June 2023 IT Accessibility Community Meeting Captioned Text

The June 13, 2023 IT Accessibility Community Meeting was hosted as a virtual meeting by the General Services Administration, Office of Government-wide Policy.

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--- BEGIN CAPTIONED TEXT ---

>> YVETTE GIBSON: Bri, I'm going to let you go ahead and I'm going to wait to start. Okay?

>> BRI CANTY: Yep.

>> YVETTE GIBSON: Okay, cool. I'll give you another minute until we get more people in. Hello, everyone, hello.

 Hello, hello. Okay, we're going to start in one more minute. We're just going to allow a few more people to get in, come in. And we'll be ready to start.

 All right, let's go ahead and start. Good afternoon, everyone. My name is Yvette Gibson. I'm an African American female wearing a white blouse and I have my hair pulled up in a bun.

 So, welcome to our third 508 Flight. We've been to different countries of the federal government and today, we're going to the country of GSA where I live.

 So, welcome, welcome, welcome. I'm now going to turn this over to one of my country mates and one of my fab teammates, Alex Wilson. Alex, take it away.

>> ALEX WILSON: Hello, all. Thank you very much for your time today. My name is Alex Wilson. I'm also at the General Services Administration. I serve within the government wide IT accessibility team. Within our Office of Government wide Policy. I'm an African American male, can't tell, I'm about 6'5", missing most of my hair, I just can you tell it off last night, actually. Bald. I'm wearing glasses, a gray and pink tie and dark Navy jacket.

 Today we're going to do something different than the past few meetings. The majority of our session will be a focus group on section508.gov and feedback we'd like on our content on gaps or information that should be updated.

 We'll definitely get into that. That's going to be the last 3/4 of the session. Both you know, five breakout focus groups and a broader general session where we can discuss what happened in focus groups and go over general questions as well, if there's anything additional to pull from people.

 We're going to have a lot of people helping today, so I really thank you to my team and our support staff for helping facilitate these focus groups. A lot of effort went into this and it'll be a lot of effort to get them across the line.

 We're going to, again, thank you to everyone for helping to put this on. So, today, before we, again, before we get started, for those who are interested, just wanted to put a plug in for the Interagency Accessibility Forum that we're putting on in November. A call went out for either presentation or session ideas and either presentations or panels and just letting everyone know who was interested to submit information for that.

 There'll be a post in the chat for, a link for those to go and check that out and if they have any ideas, it's a relatively short, I think it's around 200 words or so. Just ideas for submittal of the proposal.

 Today, to go over what we'll be going through, so, I'll start I'm actually, have a disability myself. I was injured in Iraq about 16 years ago. So, just a little bit of my accessibility story, similar to a few previous sessions, kind of go through that.

 And then we're going to get into the meeting, itself or the feedback, itself, going to a little bit of an introduction of the content gap analysis, is what we're calling this stakeholder feedback effort that we're doing for section508.gov.

 Then we'll go into, as I mentioned, designated focus groups and then we'll get into a general session and hopefully get additional feedback and just talk about what the different focus groups, what was kind of the main points from the different focus groups and see if there's any additional conversation so that people are able to comment on different sections they weren't able to discuss in the focus group.

 Each of the focus groups will, will each of the breakouts will focus on one specific section of the website.

 So, that's the, the very quick agenda for today. And so, now I'll kind of jump into my story and then we can go from there.

 All right, thanks, Kate, for sharing. You can go ahead. Just in the chat there, the slideshow, thank you.

 So, just real quick, only want to spend 10, 15 minutes, please feel free to ask questions, I'll just kind of go through a little bit of my history, my injury, and you know, focus mostly on my recovery and lessons learned and kind of the transition and really, the mental transition from before and you know, not really being you know, even just understanding of accessibility and the concerns, considerations, of those with disabilities, to being part of the group and really having to come to terms with that.

 And then, you know, just leaving it open for questions if anyone has specific questions on my journey or any other things I learned over my time since 2007.

 Go ahead and jump in, next slide please. So, you know, just like most, a lot of people's stories, I went to college, I played football and rugby when I was in college and then, once I graduated about, a year afterwards, after an environmental job, I joined the Army and I played rugby, not for the Army team, the Army rugby team, which competes internationally, but for the local team, the Fort Hood team where I was stationed.

 And as an Army officer, focused on so many things, focused on operations, anti terrorism officer, chemical officer for our entire 500 person unit. Which is in charge of weapons defense, biological weapons and while deployed, I had around 30 guys on my team or in my platoon and also, before that, I was the battle captain, running the tactical operations center.

 As an officer and someone in the Army, focused on my fitness and everything, honestly, never really thought too much about accessibility, right? Everyone there is in top physical shape or for the most part, trying to get back into top physical shape and accessibility is not really that much of a consideration when you're a line officer.

 It should be, but it's just not high on the list. Next slide.

 So, unfortunately in 2007, while I was deployed, while I was a platoon leader, was I in a humvee, there was another humvee with us and a Bradley, another smaller tank, basically, and my humvee rolled over a deep buried ID, huge explosion. I was very luckily to be the only one injured. Everyone else got shaken up, I was the only one injured.

 I had injured to both my lower legs, my left leg was amputated below the knee. My right leg was broken below the knee from the impact, from the left foot, actually and I had an external fixator on that and that's still, as you can see here in the picture, that's my mother there, who is unfortunately passed away a few years ago.

 You can see my can boot on my right foot. Even though I'm in a wheelchair, I was hiding in this picture, my left leg, not even something I thought of until just now looking at it. Not really comfortable with my injury at the time. This was when I was only, maybe, I don't know, probably August or September, so, I had my injury for only two or three months at this point.

 This was down in San Antonio. That's where I did most of my rehab. On the right is my brothers. My older brother on the left, Anthony, my younger brother on the right, Elijah. This is so long ago, he's probably like this was 2007, he's like 11 in this picture, maybe 12, if it's after August. Now he's 20 about to be 28 years old. This was a long time ago.

 This was the start of my recovery journey, focused on goal driven events. So, the physical therapist, because of the mindset of soldiers, sailors, airmen, Marines, because of the mindset of just setting targets, setting goals, what's that they do in rehab for physical aspects.

 You set targets, like, so, I sign up for 150 mile bike race at the time, I had to use mostly a hand bike. To set it up for the baton death march, 26 miles in the desert. All these really huge targets that seem impossible to get. It's something to strive for so you're not just working out in the gym. It's something that you're looking forward to. Something you're pushing towards.

 Most of the things, people don't complete them or might not even attend, at least if they have a goal in mind and it's not just a slog of every day, going and doing the same thing over and over again.

 That's the physical side. On the other side is the mental side. So, understanding what a disability means to you, understanding what accessibility and disabilities mean in general.

 I know we're focused mostly on ICT here on digital accessibility, but my accessibility story is really focused on my physical disability and then, on my mental health, trying to come to grips with this. That's kind of what I'm talking about today.

 Not sure if there's any questions in chat, if people can just read them out or flag them for me, let me know. After, this was October. I was injured 31 May, I got out of the hospital 22 June. This is the first day with a leg. Can't stop smiling. I was trying to be serious in this picture. This is the first day with a leg and you know, just probably, probably like the most, the biggest accomplishment in my life, the thing I'm most proud about is just getting back to walking again, right?

