



**Reasonable Disability Accommodations and  
the Americans with Disabilities Act  
April 20, 2011**

Coordinator: At this time all participants are in a listen only mode until the question and answer period. If you'd like to ask a question at that time please dial star 1. Today's conference is being recorded. If you have any objections you may disconnect at this time.

I will now turn the meeting over to Ms. Elizabeth Jennings. You may begin.

Elizabeth Jennings: Thank you. On behalf of the Department of Health and Human Services Office of Community Services and the AFI Resource Center, thank you for joining us today to learn about Reasonable Accommodations and the Americans with Disabilities Act.

My name is Elizabeth Jennings. I work for National Disability Institute and am part of the AFI Resource Center's Disability Initiative Team. And we thank you very much for joining us today.

As many of you on the call know, Assets for Independence is administered through the Office of Community Services and enables community based nonprofits and government agencies to implement and demonstrate an assets based approach for giving low income families a hand up out of poverty.

AFI projects help participants save earned income in special purpose matched savings account called Individual Development Accounts. The entire AFI Resource Center Team would like to thank you for joining the webinar today.

The Administration for Children and Families is extremely supportive of asset building strategies for people with disabilities. Today you will hear a bit about one of our initiatives underway and how you can support individuals with disabilities in participating.

If you have questions after the call the AFI Resource Center is available to provide support in enhancing asset building efforts. Please use the following link, [www.IDAResources.org](http://www.IDAResources.org) or reach the AFI Resource Team by phone at 866-778-6037.



We feel honored today that many of you have joined us from outside of the AFI grantee network. We're going to examine relevant regulations within the ADA and provide practical guidance for meeting the regulations through cost and time efficient strategies.

The goals of our webinar today are to provide an overview of the Americans with Disabilities Act and your responsibilities under the ADA. We're going to explore ways to insure your facility and your program services are accessible.

We're going to discuss how to provide accommodations and we're going to identify partners and resources to assist you along the way. We are very honored to have with us today members of the Southeast ADA Center also called the Southeast DBTAC.

It's a project of the Burton Blatt Institute of Syracuse University. The Southeast DBTAC was funded in 1991 and is one of ten regional informational centers on the Americans with Disabilities Act.

They're funded by the National Institute on Disability and Rehabilitation Research also called NIDRR, a part of the US Department of Education. The two experts we have with us today from the DBTAC are Pamela Williamson. Pamela is the Director of the DBTAC.

Prior to her position of Project Director she coordinated the project's core services of training and technical assistance with the eight state region. Ms. Williamson has also been instrumental in developing and implementing four online courses.

They are ADA Basic Building Blocks, Basic ADA Building Blocks which is a moderated version, At Your Service: Welcoming Customers with Disabilities and Title II of the Americans with Disabilities Act.

In addition, she's assisted in the development of the curriculum serving customers with disabilities in air travel.

Prior to her position with the Southeast DBTAC Ms. Williamson worked as the Protection in Advocacy for Individual Rights Coordinator and Advocate for the Protection and Advocacy for People with Disabilities in South Carolina.

Her past experience also includes working with children who receive special education services and geriatric populations. Ms. Williamson has close family



members with significant disabilities and has worked professionally with people with disabilities for over 25 years.

She has a Bachelors of Science degree in Therapeutic Recreation from Georgia Southern University in Statesboro, Georgia.

Also working on the presentation today with Ms. Williamson is L. Elaine Sutton Mbionwu. Ms. Mbionwu is the Assistant Director and Director of Training and Technical Assistance for DBTAC.

Prior to joining BBI Ms. Mbionwu served in the capacity of Program Manager and Volunteer Administrator with the Single Parent Alliance and Resource Center in which she was tasked with the responsibility of organizational capacity building and resource developing through the provision of training, technical assistance and program development.

Ms. Sutton Mbionwu also coordinator and directed the delivery of extensive and substantive directive and indirect services to single parent families.

She has served as a grant reviewer and an independent consultant providing consultative services to numerous community groups concentrating on the emerging field of reentry which encompasses the provision of training and technical assistance to state and federal agencies as well as community and faith-based organizations on building collaborative partnerships and networks to address the reintegration needs of the formerly incarcerated.

Her most recent consulting project involved serving in the capacity of consultant and subject matter expert to the Council of State Government on a federally supported project to develop a reference guide of suggestions and recommendations titled Re-Entry Partnerships: A Guide for States & Faith-based/Community Organizations.

