

EVERGREEN INTERNATIONAL ONLINE CONFERENCE
OPENING REMARKS AND WELCOME
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>> TERRAN McCANNA: Are we ready, Benjamin?

>> BENJAMIN MURPHY: I think we are.

>> TERRAN McCANNA: Okay. Hello, everyone, my name is Terran McCanna, I am the PINES Program Manager for Georgia Public Library Service and it is my great pleasure to welcome you all to the 2020 Evergreen International Online Conference. As I'm sure most of you know we were originally scheduled to hold the 2020 conference here in Atlanta in April and all of us at PINES were excited to bringing the conference home to where Evergreen began. When COVID-19 hit, the conference committee and the board

of the Evergreen project were forced to make the difficult decision to cancel the conference. I think I can speak for the entire conference committee in saying we were crushed as we worked so hard on the conference planning for this year. But thanks to the wonderful pitch in and get it done attitude of the Evergreen community with the charge led by Andrea Buntz Neiman and the Evergreen Outreach Committee, the conference was revamped as this week's online conference. I would like to express my deepest thanks to everyone who stepped up to the challenge. Galen Charlton of Equinox Open Library Initiative, Ruth Frasure of Indiana State Library, Ron Gagnon of NOBLE, Rogan Hamby of Equinox Open Library Initiative, Debbie Luchenbill of MOBIUS, Andrea Buntz Neiman of Equinox Open Library Initiative, and Amy Terlaga of Bibliomation. Normally this is the time when I would encourage everyone to stand up and give them the standing ovation they deserve for pulling this off but please express your thanks in chat. I would also like to thank all of the presenters who agreed to convert their previously planned presentations to the online format. And of course, to the sponsors who provided the technology to make this possible. Bibliomation, Evergreen Indiana Library Consortium, MOBIUS, and NC Cardinal sponsored access to Zoom for the streaming and recording. And Equinox Open Library Initiative sponsored live captioning in order to make these sessions more accessible to everyone. The contributions of these sponsors have not only made possible for this conference to happen and to be available to a broader base of Evergreen users who might not have been available to travel to Atlanta in the first place, but also to be free of charge. Again, virtual applause time, thank you and thank your sponsors. I would also like to express my gratitude to the Crowne Plaza Ravinia to allow us to be able to cancel the conference without taking a crippling financial loss, and to the conference and meeting services of the Board of Regents of the University System of Georgia for managing all of the contract paperwork and handling the refunds to the registered attendees, exhibitors, and sponsors. And also, thank you to all of you, the Evergreen users and developers for creating a community that we can all be proud to be a part of. The world today is very different from what we thought it was going to be a year ago. Most of us have faced some level of turmoil and uncertainty, pain, grief, anger, frustration, fear, financial hardship. But libraries have always been there for their communities and that is

no different, now. Libraries are fundamentally open to everyone, yet we've been in a situation where we've been required to close our doors to the public for the greater good. This goes against everything we've always stood for. Thankfully, we now live in a time where we can leverage technology in order to continue serving our communities. I marvel at how much flexibility the Evergreen software already has to adjust to circumstances that change from day to day and I am impressed by how quickly movement has been made developing new features such as the curbside pickup feature. I feel confident that we will continue to move forward and that Evergreen will continue to grow and improve to meet whatever challenges get thrown at us. At this time I would like to invite Andrea Buntz Neiman to speak about how our libraries are using the Evergreen software to continue to provide support to their patrons at this time.

>> ANDREA BUNTZ NEIMAN: Thanks, Terran. Good morning, afternoon, everyone, depending on where you are. On behalf of the Evergreen Outreach Committee, it's my privilege to give the 2020 community update. As Terran noted and as other communities have worldwide, we the Evergreen community have been shaken and risen up in response to the pandemic. As you know, the in-person conference scheduled had to be canceled, which was a heartbreaking outcome for the years' worth of work on behalf of the Conference Committee. But the community rallied. The Outreach Committee, which I am a part of, building on this work from the Conference Committee managed to pull together this online conference that you are now attending. This was a true community act. The Evergreen Board, the Conference Committee, our presenters, hosts, sponsors, captioners, attendees, all of you made this happen and I am personally so grateful to all of you for collectively coming along on this highly experimental ride. If this first of its kind Evergreen conference is a success, it is because of all of you, so thank you. There are other tales in our community of Evergreen community members rallying in the face of unprecedented circumstances. I'm going to share a couple specific stories here. Jessica Woolford at Bibliomation shared her tale of speeding access to digital services. Quote, we had many libraries set up the self-registration feature in Evergreen for the first time. Thanks to the help of some community members, we were able to add card numbers to the welcome emails so that patrons could start using electronic services