 The first day I stood up, because of my can boot, once I took it off, all my muscles and everything atrophied on the right side. I couldn't stand. I had to hold myself up. It was just like, the best feeling, just going from a wheelchair and not, and so, you know, having that having an understanding and having that experience where I know that not everyone will there's a lot of people that won't ever have that experience.

 They'll have to continue the wheelchair for the rest of their lives. Having to understand the issues and challenges. I'll speak about one of the next slides that you go through, that, when I was an Army officer, when I was 24, 25, 26 years old and younger, before this happened, just never really crossed my mind.

 Now looking back on all this wider world I've been exposed to, that I just never thought of or you know, frankly cared about. Which is just you know, not something good to think about. But it's true. That's the truth. I was focused on other things and just not really focused on making sure, or being considerate of those with disabilities. Next slide?

 This is just an example of, as I mentioned, setting challenges that they, you know, setting targets.

 We had someone who taught people to kayak at the center for intrepid. I only went on one trip. This is the one trip I went on to Mexico. This was a great, great river rafting, white water rafting trip I did in a kayak for a whole week. It was awesome.

 On the right, at the top, that's myself and two other individuals doing the Baton Death March and on the bottom right, that's me with a guide or one of the coaches and what's called a dual ski. A type of sit ski. This is at Breckenridge and this is going downhill on a sit ski.

 The picture on the left, I'm in a kayak going over this is the largest waterfall that I was audible to stay in the boat. There's one higher that I missed. I think this was about 24 feet going down.

 So, it's just me in a kayak going off a cliff. Next slide. And you know, one of the things, just getting into the conversation of course recovery and looking at time, making sure I'm not taking too long. You know, there was first, there was a lot of things I wanted to do that I always pushed off.

 One of the things that I learned or that I was, that was a realization that came to me, if you really want to do something, go ahead and do it. When I was younger, part is that I didn't have a lot of money, didn't come from a rich family or anything like that. So, there's always things, wanted to travel, wanted to learn to scuba dive, wanted to you know, snowboard in different locations, other than upstate New York. I always put them off like I didn't have a lot of time.

 When I was injured, 14 hour surgery, 20 plus surgeries in total I just didn't I just always thought there'd be time, right? And I always thought I'd have a chance to do what I wanted to do, and when I almost didn't, that was one of the first lessons I learned was you know, really taking advantage of the opportunities that you have. And you know, if you really want to do something, go ahead and do it.

 So, a lot of the things I've done and wanted to do, I did after I was injured. I never scuba dived before. I got certified at the center. There was another Air Force, military officer who came and taught us how to scuba dive. All the dives I've been on were after I was injured.

 I've been to many dozens of countries and before I was injured, I'd only been to two. So, just all of these things I wanted to do. I was able to do afterwards because I knew or I learned to like, just to take advantage of the opportunities that I have when I presented.

 This is a picture of me on the right shopping in Fuji and on the left is me diving in the Great Barrier Reef. I have my water leg on the right foot and regular fin on the right.

 So, question, how do I like scuba and skiing? Love it, but don't get too much chance to do it living in Virginia. There are some dives in the bay. There's also some, if you go out in the ocean, towards the Virginia Beach area. The water's more clear when I go on vacation. Snowboarding, because my injury was on my left leg, I actually picked that kind of right back up. I was pretty I don't want to say lucky but that's the side, going down the hill, the one that stays locked in anyway, and your back foot rotates.

 I could only go, basically in one direction snowboarding, but ending up picking it up pretty well. I haven't been in it in a few years, I've been involved in other games and didn't want to get hurt. I want to discuss within our team to do a big event at the end of the year, hopefully. Next slide.

 So, lessons learned, one of the things I learned as I was going through the Center for the Intrepid, everyone's experiences were different. Even if you have similar injuries or issues or disabilities, everyone's experience is different.

 When I was in the hospital, I was in a room with two other guys, both were amputees. One leg amputee, one was below the knee, one to the above. The guy to my right kept the TV on the entire time. At full blast. He couldn't sleep, he was an insomniac and the guy across from me woke up and like, just fits and screaming all the time. Maybe ten times a day.

 So, just screeching and so, it's just we were going through the same thing. For me, I wanted to be alone and be quiet, but I was in this room with two guys that were very loud.

 So, I just had to get out of there. I got out of there as soon as possible. Those guys were there before me. I got out of the hospital before them because my experience was much different and I just needed to be out of, to get out into the world. They were still going through, still healing and so was I, but I just had to, I needed a different experience.

 So, in total, once I got back to the U.S., I was only in the hospital 16 total days or 15, I got out the 16th day. It was a really short amount of time. Usually it's much longer than that. I needed something different. That's what I learned. Even though those guys were going through almost the same thing I'd gone through, an ID blast, that led to an amputation of a leg, we had completely different reactions to it.

 And even though, on the other hand, though, amputees often go through very similar experiences in terms of the type of pain they need, type of medication, the type of you know, reactions, mentally, to the injury, the process they go through in terms of thinking through that you're, you know, you're not a different person, but you're definitely different than you were before and how do you get back to you know, the same person, personality wise, that you were, before the injury. Than after the injury.

 Which is one of the most difficult things to do. Much more difficult than the physical aspect, I'd say for most people.

 The next thing is, even small things can have very significant effects. And present significant challenges. So, this is where I mentioned, a real quick story, I'm almost at time or I might be I'm almost at time. Have four or five minutes.

 When I was in San Antonio, and actually, I think it was the picture I started with myself and the wheelchair with my mother, that was actually, it's kind of cropped. That's in front of the Alamo. You can't see the Alamo in the background, but that's what's in the background of that picture.

 It's a place called the River Walk in San Antonio and I mentioned this to my team. I'd gone down there in my wheelchair and just going along the river walk, which is literally that, they have a waterway that goes through a manmade waterway that has two, like roads with concrete and there's water on all sides.

 The water in between the two walkways and water on each side. It's a very beautiful place. You're basically on basement level with all these shops and two stories of shops, restaurants, et cetera. And I actually looked it up. At the time, from Paula, yeah, I was done there, it's something I hadn't thought about. You could get down there in an elevator, but when I got down there in the wheelchair, they had these little breaks in the concrete to make sure that the water was the same level all the way across so you wouldn't get like a flood on any of the walkways. The water is always the same height.

 Those breaks, at the time, were very far apart. They were like four or five inches, so, no big deal to walk across, but in a wheelchair, I was going pretty quick, I was like, I skipped over two, the third one, my wheelchair got stuck. I'm a pretty strong guy, but even then, I was doing a hand bike like 40 miles at a time and still wasn't strong enough to get the wheelchair out of that thing.

 So, I'm sitting there stuck and holding up a line of 20 people behind me. I had to get my grandfather to lift the wheelchair with me because I couldn't walk on my right leg, it was still broken, my left leg had no prosthetic yet. There was nothing I could do besides fall off it into the water and swim back or have someone extract me.

 It was so embarrassing, it was so bad and not something I thought about, even when I was in a wheelchair. I just went right into it in the wheelchair and got stuck.

 You know, it's just one of those things like, I'd been there, you know, just when I was, you know, on vacation before, I'd been there, and it I didn't even consider it, right? I had been to that exact spot about a year and a half before, when I had one to do a long weekend, Memorial Day, in San Antonio, walked over that spot, never considered it.

 You know, flash forward a year and a half or so later, when I was injured with amputation in a wheelchair and get stuck and just, now, I'm actually considering the issues, right?

