

How to Implement Accessible Purchasing at Your Institution

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Purchasing is the First Step to an Accessible Work Environment for Everyone

When should I consider using the accessible purchasing guidelines?

What is the process?



Lucy's guide.dog, France

Pick Your Team



Image source: [Pikewise.com](#)

What do your users really need?

(Be honest)

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**What kind of
accessibility
will be needed
for the product?**

**How will you rank
accessibility
in your
purchasing scorecard?**

**Does your organization
have standards for
accessibility in
Requests for
Purchasing (RFPs)?**

We all have various competing priorities when looking at a product so we have to balance every need and some times we need to make hard choices.



Find someone in your organization who can help throughout the process that is knowledgeable about accessibility

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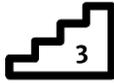
Image source: [Fotocan](#)



Include text in the RFP or other procurement process that requires the supplier to submit information about the accessibility of the IT product or service.

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Image source: [Fotocan](#)



Require the supplier to demonstrate the accessibility of the product, perhaps by having a person with a disability use the product.



Image source: [Fotocan](#)



Use standard Terms and Conditions for Goods and Services, which require accessibility.



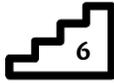
Image source: [Fotocan](#)



Have an IT accessibility expert review IT accessibility requirements and expectations with the selected supplier before installation or project initiation.



Image source: [Fotocan](#)



Establish procedures to test software updates for accessibility, submit complaints about the product or service via procurement, and ensure issues are remedied.



Image source: [FlatIcon](#)

Does your organization have a standard set of accessibility questions that are included in every RFP?



1. Provide your company's policy or commitment statement regarding electronic accessibility.



Image source: [FlatIcon](#)



2. Who in your company is responsible for the electronic accessibility policy and compliance (provide contact information)?



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3. Do you have an accessibility function or team responsible for technical development? Describe its role in your organization.



Image source: [Fotocan](#)



4. How does your company achieve compliance with IT accessibility standards?



Image source: [Fotocan](#)



5. Describe the testing protocols you use to assess the accessibility of your product/service.



Image source: [Fotocan](#)



6. Can you provide live or pre-recorded demonstrations of the accessibility of your product?



Image source: [Fotocan](#)



7. How do you assure that you keep your product current with changing legal requirements and accessibility best practices?



Image source: [Fotocan](#)



3. **Live-Streamed Media.** [1.2.4](#): Use real-time captioning for all live-streamed media with audio content.



Image source: [Falcon](#)



4. **Good Code.** [1.3.1](#), [1.3.2](#), [2.4.3](#), and [4.1.1](#): Use good semantic structure and syntax to enable the user to access all information and navigate the page in a logical manner.



Image source: [Falcon](#)



5. **Sensory Characteristics.** [1.3.3](#): Do not provide instructions that refer solely to visual location or orientation, such as “the blue box on the top left,” or solely use sound, color, or other sensory characteristics.



Image source: [Falcon](#)



6. **Use of Color.** [1.4.1](#): Do not rely on color to convey meaning. Color-blind users may have trouble with a website if color is used to convey important information. Required fields should not be indicated only with color.



Image source: [FlatIcon](#)



7. **Audio Control.** [1.4.2](#): Provide a way for users to control audio independent of the computer audio setting. A screen reader user may not be able to hear the screen reader over the audio the application is generating.



Image source: [FlatIcon](#)



8. **Contrast.** [1.4.3](#): Ensure appropriate color contrast so that content can be read by people with visual impairments.



Image source: [FlatIcon](#)



9. **Resize Text.** [1.4.4](#): Define text using em, not pt or px, to ensure it is resizeable.



Image source: [FlatIcon](#)



10. **Images of Text.** [1.4.5](#): Do not create graphics that look like text, instead use text and style it with CSS.



Image source: [FlatIcon](#)



11. **Keyboard and Bypass Blocks.** [2.1.1](#) and [2.4.1](#): Make sure all website functionality is available via keyboard navigation. Also, provide a means for users to skip over repetitive sections of the site.



Image source: [FlatIcon](#)



12. **No Keyboard Trap.** [2.1.2](#): Ensure there are no keyboard traps. This occurs when the user can get to a certain point with the keyboard, but then can't access the rest of the website.



Image source: [FlatIcon](#)



13. **Timing Adjustable.** [2.2.1](#): Provide sufficient time for users to respond to timed content and provide users the ability to extend the time if necessary.



Image source: [FlatIcon](#)



14. **Pause, Stop, Hide.** [2.2.2](#): Enable the user to control the movement, blinking, or scrolling of any content.



