

# Federal Reserve Education Accessibility Conformance Report

## WCAG Edition

(Based on VPAT® Version 2.5Rev)

**Name of Product/Version:**



**Report Date:** April 7, 2026

**Product Description:** The Federal Reserve Education (FRE) website offers knowledge, teaching tools, and professional development resources that inspire students to understand and engage with economics and finance. A collaborative team of experienced educators from the Federal Reserve System develops and manages all content.

**Contact Information:** [education@fre.org](mailto:education@fre.org)

**Notes:** [FRE.org | Economics & Personal Finance Resources](https://www.fre.org/Economics%20&%20Personal%20Finance%20Resources)

**Evaluation Methods Used:**

The site was assessed using:

- Automated tools: Axe-Dev Pro and Powermapper Sortsite

- Semi-automated tools: ANDI, and
- Manual testing: keyboard tabbing, WebAIM color contrast checker, and browser dev tools/visual code inspection.
  - Assistive technology: NVDA screen reader

## Applicable Standards/Guidelines

This report covers the degree of conformance for the following accessibility standard/guidelines:

Standard/Guideline	Included In Report
<a href="#">Web Content Accessibility Guidelines 2.0</a>	Level A: <a href="#">Yes</a> Level AA: <a href="#">Yes</a> Level AAA: No
<a href="#">Web Content Accessibility Guidelines 2.1</a>	Level A: <a href="#">Yes</a> Level AA: <a href="#">Yes</a> Level AAA: No
<a href="#">Web Content Accessibility Guidelines 2.2</a>	Level A: No Level AA: No Level AAA: No

**Table 1: Success Criteria, Level A and AA**

Notes:

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.1.1 Non-text Content</a> (Level A)	Partially Supports	Automated and manual testing identified that some PDFs lack meaningful alt text, which limits accessibility for screen reader users and people with cognitive impairments.
<a href="#">1.2.1 Audio-only and Video-only (Prerecorded)</a> (Level A)	Supports	Every pre-recorded audio has a transcript, and all pre-recorded video includes either a transcript or captions to assist people who have hearing, vision, and cognitive impairments, and people in noisy environments or with low bandwidth.
<a href="#">1.2.2 Captions (Prerecorded)</a> (Level A)	Supports	Several pre-recorded videos were manually reviewed and have accurate, synchronized captions to aid people who have hearing, auditory processing, and cognitive impairments, and situational barriers like noisy environments, watching without sound, or non-native speakers.
<a href="#">1.2.3 Audio Description or Media Alternative (Prerecorded)</a> (Level A)	Supports	Transcripts are provided as a media alternative for video content for people with vision, cognitive, and combined sensory impairments, and people experiencing situational barriers like low bandwidth.
<a href="#">1.2.4 Captions (Live)</a> (Level A)	N/A	There is no live audio on the site, and therefore, no live captions.
<a href="#">1.2.5 Audio Description (Prerecorded)</a> (Level AA)	Does Not Support	Manual testing involved watching videos and reviewing transcripts to ensure important visual information was supported with audio description or narration. This primarily affects people who are blind or have low vision but also benefits those who rely on audio for understanding, engage in multi-tasking, or aren't looking at the screen while videos play.
<a href="#">1.3.1 Info and Relationships</a> (Level A)	Partially Supports	Automated and manual testing identified some PDFs with improper tagging. Most other elements such as tables, forms, and lists are

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		properly tagged. Tagging inconsistencies may affect a person's ability to navigate and understand content.
<a href="#">1.3.2 Meaningful Sequence</a> (Level A)	Supports	Content is structured so that the reading sequence conveyed by the DOM order reflects the intended visual reading order. Screen reader navigation follows a logical and meaningful sequence.
<a href="#">1.3.3 Sensory Characteristics</a> (Level A)	Supports	Manual and semi-automated sensory tests found no problems. The content offers clear cues that aid understanding for all users, especially those who are blind, have low vision, or neurodivergent conditions.
<a href="#">1.3.4. Orientation</a> (Level AA)	Does Not Support	Manual testing revealed that lesson navigation controls (right and left arrows) only work in landscape view. In other orientations or with 200% zoom, these controls become inaccessible and unusable, blocking access for low vision users, those with mobile disabilities, and screen reader users.
<a href="#">1.3.5 Identify Input Purpose</a> (Level AA)	Supports	Semi-automated scanning and manual keyboard testing of the Get Help > Contact Us form found that input fields correctly identified purpose programmatically, with no issues detected. This helps people with cognitive and motor disabilities and low vision and screen reader users.
	Does Not Support	The FRE Site Registration and Login mechanism was implemented using Google Single Sign-on "Sign in with Google," which does not conform to this standard. Manual inspection found input fields without persistent labels or proper coding which makes it hard for users with assistive technologies to complete forms accurately and efficiently.

