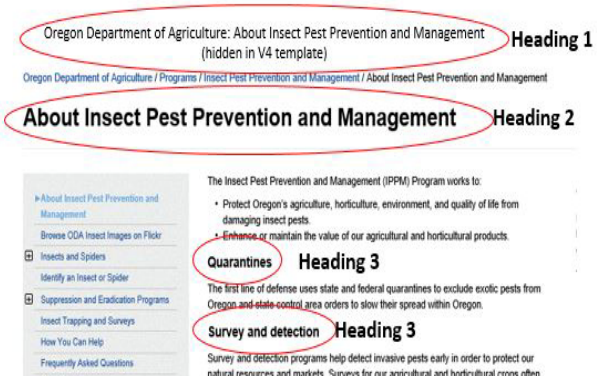


Figure 4 – How to use headings in text

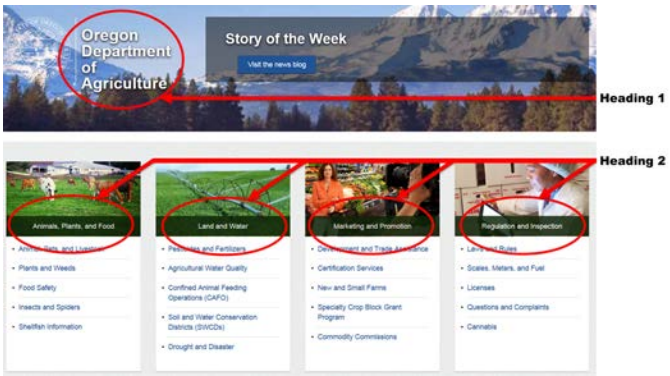


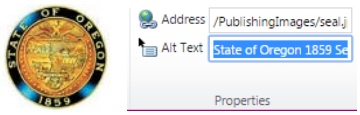
Figure 5 - How to use headings on a homepage

III. ACCESSIBILITY Images including charts and graphs

Alt text is used to describe an image, which allows assistive devices to read them to users who are unable to view them. When using an image to enhance your text, it must have a description in the alt field.

Include in the alt text field

- Any text that is in an image or logo



- Short descriptive text describing information in the image
    - For images with complex information, such as a chart or a graph, also include a long description or an alternate form of the information. Alternate forms of a chart or graph, for example, could include a text version with a full description or a table with source data that is readable by a screen reader (for example: not an image of a table).

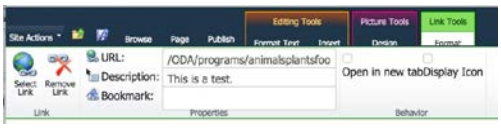


Figure 6 - Insert full description in the Description field.

- A functional equivalent for buttons or linked images (for example: a submit button might have alt text that reads “submit your application”)
    - Do not use words like link, image or button in the alt text, because the code used to create these buttons will already include those words when read by a screen reader.

Web designers must ensure that double quotation marks (“”) are added in the alt text field for images that don’t convey any information and are purely decorative (they do not enhance the text). This will instruct the screen reader to skip the image. Designers should check if their web program adds the double quotes automatically. Do not leave the alt text field blank.

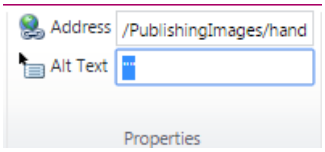


Figure 7

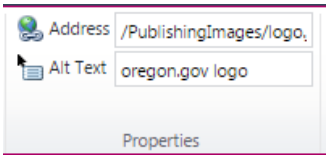


Figure 8

Rotating Images

Automatically rotating images or story carousels are not allowed according to the WCAG 2.0 guidelines (Guideline 1.3.1, 2.1.1, 2.2.2, and 4.1.2) When a screen reader is used to scan a webpage with an automatically rotating carousel, the screen reader will be forced back to the beginning of the page every time the slide changes. As a result, the user will never make it through your webpage and will be unable to complete a task.

Carousels that are manually advanced – or require the user to choose to advance to the next slide – do not break accessibility law, but they are not recommended because so few users will see the content. Please refer to the banner blindness section for more information.

III. ACCESSIBILITY Data table design

As a rule, avoid confusion by using CSS rather than tables for layout positioning. Use tables for displaying tabular data, not layout.

Tables should be read left to right, top to bottom – this is how a screen reader will read them.

Be sure to use header tags for data tables. Using header elements enables the screen reader to associate column heads with data cells so that the user hears the context of the data.

1) Column alignment

   a) Left align in most cases.

   b) Align column headers to match the data below them.

   c) Right align all numbers.

Last name	First name	Amount owed
Smith	John	$10.50
Jones	Alice	$1,200.00

2) Table appearance

   a) Use alternate row background shading to allow for easy scanning of data. Keep shading color saturation down to 10-20 percent.

   b) Consider using horizontal and vertical lines to make the columns clear.

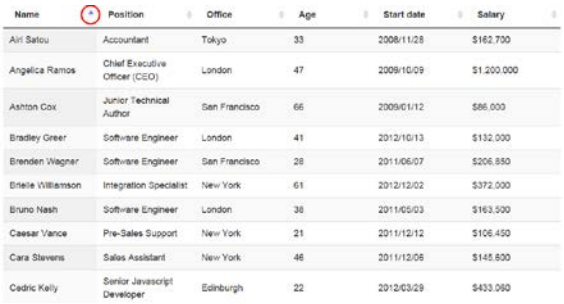
   c) Don't use any shading unless the table has at least five rows of data.

Last name	First name	Due Date	Amount owed
Smith	John	11/11/2015	$10.50
Jones	Alice	11/15/2015	$1,200.00
Graham	Joe	11/28/2015	$150.00
Howard	Karen	11/30/2015	$900.00
Brown	Sam	12/1/2015	$45.00
Harrington	George	12/5/2015	$100.50

3) Filtering

   a) Consider adding filtering capabilities for longer tables.

   b) Indicate sortable columns by including up and down carets next to header labels.



Name	Position	Office	Age	Start date	Salary
Airi Satou	Accountant	Tokyo	33	2008/11/28	$162,700
Angelica Ramos	Chief Executive Officer (CEO)	London	47	2009/10/09	$1,200,000
Ashton Cox	Junior Technical Author	San Francisco	66	2009/01/12	$86,000
Bradley Greer	Software Engineer	London	41	2012/10/13	$132,000
Brenden Wagner	Software Engineer	San Francisco	28	2011/06/07	$206,850
Brielle Williamson	Integration Specialist	New York	61	2012/12/02	$372,000
Bruno Nash	Software Engineer	London	38	2011/05/03	$163,500
Caesar Vance	Pre-Sales Support	New York	21	2011/12/12	$106,450
Cara Stevens	Sales Assistant	New York	46	2011/12/06	$145,600
Cedric Kelly	Senior Javascript Developer	Edinburgh	22	2012/03/29	$433,060

4) Keep text in cells short.

5) Avoid using complex tables. Some screen readers do not fully support complex tables with spanned or multiple levels of row and/or column headers.

If your audience is not technical, break up your complex table into simple tables that are readable by screen readers. Complex tables are allowed only for engineers or for technical documents. See sample below.