A special interest area of Ms. Mbionwu's involves family reunification of individuals impacted by the collateral consequences of incarceration.

In May 2008, Ms. Mbionwu graduated from the Executive Faculty Development Program of Morehouse School of Medicine's National Primary Care Center in Atlanta, Georgia.

The focus of her studies during the yearlong accelerated program centered on the development of a public health curriculum titled Advancing the Development of Healthy Life Course Outcomes for Single Parent Families.



As you can see, both of our speakers have a wealth of knowledge and they are considered experts on the ADA and are here today to share with you information to assist you as you expand services and seek to provide the highest level of support to individuals with disabilities.

Thank you Pam and Elaine.

L. Elaine Sutton Mbionwu: Good afternoon everyone. We're very, very happy to be joining you guys today, the AFI grantees, the directors with the various federal funding agencies and Elizabeth Jennings and her team. My name is Elaine Mbionwu.

And today joining me also, is Pamela Williamson, the Project Director for the Southeast Disability Business and Technical Assistance Center.

Pamela Williamson: Hello everyone. We're glad to be here today. And Elaine will be beginning our presentation and then I will be filling in along the way.

L. Elaine Sutton Mbionwu: As you will see in the slide presentation, we consist of a network of ten regional centers. We partner with over 2200 organizations and our Web site is - the National ADA Web site is [www.ADATA.org](http://www.ADATA.org).

We are grant funded by NIDRR, the National Institute of Disability Rehabilitation and Research and the US Department of Education. The ADA centers provide information and assistance to the public in a variety of ways.

Distribution - we also distribute publications with accurate information about the ADA. A publication list with short descriptions of each publication can be found at [www.SEDBTAC.org/publications](http://www.SEDBTAC.org/publications). The ADA centers provide information and assistance to the public in a variety of ways.

We also answer questions about the ADA via our toll free hotline at 800-949-4232. We have a staff of information specialists who assist callers with their ADA questions Monday through Friday 9:00 am to 5:00 pm Eastern Standard Time.

All calls are strictly confidential, providing referrals to local organizations for advocacy assistance or issues outside of our area of expertise. We also provide customized training to disability organizations, government agencies and private businesses that request it.



Providing opportunities for people to learn about the ADA and other laws through various avenues including providing up-to-date ADA information via our Web site and mounted the email newsletter, the ADA Headliner and bi-annual email newsletter, the ADA Pipeline.

Promoting the ADA in a positive manner in newspapers, television, radio and media outlets. We also work with local organizations to assist with ADA efforts, to promote voluntary ADA in local communities. A list of the organizations that we work with can be found at our Web site.

We also facilitate - one of the missions of the DBTAC is to assist with facilitating voluntary compliance with the Americans with Disabilities Act of 1990 referred to as the ADA.

We conduct research to reduce and eliminate barriers to eliminate any economic self sufficiency and to increase specific and social participation of Americans with disabilities. We also encourage compliance with the law. Our services are open to everyone.

We do not enforce the law or keep law or a reporting list. All communication is confidential. The DBTAC and the AFI sites have a common interest.

We want to reduce and eliminate barriers to employment and economic self sufficiency. AFI sites are really ready and open to working with people with disabilities and we encourage you to remain in that posture.

Okay, the Americans with Disabilities Act and we'll talk a little bit more about some of the highlights, one of the major themes of the ADA which is considered the promise of the ADA.

The clear promise of the ADA is that all people with disabilities will be fully equal, fully productive, fully prosperous and fully welcome participants in the mainstream.

A quote by Justin Dart, known as the Father of Americans with Disabilities Act in remarks delivered to the Canadian Council on Rehabilitation and Work. The quote highlights the true intent of the ADA and emphasizes the importance of equal access for all people including people with disabilities.

Statistically speaking, 58 million Americans with disabilities - there are 58 million Americans with disabilities which is equivalent to one in five or 20% of



the population. There are 20 million families that have at least one family member with a disability.

If we were all in a room together where we could see each other and I asked you if you knew someone with a disability I could guarantee you that at least 20% of the group would say yes. People with disabilities are the fastest growing segment of our population. It knows no boundaries.

Disability can affect anyone at any time from any background. And as the Baby Boomers age it will continue to grow. The 2000 census counted 49.7 million with some type of long lasting condition or disability. Five years later we were at 58 million people with disabilities.