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<a href="#">1.4.1 Use of Color</a> (Level A)	Supports	Semi-automated multi-page scanning with manual testing confirmed color is not used as the sole means of conveying information, so users who have trouble seeing color or rely on textual cues, symbols, and other visuals can still understand content.
<a href="#">1.4.2 Audio Control</a> (Level A)	Supports	There is no auto-playing audio on the site that plays automatically for more than 3 seconds. A mechanism is available to pause or stop the audio or control audio volume. Visual inspection of a sample of digital videos and audio content verified the selected conformance level of Supports.
<a href="#">1.4.3 Contrast (Minimum)</a> (Level AA)	Supports	Semi-automated scans and manual color contrast checks confirm that foreground and background colors meet color contrast ratio standards for users with low vision or color deficiencies, and do not affect readability.
<a href="#">1.4.4 Resize Text</a> (Level AA)	Does Not Support	Manual testing revealed that lesson navigation controls (right and left arrows) only work in landscape view. In other orientations or with 200% zoom, these controls become inaccessible and unusable, blocking access for low vision users, those with mobile disabilities, and screen reader users.
<a href="#">1.4.5 Images of Text</a> (Level AA)	Partially Supports	The site typically does not use images containing text, but the home page “Get Started” image poses an accessibility concern for users needing text resizing or customization, including those with low vision or cognitive disabilities.
<a href="#">1.4.10 Reflow</a> (Level AA)	Partially Supports	Manual testing revealed that lesson navigation controls (right and left arrows) only work in landscape view. In other orientations or with 200% zoom, these controls become inaccessible and unusable, blocking access for low vision users, those with mobile disabilities, and screen reader users.

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<a href="#">1.4.11 Non-text Contrast</a> (Level AA)	Supports	Semi-automated scanning and manual testing of selected pages found that UI components and graphical elements meet non-text contrast requirements. Users with low vision and color vision impairment need contrast to interact with controls and interface elements.
<a href="#">1.4.12 Text Spacing</a> (Level AA)	Supports	Line height and word, paragraph, and letter spacing were checked manually with keyboard and browser tools, as well as semi-automated methods that tested user-adjustable spacing. Improved readability supports users with low vision, dyslexia, cognitive challenges, or reading fatigue.
<a href="#">1.4.13 Content on Hover or Focus</a> (Level AA)	Supports	Manual testing with a screen reader and keyboard found no accessibility issues for users with low vision or motor disabilities; all content remained visible. The pages do not use menus or pop-ups triggered by focus events.
<a href="#">2.1.1 Keyboard</a> (Level A)	Supports	All controls, including forms, modals, dropdowns, tooltips, tabs, and menus, work with the keyboard.
<a href="#">2.1.2 No Keyboard Trap</a> (Level A)	Supports	Manual testing with a screen reader and keyboard did not identify any keyboard traps. Continuous navigation and task completion are not affected. Keyboard-only and screen reader users can enter and exit interactive components using standard keyboard commands.
<a href="#">2.1.4 Character Key Shortcuts</a> (Level A)	N/A	The interface does not contain any character key shortcuts.
<a href="#">2.2.1 Timing Adjustable</a> (Level A)	Does Not Support	There is a timeout after 30 minutes which results in users automatically being logged out without warning. The FRE Site has time limits that cannot be extended or disabled.  Timeouts may affect people with cognitive, motor, screen reader, and low vision impairments, resulting in loss of data and affecting task completion.
<a href="#">2.2.2 Pause, Stop, Hide</a> (Level A)	N/A	There are no functions to pause, stop, or hide on the FRE site.

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<a href="#">2.3.1 Three Flashes or Below Threshold</a> (Level A)	Supports	Automated and manual testing did not identify any instances of flashing content that did not meet this criterion across 10 pages with a variety of different content types.
<a href="#">2.4.1 Bypass Blocks</a> (Level A)	Supports	Automated and manual testing did not identify any instances of missing bypass blocks .
<a href="#">2.4.2 Page Titled</a> (Level A)	Does Not Support	Automated and manual testing identified 29 pages or documents lacking a title. Meaningful titles provide information to users of assistive technology to identify and distinguish between pages.
<a href="#">2.4.3 Focus Order</a> (Level A)	Does Not Support	Manual testing identified an issue with the “find” link at the bottom of the page which does not have an href or tabindex tag and therefore cannot be navigated to by users of assistive technology like a screen reader or keyboard navigation.
<a href="#">2.4.4 Link Purpose (In Context)</a> (Level A)	Partially Supports	<p>Automated and manual testing identified seven pages containing links lacking clear purpose or unique text. For example, the tutorials page has three "Video" links and three "PDF" links which are not unique.</p> <p>Screen reader users rely on surrounding text to identify link purpose. If link text is vague or repeated, it can make the destination unclear for assistive technology users.</p>
<a href="#">2.4.5 Multiple Ways</a> (Level AA)	Partially Supports	Automated testing identified one page lacking multiple ways to reach the page. The errorpage.html displays only an error with no information on the page about how to get back to a functional page. This affects screen reader users because they are not provided with directions to return to a functional page.
<a href="#">2.4.6 Headings and Labels</a> (Level AA)	Partially Supports	Automated and manual testing identified an empty header tag (H1) on the “About Us” page. / All pages should have a header with content to ensure screen reader users can understand the page topic.