 This is and that's kind of, again, to my primary point, you know, things that you just don't really think about or understand to be significant, if not like, significant impediments, if not you know, full impediments to people who are in, you know, for me, a situation that was very quickly onset.

 And you know, it's just something now that I think about and pretty much every turn and why I'm so proud and you know, fortunate to be on the, to help support on the accessibility team is you know, even though I don't really have an accessibility issue with respect to you know, digitally speaking, I've gone through it from the physical side and you know, I'm now a lot more cognizant of those sorts of issues from, from all aspects. Or at least I try to be.

 Just going through if there's time for questions, one of the things is communication and you know, instead of staring at people, right? That have a disability, especially physical disability. Strike up a conversation, let them know and just talk to them.

 And you know, really just, you know, the need to be cognizant of other people and their experiences. Next slide, just open it up for any questions. Either talk or put it in the chat. And go from there.

 Does anyone see sorry just going back. All right, I guess that's okay, there we go. So, Drew, okay, I guess, putting up a queue, right now, very recently, last year, I participated in the Invictus Games. The international wounded warrior, wounded injured service competition. There's about 20 countries there last year. And I participated in just the shot put, seated volleyball, rugby and rowing and medaled in all those events.

 We took bronze and volleyball. I took silver and shot put and bronze in the one minute row competition. On the training pull for the national, men's sitting national team for sitting volleyball and will be on a big event in two weeks in the Netherlands. That's what I have going on in terms of sports, adaptive sports right now.

 Biggest challenge now, just fixing something in a crawlspace, I had to take my leg off to do that. Couldn't even you know, on knees the prosthetic leg comes right off.

 Swim regularly, going swimming, I can't swim with my regular prosthetic leg, it'll break down. I have a specialized like, what I call water leg. I'm not sure what the technical term is. I have a water leg for the beach and going to the pool, that sort of thing.

 So, just, just things you wouldn't have to really think about. Every time I travel, I travel a lot now for training I'm doing for volleyball. I have a suitcase about, 50 pounds, that sort of thing I have to go through. Always get wadded at the airport, bomb tested, that sort of thing.

 Sometimes I have a good deal, Phantom pain and pains in the leg, that sort of thing. Limit physical activity, running, walking, that sort of thing. Other than that, regular annoyances that, you know, as a prosthetic, someone with a prosthetic, you don't necessarily think about until you have one and then you have to work around a lot of things.

 Tim, what do you mean about the built environment? Do you mean physically or in the digital space? Sorry.

>> TIM CREAGAN: In terms of ramps, slopes. Is there anything that's particularly useful that you miss when it's not there. Like curb cuts, that kind of thing?

>> ALEX WILSON: Yeah, unfortunately, I do prosthetics are longer than a regular leg. They compress when you walk on them. Do like trip on stairs and stuff a lot. Especially on curbs. So, that has happened, I mean, literally hundreds of times. In terms of physical things, if there's an escalator or something that's out, it's, it's actually more difficult to walk downstairs, to like, stop your leg. Especially for above the knee.

 To walk downstairs because of the forward pressure of a step, especially on the edge of a step. If there's not a down escalator, that's a really difficult thing. I usually bound two or three steps at a time to get around that, just because it's so difficult to go down steps sometimes.

 But other than that, I think you know, it's mostly just, you know, I try not to use a lot of assistive stuff, because I'm trying to keep up my physical activity.

>> TIM CREAGAN: Thanks, Alex.

>> ALEX WILSON: Sure. For Raquel, I don't know. I'd say just adherence to standards that we have out there. You know, I think, being on this team, on the government IT accessibility team, I know we have a lot of great standards for digital accessibility and I know within 504 and physical accessibility, there's a ton of great work that's gone into creating standards and to be considerate of those with physical, mental issues, physical and mental disabilities.

 I think it's, it's really just adherence to those, right? Adherence to standards and kind of doing things you're supposed to do at a minimum and I think everyone's life would be a lot better and easier if that was the case.

 One wish is just everyone being considerate of others and understanding you know, their responsibility with respect to accessibility. Whether digital or physical. Meeting the minimum standard with what you're trying to. Do sometimes it seems annoying or difficult to go through and do this one last thing, takes more time in the up front, but it could take, that one thing you do could save someone an hour's worth of time trying to find and look up something or you know, using assistive device or may make them be able to be able to watch or listen or read it at all.

 So, I think you know, just being able to, to meet the minimum standard and do the things you're supposed to do. Would be great. I think that would improve our accessibility leaps and bounds. Well, thank you, everyone for listening. I went just a few minutes over. And you know, really appreciate everyone listening to the story. Please let me know if there's any additional questions. You can submit them to section.508@gsa.gov or to me, personally, as well. We can get that out if there's anyone interested in sending me an e mail. I'd be happy to reply and talk to anyone on that.

 And for now, a huge switch in gears to our assessment and focus group today. I'll be the primary facilitator for our big breakout group. Or our sorry, our general, big, Plenary or general session and then we'll go into breakout groups and I'll get into that right now.

 Thank you, Tig, for bringing it up.

>> YVETTE GIBSON: Everyone, if you haven't renamed yourself with your first and last name, please do so. Bri Canty or I can assist you. That'll help with breakouts today.

>> ALEX WILSON: Thank you for prefacing that, Yvette. We'll break out into five groups. Originally we'll do it by last name. If there's a content area you want to go see, or want to talk about or want to provide some comments on, then, you know, feel free to go to that session. As a default, we broke the sessions down by last name and you'll see, when we get to it. So we have a relatively even amount in each of the sessions.

 So, again, thank you again for agreeing to provide feedback today in this community meeting. Today, we'll be centering on, going through scenarios, going through questions in focus groups, in breakout sessions to get your feedback on different content areas.

 I'll do a little bit of a background on the content gap analysis effort and then we'll jump into the breakout groups with scenarios and deep dives. Each of the breakout leads will go through breakouts in different ways and with respect to content they expect to receive and go through.

 We'll come back as a general session, do a back brief and see if there are questions we want to get to the whole of the website. Next slide, please?

 For the content gap analysis effort, this is something we started towards the end of last year, but really focussed on in this fiscal year, about determining what information our stakeholders need. And what's the best way to present that information to our stakeholders on section508.gov. That website is our primary tool for the government wide IT accessibility team for sharing guidance, best practice, training, policy tools and other information with our stakeholders from across industry and government and the public.

 To, to present that information and to help them to do what they need to do in an accessible way. So, what we're trying to do is a considerate effort to determine or to find out, really, what information we're missing. Or that needs to be updated that our stakeholders need. And to go through the process of updating that.

 And so, this, you know, this portion, right now, we really hope that you will, will take this chance to provide us with great, with good feedback, with you know, very detailed or very candid feedback on how we can improve our services, improve our information, to help you know, everyone on this call, everyone to do their jobs in a more accessible way.

 And so, what we're doing today, what we're doing now, and what we're going to do is this phase two, this external data collection. We've already done phase one or a lot of it, in terms of determining the stakeholder groups, going through like a traditional stakeholder personas, determining you know, wants and needs and gaps and that sort of thing from our perspective. And now what we're doing is external data collection, which is range of interviews and focus groups, like this. To garner feedback and really talk to our stakeholders and get that information that we need to improve or create on the website.