Table 1. MCAT *de novo* peptide sequencing from complex mixtures

	b-ion series[a]		b*-ion series[a]			y-ion series[b]		y*-ion series[b]				
Identified peptide	Expected m/z	Observed m/z	Expected m/z	Observed m/z	Δb[c]	Expected m/z	Observed m/z	Expected m/z	Observed m/z	Δy[d]	Δ (y,y+1)[e]	Predicted AA[f]
Yeast	717.8	-	717.8	-	-	748.8	748.8	790.8	791.0	42.2	137.2	H
YGR192C	831.0	831.6	831.0	831.6	0.0	886.0	886.3	928.0	928.0	41.7	99.4	V
	960.1	-	960.1	-	-	985.1	985.4	1027.1	1027.7	42.3	101.0	T
VINDAFGIEE	1089.2	-	1089.2	1089.2	-	1086.2	1086.4	1128.2	1128.8	42.4	100.8	T
GLMTTVHSL	1146.2	-	1146.2	1146.2	-	1187.3	1187.6	1229.3	1229.3	41.7	131.0	M
TATQK	1259.4	-	1259.4	-	-	1318.5	1318.3	1360.5	1360.6	42.3	113.3	L/I
	1390.6	-	1390.6	-	-	1431.7	1431.7	1473.7	1473.9	42.2	57.2	G
m = 2575.9	1491.7	1491.9	1491.7	1491.8	0.1	1488.7	1489.0	1530.7	1531.1	42.1	128.9	E
z = 2	1592.8	-	1592.8	-	-	1617.8	1617.9	1659.8	1660.1	42.2	129.3	E
	1691.9	-	1691.9	-	-	1747.0	1747.4	1789.0	1789.3	41.9	-	
E. coli												
RBSB	1083.2	-	1083.2	-	-	976.0	975.4	1018.0	1018.4	43.0	101.6	T
	1154.3	1154.3	1154.3	-	-	1077.1	1077.5	1119.1	1119.6	42.1	96.9	P
ILLINPTDSDA	1253.4	1253.5	1253.4	1253.3	0.2	1174.2	1174.5	1216.2	1216.5	42.0	114.0	N
VGNAVK	1310.5	-	1310.5	-	-	1288.3	1288.5	1330.3	1330.5	42.0	113.0	L/I
	1424.6	1424.6	1424.6	1424.0	0.6	1401.5	1401.6	1443.5	1443.5	41.9	112.5	L/I
m = 1740.0	1495.7	-	1495.7	-	-	1514.7	1514.1	1556.7	-	-	-	
z = 2	1594.8	1594.6	1594.8	1594.6	0.0	1627.8	-	1669.8	-	-	-	
	526.6	-	526.6	-	-	568.7	568.3	610.7	610.7	42.4	71.0	A
Human	663.7	663.4	663.7	663.4	-	639.7	639.4	681.7	681.7	42.3	129.0	E
ACTB	760.8	760.8	760.8	-	-	768.9	768.6	810.9	810.5	41.9	100.9	T
	859.9	-	859.9	859.6	-	870.0	869.4	912.0	911.5	42.1	113.8	L/I
VAPEEHPVLL	973.1	-	973.1	972.5	-	983.1	983.4	1025.1	1025.1	41.7	112.8	L/I
TEAPLNPK	1086.3	1086.3	1086.3	1086.5	0.2	1096.3	1095.5	1138.3	1138.6	43.1	99.5	V
	1187.4	-	1187.4	-	-	1195.4	1195.0	1237.4	-	-	97.6	(P)
m = 1954.3	1316.5	1315.4	1316.5	1316.5	1.1	1292.5	1292.6	1334.5	1334.5	41.9	137.1	H
z = 2	1387.6	1387.4	1387.6	1387.5	0.1	1429.7	1429.7	1471.7	1471.7	42.0	128.7	E
	1484.7	1484.3	1484.7	-	-	1558.8	-	1600.8	1600.4	-	-	
	1597.8	1597.5	1597.8	1597.8	0.3	1687.9	1687.7	1729.9	-	-	-	
Yeast	669.8	669.4	669.8	669.4	0.0	694.8	694.4	736.8	736.6	42.2	115.5	D
YDR155C	768.9	768.4	768.9	769.4	1.0	809.9	809.7	851.9	852.4	42.7	99.7	V
	868.0	868.0	868.0	868.0	0.0	909.0	909.8	951.0	951.7	42.4	98.2	V
HVVFGEVVD	983.1	982.4	983.1	983.5	1.1	1008.1	1008.1	1050.1	1049.8	41.5	129.4	E
GYDIVK	1040.2	-	1040.2	-	-	1137.3	1137.3	1179.3	1179.4	42.1	56.7	G
	1203.3	1203.3	1203.3	1203.3	0.0	1194.3	1193.6	1236.3	1236.5	42.9	147.5	F
m = 1675.9	1318.4	1318.5	1318.4	1318.5	0.0	1341.5	1341.5	1383.5	1383.6	42.1	99.0	V
z = 2	1431.6	1431.6	1431.6	-	-	1440.6	1440.5	1482.6	1482.7	42.2	99.1	V
	1530.7	-	1530.7	1530.7	-	1539.7	1539.6	1581.7	-	-	-	
Yeast	199.3	199.1	199.3	199.3	0.2	218.3	218.5	260.3	260.2	41.7	99.1	V
YGR192C	314.4	314.4	314.4	314.2	0.2	317.4	-	359.4	359.3	-	137.0	(H)
	427.5	427.2	427.5	427.2	0.0	454.5	454.8	496.5	496.3	41.5	128.8	E
VVDLVEHVAK	526.6	526.5	526.6	526.3	0.2	583.6	583.4	625.6	625.4	42.0	99.0	V
	655.8	655.4	655.8	655.4	0.0	682.8	682.4	724.8	724.4	42.0	113.1	L/I
m = 1108.3	792.9	792.3	792.9	792.4	0.1	795.9	795.4	837.9	837.7	42.3	114.9	D
z = 1	892.0	891.3	892.0	891.5	0.2	911.0	910.4	953.0	952.5	42.1	98.9	V
	963.1	962.3	963.1	963.3	1.0	1010.2	1009.3	1052.2	-	-	-	

[a]b and b* refer to unmodified and modified b-ion series, respectively.
[b]y and y* refer to unmodified and modified y-ion series, respectively.
[c]Δb, difference between observed b and b* m/z values.
[d]Δy, difference between observed y and y* m/z values.
[e]Δ(y,y+1), difference in observed mass (amu) between successive y series ions (unmodified/modified), adjusted for charge state of ion.
[f]Amino acid residue predicted using y ions; the predicted sequence can be extended further using b ions.

Resource

[Creating accessible tables (webaim.org)]

III. ACCESSIBILITY Color and contrast

Never use color as the only means to identify information. Accessibility law, Section 508, states that, "Web pages shall be designed so that all information conveyed with color is also available without color."

Online tools are available to test your website:

- To turn off color, try (un)clrd, a free plug-in for Firefox or Chrome that will turn color off temporarily.
- Test for contrast with WAVE, a tool that will give you a pass or fail result for contrast on your page.

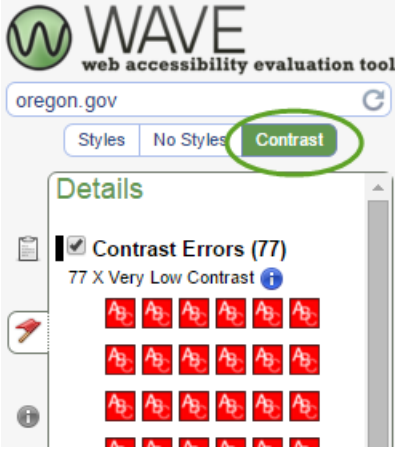


Figure 9 - Sample test for contrast using the WAVE tool

- Test for contrast by entering the color codes on Color Contrast Checker.
- Download Color Oracle, a free tool to test for color blindness.

III. ACCESSIBILITY Keyboard navigation

Section 508 accessibility law (1194.21(A)) requires that all webpages and applications designed to run on a computer must be accessible using a keyboard and not rely on the use of a mouse to perform an action.

Accessing main content

Users relying on assistive technology or a keyboard without a mouse often have to tab through many items prior to reaching the main content of a webpage. To prevent this frustration, a "skip to main content" link should be added at the beginning of each page. This can be hidden, but must become visible for users who are tabbing. More information about "skip to main content."

Figure 10 - Example of a "skip to main content" link that appears when using a keyboard to navigate the page.

Tabbed navigation

Users with mobility issues rely on a keyboard and must use the tab key to move forward or shift-tab to move backward through a webpage. Test your pages for problems in multiple browsers. Examples of what to check for when using tabbed navigation:

- Access to all top navigation and sub-menus
- Return from any location to navigating the page
- Access to all interactive maps or applications
- Move through a webpage without getting stuck in a widget (for example: news feed, Twitter, Facebook)

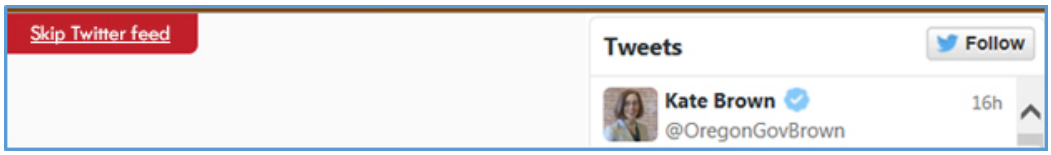


Figure 11- Example of a "skip Twitter feed" link that appears when using a keyboard to navigate the page.

Headings

If a page was created using correct headings, most assistive technology will allow use of the keyboard controls to tab through the headings of the page.

See the "Accessibility Headings" section in this document.

III. ACCESSIBILITY Visual focus

Accessibility laws and WCAG 2.0 Success Criterion 2.4.7 require a visual indication of focus on a webpage. A focus indicator provides a visible mark to show the position on the screen where an action can take place. Unlike mouse users who point to page elements, keyboard-only users need a clear on-screen indicator to know where they are as they navigate a webpage.

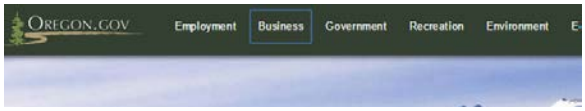


Figure 12 - This screenshot is an example of a focus indicator (blue box) on a webpage.