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<a href="#">2.4.7 Focus Visible</a> (Level AA)	Partially Supports	Manual testing identified an issue with tabbing. For example, tabbing highlights only the search icon, not the box, and the faint cursor confuses users. Focus skips from the FRE logo to the contact form, missing the FAQ section. The Sneak-a-nomics Pioneer Badge form also lacks visible focus.
<a href="#">2.5.1 Pointer Gestures</a> (Level A)	Partially Supports	All interactions are click-based; no complex gestures are required except for the Home Page where horizontal finger swipes are required to access the Topic Buttons and Resources Tiles.
<a href="#">2.5.2 Pointer Cancellation</a> (Level A)	Partially Supports	Manual testing identified that most pointer actions can be canceled via the back button, and submittable contact us forms do not have any cancellation options.
<a href="#">2.5.3 Label in Name</a> (Level A)	Partially Supports	Manual testing identified a few elements which do not have a label description, for example: on home page next and previous arrows, search icon (magnifying glass), discover your next lesson, my folders, new folder name.
<a href="#">2.5.4 Motion Actuation</a> (Level A)	N/A	The FRE site does not use motion-based gestures.
<a href="#">3.1.1 Language of Page</a> (Level A)	Does Not Support	Automated and manual testing identified that the site lacks a lang attribute in HTML or PDF properties. Lang attributes help screen readers interpret and pronounce words and accents accurately.
<a href="#">3.1.2 Language of Parts</a> (Level AA)	Does Not Support	Automated scans identified foreign words missing language tags that caused mispronunciation, which was verified through manual content review and screen reader testing. Incorrect language coding makes content unclear for assistive technology users and people with cognitive or language processing difficulties, leading to confusion and reduced comprehension.
<a href="#">3.2.1 On Focus</a> (Level A)	Supports	Automated scans identified foreign words missing language tags that caused mispronunciation, which was verified through manual content review and screen reader testing. Incorrect language coding makes content unclear for assistive technology users and people

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		with cognitive or language processing difficulties, leading to confusion and reduced comprehension.
<a href="#">3.2.2 On Input</a> (Level A)	Supports	Users must remain in control. Navigation, refreshes, or new windows should only occur after a user submits, confirms, or receives advance warning.
<a href="#">3.2.3 Consistent Navigation</a> (Level AA)	Supports	Manual testing shows that navigation elements (header, sidebar, footers) remain in a consistent order across pages, helping users—especially those using screen readers, cognitive support, or keyboard navigation—easily find their way.
<a href="#">3.2.4 Consistent Identification</a> (Level AA)	Partially Supports	Automated and manual testing identified some images, links, icons and other elements which lack accessible names, making it challenging to verify consistent identification. Predictable actions and consistent labels across pages help reduce cognitive load and improve site efficiency, especially for screen reader users.
<a href="#">3.3.1 Error Identification</a> (Level A)	Partially Supports	Manual testing identified issues with the Contact Us and Digital Badge Request forms. Error messages should be clear, use symbols and red coloring, but may still be hard to see for users with low contrast sensitivity. The badge form does not flag incomplete email addresses, which makes error detection difficult.
<a href="#">3.3.2 Labels or Instructions</a> (Level A)	Supports	Screen reader testing cannot determine the purpose of fields, but manual keyboard testing and visual inspection of two forms showed that permanent labels are evident. Clear labels and instructions reduce user error and improve form completion rates.
<a href="#">3.3.3 Error Suggestion</a> (Level AA)	Does Not Support	Manual testing identified an issue with forms lacking specific error identification or helpful suggestions, causing confusion about valid input formats like emails or zip codes. Error messages should clearly guide users to resolve issues.
<a href="#">4.1.1 Parsing</a> (Level A)	Supports	Automated testing with manual code inspection identified parsing issues that affect screen readers and keyboard users who rely on

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		clean, well-formed code to understand content structure and navigate effectively. However, parsing errors are less problematic in modern browsers since they can tolerate markup mistakes.
<a href="#">4.1.2 Name, Role, Value</a> (Level A)	Partially Supports	Automated and manual testing identified issues with interactive elements like buttons without accessible names. Users need interactive elements to have accessible names so assistive technologies can identify their function, such as "search" or "submit". Without visible text or labels, screen readers cannot convey their purpose. Testing found missing accessible names: 67 on buttons, 39 on links, and 20 on iframes/frames. Examples are the search button, Get Started link, event images, and Sign In with Google.
<a href="#">4.1.3 Status Messages</a> (Level AA)	Partially Supports	Automated testing found no validation issues, but manual testing revealed that the Question # status alert lacks a field reference, which may cause screen reader and keyboard users to potentially miss error alerts. This impacts people who are blind or have low vision who depend on assistive technology to receive form feedback and complete tasks successfully.

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