Accessible PDF Documents

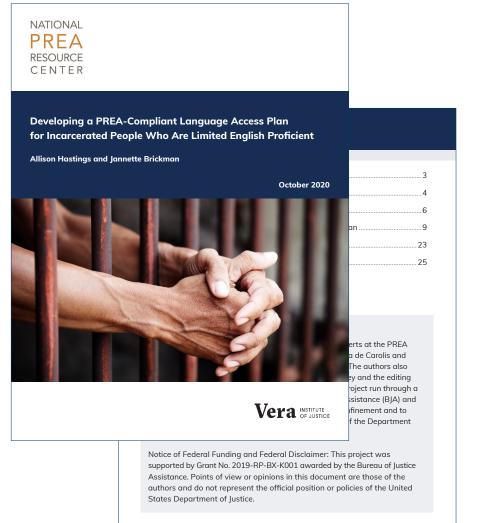
Stephanie Grey // sgreydesign.com

PDF's and Accessibility

- + Portable Document Format
- + developed by Adobe
- + digital file exchange, security
- + important for accessibility
- + easy access to information
- + screen magnifiers, screen readers, speech-recognition software, text-to-speech software, refreshable Braille displays



Visual design considerations



Page 2

+ fonts

+ size

+ hierarchy

+ color contrast

+ white space

+ images

What does an accessible PDF look like?

Home Tools

Developing a PRE... ×

Purpose of the Guide

Pursuant to the Prison Rape Flimination Act of 2003 (PREA) Standard \$115.16/115.116/115.216/115.316 in the National Standards to Prevent, Detect, and Respond to Prison Rape (PREA Standards) requires correctional agencies to ensure meaningful access to all PREA-related programs, services, and information to incarcerated people who are limited English proficient (LEP).1 "People who are limited English proficient" refers to those who do not speak English as their primary language and who have a limited ability to speak, read. write, or understand English. The purpose access, working with interpreters, and of this guide is to provide strategies to correctional agencies that will aid their compliance with the language access requirements of Standard §115.16.

Over the past several years, the Vera Institute of Justice (Vera) has cultivated and led efforts to increase access to victim services and avenues to justice for people who experience language and cultural barriers. The information and strategies offered in this guide are adapted from the language access resources Vera created in collaboration with a number of expert partners for the experience sexual victimization. Translating Justice Initiative, funded by

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the Office for Victims of Crime of the U.S. Department of Justice's Office of Justice Programs. ² The Translating Justice Initia- tive, a collaborative multiyear project, was funded to identify best practices and provide resources, training, and support	✓ Coccuments ✓ El <sect> ∴ El <table> El <sect></sect></table></sect>	Jursuant to the Prison Rape Elimi- nation Act of 2003 (PREA), Standard §115.16/115.116/115.216/115.316 in the National Standards to Prevent, Detect, and Respond to Prison Rape (PREA Standards) requires correctional	e Office for Victims of Crime of the U.S. bepartment of Justice's Office of Justice Programs. ² The Translating Justice Initia- tive, a collaborative multiyear project, was funded to identify best practices and provide resources, training, and support to victim service providers and allied	Accessibility Report Accessibility Report Accessibility Report Accessibility Report Set Alternate Text Setup Assistant Reading Order
to victim service providers and allied professionals so they can better serve people with limited English proficiency ¹ and people who are Deaf and hard of hearing. Collaborators working on this initiative produced resources, including a training curriculum, that provide detailed d, guidance on planning for language e access, working with interpreters, and working with translators. By extracting the best practices from the Translating Justice Initiative and Vera's broader body of work on language access—and adapting those practices to the correc- tional and PREA contexts—this guide aims to help adult and juvenile correc- tional facilities increase access and inclu- sion among people who are LEP. Creating	Image: H25 Image: Ima	agencies to ensure meaningful access to all PREA-related programs, services, and information to incarcerated people who are limited English proficient (LEP). ¹ "People who are limited English profi- cient" refers to those who do not speak English as their primary language and who have a limited ability to speak, read, write, or understand English. The purpose of this guide is to provide strategies to correctional agencies that will aid their compliance with the language access requirements of Standard §115.16.	professionals so they can better serve people with limited English proficiency and people who are Deaf and hard of hearing. C Peading Order initiative r training c guidance dccess, w Form Field Figure/Caption working v Heading 1 Heading 4 Table the best p Justice Init Heading 3 Heading 6 Formula	
language access plans for PREA-related materials and services should contribute to safer facilities and increase the likeli- hoad that incarcerated people who are LEP will report and seek help if they e experience sexual victimization.	> 4 des	Institute of Justice (Vera) has cultivated and led efforts to increase access to victim services and avenues to justice for people who experience language and cultural barriers. The information and strategies offered in this guide are adapted from the language access resources Vera created in collaboration	adapting Tuble Editor aims to he Show page content groups tional faci Page content order sion amo Page content order language Show table cells materials Display like elements in a single block to safer fc Show table sand figures hood that Clear Page Structure LEP will re Help	
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Accessible PDF's / Stephanie Grey

What makes a PDF accessible?

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disabilities and those who are Deaf. We further recommend that agencies consider incorporating the information in that guide pertaining to incarcerated people who are Deaf into their broader language access plans for PREA-related information and services.

In community settings, it is best practice for agencies to develop language access plans that encompass both spoken languages and sign languages, like American Sign Language (ASL). Because Standard §115.16 describes access requirements for Deaf people along with the requirements for incarcerated people with disabilities, this guide focuses primarily on people who use spoken languages. But we also note that people who are culturally Deaf identify as members of a distinct cultural and linguistic group, rather than as people with disabilities. The uppercase "D" in "Deaf" is used to signify identification with Deaf culture, whereas a lowercase "d" in "deaf" reflects an audiological

States identify as a unique group and primarily use ASL or other forms of sign language that are distinct from English. we encourage correctional agencies to incorporate sign language into their lanauage access plans. Given that such a plan provides a road map as to how and when to secure interpreters and translators, it makes sense to integrate spoken and sign language interpreters as well as translators into the plan. Because corrections staff will be securing language services for people who are LEP as well as for Deaf people, following one process and procedure will be more effective and efficient than developing a separate process for Deaf people.

What Is Language Access?

Language access means ensuring that people who have limited or no English language proficiency or are Deaf or hard of hearing are able to access information, programs, and services at a level equal to

Tags + provide logical structure

+ nothing to read without tags

What makes a PDF accessible?

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Reading order

What makes a PDF accessible?

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Accessibility

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Makes Things

Legible

How to make an accessible PDF

- + PowerPoint
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- + Word, etc.
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Links and resources

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