They represented 19.3% of the 257.2 million people who were aged five and older in the civilian, non institutionalized population or nearly one person in five according to the US census -- 9.3 million or 3.6% with a sensory disability involving sight or hearing; 21.2 million, 8.2% with a condition limiting basic physical activity such as walking, climbing stairs, reaching, lifting or carrying; 12.4 million or 4.8% with a physical, mental or emotional condition causing difficulty in learning, remembering or concentrating; 6.8 million or 2.6% with a physical, mental or emotional condition causing difficulty in dressing, bathing or getting around inside the home; 18.2 million of those aged 16 and older with a condition that made it difficult to go outside the home to shop or visit a doctor or 8.6% of the 212 million people this age; 21.3 million of those aged 16 to 64 with a condition that affected their ability to work at a job or business or 11.9% of the 178.7 million this age. Access is a civil right. ADA Civil Rights law, the Civil Rights law of 1964 Disability Rights Movement.

Martin Luther King, Jr stated that a right delayed is a right denied. The ADA is a broad civil rights law designed to provide a clear, a comprehensive national mandate for the elimination of discrimination against individuals with disabilities.

Like the Civil Rights Act of 1964 that prohibits discrimination on the basis of race, color, religion, national origin and sex, the ADA seeks to ensure equal opportunity for people with disabilities.

It is not an affirmative action law and does not guarantee equal results, establish quota or require preferences favoring individuals with disabilities over those without disabilities. The - it fills in the holes left open by other laws.



It takes the legal framework of the Civil Rights Act of 1964 and combines it with the statutory language from the Rehabilitation Act of 1973 and applies it to all entities regardless of whether or not they receive federal funds.

Therefore, the law is new only for entities that have never received federal funds such as places of public accommodation, private businesses and governmental entities too small to receive federal subsidies such as towns, townships, localities, etc.

ADA requirements depend on the type of entity otherwise employers states and local government agencies, private businesses that is covered. On this slide you will see President Obama signing an executive order increasing federal employment of individuals with disabilities.

This is a perfect example of how the federal government has demonstrated its commitment to full access and inclusion of persons with disabilities. And this executive order was signed on the South Lawn of the White House on July 26, 2010.

The purpose of the ADA is to prevent discrimination on the basis of disability, to prohibit exclusion of denying benefits to or discriminating against a qualified individual with a disability.

The ADA you must remember, is designed to provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities. The ADA was enacted to prohibit the exclusion of or denying benefits to or discriminating against a qualified individual with a disability.

Title I - under the ADA there are several key sections that we'll focus on here today. And Title I has to do with employment; Title II, state and local governments; Title III, public accommodations; Title IV, telecommunications; and Title V, miscellaneous.

The ADA has five sections covering employment, state and local government agencies, public accommodations such as private businesses and telecommunications. Today we will focus on some of the requirements that cross cut two or more of these sections.

Well today it is important that you know that state and local government departments are covered under the ADA as well as private businesses.



Private businesses include a wide range of entities such as restaurants, hotels, theaters, doctors' offices, pharmacies, retail stores, museums, libraries, parks, private schools and daycare centers.

Since AFI sites are housed in a variety of locations please note that some of the obligations that we discussed today may be more or less stringent dependent upon the location and the sponsor group.

Equal opportunity, access to goods and services, effective communication, reasonable modification and facility access - the ADA has five overarching obligations that a public or private entity must adhere to.

And they include under equal opportunity a person with a disability must have the same opportunity as an individual without disabilities to participate as long as he/she is a qualified individual with a disability.

As long as the person meets the eligibility criteria for the AFI program he must be able to participate. Access to goods and services - a person with a disability must have the same access to goods and services. In this case, the individual must be able to use the AFI site for tax preparation assistance just like anyone else.

Effective communication in order to provide equal access - an AFI site is required to make available, appropriate, auxiliary aids and services where necessary, to ensure effective communication, the type of auxiliary aid or service necessary to ensure effective communication will vary in accordance with the length and complexity of the communication involved.

Reasonable modifications - an AFI site must reasonably modify its policies, practices or procedures to avoid discrimination. This will be discussed later in the presentation. Facility access - an individual with a disability must be able to get into the building and use the facilities.

Pamela Williamson: Okay. On the next slide you will see a statement - it says well what if I've received federal money?

