

June 2010



Krum Public Library

Website Accessibility Report



Christine Peterson, Amigos Library
Services

Krum Public Library

Executive Summary

The Krum Public Library website – <http://www.krumlibrary.org/> -- is, for the most part, an accessible site. It is based on Plinkit, a content management system based on Plone. The creators of Plone have spent a good deal of time and expertise in providing an accessible experience for users of its software.

To create an easily-created and easily-maintained website, the creators of Plinkit and/or the implementers of the Texas State Library version have not provided libraries with total control over the site. As a result, most of the recommendations in this report cannot be implemented by Sanger Public Library, but rather by either the Plinkit maintainers or by those implementing the Texas State Library version.

During the on-site meeting, the library had three questions that should be passed on to either the system or Texas State Library.

1. The library does not seem to have control over the type or size of the font. Is this controllable by the system or by the Texas State Library?
2. Is there a way to include the links for large, normal, and small text that are currently on <http://www.krumlibrary.org/accessibility-info> on the front page?
3. Is there a way to move the links for site map, accessibility, and contact to the horizontal global navigation, but right-justified?

Library online catalogs were not checked for accessibility for any of the libraries in this project. In general, libraries have limited or no ability to modify the HTML for online catalogs, so they were not included.

Krum Public Library

Website Accessibility Report

In fiscal year 2010, the North Texas Regional Library System moved into the second year of their *Expanding Accessibility in Libraries* pilot program. In 2009, eight libraries voluntarily studied the accessibility needs of their communities and used funding available in the program to purchase items that would extend library services and programs to this population.

In 2010, each of the original eight libraries hosted an accessibility fair for their communities and eight libraries (two which were part of the original group) had their websites analyzed for accessibility issues. This report deals with this last project.

Between May 11th and May 20th, each library was visited to discuss the draft accessibility report for their website. After this discussion, each report was finalized and emailed both to the library contact and to the North Texas Regional Library System. Questions concerning the content of this report should be directed to:

Christine Peterson
Continuing Education Librarian
Amigos Library Services
800-843-8482 x2891
peterson@amigos.org

Christine Peterson is a Continuing Education Librarian for Amigos Library Services, a member-based non-profit organization that helps its members obtain affordable services and share library resources and knowledge. In her capacity as a Continuing Education Librarian, Peterson trains and consults in the area of library technology, which includes website accessibility, website authoring and design, technology planning, and web-based social software. She has trained and consulted in the area of library technology for eighteen years, working for both Amigos Library Services and the Texas State Library and Archives Commission. Before that, she was the system administrator for two academic libraries, e.g., San Antonio College of the Alamo Colleges, Florida Institute of Technology.

Accessibility Defined

An accessible website is one in which any person can perceive, understand, navigate and interact with that site. Disabilities are categorized in the following ways:

- Visual – those that are blind, partially blind, have low vision or color blindness.
- Hearing – those that are deaf or hard of hearing.
- Physical – those that have muscle weakness, missing limbs, joint problems, limitations of sensation, or cannot control muscles.
- Speech – those that have difficulty in producing speech that is recognizable.
- Cognitive/neurological – this can include learning disabilities such as dyslexia, attention deficit disorder, memory impairments, and seizures.

It is possible and, as we age, normal to have multiple disabilities. One of the largest generations is now starting to retire – the Baby Boomer generation. As the first generation to retire that has used the Internet both at work and at home, they can be expected to continue using the Internet through retirement.

Accessibility Guidelines

To help web authors create websites that are as accessible as possible, the World Wide Web Consortium (home of an international community that creates standards to ensure the long-term growth of the Web) created an effort called the Web Accessibility Initiative. Within this initiative, they have provided twelve guidelines, called the Web Accessibility Content Guidelines, which include conformance levels of website accessibility – A, AA, and AAA.

For example, one guideline deals with the ability for users to distinguish foreground and background elements, both visually and auditorially. There are three levels of compliance, starting from a basic level of accessibility at Level A to a higher level of accessibility at Level AAA. This report for the library's website is based on Level A.

In this report, each of the twelve guidelines is listed with a discussion of changes to be considered for the library's website to come into conformance at Level A. Requirements for Levels AA and AAA can be found at <http://www.w3.org/WAI/WCAG20/quickref/> by submitting the form with the desired levels checked.

Text Alternatives

Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, Braille, speech, symbols or simpler language. The purpose of this guideline is to ensure that all non-text content is also available in text.

- Alternative text attributes were found on almost each image. However, the alternative text for the library's banner is blank. Since this is an important image, it is important to provide this text. Instead of:

```

```

Something like this:

```
Time-Based  
Media
```

- Throughout the site, an image is used to denote a link that takes you outside the Sanger Public Library site.



It is difficult to understand what this image is or means as there is no alternative text because of the way this image was encoded, e.g., as a background image. If this type of image is to be used as a notation for an external link, it should be re-encoded as an image with alternative text. Another option would be to use the Wikipedia image for external linking. It is more recognizable and understood by a large segment of the population:



Time-Based Media

Provide alternatives for time-based media.