right away once staff registered their pending accounts. Diane Disbro at Scenic Regional Library told me how her library used user buckets to extend account expiration dates, several times, as it turned out, and moved due dates using Emergency Closing Handler. They also turned off their overdue and expiration notices and like Bibliomation, they kept up with their Pending Patrons list so their patrons could use online resources. Terran McCanna at PINES told me how they had to store almost 20,000 items in warehouses when courier services were suspended. Some libraries however continued to do limited, local curbside pickup and to support this, PINES marked those library is closed but leveraged a library setting at those branches to enable local holds targeting and pickup. Now that most libraries have staff back on site, the courier has started up again. Many libraries are still using closed dates to prevent fine accrual and push out due dates. So PINES is leveraging another library setting to accommodate this new workflow. On the service provider side, my colleague Steven Callender who is Equinox's Support Manager, came up with a clever way to allow libraries to use local holds and prevent transits without tinkering with a lot of complex consortial holds policies. He created a set of age hold protect rules that but 100 years of age protection on local items. So there is one rule that will keep these items strictly within a branch if they're less than 100 years old, which they all are. Then, another rule to keep items in a local system if the system would rather use that. He also created some custom action trigger templates to allow libraries to quickly send batch emails to any patron with an email address to keep them updated about constantly changing library hours and procedures. Those are just a really small example of the stories that people have shared with me, I'm sure that you will have similar stories from all of your organizations. The common threads in all of these stories are adaptability, flexibility, creativity and collaboration in response to wildly unforeseen circumstances. 2020 has been a challenging year so far for all of us. But as always, the Evergreen community has responded as best we can to support our libraries, our patrons, and each other. I really hope we see everyone again in person in 2021 and thank you for making this community the amazing place that it is.

>> TERRAN McCANNA: Thank you so much, Andrea. Over the next three days, we will talk about accessibility and usability, cataloging, developing custom reports, contributing

to Evergreen documentation, customizing user permissions, Evergreen software development, setting up automated notifications and processes with action triggers and so much more. There are two tracks of sessions each day, but they will all be recorded and made available on the conference website if you are unable to attend the sessions you wish to. Keynote session will begin at 1 PM, but before that, I want to say once more, welcome. I miss your faces and the hallway conversations, the dinners and the game nights, but I'm so glad to see you here online. Thank you, and have a wonderful conference.

>> ELIZABETH McKINNEY: So it is 1 o'clock on the hour. John, are you ready for us to get going?

>> JOHN REMPEL: I sure am.

>> ELIZABETH McKINNEY: I'm going to do an introduction, but John is going to be running my slides. I hope it's not too weird I am going to be telling him next, consistently. Good afternoon, I am Elizabeth McKinney, I am the Director of PINES. I'm here to introduce our speaker this afternoon. This is an extended introduction, so bear with me. You won't have to listen to me the whole hour. Even though John is not active within the Evergreen community channels he has been a contributing to the Evergreen community for a few years now, more on that in just a moment. John is a User Experience Information and Communications Technology Quality Assurance Manager at the Center for Inclusive Design and Innovation, also known as CIDI, at Georgia Tech. He oversees digital accessibility and user experience initiatives for higher ed institutions, nonprofits, and other industries and across the country. He has worked in the industry for many years and published widely. In a conference full of librarians and software developers, I want to tell you something that will make you even more comfortable with John. John is a cat person and this is his newly adopted baby named Cotton.

So now to tell you about his experience with Evergreen. The Georgia Public Library Service has several units. PINES is one of our flagship programs and another one of

our flagship programs is the Georgia Library for Accessible Services, also known as GLASS. Both programs serve everyone who lives, works, or goes to school or owns property in the state of Georgia. GLASS promotes the use of assistive technology and accessible reading materials for those who are blind or whose physical abilities require the use of books and magazines in audio format or in Braille. The library provides materials from the National Library Service for Blind and Physically Handicapped also known as NLS and allows users who are unable to visit a library to obtain materials freely by mail. Patrons registered with GLASS are able to borrow from the PINES statewide collection, too. This includes large print, DVDs with descriptive tracks, audiobooks, sound recordings, and other AV materials. So we have patrons with NLS defined disabilities accessing our catalog. The GLASS office and library in Atlanta is a PINES library and they participate in the statewide consortium, as well. The library employs several people who qualify for NLS services, so accessibility is crucial for use of the Evergreen staff client. So this is where John comes in. He and his team at CIDI were generous to provide accessibility studies via ADA grants for our office. The first study was done in April 2017 and they reviewed the public catalog. The second study was done in July 2019 and they reviewed the webclient. So this is a list of all of the open tickets, the things that we submitted after our accessibility studies. This slide, there are 22 confirmed, 10 undecided, one wish list and one pull request. Eight of these are for OPAC and 29 for staff client. And this is a list of all 24 entries that have been fixed. Four of these are for OPAC and 20 for the staff client.