And the reason we want to discuss this briefly is because some of you are going to be recipients of federal funds but especially if you're participating in AFI or (WEPA) programs and doing the work on behalf of those programs.

So anyone that receives federal money will be also covered under Section 504 of the Rehabilitation Act as well as the ADA.



And the different pieces of this that are under the Section 504 of the Rehab Act - reasonable accommodations, access to programs and services, effective communication and facility access, will also be covered under the ADA.

The reason we bring this to your attention today is because if you do receive federal funds and these particular issues come up, if you're in compliance with the ADA or if you're in compliance with Section 504 of the Rehabilitation Act, more than likely you're going to be in compliance with the other laws.

So I wanted just to make sure that this was clear because sometimes there are overlaps in our various laws and we want to let you know that this is the one time that you can be glad there is an overlap because it means that it makes it a little bit easier for you to know where you might meet your various obligations.

L. Elaine Sutton Mbionwu: Now we will discuss ways to put the ADA into action on a day to day basis. People with disabilities should be able to arrive on the site, approach the building and enter as freely as everyone else.

And as you can see demonstrated in the picture there are clear lines that indicate where individuals should be able to enter the building as the bus pulls up to the building fictitiously known as the Ridgemont Elementary School.

At least one route of travel should be safe and accessible for everyone including people with disabilities. Another question you want to be mindful of is are there an adequate number of accessible parking spaces available?

These parking spaces need to be eight feet wide for car plus five foot access - with a five foot access aisle. Eight foot wide plus eight foot access aisle for lift equipped vans.

Pamela Williamson: Elizabeth could you advance to the next slide after that please? Thanks.

L. Elaine Sutton Mbionwu: Required - the required minimum number of accessible spaces. One to 25 - there needs to be one van accessible space, 26 to 50 one space plus one van accessible space, 51 to 75 spaces requires two spaces and one van accessible space.



Pamela Williamson: We want you to make sure that if you're looking at your parking area that you understand the requirements about the minimum number of spaces because many times this is where issues come up and folks may not have the correct number of spaces or they may be spread out into areas that they need to - not to be in.

So we just wanted to make you aware that when we say one space and one van accessible space in the 26 to 50 spaces, so let's say you have 28 spaces and you want to have one regular space and then you want to have an additional van accessible space meaning you will have two spaces - one just ready for a van and one for a regular car.

L. Elaine Sutton Mbionwu: The next series of questions you need to ponder have to also continue to do with the space access. Are there accessible spaces closest to the accessible entrance? Are there access aisles part of the accessible route to the accessible entrance?

Are accessible spaces marked with the international symbol of accessibility?

Pamela Williamson: And when you're looking at these things - so when you look at your accessible routes you want to make sure that there's nothing in the way - no trash cans, you know, big flower pots, things of that nature that also people don't think about.

So I'll give an example from my experience as a mother many, many years ago when my children were small. We were at a local restaurant and there was a nice, big trash can there outside for folks to be able to throw their trash in when they got finished eating at the outdoor tables.

The only problem was is that it was sitting in front of the accessible aisle where the wheelchairs - where folks who use wheelchairs got out of their parking - got out of their cars in the accessible parking space.

And my son being the young advocate that he was, marched right into the restaurant and asked the people to move the trash can. So these are things that you just need to make sure of is that there's nothing blocking your accessible parking spaces.

And that as people get ready to go into your building or into your site that they have the ability to get in - navigate in there without having to go around a lot of obstacles and feel like you're in an obstacle course.



L. Elaine Sutton Mbionwu: Other questions to consider regarding facility access and acceptable routes. Do curbs on the routes have curb cuts at drives, parking and drop-offs? Is there a route of travel that does not require the use of steps or stairs? Is the route of travel stable, firm and slip resistant?

Is the route at least 36 inches wide? Accessible routes and facility access continued, you want to look an additional concern. Can all objects protruding into the circulation path be detected by a person with a visual disability using a cane?

Pamela Williamson: The picture that you see on this slide and that you - and that is on this slide is actually an excellent example of this. There is a gentleman who is visually impaired who is utilizing a cane, that's coming out of a building.

And then you see the maintenance person or the landscaping person with their pruning shears cutting back the branches on a large tree. These branches had been protruding into the circulation path or into the sidewalk area where this person was walking and could have potentially been a danger to this person.