 After that, we're just going to combine all the feedback we received and created from our internal analysis and from our external conversations, determine mover a priority because we can't fix everything at one time, right? This year, it's going to be a multiyear process of just updating and creating all the information, likely.

 And then, just you know, phase four is exactly that, going through the development and redesign of the site where needed.

 Next slide. So, today, what we're going to do is breakout into five groups. Sorry this is I mistyped and Bri mentioned it and I forgot to update. Breakout groups will be about 40 to 45 minutes, depending on, we're a little behind. We're going to go to 2:15, actually, so, will be about 30 minutes by the time we get in.

 Then, after about 30 minutes, we'll have a ten minute break and then we'll come back at 2:25, breakout leads, please remind individuals to come back after the break and we'll start right around 2:25.

 So, depending on, regardless of when you end the session, we'll come back then and close out for the last 25, 30 minutes of the meeting.

 We'll break out into these groups and next slide. We'll break out into these five groups and those, specifically those requiring interpreter or captioner, please go to breakout group one. Also, those last name A through C, go to breakout group one. For, as you can see on the right column there, those with last names E through J, go to breakout group two and so on.

 We'll have presenters sorry, primary, like. Facilitators for each of the sessions and there'll be a person to help the session flow and to take notes and make sure we're capturing all the great feedback that you guys have for our session here.

 Team, is there anything else that I'm missing? Oh, one of the things we will do for the scenarios is sure, will do. We're going to we'd like to have a volunteer for we'll have a scenario and for those of you that are with experience or you know, some of probably never seen section508.gov before or been on it much, we'll have a scenario and just have someone walk through it of how they would get to that information and find that information on the site. They'll automatically start and everyone can choose the group you'll be in. I'll read it right now. Breakout group one will be focused on policy and management. That'll be for those with the last names A through C and those requiring an interpreter and/or captioner.

 Breakout group two, will be focused on acquisition. And that's for groups with the last name D through J. Breakout three will be for content section of design and development. And that's for those, default for those with last names starting K through M. Breakout group four will be focused on testing and that'll be for those with last names N through R.

 And breakout group five will be content creation, training, tools and events. That's for last names S through Z.

 Again, those participants or that breakdown by last name is just we use to make sure there's a relatively even number of people. If someone wants to go to a specific section, feel free to choose that section you'd like to go to.

 Right now, we'll go to the breakouts. Our presenters will introduce themselves and we'll get right into we'll go through the layout of that content on section508.gov and then go through the rest of the questions and scenarios.

 We'll go ahead, Andrew.

>> ANDREW NIELSON: You can go to if you feel strongly about a particular area, you're welcome to go to that area. Part of the experience we're trying to understand here, as well as also, for people who might be new to the site. Even if it's an area you're not familiar with or one you don't necessarily have affinity for, we're looking for that type of feedback. We'll go through scenarios so you can also experience that and give us some feedback on how easy it might be to find the information we're asking you to find, even if it's your first time.

 So, again, you might not be very familiar with or have much affinity for acquisition, but we, even if that's the case, we still look for your input on that.

>> ALEX WILSON: If anyone has difficulty, once they get into the breakout room, if you need to switch between rooms, because you'd like to provide information somewhere else, between sessions, click on the breakout rooms feature on the bottom and there'll be, either ask for help is one, is one item or one selection and then another selection is join a different breakout.

 And you can switch and click on that and just join the breakout you want.

 Again, unless you're in a session and really, really would like to unless there's a session you'd really like to provide feedback to, please just to join, any of the sessions you're on, on this column on the right here. The far right column.

 Okay, if there's not, the feature to choose breakouts, once you're in the breakout room, you'll see it, it'll come up where we choose our breakouts. As soon as Bri selects it, you'll see it and be able to select a breakout.

 If there's no other further questions, we'll go and just have that prompt, a prompt will come up and just select a breakout that you're aligned to, based on the last name.

 If you scroll down to the bottom, you'll see the breakouts, by last name.

>> Let's make sure we get our captioners and interpreter set.

>> How's it going?

>> Good, Lisa and Rachel, I assume you're good to go? Okay, I think I'm starting to see captions? No? Hold on. Okay, I think we're good to go on captions. Pull me back if that's not the case.

>> TIM CREAGAN: I have captions, Drew, good to go.

>> ANDREW NIELSON: Okay, I'm going to share the screen, just briefly to go through a couple questions, scenarios. Is it just me or does it seem like we're seeing captions twice?

>> AUDREY LIBERMAN: I'm only seeing it once.

>> ANDREW NIELSON: It must just be me.

>> HILARY: I'm not seeing them at all.

>> ANDREW NIELSON: You may need to reenable or click show captions on the bottom.

>> HILARY: It says show chat. Closed captions okay, thank you very much.

>> ANDREW NIELSON: Yep, glad you got it.

>> HILARY: And I'm not seeing anything sorry.

>> ANDREW NIELSON: My apologies let me it doesn't for some reason, my view is also it seems odd. Let me grab the StreamText as well, would that work for you? In a separate browser window?

>> HILARY: Actually, don't worry about it because I do have captioning, but not (?).

>> ANDREW NIELSON: Let me know if that doesn't work for you, we can troubleshoot, if necessary. I did post the StreamText player link as well in the chat.

 Okay, so, as Alex mentioned, we kind of want to break the ice a little sorry, maybe I should just step back, we probably don't have time to go all the way around the room to make introductions, but Audrey and I can at least make, introduce ourselves, as the breakout facilitators.

 So, I'm Andrew Nielson. I'm director of the government wide IT accessibility program at GSA in the Office of Government wide Policy. And Audrey, go ahead and introduce yourself, please?

>> AUDREY LIBERMAN: I'm Audrey Liberman. A White woman with glasses and purple hair. I'm from the REI team. I'll be here to support with some notetaking today. Excited to be with you all.

>> ANDREW NIELSON: REI being the company that's under contract with GSA to provide support. Thank you, Audrey. I'll share screen real quick here. Just to jump into this scenario.

 Again, thank you for joining us for this part of the session and also, understand that, for some of you, you might not be familiar, necessarily, with the, this particular content on section508.gov. To some, you might be. This might be a familiar scenario.

 What we're going to ask you to do is if you need to, you know, switch windows or if you have another screen, we're going to take a few minutes and ask you to find, to put yourself in a, imagine that you're in this position, in this scenario and go and try to find some content.

 And then we're going to talk through, you know, you can talk out loud, you can offer in the chat. However you'd like to provide feedback. How easy or difficult was this thing to find? Did you find it where you're expected to find it? Would other ways to find it be you know, make more sense to you?

 Did it seems like stuff was missing on your way there?

 But the scenario is, is to imagine you're a new Section 508 program manager at an agency. So, the scenario here. John is a new Section 508 program manager. However you identify, I guess, imagine you're John for this scenario, he needs to up date his or their internal policies at their agency to reflect the revised Section 508 standards.

 The question would be, can you find that information on section508.gov? Or what part of the policy and management section, we're giving you a hint already, of section508.gov should John go to for guidance on policy sections or topics that require updating?

 So, I'll stop sharing and ask you to spend a minute or two poking around on section508.gov and then start to you can start to call out where did you find it and what content did you find?

 And then, again, feedback along the way.

 Was it easy to find? Did you find it where you're expected to find it? We'll pause for just a minute or two. Or a few and let you go off on your own for a little bit and see what you can find.

 I'm getting I see in the chat from John, not hearing you again, is my audio bad? Is that true for everyone? Audrey, can you hear me okay?