Image source: [FlatIcon](#)



15. **Flashes.** [2.3.1](#): Ensure content and multimedia do not flicker at a rate known to induce seizures among optically sensitive users.



Image source: [Flaticon](#)



16. **Page Title.** [2.4.2](#): Provide a title for each web page that describes its topic or purpose to ensure the user knows what page they're on.



Image source: [Flaticon](#)



17. **Focus Order.** [2.4.3](#): If a web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability.



Image source: [Flaticon](#)



18. **Link Purpose. 2.4.4:** Make the purpose of links clear: Use descriptive text for links, and not “click here,” or “read more,” and identify links to PDFs, Word documents, Excel spreadsheets etc.



Image source: [FlatIcon](#)



19. **Multiple Ways. 2.4.5:** Provide multiple ways for the user to locate content, such as a navigation bar, search, and sitemap.



Image source: [FlatIcon](#)



20. **Headings and Labels. 2.4.6:** Use headings appropriately to convey content hierarchy.



Image source: [FlatIcon](#)



21. **Visible Focus.** [2.4.7](#): Provide a visual indicator of where the cursor is.



Image source: [FlatIcon](#)



22. **Page Language.** [3.1.1](#): Declare the language, using the language tag, that the website is written in. If there are multiple languages on a page, it is crucial to indicate when the language changes and then when it reverts to the original language.



Image source: [FlatIcon](#)



23. **Language of Phrases.** [3.1.2](#): Use language tags around foreign words so that the screen reader uses the correct speech synthesizer.



Image source: [FlatIcon](#)



24. **On Focus and On Input.** [3.2.1](#) and [3.2.2](#): Give the user a choice before changing context, such as when a link will open a new browser window or when to submit a form.



Image source: [FlatIcon](#)



25. **Consistent Navigation and Consistent Identification.** [3.2.3](#) and [3.2.4](#): Use consistent navigation and identification cues throughout the site. For example, use the same iconography, text cues, templates, and navigational elements.



Image source: [FlatIcon](#)



26. **Error Identification and Error Suggestion.** [3.3.1](#) and [3.3.3](#): Provide meaningful error messages that describe the appropriate solution.



Image source: [FlatIcon](#)



27. **Labels.** [3.3.2](#): Associate all form elements with a label tag.



Image source: [FlatIcon](#)



28. **Error Prevention.** [3.3.4](#): Provide the user an opportunity to confirm information they have entered for impactful transactions, such as legal and financial transactions. For example, “Do you want to transfer \$5,000?”



Image source: [FlatIcon](#)



29. **Name, Role, Value.** [4.1.2](#): Ensure all technologies, including assistive technologies, can determine what an element is and does. Screen reader software must be able to determine, for example, if an element is a menu and if it is expanded or collapsed; or if a magnifying-glass icon launches search or zoom functionality.



Image source: [FlatIcon](#)

Consider defining and including a set of “Non-Negotiable Violations”

Weigh the Answers to your Purchasing Criteria vs. the Rest of the RFP



Image source: [iStock](#)

How to Make Sure You Actually Buy Accessible Products

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Test, Test, and Test Again



Image source: [Canine Control](#)

Once You Pick a Winner, Make Sure to Fix the Problems

Exercise #1



Image source: [Buster Class](#)

QUESTION 1:

Is your product / service accessible to people with disabilities (including vision, hearing, motor control disabilities, etc.)?

ANSWER 1:

Online grading solution is accessible to all users. We follow WCAG guidelines (see below) to ensure all users can use Online grading solution, including through using screen readers, keyboard or other navigation controls, or tablet computers. Normal use of Online grading solution does not require hearing abilities, but we provide captions for all documentation and instructional videos.

It is important to note that the grading interface of Online grading solution relies on images of written student work, that cannot be automatically translated to machine-readable text for screen readers. This is similar to paper-based grading of written work, but Online grading solution provides functionality to digitally zoom and rotate student work, that instructors could not do offline. Instructors have the capability to draw annotations on student work that cannot be automatically described to a screen reader (similar to drawing sheet of paper), but all other written feedback is accessible to students via screen readers.

QUESTION 2:

Describe how you develop and test your product/service for accessibility. What IT standards do you follow?

ANSWER 2:

Online grading solution is fully compliant with WCAG 2.0 AA and nearly fully compliant with WCAG 2.1 AA released in June 2018. We are in the process of updating pages and components to be compliant with the latest specifications.