And what has hampered this person's ability to be able to use the walkway safely. So these are the things that we need to think about that may not always be quite as obvious.

The tree branches, shrubbery and other types of objects that might be sticking out that aren't as noticeable say as a trash can or other pieces of furniture.

L. Elaine Sutton Mbionwu: Facility access - building entrance. If there are stairs at the main entrance is there also a ramp or lift? Or is there an alternative accessible entrance? Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance?

Pamela Williamson: This picture has a picture of an - what is probably an older building and it has multiple stairs going up into the main entrance.

And then there is a nice sign pointing to the accessible entrance where an individual can go into that entrance unhindered and would be able to utilize the space once they get into the building.



So this is very, very important, especially in older buildings that may have been built before the regulations went into effect in the early 1990s, buildings that are historical in nature.

And it just does not make sense at this particular time, if no renovations have been done or it may not be feasible in order to remove the stairs. But it does make sense to make sure that you've got proper signage up so that people will know where the accessible entrance is.

And this is really - even though it's in the law it's really good customer service too because you always want people to know how to get to your services and to be able to get into the building.

L. Elaine Sutton Mbionwu: Facility access continues - building entrance - other questions to ponder. Does the entrance door have at least 32 inches clear opening? Is the door handle no higher than 48 inches and operable with a closed fist?

Pamela Williamson: Again the pictures indicate various ways that you can do this. And this is something that's easy to do to check and see if the doors in your building are going to be accessible to an individual. Can you actually make a fist and then stick it through the door handle to open it?

So can you push down on the handle or can you be - can you take the handle and push it out like some of the automatic doors? So you want to make sure that you don't have a knob that you have to turn in order to be able to open the door. And that's what we want to make sure of when you're looking at that.

And also too when you - again, when you go into the building, you know, making sure that door is - has 32 inches so that an individual who is mobility impaired and may be using a wheelchair or some other type of assistive device, can get into the building easily.

L. Elaine Sutton Mbionwu: Facility access and building entrance - again, we want to look at can the doors be opened without too much force? If the door - if the door has a closer.

Pamela Williamson: Another question is if the door has a closer does it take at least 3 seconds to close?

And this is very important especially again, for people with mobility impairment or that may be using a wheelchair or other piece or other



assistive devices because you want to make sure they can get in the door before the door hits their wheelchair or potentially would hit the person that may be having - coming in with a walker or other assistive device.

Again, the doors - you want to make sure they're easy to open. And that typically is not as big a problem now as it was in years past. But it's still something that needs to be looked at because if your door has more than five pounds of pressure on it it's typically going to be too heavy to open.

And you want to make sure that your door can be opened easily. Okay, on the next slide - so you will see the heading that says Access to Internal Services where - excuse me, Access to Internal Areas Where Services are Provided.

And basically what you want to do is once you get into your building and if you are going through you building you want to know is your program site area on that accessible route of travel? Is it 36 inches wide?

And this is so that people with the various assistive devices that we talked about can make sure that they can get through and get to where they need to go in order to get to your program.

A very easy way in order to be able to do this is to take a yardstick and to hold it out right in front of you and put the center point, the 18 inch mark around your bellybutton and walk through and see if you've got that 36 inch clearance path so that people can get through.

It's a very easy way to know whether or not you've got stuff in the way that might not need to be there. So on the next slide - so you will see a couple of pictures and you will see an individual who has visual impairment.

And he is walking through a building and there is a light, a wall sconce coming out of the wall. It looks like maybe a fire extinguisher and then there are a couple of water fountains. And you want to know if this is cane detectable. Can this individual realize that there's something in the way.

Your wall needs to be located within 27 inches of the floor or higher than 80 inches and protruding less than 4 inches off the wall. In the picture I first described with - that is on the left with the water fountain, those - all of those things are in the range in which they should be.



And none of them are at more than four inches out the wall and they are all located either 27 inches above the floor or 80 inches higher - or higher than 80 inches. The other picture however shows a gentleman who is walking with his cane and there is - looks like a gaming or a display case.

And it is definitely out of compliance because it is more than four inches out from the wall and it is also located - is not within that 27 inches of the floor. So the individual is going to be having - may have difficulty with that particular display case.

And although this gentleman looks like he was able to find it others may not be able to. Again, when you're in your internal space where you're providing your services, you know, is your carpeting low pile? So is it - and tightly woven? And is it secured across the edges?