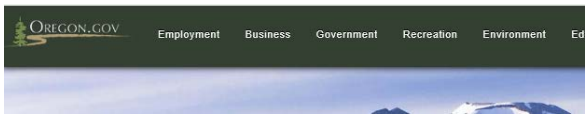


Figure 13 - This screenshot shows the same webpage in a different browser that does not display a focus indicator.

Web browsers (and other software applications) are responsible for providing visual focus for interactive page elements. However, a website's CSS can be written to override the default. Always check for visual focus in multiple browsers by using the tab key to navigate through menus and pages. If visual focus is missing or not functioning in all areas, follow up with your developer to correct it.

Be wary of using embedded widgets, such as those for a Twitter or Facebook feed, where the focus indicator may become stuck, forcing the user to tab through every item. Consider inserting "skip to next link." See the "Accessibility Keyboard Navigation" section in this document.

Resource

Why focus indicators are key to web accessibility (interactiveaccessibility.com)

The following guidelines include technical language most appropriate for web developers.

Potential problems with custom focus indicators

Web developers should take care if they override the operating system (OS) focus setting. An accessibility audit would identify the following focus issues as accessibility problems:

- No focus indicator
- Partially hidden focus indicator
- Visual effects that obscure the focus indicator
- Poor color contrast for the focus indicator

Default versus custom keyboard focus indicators

You do not need to avoid custom focus indicators, but you must ensure that content, including visual effects, do not interfere with visual focus.

The only hard-and-fast rule is that you should ***not*** use JavaScript or CSS to ***remove*** the focus indicator. But if the focus indicator is obscured, then you may want to create a custom keyboard focus indicator:

- Create an on-focus effect, which is similar to creating a mouse-over effect. Use the CSS :focus class as you would use :hover. a:focus does not work in Internet Explorer v7. Consider using a:active, as well.
- Use the JavaScript event handler onFocus as you would use the event handler onMouseOver. Also, use onBlur as you would use onMouseOut.

Ensure that the color contrast is sufficient so that low-vision keyboard-only users can see the focus indicator.

III. ACCESSIBILITY Video and audio

Video placement

Determine if the video is the primary focus of the webpage or supplementary, such as text or graphics.

- If the primary content is the video, consider putting it near the top of the page at a size that uses the horizontal width of the content area.
- If the video is supplemental material, such as a television news report that accompanies a written article, consider embedding it further down on the page or off to the side.

Video and audio guidelines

- If you have videos, it is best practice to have an agency-level video channel through a video hosting website such as YouTube or Vimeo.
    - Disable any advertising banners and ads linked to videos.
        - State channels registered correctly as a branded channel with YouTube (see next section) will not display ads.
    - Disable "recommended videos" which automatically display after your video finishes. These videos are based on a comparison of the "tags."
        - For YouTube add **?rel=0** to your embed code like this: http://www.youtube.com/video?rel=0.
- Section 508 requires that video and audio auto-play features be turned off. Let the user decide to play the video or audio.
    - You must make video and audio controls visible for the user to operate including play, stop, volume, and resize adjustments (for video).
- Always place a descriptive heading or title above the video or audio.
- If you use an image linked to a video, create a high-quality thumbnail image.
    - The image link should include an "Alt" tag with the word "video" in the description. See the "Accessibility Images including charts and graphs" section in this document.
- A web part has been developed for SharePoint users to display video on webpages.
    - Instructions for embedding the video web part in SharePoint (requires login)

Captions and transcripts

- All videos must provide closed captioning or a transcript in text format. Audio files must have a transcript.
    - YouTube creates automatic captions, but you must review and edit them for accuracy.
    - Include the transcript in text or provide a link to the transcript on the same page.
- If you do not have closed captioning or a transcript on the webpage, you must be prepared to provide the information in an alternate format upon request. Include text on the page noting that the information is available in an alternate format and list appropriate contact information to make the request.
- There are third party transcription services who may be contracted to help with transcript writing. See the "Appendix D Tools" section in this document.

Resources

The importance of accurate closed captioning (requires login)

LNS Captioning – Offers captioning and transcript services out of Portland, OR

Google Voice Typing – Allows you to speak to type in a Google Doc

SpeakWrite is a transcription service and mobile dictation application.

SoundCloud is a social platform for uploading and sharing audio files both publicly and privately.

Vimeo is a video-sharing website in which users can upload, share and view videos.

Web Resizer is an online photo resizing tool.

YouTube is a video-sharing website in which users can upload, share and view videos.

III. ACCESSIBILITY Making PDFs Accessible

Use these instructions on any Microsoft Word document that will be made into an accessible PDF. Accessible PDF files are "tagged" documents and provide alternative text for images. Tags are hidden accessible elements that provide structure for screen readers.

The following examples are from one version of Microsoft Word and are specific to PC users.

Microsoft Word for Mac **does not** have the ability to create a tagged PDF. The best way to create accessible PDF files using a Mac is to use OpenOffice for Mac or Adobe Acrobat Pro. OpenOffice is a free, open source, office suite software. See the Resources section at the end of this document for more instructions.

Pictures

Open your document, right-click on a picture and select **Format Picture**. Enter your alt text in the description field.

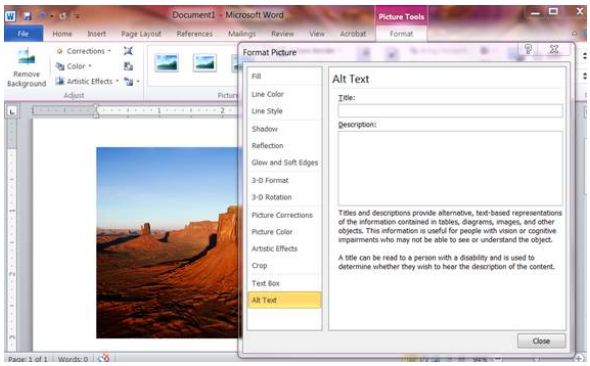


Figure 14 - How to insert alternate text for a picture in Microsoft Word.

Captions

Captions are titles of tables, figures, equations, boxes and other pieces of content, which are separate from the main text. A series of labels can be created for each of these types of content. Each series of labels have their own numbering system (for example: Figure 1, Figure 2, Table 1, Table 2). You can also create new labels specific to your content (for example: Photo 1).

When you add, remove or move around your captions, Microsoft Word automatically renumbers them to retain the correct sequence.

Give each piece of content in the document (as mentioned above) a caption. First, select the item to caption and then follow the applicable instructions below.

1. In Microsoft Windows, under the **References** tab, select **Insert Caption.**
2. Enter the appropriate label, select the position (above or below the content), and click **OK**.
3. After the caption label is inserted, you can type additional descriptive text, which will become part of the caption.

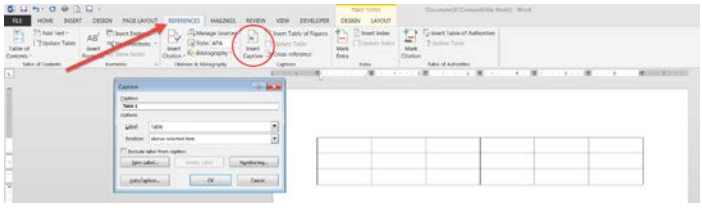


Figure 15 - How to insert a caption in Microsoft Word for Windows.

Hyperlink to a webpage

1. Place the cursor where you want the hyperlink.
2. Click on the **Insert** tab in the **Links** group and select **Hyperlink** to open the hyperlink dialog box.
3. In the **Text to display** field, type in the name or phrase that will briefly describe the link destination.
4. In the **Address** field, type the link URL.
5. Add any ScreenTips (these will be read by screen readers and people using hover with a mouse).
6. Click **OK**.

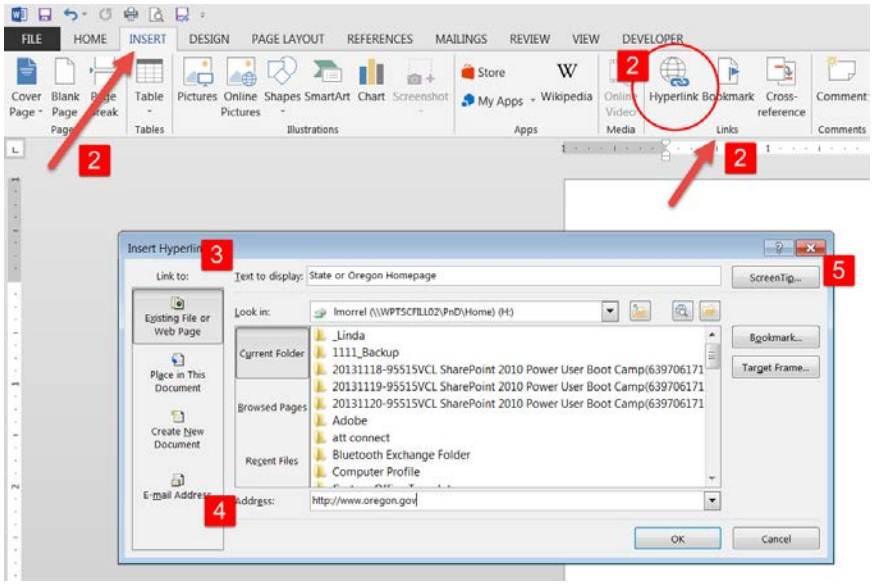


Figure 16 - How to insert a hyperlink in Microsoft Word for Window. (Numbers correspond to instructions above.)