So, Ather Sharif was our keynote speaker last year. He concluded his talk by asking, when you write one line of code, are you okay that one day in your senior life you may not be able to use your own product? And, what can you do to improve accessibility? So without further ado, I give you John Rempel to continue this discussion.

>> JOHN REMPEL: Thank you so much, Elizabeth. Elizabeth surprised me the other day by asking if she can put that kitten slide up there. That's fine. [LAUGHS] we've all made changes during COVID-19 and that's one of my major changes. I thought that it

would give me ample time to train her. I think the reverse is true. She's training me really well.

>> ELIZABETH MCKINNEY: John, can I just interject here, you got plenty of "aww" and "super cute"s on that. I will keep watching the chat for you.

>> JOHN REMPEL: Okay, thank you. And thank you all for attending. It's a very busy time for most of us and we are probably maxed out as far as online meetings and whatnot. So, really appreciate the time that everyone is putting into. For those who did not hear the opening remarks, thank you also to the Evergreen community for making this happen. This is a tremendous undertaking to transfer this from a physical conference to a virtual, so thank you to the tireless efforts of the team. And thank you to Elizabeth for all the initiatives she has taken toward accessibility with her and her team. I will be getting into that little bit more in little while. You will probably forget some or a lot of what I'm going to be discussing. And I wouldn't be offended, that's just the nature of it. But if there is one thing you can take away from this keynote, it is this first statement here: Nothing About Us Without Us. We are living in some very, as mentioned with some of the opening comments, some very unprecedented times now with the coronavirus and the majority of us at least partially telecommuting. It's a stressful time for anyone. And then, with essentially what we're seeing with the rebirth of the civil rights movement underway, that is also of great upheaval and change for likely all of us on some level. So Nothing About Us Without Us, achieving equal access for all.

Librarians know this language well, librarians are equalizers. Really, you're providing services to the public at no cost and equalizing access to information and education. So you all play an extremely important role in leveling the playing field for everyone. As Elizabeth mentioned, I am going to talk about accessibility. And, going to start off first by defining where this term came from: Nothing About Us Without Us. It really didn't start off as a disability related term. It's a Latin slogan used in the past to communicate the idea that no policy should be decided by any representative without the full and direct participation of members of the groups affected by that policy. The term in its English

form came into use during the 1990s in the context of disability activism. We are really talking about so, when we talk about civil rights, we are really talking about accessibility rights, as well. Accessibility is a human right for people with disabilities. I have two photos up right now. The one on the left are a number of individuals positioned in front of a bus. This actually took place in Philadelphia. My director, Carolyn Phillips, actually knows the person who took this photo. What they're doing is blocking the bus. This is pre-ADA, Americans with Disabilities Act. We take it for granted that everything is accessible, or a lot of public access is more accessible. Even as late as 1990, there is large portions of even public transportation and access that just were not there. The gentleman in a wheelchair has a sign on the back of his wheelchair saying, "I can't even get to the back of the bus." It's a reference to Rosa Parks, and the movement of African-Americans not having to go to the back of the bus when asked. This really correlates very, very closely with the civil rights movement. In fact, to the right here we have a quote by Martin Luther King, "Injustice anywhere is a threat to justice everywhere." So rather than marginalizing, separating, disenfranchising, the model really has moved toward access for everyone.

First off, before I describe this picture, I will say this is a photo at UGA, University of Georgia in Athens, Georgia, here. This was taken pre-ADA, Americans with Disabilities Act, 1988. I will say before I comment on this that UGA is one of the leading higher ed institutions in the state of Georgia when it comes to accessibility. But this was more than 30 years ago. So this gentleman who uses a wheelchair is illustrating his frustration by trying to climb up the stairs. The quote here in the paper at the time, the Atlanta Constitution is, "UGA freshman David Bliss who usually travels by wheelchair makes a graphic point by claiming the grant steps... sorry, this is a bit emotional for me... to the building that contains the school's handicapped services office. The building has no elevator." So you have individuals with disabilities trying to access what was called then the handicapped services. Now it would be the disability services office. You see the ludicrousness of the situation here where there's an office designed specifically for people with disabilities that can't access it.

So I actually grew up in Canada, and I remember a gentleman sharing with me that he worked for a larger company and he said he had heard his own colleagues say, "Why do we need wheelchair ramps? Why do we need accessible elevators? We don't have people in wheelchairs coming to visit us." [LAUGHS] Intelligent, educated individuals who can't make this connection. This is a physical barrier, clearly. But there are attitudinal barriers, digital barriers, that continue to be in place. We've done better with the physical barriers. But we still have a long ways to go with the digital and attitudinal barriers.