You want to make sure that people who are utilizing wheelchairs can move across your carpet pile easily. So I personally have found now that we have been in an office building now for four years, that having tile floors is one of the best things we ever could have done.

And, you know, it's not an option everywhere but if it is an option that you have tile floor versus carpeting it might be something you want to look at. The other things is the tables where you may serve people are your knees safe - at least 27 inches high, 30 inches wide and 19 inches deep?

Can that - can an individual in a wheelchair actually get up under that table and be able to utilize the table for - in order to be able to fill out any forms? The next thing we're going to talk about is effective communication. And we discussed this very briefly earlier as one of the overarching requirements.

And this is where we talk about the fact that public and private entities must take steps to ensure that communication with people with disabilities is effective as communication with others. We want to ensure that people with disabilities get the same information as anyone else.

Now this has been done through what's called Auxiliary aids or services and the Law. And these are devices of services that enable effective communication for people with disabilities.

So on the next two slides we're going to talk about various auxiliary aids or services and just some examples for various disabilities. So for people with



visual disabilities you may want to look at - you need to look at having large print materials.

That (unintelligible) computer sees this as a very easy thing to do. You'll want to use a large font 18 point or bigger. And you'll want to use what's called the Sans Serif font. And that's the font that doesn't have any curlicues or fancy stuff on it.

Arial is an excellent font to use for making large print materials. So you may need materials in Braille, audio recordings either on CD or some other digital format. So materials in electronic format for people who choose to read things with screen readers or other assistive technology.

So it may be appropriate to read information aloud to a customer or to provide the customer with assistance to complete the form if they are unable to read the information themselves.

So for people with hearing and speech disabilities there are going to be a variety of auxiliary aids or services that can be used. There may be instructions and other information in written formats. You want to make sure that you've got everything outlined very clearly.

Potentially the exchange of written notes and this is okay on occasions when you're just trying to do some basic back and forth. So, you know, if there was going to be a long and complicated meeting with the person you don't want to use that as your primary method but it is okay in a very brief exchange.

For example, if a person came in to make an appointment, if they were there just to get some information, pick up some publications or other information like that, possibly typing on a computer back and forth and text messaging, instant messaging, assistive listening devices.

And this would be if you were having say a training as I know some - many of you do with the financial education curriculum. You want to make sure you've got assistive listening devices available for people for those meetings.

So the use of qualified interpreters again, you may have people with disabilities who are deaf and they need a qualified interpreter. If they request one you want to make sure you get someone who knows the terminology that you're going to use and that that person will be able to understand.



So the use of video interpreting services so - and then knowing how to use the TTY or relay service. Now when a person with a disability requests an auxiliary aid or service it's very important that you have a process and procedure in place to deal with this.

And this can be done first of all by consulting with the individual with the disability about their choice of an aid or service. So keep in mind that the person with the disability is going to know what he/she needs best.

So now a business - so - nor a state or local government agency can charge the person for the communication aids or service provided. That would be considered a surcharge and that's not allowed under the law.

Nor do businesses or state and local governments have to provide personally ascribed devices such as a hearing aid. When you're looking at policies and procedures especially regarding serving people with disabilities at your site, you want to think about various things.

And we've just had a few examples here and by no means is this an exhaustive list. But you want to think about what is your procedure for handling an accommodation request from a customer with disabilities? Do you have someone in charge of this?

Is there written guidelines - are there written guidelines that individuals can follow?

Have all of the frontline workers and other workers been informed about your Web site's accessible features and then other accessible customer service - excuse me, have your workers been informed about the site - your program site's accessible features and accessible customer service practices?

Do your workers know where there is a table that might be more accessible for an individual with a wheelchair? Do they know where to find the assistive listening equipment? Now are they familiar with your policies and procedures?

And then another thing to always think about, are your materials available in alternative formats? Are they up to date? And are they available to customers on request? You know, if a customer were to ask for information do you have it available or can you get it readily available in a short period of time?



The other thing as you look at your policies and procedures is to keep in mind that there may have to be some reasonable modifications to the way you do things. And the law calls this a (retool) modification to policies, practices and procedures.

Again, we have provided a few examples here today but this list is by no means exhaustive. So the first of which are service animals. You need to be able to allow service animals into your place of service.

On this picture you will see an individual who is a wheelchair user and her service animal is a golden retriever. And he had picked up a can of soda and handed it to her.