Headings

You must use Microsoft Word styles and correct headings for your document to be ADA compliant. **Do not** create a heading by making the text bold and bigger.

Use headings in order as you would in an outline. For example, if you start with **Heading 1**, your next sub-heading should be **Heading 2**, etc.

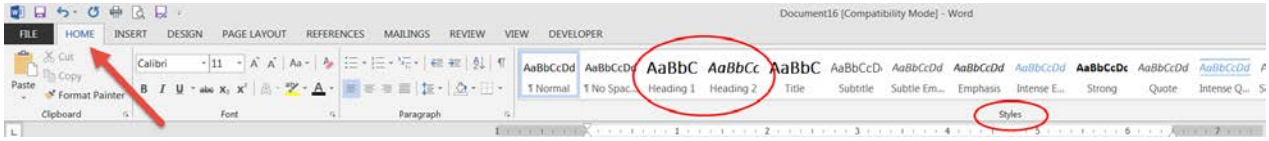


Figure 17 - How to find heading styles in Microsoft Word.

Line spacing and page breaks

- To format whitespace around a paragraph, do the following:
    - Select the text, then right-click and choose **Paragraph** from the drop down.
    - Select values for **Indentation** and **Spacing** to create whitespace.
- Insert "page breaks" (do not hit "Enter" multiple times) to start a new page.

Watermarks

Watermarks are generally not accessible; it is best practice not to use them. Instead, type the word (for example: DRAFT) somewhere in your document. You can put it in the title, in the logo, or in the header or footer, etc.

Saving the document

Follow these instructions when saving your document. Do all 8 steps the first time you save it. Thereafter, you can skip steps 4 through 6.

1. Click the Office Button or the "File" tab and then click Save As.
2. In the Save As dialog box, click the down arrow in the **Save as type** list, and select PDF.
3. Select Standard or Minimum Optimizing
4. Click Options.
5. Make sure to check **Headings** in the **Create Bookmarks using** area.
6. Make sure that the **Document structure tags for accessibility** check box is selected.
7. Click OK.
8. Click Save.

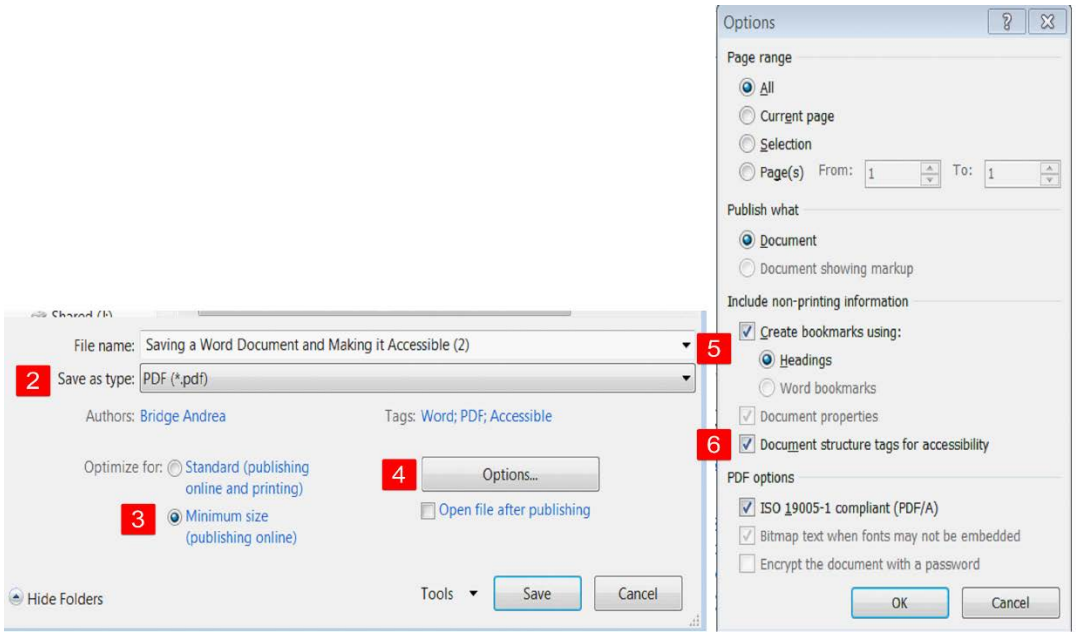


Figure 18 - How to save an accessible PDF in Microsoft Word for Windows (Numbers correspond to instructions above.)

19005-1 compliant (PDF/A)—When should you select this option?

PDF/A is an ISO-standardized version of the Portable Document Format (PDF) specialized for the digital preservation of electronic documents.

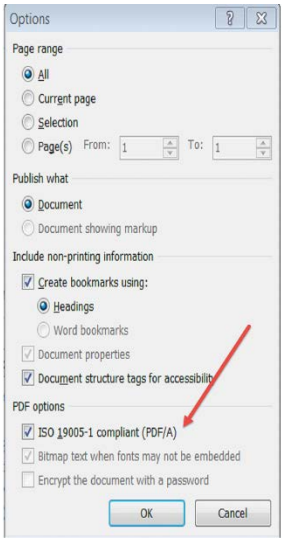


Figure 19 - ISO 19005-1 compliant (PDF/A) option in Microsoft Word for Windows

Save a file in this format if:

- You need to submit the file to a government agency that requires this format.
- You need the file for long-term archiving, and you want the file to include all the information needed to be displayed in the future in a way as similar as possible to the way it is displayed today.
- The version needs to stay the same. (For example: it has a life-cycle of 20+ years.) Technology might change, but the version will not.
- The file should be saved in a language that will always be readable (by law).

Do not save a file in this format if:

- You do not need it archived.
- It is temporary and topical and has an end date.
- File appearance is a major concern and you want the PDF to look as much like your original document as possible. Design features, such as effects and transparency, are enabled.
- File size is a major concern. You want to make the file as small as possible.

Use Adobe Acrobat Professional to check the accessibility of a document

1. In Acrobat Pro, make sure that the **Accessibility option** under **Tools** is viewable (Select View, Tools, Accessibility) – this only needs to be done once.
2. Under the Tools Tab, select **Accessibility.**
3. Acrobat Pro (v.11) offers a "Make Accessible" option to see if the document was saved in an accessible way. In previous versions, it's called Quick Check. In Acrobat DC, go to "Tools," "Accessibility" then "Full Check." Most other types of PDF creators have a wizard available.

- In Acrobat Pro (v.11) to get to "Make Accessible," open your document in Acrobat Pro, under Tools > Action Wizard > Actions, click Make Accessible.
- Make Accessible is a wizard that lets you make corrections as you go.

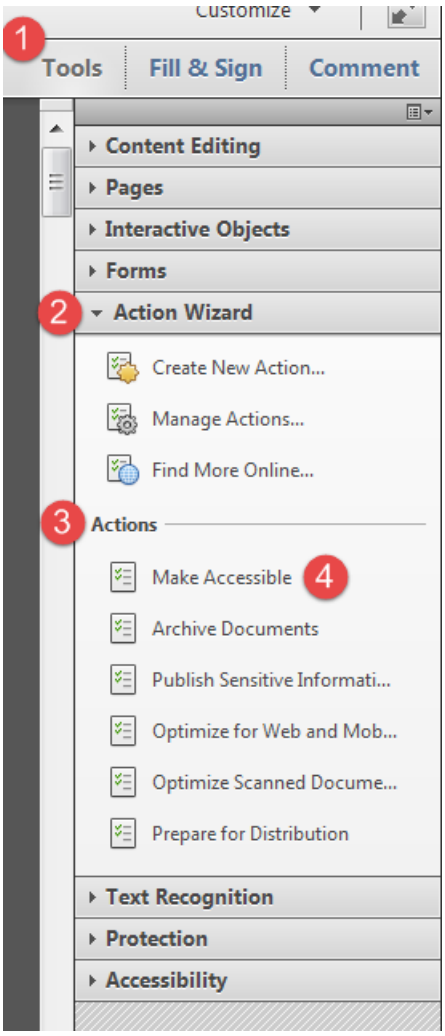


Figure 20 - Steps to get to "Make Accessible" in Acrobat Pro (v.11)

4. **Full Check** will provide you with a report showing if the headings are lined up correctly, if pictures have alt tags and hyperlinks are titled, etc.
5. **Important for archived documents:** Under PDF options, check the box, ISO 19005-1 compliant (PDF/A).