So this is where some of the services that we've offered to Elizabeth and her team have come in. The ADA coordinator's office of Georgia has funded, for several years, since 2012, actually, they funded an initiative called AccessGA. What this allows us at the Center for Inclusive Design and Innovation at Georgia Tech to do is provide training, technical assistance, web accessibility evaluations, to agencies like PINES. Working closely with Georgia Technology Authority, working with upwards of potential 80 state agencies within Georgia. So, we provide a wide variety of services under this initiative. At what's really powerful about this is it doesn't cost agencies additional funding to have this done. So, very grateful that Elizabeth and her team took the information that we shared with them, took the web audit and put it into practice and actually remediated as much as they were able to.

Let me go back to this more time, though, I did want to mention, Elizabeth and I were talking about this the couple days ago. It's not about building a perfectly accessible website. It's not about being accessible at all times. It's about putting forth a good faith effort. It's virtually impossible to get it right every time. But it's about building processes. It's about an attitudinal shift of continuing to be courageous enough to look at your content and, determine whether it is accessible or not, making those necessary changes to make it accessible. People, especially in Higher Ed, or really stuck on that 100% perfect. There is no perfect when it comes to accessibility. It's about good faith effort. It's about sustainability. It's about putting processes and mechanisms in place so that it will be as accessible as possible.

So defining disability, this is one term by Joseph Shapiro. This is a real attitudinal shift that has taken place in the last couple of decades, especially. Disability is not a medical problem. The problem is the built environment and the barriers that society puts up. It's not about the inability to move or to breathe without a ventilator. It's about the inability to get into a classroom. So it's really, really defining disability is not a medical issue, but more of an environmental access issue.

Now, with the CDC which is local here to Atlanta, they estimate approximately 1 in 4 individuals, adults in the US are living with a disability. That is a huge number, whether you're looking at providing full access from an ethical standpoint, from a legal standpoint, this also is about market share. If you are disenfranchising 25% of your potential customers, that's huge. So even from a profit revenue-generating or market share standpoint, creating accessibility is absolutely crucial. So the categories that they've listed here as seeing, hearing, communication, reasoning, walking and performing other basic life functions. 1 in 4, approximately. So we have made a lot of achievements. The big one, the legislation, is the ADA, the Americans with Disabilities Act. That really is considered one of the gold standards, internationally. The US is very fortunate to have that and other countries have, to greater or lesser degrees, try to emulate that, just because it has been so successful. There are clearly barriers that continue to exist and we certainly have additional work that needs to be done, both in the digital arena as well as the attitudinal arena.

It is a monumental time that we live in now with the pandemic, with essentially, the civil rights movement coming about as we speak. Also, with the ADA's 30th anniversary next month, this was signed into law back in 1990 by George HW Bush. Like I said, this has been a major game changer on so many different levels.

So, this is, and I am happy to give Microsoft credit for this. This is their inclusive chart that they've created. And it's basically a very simplified personas of disabilities. Solve for one, extend to many. Back in the 90s and even before that, it was very common -- and

I'm thinking specifically with the digital content in the 90s -- to make two environments. One for the "disabled person" and one for the "mainstream" or people that aren't disabled. This is really a powerful chart here, because it illustrates how when you make technology products, services, accessible for one population, you're making it accessible for a much broader population. Every single one of these with the coronavirus we live in now is impacting most of us on one level or another. So the permanent one, let's start with touch. Obviously, someone with one arm or ambulatory challenges, is really going to need to have effective ability to reach full access, for example, buttons on an iPad, having it on the lower section of the screen, making it a little easier to use. That's just one example. The temporary and situational examples are arm injury or even being a new parent or you're holding a child. In the coronavirus era we live in, this may sound a little silly, what if you have pets that are climbing all over your keyboard and you're struggling touching the keyboard. What if you are in a household where there are multiple people at home? Maybe you have one or two children or more. Your spouse might be at home, as well. You're having difficulties managing all of that with pets and cats and children on your lap trying to use your keyboard. Seeing, the obvious one, permanently, here would be blindness. The examples given here are cataracts and distracted driver. Well, what if your situation at home is less than optimal. You have to carve out a corner of the house or move to a certain location where there might be glare. It might be next to a window where you can't control the lighting as much as you would like. A lot of distractions with seeing, again, pets climbing up on your keyboard. Potentially children distracting you. Hearing. We can all relate to this. The permanent disability is deafness. They've used the examples of ear infection and bartender. A friend of mine has complained for a number of years now about the leaf blowers during the day. And a lot of us can really empathize with them now because we're on that conference call. I'm a few feet away from a window where a leaf blower is blasting every single morning. I have to be careful to mute myself and to let people know that there's a leaf blower, that's why their hearing is compromised with even being able to hear me, plus being able to hear them on the call is very difficult, as well. Then, when you're in a fuller house where there's a lot of activity, obviously, that's going to compromise your hearing. So you get where I'm going

here. Every single one of these disabilities is likely impacting us on one level or another. Speaking, again, that same leaf blower could be a potential issue. So a colleague and I we presented a webinar a couple weeks ago. It was a compromised Internet connection she had. Her father was using the Ethernet line directly. She was relying on the Wi-Fi. So her ability to speak to the audience was really compromised. So every one of these, we cannot just sympathize with, but empathize with, with individuals who have a "disability."