So, you know, individuals with service animals need to be allowed into your place of business or to your place of service so that they too can be able to use your programs. So keep in mind that the service animals must always be under control of the person with the - of the individual with the disability.

And by no means are you obligated to walk the dog, take the dog out for a break or anything of that nature. Another reasonable modification may be allowing food and drink into an area where you typically might not do that.

For example, an individual with diabetes may need to have a snack at a certain time or they may need to keep juice or other water with them in order to stay hydrated so that they are able to keep their diabetes in check. So another reasonable accommodation could be an extended appointment time.

If you were meeting with an individual and the meeting typically would take an hour, because of their disability it may take up to an hour and a half. Another thing might be if an individual were taking a financial education class and these classes were, you know, mandated.

But because of a learning disability it was going to take them longer. Then you may need to look at extending the amount of time it takes for the person to complete the class. And then the other - another modification might be an alternate signature because of a disability.

If a person has cerebral palsy they may or may not be able to sign their name and they may use an X or they may use a stamp in order to be able to sign their name. You would need to look at accepting an alternate signature.



When we do presentations like this I always want to make sure that we leave you with what I call the keys to success because we provide a lot of information in a short amount of time and by no means can we cover everything that you need to know in this period of time.

So the keys to success are really very simple. One is you want to know who your sources of information and assistance are. And your - one of your first lines of information and assistance are your DBTAC National Network of ADA centers.

As we said earlier, our phone number is 1 800-949-4232 and our Web site is [www.ADATA.org](http://www.ADATA.org). We have people from all over the country with us today. And I am happy to tell you that we serve the entire country including all states and territories.

That toll free number will get you to the center that serves your region and they will have information specialists on hand that can help answer any questions that you might have.

And the good thing about us is that we cover all titles of the ADA and we're a safe place to call because all of our calls are confidential. Another source of information and assistance is the US Department of Justice. So we are very happy to be partners with the Department of Justice.

And they provide information about the ADA through their toll free line which is 1 800-514-0301. And their Web site is [www.ADA.gov](http://www.ADA.gov). The Department of Justice will be mainly focusing on Title II and Title III of the ADA.

And so you can call them for assistance if you need technical assistance and want to get questions answered in those areas. The other source of information and assistance is the US Access Board. And their Web site is [www.Access-Board.gov](http://www.Access-Board.gov).

And the Access Board enforces the parts of the law that apply to federal entities. They enforce the Architectural Barriers Act and they can also answer some questions about - they can answer questions about the ADA accessibility standards.

Another key to success is to establish partnerships in your community. So for some of you it may be establishing a partnership with disability specific organization.



If you are an entity that typically does not serve people with disabilities then you want to really hook up with those organizations in your community that do serve people with disabilities so that you can have an effective outreach to this community.

So we also encourage you to make connections with the area agencies on aging. And many of you I understand are the area agency on aging. So you may actually have some outreach that you could do on the other end to other organizations.

So I encourage you to find out who your state ADA coordinator is. Every state and every locality must have - excuse me, every state must have a state ADA coordinator. Find out who that is. That person can be a valuable resource to you.

And then I would also encourage you to connect with the Centers for Independent Living. These are organizations that are run by and for people with disabilities and these groups will be able to help connect you to the individuals that are in your community.

Another key to success is to become familiar with the resources and publications that are available to you. We have many publications listed here - the ADA checklist for readily achievable barrier removal. This checklist can help you go through your building. It's very simple and easy to follow.

The only caveat I put on this list at this point is because the ADA standards for accessible design have recently been changed this checklist does need to be updated. However, the information in it is still valuable and still a good baseline for you to figure out whether or not your building is accessible.

Then we have a fact sheet on providing effective communication that provides a lot of the information that I shared with you earlier today and gives you examples of those auxiliary aids and services. We have another fact sheet on communicating with people with disabilities.

So again it gives you some specific guidance on specific disabilities such as individuals who are blind or individuals with hearing impairments. We have the tax incentives packets on the Americans with Disabilities Act.

Your organization or others that you know of may be - may qualify for these particular tax incentives that are there for making ADA accommodations or



making changes to your buildings. Again, I mentioned earlier that we are located in a building that we moved to approximately four years ago.

And we were very fortunate to be able to help our landlord know about these tax incentive packets because we did ask for him to go above and beyond in some areas when he was building out this particular area. And so he qualified for these tax incentives.