Our process around accessibility is centered around multiple steps. All software engineers working on customer-facing features have training around accessibility fundamentals. During development all student-facing features are automatically tested with 'linters' (looking at syntactic structure) and regression tests for accessibility. New or complex feature changes get additional code review specifically centered around accessibility. Part of this review process includes testing with a screen reader when necessary.

QUESTION 3:

Describe the accessibility related plans/roadmap for your product/service.

ANSWER 3:

Accessibility violations are treated as bugs and are prioritized alongside any other bugs that occur in Online grading solution. As an example, an issue with a screen reader that could prevent a student from submitting an assignment or viewing their grades would be treated with high priority, in the same way that a similar issue affecting all users would be prioritized.

Online grading solution continually makes improvements and updates to existing functionality. As these changes are made, we incorporate improving the accessibility of those features into the process.

QUESTION 4:

Provide your company's policy or commitment statement regarding electronic accessibility.

ANSWER 4:

Online grading solution is committed to ensuring the platform is accessible to all users. Any concerns should be sent to help@Onlinegrading.com and will be answered and acted upon, as appropriate, in a timely manner. If any serious accessibility defects are discovered which prevent students from using the software, they will be handled immediately.

QUESTION 5:

Who in your company is responsible for IT accessibility compliance (provide contact information) and how do you address accessibility complaints about your product/service?

ANSWER 5:

We address any accessibility complaints alongside all other product requests. When more information is needed we will work with individual customers and test specific changes with them to ensure our Online grading solution can work correctly with their environment.

QUESTION 6:

Can you provide live or pre-recorded video (with captions/transcripts) of your product/service being used by a screen reader user, a keyboard-only user, and users of other assistive technologies? The demo should illustrate workarounds for any problems these users may encounter.

ANSWER 6:

We are in the process of recording a video showing the use of assistive software. This can be provided upon request.

QUESTION 7:

Attach third-party evaluation reports about the accessibility of your product/service, if available.

Exercise #2



Image source: iStock

QUESTION 1:

Is your product/service accessible to people with disabilities (including vision, hearing, motor control disabilities, etc.)?

ANSWER 1:

Vendor provides a website located at a.vendor.com that, with the use of third party software programs and hardware that are generally utilized by the disabled to access websites, materially complies with the standards promulgated by the United States Access Board under Section 508 of the Rehabilitation Act and Level A of the W3C Web Content Accessibility Guidelines 2.0. Vendor's material compliance with such standards is as documented in vendor's Voluntary Product Accessibility Template (VPAT), which is available upon request from vendor.

QUESTION 2:

Describe how you develop and test your product/service for accessibility. What IT standards do you follow?

ANSWER 2:

Vendor's Product Team incorporates accessibility reviews in the design process as well as Q/A testing.

QUESTION 3:

Describe the accessibility related plans/roadmap for your product/service.

ANSWER 3:

This is available under and NDA from vendor.

QUESTION 4:

Provide your company's policy or commitment statement regarding electronic accessibility.

ANSWER 4:

Vendor does not have a published statement along these lines, however, vendor is committed to ensuring the service is accessible to all as well as can be used by customers to help make their content accessible. In areas where there are identified bugs or product gaps/deficiencies, vendor is committed to continual, progressive improvement. Vendor also engages with customers for their feedback on areas of focus with regard to product features/functionality, both individually and as part of an Accessibility Working Group.

QUESTION 5:

Who in your company is responsible for IT accessibility compliance (provide contact information) and how do you address accessibility complaints about your product/service?

ANSWER 5:

Vendor has a Product Manager and engineering team assigned to accessibility. Any feedback, requests, testing results, etc. can be routed to this team via the typical support channels and <http://support.vendor.com>.

QUESTION 6:

Can you provide live or pre-recorded video (with captions/transcripts) of your product/service being used by a screen reader user, a keyboard-only user, and users of other assistive technologies? The demo should illustrate workarounds for any problems these users may encounter.

ANSWER 6:

No, not currently available from vendor, however, customers have created this kind of material.

QUESTION 7:

Attach third-party evaluation reports about the accessibility of your product/service, if available.

ANSWER 7:

No third-party evaluation reports are available. Vendor's Voluntary Product Accessibility Template (VPAT) is available upon request from vendor.

QUESTION 8:

Web Accessibility Assessment. Based on WCAG 2.0 AA standards, this form renders the standards in plain English, and consolidates a number of them, to help both suppliers and reviewers more easily assess the current accessibility of the products or services. Please download the attachment entering N/A where certain aspects do not apply to your Services. Upload the attached assessment.

ANSWER 8:

See vendor's Voluntary Product Accessibility Template (VPAT).

Keep It Real



Image source: Google Images

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