What isn't mentioned here is cognitive load. Auditory fatigue. With so much going on with the stress that we're under, we are probably not functioning at our optimum. You think of someone with maybe a learning disability. Now you can begin to understand that someone with a learning disability, if you have a very active household you're under a term of this amount of stress, you are experiencing what some individuals may experience on a regular, permanent basis. Executive decision-making processes, creativity, for instance, is really stunted when you're under stress.

So the ADA and accessible IT, keep in mind that the ADA was signed into law before the Internet was even birthed. The Internet came into existence about six months after the ADA was signed into law in 1990. It's amazing how robust and forward thinking the ADA was. I think a lot of people assume that the ADA says quite a bit or at least something about assistive technology, information technology, digital accessibility. It really has absolutely no language in there. However, there are some broader concepts going to get into that certainly apply to the digital arena. Some of the ADA was never intended by disability advocates or policy makers to apply to information technology. Most information technology at the time was text-based and largely accessible. Some of you may be familiar with Tim Berners-Lee, he is the inventor of the Internet. Only a few short months after the passage of the ADA, Tim Berners-Lee posted the first page on the World Wide Web in December, 1990. I can guarantee you it wasn't a pretty page, but it was likely functional. So the accessibility challenge, the exponential growth of the Internet and IT not only sparked an e-commerce revolution, but an added challenge of making these technologies accessible for people with disabilities.

This is, to the right, is a screenshot of an old page on the Internet that is essentially just text. It's essentially monochrome, just white on black, that's all there is to it. This is a demonstration of what a screen reader would use. Most commonly, the commonly used screen reader today even today is called JAWS, Job Access With Speech, it was released back in 1989. The 90s was a bit of a heyday, believe it or not, for people who are blind, accessing digital content, especially the early 90s, because everything was text-based. Some of you if you are probably upwards of 35 years old or older, you may remember Microsoft DOS and WordPerfect 5.1 for example. That was all directory driven, all shortcut keyboard driven. There was no GUI interface, graphic user interface, at that point. So blind people were really kind of on par with where sighted people were as far as, everything was keyboard driven. But that radically changed with graphical user interface. So the standards engine, the engine that drives the ADA is standards. In the built environment, the ADA access guidelines tell architects and builders exactly what they need to do to make any building accessible. To the right, we have a gentleman who was in a wheelchair going up a wheelchair ramp. And this is probably a lot more complex than it may initially appear. That ramp has a specific slope to it, an incline, that is going to be ADA compliant. That ramp has a level of traction that is going to be functional for someone using a wheelchair. Then you may also notice the little yellow bumps to the left and the right of this gentleman's wheelchair. Those are for individuals who may be low vision, who may accidentally veer off on that ramp. So there's a lot of components that go into it. The ADA and the standards and guidelines have done really well with physical environment. But not so well with the virtual, digital environment.

So, lack of standards. Just as no one thought about access to information technology when the ADA was passed, no one thought about how anyone would develop standards for accessibility for information technology. It wasn't even really in existence back then. I thought you might find this of interest, this is Georgia Tech's website back in 1996. If any of you used the Internet back then, you will be quite familiar with the plain Jane sort of look to this. It's got some text, it's got hyperlinks, and it's got a couple of graphics. But I

want to point out one other thing. Below the Georgia Tech logo you have a text only page. This was very common in the 90s, where he would have a separate page dedicated only for people with disabilities. They would strip it off graphics, any sort of aesthetic pleasure of the page was stripped, and it was just bare-bones. And it caused a lot of challenges, because now, a company or a Higher Ed institution or any organization would have to maintain two websites -- the mainstream website and then the "special" website for people with disabilities. So what would happen, inevitably, is that the text only page would no longer be pertinent, updated, and sometimes not even accessible. So it was an attempt to make it accessible for individuals with disabilities. But this is where universal design and design for all comes in that has really taken off in recent decades. Is you design it once, you design it as robust and flexible and versatile as possible so that everyone can use it. Because throughout our lifecycle, we are going to have a disability, a permanent disability, most likely. Whether its compromised vision, compromise hearing, hand tremors, cognition, memory loss, as we get older, we're just going to not have as much capacity to remember information like we did when we were 20, for instance. So really, designing for one system for all users is the way to go. I understand there are some obvious drawbacks to that. Not everything is going to work for everyone. But this using universal design principles for that type of methodology and build out, is really going to save a lot of headaches for everyone. So I'm not going to spend a lot of time on this. But I could not talk about the ADA without talking about Section 504. This was a bill that was signed into law in 1973. It's a civil rights law impacting education programs and activities. Section 504 was historic because for the first time, people with disabilities were viewed as a class, a minority group. Previously, public policy had been characterized by addressing the needs of particular disabilities by category based on diagnosis. Then, the US Access Board is a pretty important body, it's not a huge group of people, actually, it's less than 50 people, potentially even less than 20. But the work they do is very important. An independent agency of the United States government devoted to accessibility for people with disabilities. The US Access Board established the Section 508 standards which I'm sure many of you are already familiar with, that implement the law and provides the requirements for accessibility. Section 508 requires federal agencies to make their ICT such as technology, online