>> AUDREY LIBERMAN: Yes, I can hear you.

>> ANDREW NIELSON: I see from Hillary, Ashley, can hear me. John, my apologies. I'm not sure how the breakouts work with dialing in on the phone. If you dialed in, you might end up in a different breakout.

>> Thanks, Audrey.

>> AUDREY LIBERMAN: Yep, let's see, I can try to get the call in information for John and put that in the chat.

>> ANDREW NIELSON: Yeah, we can dump that in the chat, but you might be stuck in a breakout. You might not necessarily find your way into the same breakout session in dial in that you're here.

 John, if you're able to work it out, great, if not, let me know, and we'll drop in the call in information so you can dial in and we can route you, hopefully, by your phone number.

 Are we starting to get folks that have found their way to information on section508.gov about updating policies? Guidance on how to, what you should include in your policy? I see Hillary says she found it. Anybody else? Any luck? Okay. From Curtiss, found it.

>> HILARY: I took your link that took me to

>> ANDREW NIELSON: I'll share screen and you walk me through it. Is that okay?

>> HILARY: Sure.

>> ANDREW NIELSON: I started on the policy and management section of the site.

>> HILARY: I went down, go down some. Go down. Manage a 508 program. And then, IT, accessibility program manager responsibilities.

>> ANDREW NIELSON: Okay.

>> HILARY: From there, I went down further. Keep going. Keep going. And I missed something.

>> ANDREW NIELSON: Did I click on the wrong thing?

>> HILARY: Wait, no, I saw this page and then I... did something else that doesn't look like this.

 Go to policies, click on policies. Try that?

>> ANDREW NIELSON: The middle of the page, this link?

>> HILARY: I don't know that I did, I know I ended up going to policy.

>> ANDREW NIELSON: There's a section on Section 508 policy.

>> HILARY: Yes, I went to Section 508 policy wait, let's see the standards.

>> ANDREW NIELSON: Sorry.

>> HILARY: Policies, IT, policies overview. There was something more this isn't what I wanted, I don't think. You're manipulating the screen

>> ANDREW NIELSON: So sorry. Yes.

>> HILARY: Go down a little further. Let me see the whole thing.

>> ANDREW NIELSON: Sure. This is valuable for us to see, you found what you needed but on a second try, you didn't quite get to where you thought you did.

>> HILARY: Can you go back to the previous screen?

>> ANDREW NIELSON: Yeah, and Kristen, I see your hand up wanting to chime in. Yes.

>> HILARY: Try policy type there.

>> ANDREW NIELSON: That's under the IT accessibility policy framework area.

>> HILARY: That's not what I wanted. I'll shut up now.

>> ANDREW NIELSON: Kristen, you're coming in for the save.

>> KRISTEN BULLARD: I'm not sure about a save. I clicked on policy and management tab at the top and then clicked on management. To expand that menu. Then I went to accessibility for IT program and project manager and I figured from there, the options within that page would be what I want to explore to answer my question.

>> ANDREW NIELSON: So maybe somewhere under this IT accessibility program management?

>> KRISTEN BULLARD: Yeah, and one question I had about that submenu wording is, do you want to make project manager plural? Project managers? And then I was also curious about the use of the ampersand and the accessibility of that. In that menu. That's as far as I got.

>> ANDREW NIELSON: Happy to have others provide feedback. Do you mean using the ampersand with the screen reader and how that's perceived or read out with this by a screen reader?

>> KRISTEN BULLARD: Yeah, exactly.

>> ANDREW NIELSON: In my experience, I don't use a screen reader as a regular part of my interaction with web or with digital products, in various screen readers, they do read the ampersand as the and. Happy to have others weigh in on that. Any others have different experiences? There's no right answer, by the way. Go ahead.

>> CURTISS: It's funny I got put in this group, I was doing this last week. Our agencies, we have some 508 policy and we're in the process of building a 508 compliance team, so, I'm digging and digging and one thing I found about this website, there's so much information and every, every click I do comes up with five more clicks, which comes up with five more clicks, and it's all great information, but how I did this, we started with the playbook and then I went to the IT accessibility policy framework. We're trying to view our policy to see what gaps we have by type. So, I clicked on, I believe it was IT policy framework, how to use the framework, and then how to identify policies and then, of course, I think it breaks it down into several different categories, once you click how to identify the policies.

 Again, it's so much information, we're just trying to make sure we have the correct information.

>> ANDREW NIELSON: I'm glad you found it here. Feel free to give me your own experience. There's no right answer here. We're looking for your feedback about how easy it was to find this or that, if you have a specific question like, I need to update my own policy, does section508.gov have guidance or section on that?

>> RYAN BENSON: I found it kind of challenging, if you go back to the main policy days, the (?) is listed on the side board, how it's listed in the body. So, you know, long policies are number two, but number three on the side bar.

 Under long policy, there's your updates in agency policy links. Or just third to last item in the side bar. I guess my comment is, does GSA know how often groups update their policies and maybe every spring or something put that link on the top three in the main content, so, when that helps, there it is.

>> ANDREW NIELSON: Did you cut out or did we catch everything?

>> RYAN BENSON: I'm not sure.

>> ANDREW NIELSON: I hear you again, okay. There may be confusion between what's highlighted in these cards, these kind of callout cards on the page. That are not necessarily a one for one match in the side bar menu.

 The other thing I heard, so, under law and policy, toward the bottom, it's not really highlighted on the law and policies thing here. And a question into how often or how frequently agencies may be updating their policies. And a suggestion to highlight that or bring those things up higher. When, when we're getting more hits or maybe to coincide with the frequency with which an agency might be updating their policy.

>> RYAN BENSON: Exactly, yes.

>> ANDREW NIELSON: We use the Google Analytics program to get to particular pages on the site, but otherwise, we don't we're not gathering data from agencies, specifically for questions on how often you're updating your policies.

 That's probably a data point that we can do some more exploration to kinds of find that outside of just, interest on our website and what kind of hits we might be getting. We'll ask additional questions. No right answer, there are a number of assets available, updating agency policy is one of those. And here, there's even some suggestions on sample policy language.

 And there's also content in the technology accessibility playbook. So, that'd be under the playbooks, I think Ron or Curtiss may have mentioned that. And there are also links within the playbook guidance on updating policies or writing policies in the first place and also links to sample language for policies.

 And also, mentioned, IT accessibility policy framework. I think Curtiss also mentioned and Hillary probably took us there originally as well. It might not be entirely focused on a Section 508 policy, but more broadly on how to review your policies. It might be easier or harder to find certain content.

>> HILARY: May I comment on something?

>> ANDREW NIELSON: Please.

>> HILARY: I was looking for a raise hand feature, but I'm not seeing it. I want to comment on plain language and length of sentences.

>> ANDREW NIELSON: Sure.

>> HILARY: And I think that it would be really wonderful to focus on simple, short sentences. I personally feel it'd be helpful and getting government to do it is hard.

>> ANDREW NIELSON: Very open to that comment. I'm guilty, maybe it's my ego and being insecure and trying to make myself sound smarter than I am, I feel like I'm guilty sometimes of using bigger words and more complicated sentences than I need to, but very open to that feedback. That's great comment.

>> HILARY: Your first focus group question number one is 25 words.

>> ANDREW NIELSON: Sure.

>> HILARY: I try to keep things 20 or less at the very most.