Resources

- Foxit Reader / Foxit Phantom
- WebAIM – PDF Accessibility
- WebAIM – PDF Accessibility in Adobe Acrobat X and XI
- Creating Accessible PDF files using OpenOffice (Mac)
- Download and install OpenOffice
- Fixing inaccessible PDFs using Adobe Acrobat Pro
- Creating accessible Word documents
- Convert a document to PDF

Creating effective link text

You must think like your customers to create useful links. Consider the tasks your customers need to complete and how you can help them accomplish them easily and efficiently.

You only have a moment to grab your reader's attention. Descriptive links help users navigate your site and locate information. Easy-to-understand links engage users and enhance Search Engine Optimization (SEO).

Creating useful links

- **Embed meaningful links in a sentence.** For example: "Refer to the online voter registration pamphlet." Links should make sense without reading the surrounding static text. Make sure that links are always underlined.
- **Use action words to begin your link text.** For example, **Upgrade** your subscription. The first 2-3 words are the most important as users scan text. Have unique beginnings for your links and "lead with the need."
- **Do not use non-descriptive or repetitive link text** such as, "click here" or "more information." Make sure the link text tells users where they will go next.
- **Note if a link opens into another format** such as a PDF or Word document, but do not include this in the link text. Include a document type image or note the document type in parenthesis after the link. If using an image, be sure to include alt text for the image.
    - When you post a link to a PDF, Word, Excel or other type of file in SharePoint, an associated icon is automatically added. Alt text is not needed for icons such as this because they are decorative, not descriptive.

Figure 21 - Example of a list with icons and document titles showing an accessible way to list publications. The PDF icon does not require alt text.

- **Make link text unique.** Links to the same URL need to have the same link text. Links to different URLs should have unique text.

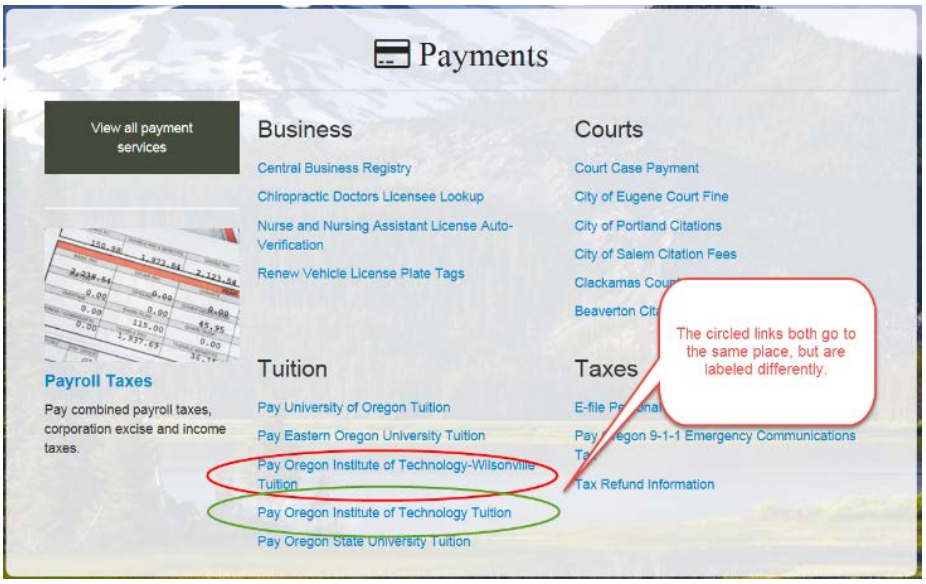


Figure 22 - Incorrect. The two links in the example go to the same URL. The text should cover both topics with a single link.

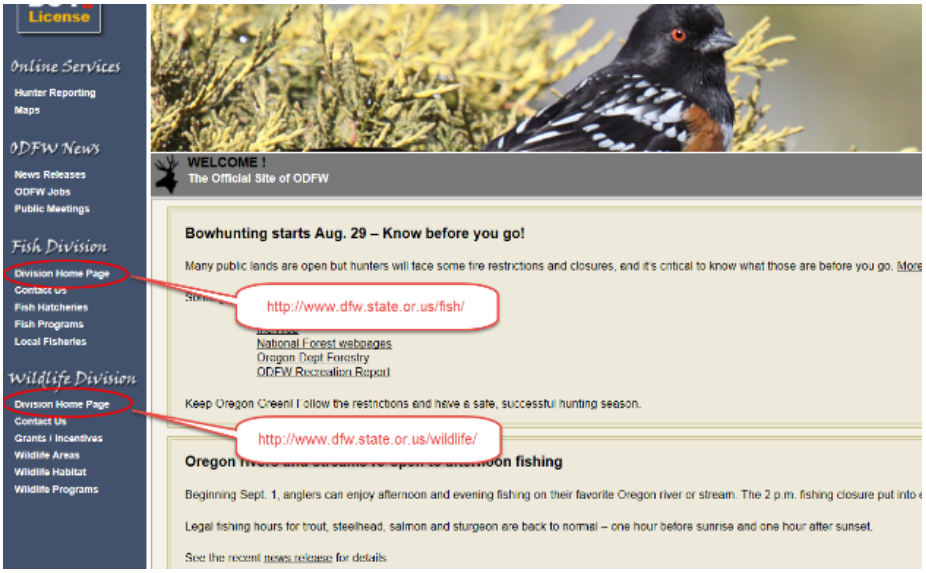


Figure 23 - Incorrect. Links to different URLs should have unique text.

- **Put the most important links within the main body of content.** Group supplementary or less-critical links at the bottom of the page or in a sidebar. Consider if less-critical content is even necessary, as it may distract users from completing their tasks.

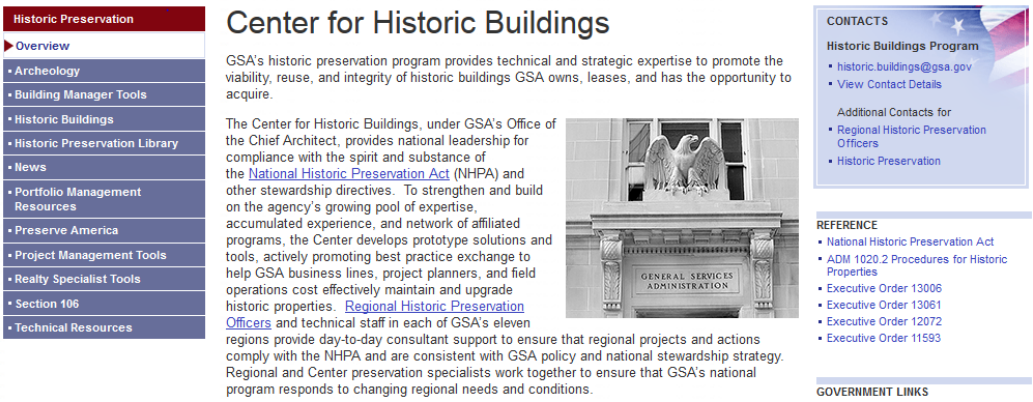


Figure 24 - Example of in-line links and a list of links in a sidebar.

Button links

- **Tie the button link text to the task.** For example, "Start Your Subscription" or "Learn About Bugs." Link text should be concise, but unique and descriptive. Button links do not need to be underlined.

Figure 25 - Example of a button with link text tied to the task.

Link behavior

To be in compliance with WCAG 2.0 Guideline 3.2 (Predictable), hyperlinks on your website should always open in the same page or tab of the browser window.

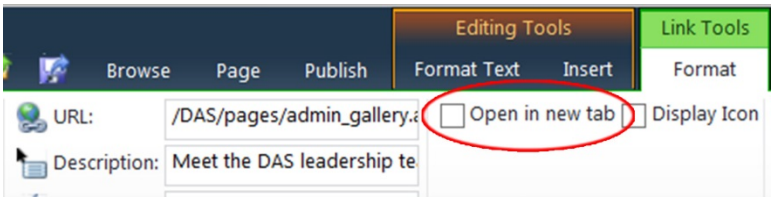


Figure 26 - Example of an "open in new tab" option for hyperlinks. Do not use this option.

Users should retain control over whether pages will open in a new tab or a new window. If there is a business need to open links in a new window, advanced warning, such as anchor text "opens in a new window," should be included.

Link standards

Oregon agencies are responsible for the integrity of the content on their websites. Follow these rules to avoid any conflict of interest:

1) Websites and website links must only be used to further your agency's constitutional or statutory responsibilities.

2) Take care before linking to a non-governmental entity's website. Agency officials with responsibility for the website must disclose if they or their relatives have a relationship to the entity. If the official or their relative could benefit financially or avoid financial harm by promoting the site, don't link to it.

3) Do not link to a site that promotes or opposes a political committee, measure initiative or referendum petition, or candidate.

4) Include a disclaimer for websites that are only for the convenience and information of the public. The disclaimer should state that, *"Neither the State of Oregon nor the agency endorse or sponsor the products, services or information provided by the link."* Guidelines 1-3 still apply whether or not you use a disclaimer.