training and websites accessible for everyone. The idea here was that Section 508 was to be mandated for federal agencies. And those who do contract work for federal agencies and in some agencies received federal funds. And, the hope was that this would trickle down into the rest of the economy, to state agencies, to nonprofits, to for profits. In Europe, this model has been far more successful. But for whatever reason, in the US, it hasn't had that trickle-down effect on other organizations to be more accessible.

Section 508, in 1998, Congress passed Section 508 requiring federal websites, contractors and those receiving funding under the AT Act, that stands for Assistive Technology Act, to meet accessibility standards. Many of you have likely heard of the WCAG -- it stands for Web Content Accessibility Guidelines -- and this was in its infancy, WCAG 1.0, obviously there is a tremendous amount of aging to this. It was finalized in 1999. And again, Tim Berners-Lee comes up, the inventor of the Internet, World Wide Web consortium industry group led by Tim Berners-Lee developed the most widely used set of standards for online accessibility, version 1.0. The challenge with this was that it was very device and computer specific and also software specific. Version 2.0 which came out in 2009, and this is still very old, if you think about it, but version 2, WCAG 2.0, is still surprisingly robust, even today. It built in much needed updates. The real, key difference here between 1.0 and 2.0 was that they try to make it device agnostic. Which means you should be able to use any browser. Should be able to go to one website or another and it shouldn't impact the person's experience, a person can use JAWS for instance as a screen reader or NVDA Nonvisual Desktop Access, voiceover, and it should have in theory the same experience. It doesn't always but to a large degree that has been accomplished. 2.1, people get a little confused with this. They think they are so far behind the times if they are only doing 2.0 and they really need to get onto 2.1. I'm not saying 2.1 isn't really important. But, 2.1 was a relatively minor update to 2.0. It addresses mobile devices. And certainly, mobile devices could have been addressed with WCAG 2.0 previously, which they have been. But certainly not to the degree and the current state that mobile devices are in. Keep in mind, the iPhone was only rolled out in 2007. That's how quickly, if you think about it, 13 years

ago, that's how rapidly technology has changed. Then the other piece of 2.1 is continuation of guidelines related to low vision, cognitive needs, as well. You're going to hear WCAG 3.0 hopefully in the near future related to continued technological updates, as well. They may call it WCAG 3.0 or they may go with another naming convention. I don't think it's really been determined, yet.

How does the ADA apply to the Internet? Again, this is where a lot of confusion takes place. Like I said earlier, the ADA was in place before the Internet was even birthed. But these are some areas that actually has teeth to. Title I of the ADA requires employers to make reasonable accommodations for jobseekers with disabilities. So this could -- and underline "could" -- make online job applications and career websites accessible. This is where so often, these cases that go to a judge or a panel, are very open to interpretation to say the least. It depends on how a person defines "reasonable accommodations" and accessibility.

Title II, this requires that state and local governments provide "program access" for people with disabilities. Again, another area that can potentially be open to interpretation. If state and local government websites are a program, it could be argued that they would need to be accessible absent an undue burden. So I wanted to mention here one of the frequent calls I get from, whether it's for profit or state agencies or nonprofits, is what do we need to do to be ADA compliant? And I don't think a lot of the people who asked that question fully understand what they're asking. The ADA can be applied to digital access and it has been applied, effectively. But because it's also open to interpretation that there are a lack of standards and guidelines in place with actually legislative teeth to them, what we recommend -- and again, it goes back to including people with disabilities in that process -- is if you want to ensure that is accessible, pull people with disabilities into the planning, into the development, into the design stages of whatever it is you're creating. Again, I will give Elizabeth and her team kudos here, because that is exactly what they have done with GLASS, is they have reached out and Elizabeth has informed me the developers have reached out to individuals with disabilities to say can you test this? How can we improve this? Because you are not

really accomplishing full accessibility unless you're including the people with the disabilities at the table.