>> ANDREW NIELSON: Fair points, very much appreciate that.

>> HILARY: If you left the word personal out, you'd get the same response, in your experience.

>> ANDREW NIELSON: Yeah, thank you, very much appreciate that. Very open to that feedback. I'd like to ask a couple more questions. Let's pick up on that question in your experience, making your way through section508.gov, do you find the information there and the level of detail sufficient? And focus on the policy management section specifically or more broadly? What kinds of feedback do you have for us? Feel free to put it in the chat or to, to come off mute and tell us verbally if you'd like.

 Do you normally find what you need? Or maybe going down to the next question, is there stuff that you are missing? Or wish you could wish we did have?

>> BROOKE AIKEN: I think it's great, but it's a lot. I'm able to find everything that I'm looking for, but it you know, I mean, sometimes you have to drill down, but that's okay. I think the search is good. You know?

 I wish I had I wish I was able to embellish on your question. I actually I was speaking at a conference last week and I was challenged by, I don't know if this is in the policy portion, Andrew, but I was challenged by the city of Boston who has a VPAT disclaimer on their website.

 And they said, they paid another company to rate their VPAT and then they put some sort of like "certification" on there. I said, listen, A for effort, but that's you know, I would caution against that and they said, "well, GSA told to us do that on their website."

 And I don't know if that's in the policy portion, but I said no, it's not. There's no way that GSA would have a statement on their website telling you to have a VPAT certification on your website.

 And they doubled down and it was a whole thing. Everyone's going to probably take their own, whatever they want to get out of it, right?

 People are looking at it, you know, I mean, that was a state you know, that was Boston. That wasn't federal. It was good people were looking at it.

>> ANDREW NIELSON: Yeah, maybe saw the website as a product and so, I don't know if they're selling that product, but... I suppose, maybe interpret Thad to mean they should have an accessibility conformance report or completed VPAT. I don't know, I'd be curious to have conversation with them.

 Brooke, what I heard was, there's a lot and if I were to I might put some words in your mouth, but I think maybe some of the undertone there is that you, sometimes might not know where to start and/or how to find your way to something. It takes some digging and so, that's an investment of time. Is that am I kind of reading accurately, reading or

>> BROOKE AIKEN: I know there's keywords on the website that will make the search capability that much better. You know, maybe from this, from this exercise, maybe it's something that some of GSA's team could say what other keywords could be considered so the search comes up a little faster. And people can find what they're looking for.

 To that point, what you were just saying, there's a lot of information, how do we find it and not become frustrated?

>> ANDREW NIELSON: Yeah, thank you. Time check, we've got two minutes left on this session and then we'll take a break and just a reminder to join, to re you can just stay on here and it'll move us back to the main session and you don't have to exit and come back.

 We'll take a break, you can just, keep on mute or camera off and come back at 2:25 to resume the main session, but maybe in the last minute we have, I'll throw out the last question, is there anything that you've gone to section508.gov, got the information you wanted, completely struck out and couldn't find something you were looking for?

 I'm happy to leave a big pregnant pause. I hope that's never the case, but I suspect sometimes that's when somebody's looking for something and section508.gov might not be the place to find it.

>> [Too far from mic]. If you can look at the offer and links on this site, that'd be okay.

>> ANDREW NIELSON: Thank you, and I'm sorry, I don't have your name from the phone.

>> JOHN ADEIKA: John is my name.

>> ANDREW NIELSON: We moved from one content management system to the federalist platform. It's now cloud.gov pages. And where we thought that we had accounted for some of those changes in links, unfortunately, yeah, some of those got orphaned and unfortunately, only became aware when people (?), we made fixes and help you find links, hopefully. Understand that is a frustration. And thanks for pointing that out.

 We need to make a more concerted effort to make sure we fix anything leftover.

>> HILARY: I have a related comment to the links and that is, when I see on a site that it says last updated 2018, that makes me nervous in terms of the currency of the information.

>> ANDREW NIELSON: Fair comment. We just had a conversation about that earlier today in our, amongst ourselves. And you know, yes. We need to find a way to update and review our content more frequently. Yep. Good. Happy to have that feedback. I think we're just about to move back to the room. You might have gotten a notification already to leave the breakout.

>> YVETTE GIBSON: Okay, they're back. We're going to have to have a side conversation about this.

>> Sounds good.

>> YVETTE GIBSON: All right.

>> You're muted, Alex.

>> ALEX WILSON: All right, we're going to take a seven, eight minute break right now to stretch our legs and get a glass of water and what not. So, please, everyone, be back in about seven or eight minutes, right at 2:25 and we'll kick off our general session. Again. Thank you very much. See you in about five or seven minutes, thank you.

 [Break].

 [Break].

>> ALEX WILSON: All right, this is Alex Wilson. We're back in the general session. We're coming back from break. Just want to wait another few seconds to let people come back on screen. And rejoin and go from there. So, we'll give it another 20 or 30 seconds.

 And Drew, if you're on, just get ready to talk. Feel free to get ready.

 So, what I want to do now, with the general session, and Tig, if you can bring up the Plenary or general session slides again, please?

 We'd like to go, from the breakout groups, go through the information, maybe three or four things, highlights and then see if people have any additional comments or if that sparks any additional feedback that people want to give on a specific topic in question for each of the breakout groups.

 So, just to make it easy, we'll just go in order from breakout one to breakout five. So, just, the primary and secondary facilitators, just, please come on, when you're about to talk or after a minute or two and then, we'll go on to the next group and kind of finish with some general is there anything else questions.

 Drew and Audrey, feel free to jump off and start talking about what you learned in breakout one and see if that sparks additional conversation.

>> ANDREW NIELSON: Yeah, in fact, I think that probably most of the feedback we got was more general in nature. We probably ran out of time to, we didn't hear that there was anything, necessarily, specifically missing from the policy and management section.

 That might not be true, but we might have run out of time. What we did hear back, we got useful comments, that one of the first and perhaps, maybe highlight is plain language, we need to take a better effort, make a better effort to ensure that our site uses plain language to convey information.

 So, I think that's certainly a big one for us. Reviewing our content to make sure it's not stale and out of date. A couple of the bigger things, that we heard back as well, there's just a lot of information on the website and someone might still not always be able to know where to start and it might still take some digging and so, making, you know, highlighting information, making it easier to find. And making the navigation paths easier.

 A comment along with that, there might even be some confusion between what's in, you know, when you land on the policy and management page, primary page, with the callouts or the card highlights, they're not a one for one match for what's in the side bar and that might cause some confusion, so, perhaps revisiting that as well.

 Audrey, what else did we miss for primary comments? Or highlights?

>> AUDREY LIBERMAN: I think there was also a question of the updating agency policy and side bar in the IT accessible policy framework section. And maybe having that be in the top three in the side bar.

 I think there was also a question about how often is that happening? Those policy refreshes.

>> ANDREW NIELSON: Yeah, and maybe to take to other areas, for us to be, perhaps, more aware of when particular content, the, perhaps, within a cycle of a year or more than that, when particular content might be more or less useful and to bubble up or to highlight navigation to that content when it's more useful, based on frequency or timing.

 Yeah, I think those were some of the highlights. We'll give it to the next group.

>> ALEX WILSON: First, is there any additional comments or questions on that and see if we if there are any additional gaps within policy management section that people saw, have seen in previously? Okay, let's focus on the recaps and then have a general session of any additional gaps or any additional feedback on the site.