5) Agencies are not allowed to post advertising by private entities on their websites. You cannot endorse or sponsor the products, services, or information appearing on privately owned websites.

Resources

Stop Asking Me to "Sign Up" (gkogan.co)

State of Oregon privacy statement

WCAG 2.0 Guideline 3.2 (Predictable)

Link Tips

- **Give, don't take.** "Get Access" and "Sign Up" both lead to the same thing, but one makes the visitor feel like they are getting something rather than solicitation.
- **Compel people to act.** Use action verbs such as get, start and try.

Banner blindness

People ignore web banners. This decline in attention to banners began right around the time when banner advertising became very popular. Hundreds of usability and eye-tracking tests show that banners are not effective at conveying information. Users almost never look at anything that looks like an advertisement, even if it is not actually an ad.

- Experience has taught users that ads distract them from their tasks and often are not relevant.
- Users do not notice design elements that resemble ads.
- Place information where users most expect to find it.
- Use visual elements, but make sure they are relevant to the site's content and purpose.

Resource

Image-Focused Design: Is Bigger Better? (nngroup.com)

Sidebars

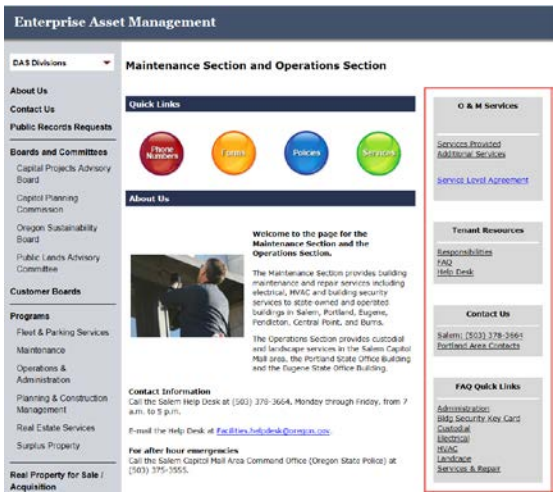


Figure 27 - Sample webpage with sidebar

Sidebars can be distracting for a user, taking the focus away from the main content of the page. If your website design is not responsive, the design does not adjust to accommodate viewing on mobile devices so do not use sidebars.

Eye-tracking studies demonstrate that many users do not see sidebars. When text is organized into paragraphs, users' eye movements can form an F-shaped pattern (for Westerners who read left to right). The *F* refers to the side of the screen, looking for keywords or points of interest. When the reader finds something they like, they begin reading normally, forming horizontal lines.

Figures 28 - Scientific studies show that web users read the screen in an "F" pattern – focusing on the top, upper left corner and left side.

If your website includes a responsive design, you may choose to use a sidebar. It is important to keep in mind what actions you want users to take. The sidebar should assist, not distract the users from their primary path through a website. Be aware that some designs will move the sidebar information to the bottom of the page when viewed on a mobile device.

If you choose to include a sidebar:

- Keep it simple.
- Be sure the information is relevant to the body of the page.
- Place the most important information at the top of your sidebar.

Resources

How to design websites that mirror how our eyes work (thenextweb.com)

Does your website need a sidebar? (roundpeg.biz)

IV. FONTS

If you want people to read your content, give them legible text. Best practice is to use these font standards when creating cascading style sheets (CSS). To make your content accessible and your site easy to read:

- Use a sans serif font as the default. Choose fonts that most site visitors have on their computers, for example, Arial, Tahoma or Verdana.
- Make the default body text size at least 12 point, preferably 14 point.
- Minimize the use of bold or italics.
- Use upper and lowercase text, not all capital letters.
- Use plain text or normal text as the standard and use italics sparingly. Never use italics for headings.

Contact your webmaster to have style changes made to the CSS.

For more information on the proper use of headings, see the "Accessibility Headings" section in this document.

V. FILE NAMING CONVENTIONS

Organization is important on your website. Make a plan for your file naming convention before naming files.

1) Create a file naming convention and stick to it.

   a) For example: If you start naming a group of files "0001agency," don't change midstream to "agency0001."

2) Keep file names short, but meaningful.

3) Avoid using blank spaces, symbols, or underscores in file names. Use capital letters or hyphens to separate words. Hyphen-separated words are preferable for improved search engine optimization (SEO) results.

   a) For example: "My file.pdf" should be named MyFile.pdf or My-file.pdf

   b) For example: If you are using SharePoint and you use a blank space in a file name, SharePoint will fill the blank space with "%20" and your URL will look messy and be difficult to communicate.
   For example: www.oregon.gov/my%20file.aspx

   c) If you use an underscore in a file name, it may be difficult to see when the URL is underlined in text. For example: www.oregon.gov/my_file.aspx

4) For documents or webpages that you will update over time, avoid using a date in the file name as this will change when the file is updated. File names that change when updated will break all old links.

   a) If you must include a date, place it at the end of the file name and state the date back to front (for example, YYMMDD) to keep all of your files in chronological order. For example: MyFile151202.pdf

5) When updating an existing file, keep the file name exactly the same to avoid breaking existing links. The system will overwrite the old file with the new version if the file name and location is the same.

VI. COMMON PAGE ELEMENTS

The “Header” and “Footer” elements are required on all Oregon.gov pages.

Header

a) The header includes a link to Oregon.gov from the Oregon.gov logo.

b) The home button in the top navigation is a link to the agency’s home page.

c) The navigation bar is located along the top of each page.

d) The search box is located in the upper right of each page. It searches for information only on your agency’s site.

Figure 29 - Header

Footer

a) The right-hand column under “About Oregon.gov” contains statewide links and next to that is the agency contact information.

b) We recommend the use of a translation widget.

Figure 30 - Footer

Page width

a) Primary content should be visible without scrolling.

Breadcrumbs

a) Breadcrumbs are a recommended sequence of elements separated by a character or graphic that shows the user the optimal trail from the current page back to the home page. Breadcrumbs enhance the usability of a website.

Figure 31 - Breadcrumbs

Oregon.gov logo

The Oregon.gov logo is a required branding element on every page. The examples below are the only approved versions of the Oregon.gov logo. Be sure to maintain the proportions of the logo and do not crop.

Figure 32 - Multi-colored version

a) Colors

   i) Tree: #8B9C43

   ii) Path: #AE9F76

   iii) Oregon.gov: #231F20

b) Font

   i) Optima

Figure 33 - Single-colored versions

a) You may choose to use a single color version of the logo.

b) Use only **black** or **white** for the logo against a contrasting background color.

Resources

Template Standards (requires login)

Common Page Elements (requires login)

Oregon.gov logo

VIII. ONLINE DATABASES AND DIRECTORIES

1) Use a simplified header that harmonizes with the site template and colors.

   a) Always include clearly identifiable links back to the Oregon.gov portal and your agency's homepage.

2) Maintain site identity and branding.

   a) Use official artwork available from your agency. Use the Oregon.gov logo (see "Resources" in this document) and be sure to include your agency's name.

   b) Match the look and feel of the custom application to the agency's website style.

   c) The following shows an example of an agency's homepage and an application that is not embedded on an agency's webpage, but is hosted separately. By using a wrapper, the application displays a consistent look and feel that is similar to the agency website branding.

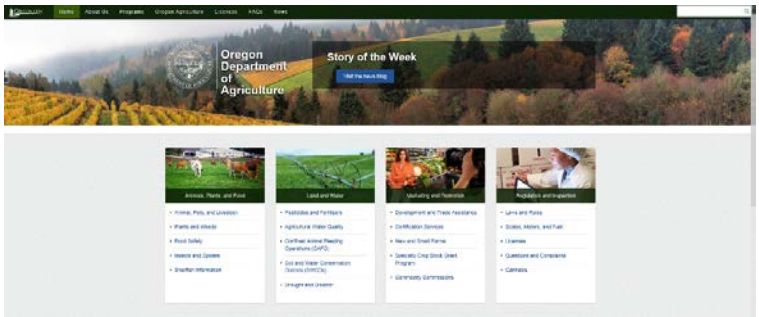


Figure 34 - Department of Agriculture's home page

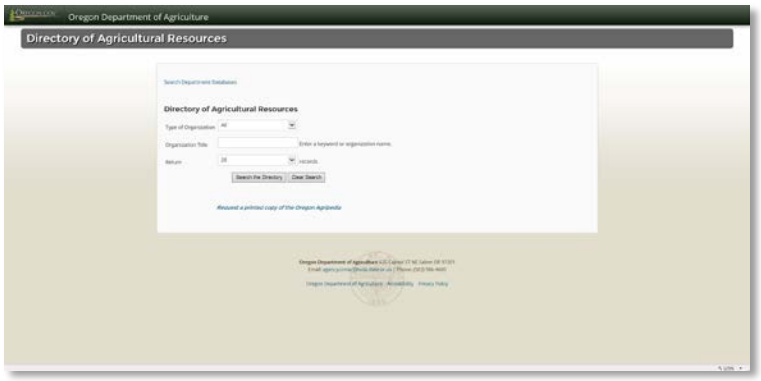


Figure 35 - Department of Agriculture's Resource Guide

   d) The following shows an example of an agency's home page and one of their applications that is not using a wrapper. It would be better if they were visually consistent with their agency's look and feel.