Title III, this is where a lot of the lawsuits you hear fall under. Title III of the ADA states that "places of public accommodation shall be accessible." A great deal of time and energy has been devoted to defining "place." One of the recent lawsuits that you probably heard of that went all the way back to the Supreme Court and was pushed back was the Domino's Pizza case. So their website was not accessible, their app was not accessible. And the argument that their attorneys made was can't they just pick up the phone and call? So again, it goes back to that 1990s model of why don't we just make a separate plain text page for the people with disabilities and cut them out of the other, you know, the other experience that we provide to the general public? Again, if you have a website that's offering discounts, that's offering coupons that could potentially be promoting certain pizzas, for instance, in that case with Domino's Pizza, individuals with disabilities are still being cut out. I will give you a concrete example here, as well. CIDI, we launched a MOOC, it's called a massive open online course, which many of you are probably familiar with, and it was specifically on the topic of accessibility and we explored different platforms, edX, Coursera, there were a couple of others we were looking at. And none of them were accessible and that would have been hypocritical for us to have launched a Massive Open Online Course on a platform that was not accessible. At that time, Harvard and MIT was actually facing a lawsuit. So they used the edX, they actually designed the edX platform which I'm sure many of you are familiar with. I was testing that platform at the time and one week after another, the platform became more and more accessible. At the end of the day we decided to just launch on edX because it was, by far, the most accessible platform we could find. It was an extremely rewarding experience to speak to someone who was blind, who had no vision at all who spoke to me about being able to access our Massive Open Online Course fully, without any barriers, using his screen reader. I give a lot of credit to our previous Executive Director we decided to put a hold on launching that until edX became more accessible. That is just a concrete example of how this can be achieved. If Harvard and MIT were more forward thinking and I will give the PINES folks a lot of

credit here, they're being proactive. Again, it's about putting your best foot forward and making a good-faith effort to make it as accessible as possible. They could have easily done that ahead of time, rather than being sort of forced to have done that.

ICT refresh, this is the update to Section 508 Refresh, US Access Board Final Rule published January 18, 2017 -- pretty recently. And there was a Safe Harbor for about a year and a half, legacy ICT that has not been altered after compliance date was not required to be changed. Again they take into consideration undue burden. If you're a small organization and it is going to cost a substantial amount of money to make your content accessible, they take that into consideration. If you're a Microsoft or Apple, you kind of have to have your ducks in a row, because those companies can more easily afford making it as accessible as possible in a shorter period of time. So ICT refresh, also known as Section 508 Refresh, or WCAG Adoption. Although there is still a lack of regulations and standards, there's a lot of organizations that are moving toward adopting Section 508 Refresh or WCAG adoption, some 2.0 is their standard. Couple of examples are Georgia Tech and Georgia Technology Authority, GTA here in Georgia. It doesn't mean we are perfect by any means. Like I said, we are putting a good-faith effort in. And having that standard in place is going to give it some teeth and let people know what they are actually striving toward.

So cultural and attitudinal shifts needed, not just Byte-Size Shifts. Byte as in B Y T E, a little cheeky there. But this is really where the change needs to take place. Yes, there are technological changes that need to take place. But to incorporate best practice, to incorporate longevity, and sustainability with the content, it's really important to have those cultural and attitudinal shifts. And I think of the current civil rights movement, essentially, that we're living in now. There may be some laws that change. There may be some policies that change. But again, it's the attitude, it's the culture that changes that. The other components to that, and let's bring it back into the digital arena, the digital stuff is actually relatively easy. It's the cultural and attitudinal shifts towards people with disabilities and what they can accomplish and what they can do with the

right tools and the level playing field, that's really the hard piece that's the challenging component to this.

I'm looking at my time here, 1:43 PM, so I'm close to wrapping this up. I wanted to give Lainey Feingold a shout out here. I have attended several conferences with her. She is one of the leading subject matter experts when it comes to digital accessibility and leveling the playing field. And she has introduced the very unique structure called Structured Negotiation. This is a collaborative and solution driven dispute resolution method typically conducted without a lawsuit on file. Really, the premise behind this is reach out to people with disabilities. Out to the individuals who, you know, think may not be able to access your content without some input. Similar to what Elizabeth and her team have done with other individuals in the community that happen to have disabilities. Get their input and get it in as early as possible in the design stage, in the development stage. It's these retrofit after a website or application has been developed are time-consuming, very expensive. And again, you're building in Universal design that is essentially going to make a website or an application more accessible to everyone, regardless of whether they have "disability" or not.

Again, including folks with disabilities, these are some basic points I wanted to leave you with. Establish basic understanding of disabilities. We are not expecting you to be a disability specialist, by any means. But there are a lot of resources, Center for Inclusive Design and Innovation, we have a lot of videos demonstrating how individuals with disabilities access content. So familiarize yourself with that, reach out to the disability community. For example, if you're in a city that has a blindness organization, reach out to them. Ask them, can we get your input into this? Is this accessible? The deaf and hard of hearing community. Start cultivating those relationships and letting them teach you on what they need. Because I will tell you, they know the impact that they can make. It's an impact that I feel, I'm actually legally blind, myself. I have a lot of functional vision, but my vision is such where, it's one of the reasons why I don't have my camera on, is I'm basically a couple inches away from a 22 inch monitor here. But it doesn't slow me down. These are the kind of things that the disability community is going to