 Let's go ahead, group two. Bri M and Arthur, if you'd like to jump on and discuss briefly, acquisition.

>> BRI McGOWAN: Hey folks. Good afternoon. So our group, we had some people who used the acquisition for Secion 508 very regularly and feel used to the layout of it. So some of the feedback we got, whenever the layout changes or things are added or removed from the website, it'd be good to let users know that a change is going to occur and give folks a heads up. We had a person that's never been to section508.gov. Which I think is interesting. A lot of the focus was on the content. To have someone that'd never been to the website before, we were curious to see where that person does go and if the layout of our, if the acquisition part was accessible and then another feedback we got was the Quicklinks have changed. This goes into the first part, when things are removed. To let folks know about the change that might occur so they can easily find those things in the future.

>> ALEX WILSON: And for sure, creating, creating links to that as well. Redirects that is, sorry. Creating redirects, especially if something's moved within the page to a different content section. That did happen when we migrated from a Drupal environment to the federalist GitHub based environment. Moving we moved training a lot of the training from the content section and put it on the training section and crossed in between.

 Thank you for that, Mike and Aaron, if you guys would like to discuss design and development feedback you got there.

>> MICHAEL HORTON: We had a group of folks, many of which had not been to the design and development section of our website. Some of them were looking at it for the first time and felt that having those two different groups was good, although, there was some feedback that would be more helpful to rename it to be more role based from design and develop, to designer and developer and breakout the content in that way.

 I thought that was interesting. The initial take was that the information in there seemed appropriate, didn't, you know, seem that there was anything really missing, although, there was definitely interest in proving the availability of checkers, so, in particular, information about the, the built in Microsoft accessibility checkers.

 And so, maybe some others that are in some of the other commonly used authoring tools that are out there.

 So, that was one item. There was interest in providing more information on how to use testing tools, so, in the website, they have information on the tools that are used as part of trusted tester, but they were interested in tools that were, that were used for alternate testing methodologies.

 And there was also an interest in, kind of tips and tricks of common design mistakes. In particular, there was some interest in how to create excuse me, how to avoid mistakes in PDF by focusing on, for example, a Word document.

 I think that covered the course of our conversation, although, Aaron, I'm going to invite you to jump in and add your thoughts.

>> AARON KOPPEL: Coordinating with Section 508 PMs, seeing what tools agencies are using and thinking in a pragmatic sense, what kind of material can we generate to, you know, to help designers develop, designers and developers that are using those tools.

>> ALEX WILSON: I like the idea all great ideas. I like the, specifically the kind of role based breakouts. That's something we had discussed, specifically around role based training. That's interesting in discussion around role based information. On the site and then, similar to that might be the way we break down, what Drew and Audrey mentioned, getting around so much information, right? On the site. Is there a way, we had talked about, kind of a, like a content look up or way in which to find information.

 So, that's definitely something we can put and bring back to the forefront about a content index or something like that, so people can find information very easily. Go that section and find what they're looking for and hop right into that.

>> MICHAEL HORTON: Yep.

>> ALEX WILSON: And tips and tricks, boiling it down to bite size elements and that's what we've done with training videos. Broken down, even though that's a discussion we had, the picture on the training page or either for content creation, content creation session or on the training, says, in the entirety of the training, it's like 45 minutes, but it's broken down into two to five minute bites, to actually get the information.

 That's something that we could, you know, also look into doing for the rest of the sites or the actual information. Right?

 So, we might have a full list, but breaking down into primers. We'll get into that, that's something we discussed as well in our group. We'll get to that.

 So, thank you, Kristen and Tig, you guys want to jump on and discuss the testing session feedback?

>> KRISTEN SMITH O'CONNOR: Yeah, right on. We, you know, some of our discussion actually dove tailed with what Mike and Aaron mentioned. Not specifically related to the testing section, and it could be related to ad content creation, design and develop, but more guidance in these one pagers around images and data visualizations, descriptive links, really drilling down into meaningful versus decorative images. Accessible videos.

 By and large, everyone felt the testing section is easy to consume, but some things to add centered around testing tools and maybe highlighting the most widely used ones, identifying those that people had success with. Which goes along with something Mike and Aaron's group mentioned.

 A suggested prioritization of what constitutes high impact defects. What defects should be fixed first. Automated testing tools, so, testing guidance with third party tools.

 Maybe some pros and cons of automated tools, to really help substantiate the limitations that automated tools have. And then, how to successfully use automated tools in your environment and we know environments can be very different.

 Some ways to differentiate roles and uses for testing tools, so, this goes back to role based. There are different roles we're looking at here for websites. For those who are working on digital communication and those who are doing web applications and more of the developer side of things.

 And then, one interesting takeaway was there's varying numbers being thrown out in terms of what percentage of success criteria testing tools detect.

 And obviously, a number has a higher impact and hearing different numbers, presents a challenge, but really trying to substantiate the position that using automated tools doesn't test everything.

 So, those are the main highlights. Tig, did I forget anything? Anything else to bring up?

>> TIGISTY BERHE: I think that was it.

>> KRISTEN SMITH O'CONNOR: Awesome. You're on mute, Alex.

>> ALEX WILSON: Sorry about that. Thanks, Kristen. A lot of different things there. Thank you for that. Kind of like the idea of the comparing tools, obviously, can't go into you know, go as far as kind of, recommending tools or showing preference for tools, but giving features or presenting what's kind of the most popular out there, I think is definitely something I'd look into and around how to successfully use the tools, once you have them, what's the best way to implement. Are we switching interpreters real quick?

 All right, breakout group five, the final group was content creation and also, the training tools and events page. So, a lot of information to cover. Focused mostly on content creation. And then, just discuss a little about training and how to find that information.

 One of the primary things and something we kind of already have on our radar, but definitely highlighted by several individuals in our group, was around creating resources for some of the newer versions of the applications that we have information for, so, specifically around Microsoft Suite.

 So a lot of the information is around Microsoft 2016, PowerPoint 2016, Excel 2016, et cetera. Creating primers, creating information, checklists, et cetera, for Microsoft 365 and an additional, newer versions and then, not something that we talked to you about, but very simple, something we have on our radar is creating things for the Google suite. That several of us use as a primary tool.

 Also, looking into different versions of Windows itself. Creating different operating systems, how different tools are used. Specifically, what was brought up was the, the Adobe, you know, creating Adobe PDFs. The application functioned and looked differently on different versions of Windows. Different operating systems. If there are additional features or comments or primers we need to create based on different versions, let people know, "if you're on this version... you need to do it this way." If you're on the newest version, of your Operating System, then you know, it's function X in order to, in order to get the same tool or function.

 Also, we talked about creating primers, so, we have talked about primers. For content creation, creating a real boiled up version, either that like a higher level or very, very specific information on, if you're creating a PowerPoint, how to create an accessible table. Or how to embed a video with closed captioning.

 So, there's videos on that, there's information, but oftentimes it's contained at a hutch larger, you know, authoring tool or authoring guide.

 Creating smaller primers for very specific things that people do quite frequently, creating that information.

 So, that's, that's a few, I mean, there's a lot more feedback, but that's a few of the highlights. Justin, anything big I missed from our session?

>> JUSTIN SMITH: Not really, I think one of the big takeaways was more content in terms of accessibility. So, again, like, publications, things like design and other, let's see, publication application, in design, how to address complex images and also, like, infographics. Infographics is obviously a really big communications tool a lot of people like.