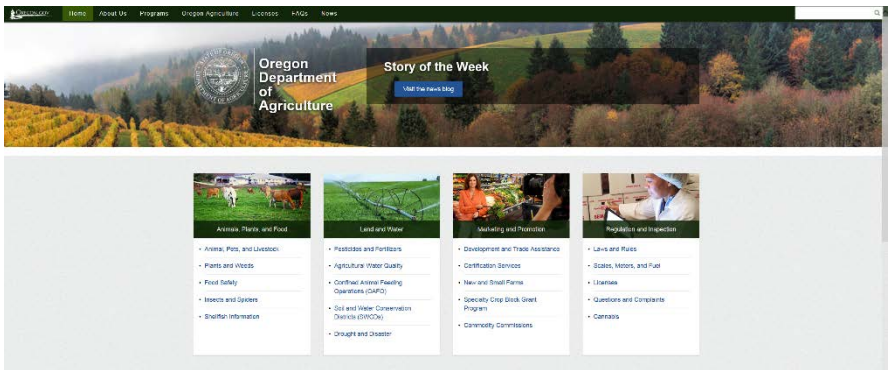


Figure 36 - Department of Agriculture's home page

Figure 37 - Department of Agriculture's login screen to one of their applications

3. Include Contact Us and Help links specific to the application.
    a) Set copyright to "last changed date" for the application.
4. Make use of the whole page. Optimize for responsive design.
5. Follow accessibility guidelines. See Appendix A in this document for ADA requirements for developers.

APPENDIX A

Rules to follow for web-based applications

(for example: online tax payment systems, online business registries, etc.)

Section 508 1194.21 – Software Applications and Operating Systems

The following Section 508 accessibility requirements are laws for software applications and operating systems. Please be aware that the following information includes technical language most appropriate for application developers.

(a) If the application is designed to work on a PC or Laptop, it must be able to be 100% keyboard accessible.

(b) The application cannot disable/disrupt any accessibility features that are already in use by the user. Examples of this include screen readers, color options and font color options already in use.

(c) A well-defined on-screen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes.

(d) Sufficient information about a user interface element including the identity, operation and state of the element shall be available to assistive technology. When an image represents a program element, the information conveyed by the image must also be available in text.

(e) When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images shall be consistent throughout an application's performance.

(f) Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes.

(g) Applications shall not override user selected contrast and color selections and other individual display attributes.

(h) When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user.

(i) Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.

(j) When a product permits a user to adjust color and contrast settings, a variety of color selections capable of producing a range of contrast levels shall be provided.

(k) Software shall not use flashing or blinking text, objects, or other elements having a flash or blink frequency greater than 2 Hz and lower than 55 Hz.

(l) When electronic forms are used, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.

APPENDIX B

Rules to follow for embedding on a web page

Section 508 1194.22 – Web-based intranet and internet information and applications

The following Section 508 accessibility requirements are laws for software applications and operating systems. Please be aware that the following information includes technical language most appropriate for application developers.

(a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).

(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.

(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.

(d) Documents shall be organized so they are readable without requiring an associated style sheet.

(e) Redundant text links shall be provided for each active region of a server-side image map.

(f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.

(g) Row and column headers shall be identified for data tables.

(h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.

(i) Frames shall be titled with text that facilitates frame identification and navigation.

(j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.

(k) A text-only page, with equivalent information or functionality, shall be provided to make a website comply with the provisions of these standards, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.

(l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology.

(m) When a webpage requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).

(n) When electronic forms are designed to be completed online, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.

(o) A method shall be provided that permits users to skip repetitive navigation links.

(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.

APPENDIX C References and Resources

MOBILE-FIRST REFERENCES

MOBILE-FIRST CONTENT STRATEGY (pg. 5)

2015 Survey of Oregonians

Find current mobile technology statistics from the Pew Research Center

Mobile Friendly Test by Google

MOBILE-FIRST CONTENT STRATEGY Writing for the web (pg. 6)

New York University writing for the web

Mashable 7 best practices for improving your website's usability

Breaking development: Mobile content strategy

Free optimization tool

Hemingway editor for testing readability

MOBILE-FIRST CONTENT STRATEGY Plain language (pg. 7)
ORS 183.750

HB 2702

Plain language checklist (requires login)

Use plain language to improve your writing (PDF)

Oregon's plain language website

Writing for easy reading

Evaluating cognitive web accessibility with WAVE

Hemingway editor for testing readability

Abbreviations: WCAG 2.0 Success Criterion 3.1.4

MOBILE-FIRST CONTENT STRATEGY Capitalization (pg. 10)

DAS editorial stylesheet

Title case and sentence case capitalization in APA style

Capitalization rules (Grammarbook.com)

MOBILE-FIRST CONTENT STRATEGY Common internet terms (pg. 12)

DAS editorial stylesheet

Dictionary.com

Computer terms, dictionary, and glossary (Computerhope.com)

Online Merriam-Webster dictionary

ACCESSIBILITY REFERENCES

UN Convention on the Rights of Persons with Disabilities (pg. 13)

WCAG 2.0 guidelines (pg. 13)

Accessibility compliance (pg. 13)

Section 508, American Rehabilitation Act (pg. 13)

ACCESSIBILITY Images including charts and graphs (pg. 16)

WCAG 2.0 guidelines (Guideline 2.1)

ACCESSIBILITY Data table design (pg. 18)

Creating accessible tables (webaim.org)

ACCESSIBILITY Color and contrast (pg. 19)

(un)clrd

WAVE

Color Contrast Checker

Color Oracle

ACCESSIBILITY Keyboard navigation (pg. 20)

Code for: skip to main content

ACCESSIBILITY Visual focus (pg. 21)

WCAG 2.0 Success Criterion 2.4.7

Why focus indicators are key to web accessibility (interactiveaccessibility.com)

ACCESSIBILITY Video and audio (pgs. 22-23)

Instructions for embedding the video web part in SharePoint (requires login)

The importance of accurate closed captioning (requires login)

LNS Captioning

Google Voice Typing

SpeakWrite

SoundCloud

Vimeo

Web Resizer

YouTube

ACCESSIBILITY Making PDFs accessible (pg. 28)

Foxit Reader / Foxit Phantom

WebAIM – PDF Accessibility

WebAIM – PDF Accessibility in Adobe Acrobat X and XI

Creating Accessible PDF files using OpenOffice (Mac)

Download and install OpenOffice

Fixing inaccessible PDFs using Adobe Acrobat Pro

Microsoft Office - Creating accessible Word documents

Microsoft Office – Convert a document to PDF

ACCESSIBILITY Links – web linking guidelines (pg. 31)

Stop Asking Me to "Sign Up" (gkogan.co)

State of Oregon privacy statement

WCAG 2.0 Guideline 3.2 (Predictable)

ACCESSIBILITY Banner blindness and sidebars (pg. 33-34)

Image-Focused Design: Is Bigger Better?

How to design websites that mirror how our eyes work (thenextweb.com)

Does your website need a sidebar? (roundpeg.biz)

COMMON PAGE ELEMENTS (pg. 38)

Template Standards (requires login)

Common Page Elements (requires login)

Oregon.gov logo

RESOURCES

ACCESSIBILITY

Read about Accessibility (login required)

Review supporting documents relating to accessibility

Access the Section 508 website accessibility standards

Read the web content accessibility guidelines (WCAG) 2.0

WebAIM - web accessibility in mind

Read about creating and designing accessible web pages. (login required)

Infographic for principles of accessible design

Standards excerpted from Section 508 of the Rehabilitation Act, §1194.22

Full text of Section 508

Accessibility evaluator

Accessibility check tool

Making web applications accessible (short videos)

MISCELLANEOUS

A brief crash course for web/CSS

Federal website guidelines

BOOKS

Safari Online Books – Free to state employees through the Oregon State Library

- *Content Strategy for the Web*, 2nd edition (2012), Kristina Halvorson and Melissa Rach
- *Don't Make Me Think: Revisited* (2014), Steve Krug
- *Rocket Surgery Made Easy* (2010), Steve Krug
- *Letting Go of the Words* (2012), Janice (Ginny) Redish
- *Mobile-first* (2011), Luke Wroblewski
- *A Web for Everyone*, Sarah Horton and Whitney Quesenberry

GOVSPACE (login required)

https://govspace.oregon.gov/welcome

SHAREPOINT TRAINING ON GOVSPACE

E-Government Training Documents (V5)

E-Government Training Documents (V4)

E-Government Training Videos (V4)

E-Government Training Documents (V3)

E-Government Training Videos (V3)

E-Government Training Upcoming Events Calendar

AGENCY DIY RESOURCES ON GOVSPACE

Agency DIY Redesign Steps

GOOGLE ANALYTICS ON GOVSPACE

How to Sign Up for Google Analytics

E-GOVERNMENT USER GROUP ON GOVSPACE

E-Government User Group Forum

CONTENT STRATEGY ON GOVSPACE

Oregon.gov Content Strategy

E-GOVERNMENT SERVICE DESK

Egov.EgovHelp@oregon.gov

503-378-3126

SHAREPOINT TRAINING

E-GOVERNMENT SERVICE DESK

Egov.EgovHelp@oregon.gov

503-378-3126

LINDA MORRELL (in-person training available)

State Web Information Publisher

Linda.morrell@oregon.gov

503-378-5223

CONTENT STRATEGY

Shawn Vitt (subject matter expert)

shawn.vitt@state.or.us

503-986-2163

APPENDIX D Tools (as of March 2017)

If you notice any out-of-date links or would like to add a resource to Appendix D, contact the State Web Information Publisher.