give you insights into. So, include implementation at the earliest stages. Don't wait until you've rolled out that website and run some automated testing tools on it and think okay, it's great now. Pull the people with disabilities in at the earliest stage possible, just like anyone with UX testing. Not just people with disabilities, but the general public. Get buy-in from them. If you're simply relying on your development team, they're focusing on the mechanics of it. They're not necessarily focusing on the usability of it, the accessibility of it. Then carefully consider input. I see this a lot. People with disabilities, you can have one person with a disability of a megaphone and appear to represent all peoples with disability. I would just caution you on that. Get a range of people with disabilities to provide input to your content. So that, just like people without disabilities, they're not all the same, neither are people with disabilities. I will say one encouraging factor here is very often, when you design for one disability, for example, individuals who are blind, we pretty much, every single website, application, app that we test, we used screen readers. Once you've made it accessible for screen reader users, you've pretty much gotten 90% or more of what you need to do to make it accessible for other populations, as well. It sounds like a daunting task, initially. But it can actually be very stimulating, rewarding path to go down, pulling people in with disabilities. I can guarantee you, they're going to be teaching a lot about things that you may have just taken for granted, unless you had a lot of exposure to people with disabilities.

So a quote from a name you will recognize, I'm not going to tell you immediately who this is. "We do not need pity, nor do we need to be reminded that we are vulnerable. We must be treated as equals and communication is a way we can bring this about." This could very well be a civil rights statement, couldn't it? So this was written by Louis Braille who designed to the braille code. He lived from 1809 to 1852. His braille code was actually adapted for use in languages worldwide. It was not only, it was not until long after his death that his braille code was actually incorporated. Just like so many people that are way ahead of their time, it took the rest of society to digest how powerful the braille code was. Even to this day, you have all these screen readers that can speak to you. There's a lot of statistics out there showing that individuals who are blind who are successful braille users and you can have refreshable braille displays. It doesn't just

have to be the traditional paper copies. But people who are successful with braille are very often successful in other areas, just because of that access. So thank you all for your time. And Elizabeth is going to flag any questions that come up. We are at 1:50 PM now, I know some of you are scheduled to attend a session at 2 o'clock. But Elizabeth, if you can read any of the questions that came up, we will do our best to address them.

>> ELIZABETH McKINNEY: John, so far there are no questions... okay, we have one that just came in. Could you share some examples of websites which you consider really good from an accessibility point of view? That is from Linda Jansova.

>> JOHN REMPEL: Sure. That's a great question and it's one I get a lot, actually. Like I said earlier, there's really a website that's 100% accessible at all times. But the World Wide Web Consortium has a very effective before and after website, one that's inaccessible and it's created accessible. So if you Google WC3-WAI, that stands for the Web Accessibility Initiative. And type in accessible website. You should be able, in very short order, to type in that before and after website. So that's a really good example of looking at a website. And honestly if you're just looking at it visually you are not going to see a lot of differences. If you are a developer and you're looking at the code, you're definitely going to. The real impact is if you use a screen reader on the before and after, that's where the rubber hits the pavement. You will see a huge difference.

>> ELIZABETH McKINNEY: The next question is from Jane Sandberg: what are some good ways to estimate a culture of accessibility in an informal, nonhierarchical community like the Evergreen community?

>> JOHN REMPEL: Wow, good question! What I would, the first step, and Elizabeth is a good example of this, is reach out to those disability communities, establish a personal relationship with individuals with disabilities. Establish that rapport. But more importantly, hire people with disabilities. There's a lot of really qualified people with disabilities. If we are going to practice what we preach, our procurement process, hiring process, including in human resources, actively looking for people with disabilities to

contribute to your organization. You will find it goes way beyond just the accessibility of a website or an application. You're going to find that or documents that you generate going to be more accessible. Public meetings that you have in conference rooms, they're going to give you a lot of feedback. It's a paradigm shift that you can't just emulate or read about. That being said, I realize that that's not always ideal for different organizations. It's very highly specialized skills and there may not be candidates that are even applying with disabilities. That's why, for starters, I reach out to those disability communities and start establishing relationships.

>> ELIZABETH MCKINNEY: Okay, I don't see any more questions. There was a lot of discussion, John, about old websites. A lot of reminiscing about those. And then lots of thank you, John. Andrea says thank you John, lots of great advice, especially about starting with accessibility.

>> JOHN REMPEL: Excellent. Thank you all and thank you to Elizabeth. It's been an honor to be the keynote speaker and I hope the rest of the conference goes well. Again, I thank the Evergreen community for all the work they put into this to transition from an on-site to an online experience. It's not a light task, by any means. Thank you and with that I will go ahead and close it out.

>> ELIZABETH MCKINNEY: Thanks so much.

[END TRANSCRIPT]