The purpose of this guideline is to provide access to audio and video files.

- No issues were found pertaining to this guideline.

Adaptable

Create content that can be presented in different ways (for example simpler layout) without losing information or structure.

The purpose of this guideline is to ensure that all information is available in a form that can be perceived by all users, for example, spoken aloud, or presented in a simpler visual layout.

- Site should separate the structure of the page from the formatting. Although this has partially been done, moving totally away from HTML formatting will increase accessibility for this site.
- The forms on the site are very well done. Use of the <label> element and the corresponding id attribute make forms much easier to use for those using screen readers. The only form that is missing these two pieces is the search box “Search the online catalog” that displays in the right navigation column.

Distinguishable

Make it easier for users to see and hear content including separating foreground from background.

The purpose of this guideline is to ensure that the default presentation is as easy to perceive as possible to people with disabilities.

- No issues were found pertaining to this guideline.

Keyboard Accessible

Make all functionality available from a keyboard.

The purpose of this guideline is to ensure that all functionality can be achieved using the keyboard.

- Throughout the site, there are hover events; hovers can only be accomplished using a mouse. To be accessible, these functions must be device-independent, e.g., also available through the keyboard. When the a:hover styles are used, a:focus styles should also be defined. For example:

```
#portal-siteactions li a:hover {
background-color: #cc9966;
color: Black;
border: 1px solid Black;
}
```

Should also include the a:focus style:

```
#portal-siteactions li a:hover, #portal-siteactions li a:focus {  
background-color: #cc9966;  
color: Black;  
border: 1px solid Black;  
}
```

Enough Time

Provide users enough time to read and use content.

This guideline focuses on ensuring that users are able to complete the tasks required by the content with their own individual response times.

- No issues were found pertaining to this guideline.

Seizures

Do not design content in a way that is known to cause seizures.

The objective of this guideline is to ensure that content that is marked as conforming to WCAG 2.0 avoids the types of flash that are most likely to cause seizure when viewed even for a second or two.

- No issues were found pertaining to this guideline.

Navigable

Provide ways to help users navigate, find content and determine where they are.

The intent of this guideline is to help users find the content they need and allow them to keep track of their location.

- All links should have text that describes what the user will see if they click on it. On the home page - <http://www.krumlibrary.org/> - there are five links with the text “Click Here.” A screen reader would hear this as “Link click here,” which provides no information to the user. Instead, try to re-word these links and use the normal cues for identifying a link, e.g., blue and underlined.

[How to Connect from Home](#)

Readable

Make text content readable and understandable.

The intent of this guideline is to allow text content to be read by users and by assistive technology, and to ensure that information necessary for understanding it is available.

- The language used on a website should be identified either at the site level, the page level, or the element level so that screen readers can pronounce words correctly. In this site, English is identified as the primary language. When the language changes, it should be identified in the HTML so that screen readers can correctly pronounce the words. The page “Materiales en Español” has English stated as its primary language. Either the primary language should be changed to Spanish and the sections in English re-encoded, or the sections in Spanish re-encoded. For example:

```
<html xmlns="http://www.w3.org/1999/xhtml" xml:lang="en" lang="en">  
<span lang="es">Español</span>
```

- Using the home page as an example, the web page has almost a 7th grade reading level.

Predictable

Make Web pages appear and operate in predictable ways.

The intent of this Success Criterion is to help users with disabilities by presenting content in a predictable order from Web page to Web page and by making the behavior of functional and interactive components predictable.

- No issues were found pertaining to this guideline.

Input Assistance

Help users avoid and correct mistakes.

This guideline seeks to reduce the number of serious or irreversible errors that are made, increase the likelihood that all errors will be noticed by the user, and help users understand what they should do to correct an error.

- No issues were found pertaining to this guideline.

Compatible

Maximize compatibility with current and future user agents, including assistive technologies.

The purpose of this guideline is to support compatibility with current and future user agents, especially assistive technologies (AT).

- This page does not validate to XHTML 1.0 Transitional, which is stated at the top of the document. There are many mismatched tags and tags that do not close properly. Unmatched and unclosed tags can cause problems with screen readers understanding the structure of the web page. Validation can be checked using the W3C Markup Validation Service at <http://validator.w3.org/>.
- Use of both HTML and Cascading Style Sheets is considered the best way to future-proof your website. When created to these standards, changes to come into compliance with future standards should be less demanding.

This site seems to have a strong base CSS external file, but formatting modifications were also done using HTML instead of using CSS. Providing a separation of structure and formatting will allow this site to be more easily displayed and used across a number of devices, e.g., computer screen, Braille, cell phones, screen readers. Continuing to use HTML formatting will cause problems in the future when updating or revising this site.

Formatting is done using primarily external and inline CSS. Although technically correct, it is better for accessibility if the inline style element was not used at all, but rather classes and ids within either embedded and/or external styles.