Tools	Description	Third party tool or state resource
Addthis	Addthis is a social bookmarking service that can be integrated into a website with the use of a web widget. Once the widget is added, visitors to the website can bookmark an item using a variety of services, such as Facebook, Google Bookmarks, Twitter, and Instagram.	Third party tool
AdobeConnect (requires login to ORPIN – Oregon Procurement Information Network)	Carahsoft (AdobeConnect) will help you easily deliver webinars, seminars and trainings through their cutting edge tool. Once in ORPIN, select statewide contract search, by number, and enter 5751. If you are a state of Oregon employee and don't have a login, email info.orpin@oregon.gov. If you are in local government or a non-profit and don't have a login, email info.orcpp@oregon.gov.	State resource
Color Contrast Checker	Enter foreground and background colors to determine the contrast ratio and meet accessibility guidelines.	Third party tool
Color Oracle	Color Oracle is a downloadable color blindness simulator that shows what people with common color vision impairments will see.	Third party tool
CynthiaSays	Test your site against web accessibility and web governance standards by entering a webpage URL. The resulting report will outline problems and the associated laws.	Third party tool
Data.Oregon.gov (requires login)	This website provides Oregonians the ability to view, search, sort, filter, download or build applications to access public data. (For example: maps, calendars, etc.)	State resource
ESRI / ArcGIS	ArcGIS is a suite of GIS software products, which operate on desktop, server, and mobile platforms. The suite's components, ArcMap, ArcCatalog and ArcToolbox, allow users to author, analyze, map, manage, share, and publish geographic information.	Third party tool
Facebook (requires login)	Facebook is an online social networking application.	Third party tool
Google Analytics (requires login)	This is a website analytics service offered by Google that tracks and reports website traffic.	Third party tool
Google Calendar	This is a calendar time-management web application and mobile app created by Google.	Third party tool
Google Maps	This is a web mapping service application and technology provided by Google, powering many map-based services.	Third party tool

Google Translate	Google offers two options to help you translate your content: **Free Website Translator** This is a lightweight, straight-forward option. It's free to use and easy to set up. **Translate API** Google also has a more robust paid offering. The Translate API can be used to power web apps, as well as translate website content.	Third party tool
Google Search	The Google Search tool can be embedded on your website to search for information in your site.	Third party tool
Google Voice Typing	Need a transcription service? Google provides an easy way to put words on a page by typing with your voice in a document. At the moment, this feature is only available in Chrome browsers. Many Android and iOS phones and tablets have built-in microphones that you can use with a Google Docs document. Look for the microphone icon on your mobile keyboard.	Third party tool
GovDelivery (merged with Granicus)	GovDelivery is a cloud-based e-newsletter subscription service. It allows customers to create, track and send emails, SMS text messages and social media messages. It also allows agencies to embed "page watch" tracking code that alerts subscribers every time a page is updated. GovDelivery also tracks analytics and provides reports.	Third party tool
GovSpace (requires login)	GovSpace is a collaboration tool where state agencies, employees and their partners can build pages to work on projects, share information and store resources.	State resource
Hemingway Editor	Hemingway allows you to copy and paste text and get a measure of readability and suggestions for making text clearer.	Third party tool
iContact	An online service provider of email marketing and social media marketing that allows customers to create, track, and send HTML-based emails and social media messages.	Third party tool
iLearn (requires login)	iLearn is an online educational suite. The materials available are a mixture of videos, presentations and other documents. The resources are developed and shared by the state online training community.	State resource
Instagram	Instagram is an online mobile photo-sharing, video-sharing and social networking service that enables users to edit and share pictures and videos on a variety of social networking platforms.	Third party tool
LNS Captioning	Located in Portland, LNS Captioning offers post-production and live captioning, as well as transcription and subtitling services for video, film, DVD and live events.	Third party tool
Mobile-Friendly Test by Google	Enter a webpage URL to analyze and report if the page has a mobile-friendly design.	Third party tool

OneDrive (requires login)	OneDrive is a file hosting service that allows users to sync files and later access them from a web browser or mobile device. Users can share files publicly or with their contacts. Publicly shared files do not require a Microsoft account to access. It is part of the suite of online services formerly known as Windows Live. At one time, it was named Skydrive.	Third party tool
Optimal Workshop	A suite of usability tools to help improve your website navigation, define information architecture, understand first-clicks, capture qualitative research, conduct card-sorting and user interface testing, and more. Monthly subscriptions are available.	Third party tool
Prezi.com	Prezi is a cloud-based (SaaS) presentation software and storytelling tool for presenting ideas on a virtual canvas. Be sure to check ADA accessibility if you use this tool.	Third party tool
Safari Books Online	Safari is an online resource available through the Oregon State Library that offers access to over 40,000 online e-books, audio books, videos, tutorials and technical conferences. Topics covered include in-depth IT/Technology subjects as well as a large collection of business and professional development resources.	State resource
Siteimprove	Siteimprove is web governance software that helps you better manage and maintain your website through quality assurance, accessibility, web analytics, search engine optimization (SEO), and response – all in one tool.	Third party tool
Siteimprove Accessibility Check for Google Chrome	A free extension for Google Chrome. Test any webpage for accessibility issues right in your browser. The checker highlights errors and gives you recommendations on how to fix them.	Third party tool
SlideShare	LinkedIn SlideShare is a hosting service that allows users to upload, host and share slideshow presentations. Slideshows can then be viewed on the site itself, on hand-held devices or embedded on other sites.	Third party tool
SpeakWrite	SpeakWrite is a transcription service and a mobile dictation app.	Third party tool
SoundCloud	SoundCloud is a social platform for uploading and sharing audio files privately or publicly. SoundCloud can be accessed anywhere using a computer or various mobile apps.	Third party tool
Survey Monkey	SurveyMonkey provides free, customizable surveys, as well as a suite of paid back-end programs that include data analysis, sample selection, bias elimination, and data representation tools.	Third party tool
Twitter	Twitter is an online social networking service that enables users to send and read short 140-character messages called "tweets."	Third party tool

(un)clrd	(un)clrd is a browser plugin that removes all color information on a website and displays it in black and white.	Third party tool
Vimeo	Vimeo is a video-sharing website in which users can upload, share and view videos.	Third party tool
WAVE web accessibility evaluation tool	An online tool that checks webpages for accessibility and displays the page with tags to show errors, alerts, and features that are formatted correctly.	Third party tool
Web Resizer	Web Resizer is an online photo resizing tool.	Third party tool
WordPress	A free and open source blogging tool which runs on a web hosting service. Features include a plug-in architecture and a template system.	Third party tool
YouTube	YouTube is a video-sharing website in which users can upload, share and view videos.	Third party tool

APPENDIX E ACRONYMS

APA style	American Psychological Association (APA) – a citation and format style of writing
API	Application Program Interface - a set of routines, protocols, and tools for building software applications
CSS	Cascading Style Sheets
DAS	Department of Administrative Services
GIS	Geographic Information System - a system designed to capture, store, manipulate, analyze, manage, and present all types of spatial or geographical data
HTML	Hyper Text Markup Language
ISO	International Organization for Standardization
NASCIO	National Association of State Chief Information Officers
ORPIN	Oregon Procurement Information Network
ORS	Oregon Revised Statute
OS	Operating System
PDF	Portable Document Format
PDF/A	Portable Document Format - an ISO-standardized version of a portable document format
TOS	Terms of service
URL	Uniform Resource Locator
WCAG	Web Content Accessibility Guidelines

The latest version of the Oregon State Website Guidelines can be found online:
http://www.oregon.gov/docs/state_web_guidelines.pdf.

For more information about these guidelines, contact the State Web Information Publisher.

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