 So, having them accessible is can get really tricky.

 So, I think guides to that would be it was a welcome suggestion.

>> ALEX WILSON: Excellent, thank you. Also, Caroline, a new program manager, she started asking information or, just needed some assistance at the beginning, but please, just, reach out to, to section.508@gsa.gov is our primary site with questions or information we need.

 Sorry, we weren't able to catch it at the end of the breakout.

 Okay, so, that is the that's all of the breakout sessions. We just kind of did a quick recap, some great information that was highlighted you know, some gaps that we need, updates, maybe reorganization, renaming of information that already exists.

 So, just want to open it up, we have only about ten minutes left before we close. So, we do have some you know, like a one slide with additional questions, but really, what we're looking to do, if there's any please feel free to drop it in the chat as well.

 What we want to do is see if there's any gaps or any feedback on the overall site, any updates that need to be done or anything that people needed to find and haven't been able to find it in the site. Feel free to drop it in chat or come online and have a quick discussion about information that you would like to bring up.

>> JICKY FERRER: I have a question. So, on Microsoft Teams for PowerPoint, for our version at DIA, what's happening, we try to launch closed captions and subtitles, but don't have the capability. I wonder if anybody else has that same issue. When I went back to another person that did research, he said the 2016 version of PowerPoint has closed captioning capabilities, but the 2019 version and above doesn't have it.

 I also tried and tested a GCC version of PowerPoint and it was grayed out as well. I was wondering if the rest of the community has the same issues that TI has been experiencing? Back to you.

>> ANDREW NIELSON: Some of that may have to do with configuration and security settings. In some cases, we found the organization might disable or prohibit certain functionalities. One of the things that Microsoft touts for PowerPoint and word is use of its own artificial intelligence tools to automatically generate alternative text for images. In order to enable that, you have to enable the pipeline to the AI API and that is, that is a security concern for a lot of the agencies.

 So, it's disabled by many. So, that might, I don't have a, necessarily, a quick answer on that one, Jicky, but I think that's worth exploring, that might be some configuration, not necessarily I mean, it might be a versioning issue, but I think it's more configuration of that particular functionality might not be enabled.

>> JICKY FERRER: When we go to CSUN and we're seeing these features and the subtitle is different from the closed caption, but the ability to put the words on top of the screen as people are speaking on the bottom of the screen when people are speaking, it's a great value for the community and when customers or clients, our contemporaries see that, when they go back in house, they want to see the functionality as well. And wondering why. Just wanted to point that out.

>> ANDREW NIELSON: Thank you.

>> ANGELA WATKINS: I thought you meant the software PowerPoint, not necessarily MS Teams, was I incorrect?

>> JICKY FERRER: For MS Teams, we don't have an issue. When we're bringing PowerPoint, if people are bringing PowerPoint files and they want to enable closed caption on that, as they're presenting on Microsoft Teams, they don't have the capability because it's grayed out on PowerPoint on our version.

>> ANGELA WATKINS: Oh, on your version. When I do projection in slide show, my settings are set to show subtitles and I'm not looking for caption words, it's the subtitle part. It doesn't give you speaker attribution, it just catches things being spoken. Okay, that's what you're saying. My PowerPoint, I may have a different version. We're on Office 365 or whatever, it's referred to as subtitles and not captions.

>> JICKY FERRER: Yeah, little difference between the two. And I have a commercial version of PowerPoint as well. Because I always test it out to make sure that the hardware or software has you know, whatever the updates are and then I look to find out when the Department of Defense is going to get it. It's something like a preview to the customer. We say we're going to get this in May of 2023 or whenever. I try to alert people of the different capabilities before it happens.

>> ANGELA WATKINS: Yeah, the government might be lagging. If you have a configuration thing, they may have turned subtitles off on your version. If you can't turn it on there, it might be a configuration thing. I don't know if captions, if it's referred to as display subtitles and I have it on by default any time I'm in presentation mode.

>> ALEX WILSON: Sorry, I had a very loud noise in the background so I keep putting myself on mute, I hope you don't hear that. Apologies. So, there's a comment in the text around turning on infographics. That's definitely something we created, that's something we can put in there.

 Not sure the different tools, so, we could use Microsoft PowerPoint to create an infographic, but there's also an array of tools, Adobe and what have you, that can create much more detail or just a little easier to create more detailed infographics. That's something we definitely look into.

 Okay, any other we have about, only about five minutes left before we close out. Please, anyone else have any additional comments? Any gaps specifically or any content they've used and read that they think could be updated on section508.gov?

 So question from Claudia. Not only on infographics, is there a checklist for visualizations? Can you be a little more specific? Is that for PowerPoint, specifically? Are you talking about graphics or visualizations within or talking about an actual, live, video visualization through like Adobe In Design or something like that to be created? I don't think we have resources for PowerPoint BI, Business Intelligence or anything like that. No.

 Drew or Mike or Kristen, you want to talk about visualizations for maps? I don't think we have anything on that, specifically. Is there any resources that you guys were aware for more live tools or more dynamic tools? Such as Mac visualizations or charts, what have you?

>> ANDREW NIELSON: Man, that's a good question. We don't have content on section508.gov specifically for maps. And I think we do need to add some content for that and for data visualizations. We have had some great presentations from the community, from Dave Whittington and Mark Urban, on the accessibility community of practice webinars.

 So, there's content we can draw from there and at a place like CDC, where they're using a lot of data and detailed organizations, Mark is a great resource and David Whittington from Census. Creating detailed visualizations, they have great content there.

 Tim posted a link to their to the archive of their session. That's something we need to add. That's definitely I see that, certainly, as a content gap. We don't have great content on section508.gov specifically and nor do we have great references to other sites that do. That's a great add for us.

>> TIM CREAGAN: A post in the chat, a webinar they did on data visualization. I didn't even notice, do you have any links on section508.gov to the 508 webinar series? I didn't even notice.

>> ANDREW NIELSON: We do, I can't tell you off the top of my head where that's located.

>> TIM CREAGAN: Thanks.

>> ALEX WILSON: That's definitely a note, Aaron, if you could take a note on that. To cross link that as well.

>> TIM CREAGAN: Yeah, put that somewhere.

>> ALEX WILSON: Thanks, Tim, for that. All right, I think we're getting pretty close to the end. Bri posted a link for feedback, but also, if there's any additional, as you're going through the site, any additional content you think we need or anything that needs to be updated. We really like that feedback. We really prefer just to reach out to us, so, please reach out to section.508@gsa.gov for any content suggestions. That's really what we're trying to do is go to our stakeholders, pull this information and really provide the most up to date, prescient information to people, so, the most up to date and current information to everyone.

 So, thank you, again, for attending. And you know, please feel free, in the future, to reach out to us. If there's something you're looking for and aren't able to find or something that you think needs to be updated.

 I think that's it from our side, Yvette, if you'd like to come on and close the session for us?

>> YVETTE GIBSON: Sure, good afternoon everyone, thank you so much, Alex for leading this great session today. Much appreciated. And we, as a team, we thank you for all you shared with us. If there's nothing else, we're going to close out. Again, if you have any questions or any additional information section.508@gsa.gov. Thanks, everyone, have a great evening.

>> ALEX WILSON: Thank you.

>> YVETTE GIBSON: Jicky, I'll send you an e mail.

[Event concluded]