So if you're making any changes or updates you want to make sure you know about these. Another resource is the FCC fact sheet on the telecommunications relay service and then the dial 7-1-1 for telecommunications relay.

Both of these fact sheets provide excellent information on how to use the relay service and provide - would provide guidance to any of your staff that answer the phones on a regular basis.

And then we also have some Web courses that I encourage you to go through because they would really provide again an excellent baseline about the law. The ADA Basic Building Blocks Web course is located at [www.ADABasics.org](http://www.ADABasics.org).

It is up to date with all of the information with the new regulations as well as the ADA standards for accessible design and the ADA Amendments Act.

The course is free of charge and it has been approved for both CEU credits provided by Syracuse University and CRCC credits for those that are in the rehabilitation counseling fields. The other course that we have is At Your Service - Welcoming Customers with Disabilities.

And so it can be found at [www.WIAWebCourse.org](http://www.WIAWebCourse.org). So this course is an excellent course for any frontline staff person because it provides a foundation for serving customers with disabilities and gives ideas on the various things that can be done.

Again, this course is approved for CEU and CRCC credits. And then we have our ADA Training Resource Center at [www.ADACourse.org](http://www.ADACourse.org). And that is where we keep a running list of all of the training materials that we have available to you and to others.



And many of these courses or materials are free of charge and if there is a charge for some of the materials it is very nominal and we try to keep it at a rate where folks can really access the information.

And at this time I am going to turn it back over to I believe Elizabeth, to talk about the AFI Resource Team and to get us to the point where we can answer any questions you might have.

Elizabeth Jennings: Thank you so much Pam and Elaine. We want to make sure all of you on the call remember that the AFI Resource Team is always available to assist you. Technical assistance is available to grantees by phone, by email and on site.

You can contact the AFI Resource Team by calling 866-778-6037 or by email at [Info@IDAResources.org](mailto:Info@IDAResources.org). You may also want to visit the [www.IDAResources.org](http://www.IDAResources.org) for more information, particularly the disability area on that Web site, [www.IDAResources.org/Disability](http://www.IDAResources.org/Disability).

In this part of the Web site you find information to assist you in increasing access to IDAs for people with disabilities.

However, those of you on the line who are not AFI grantees, I encourage you to also visit this site as you will find a wealth of information about assisting individuals in participating in a range of programs that will increase their financial stability.

At this point in time I'd like to ask our call operators to assist us in recruiting questions.

Coordinator: If you'd like to ask a question on the phone please dial star 1 at this time. One moment please for the first question. (Lisa O'Connor), your line is open.

(Lisa O'Connor): Hi. I'm sorry. I joined a little bit late but I wondered when are these accommodations required for IDA programs? Effective when?

Pamela Williamson: Elizabeth, would you like for us to take that question?

Elizabeth Jennings: Yes, please.

Pamela Williamson: Okay. So IDA's programs are obligated to comply with the ADA and potential Section 504 of the Rehabilitation Act now. So what kind of organization are you? Are you a nonprofit, a private business?



(Lisa O'Connor): Yes. We're - I'm a (WEPA) program but I refer folks to IDA. And I was trying to refer one of my desk consumers and they were not able to accommodate her.

Pamela Williamson: Okay. Well at this point anyone that has these programs would be subject to be compliant with the Americans with Disabilities Act. And I would encourage you if for some reason a program did not - was not in compliance or was not serving someone, to get in touch with the group - the IDA group.

And to talk with them more about that because the ADA has been in existence since 1990 so the law has been around for about 20 years. And so folks are obligated to be able to serve people with disabilities at this point in time.

(Lisa O'Connor): Thank you Elizabeth.

Coordinator: Once again if you'd like to ask a question please dial star 1 at this time. We have no additional questions on the phone.

Elizabeth Jennings: Okay. So as we wait for all of you who may have questions but are a little timid we encourage you to ask your questions now and we certainly have some time.

But one of the questions that we do receive frequently that I hope you could address Pam and Elaine, is how do you advise individuals to budget for things like accommodations? It's very likely that that IDA program didn't intentionally deny the person service but had never budgeted to provide for interpreters.

Pamela Williamson: Elizabeth that's an excellent question and I'm glad that you brought that up. It is very - the - what I like to tell folks is accommodations shouldn't be something that you think about as an uh-oh moment when you have a person with a disability come in your door.

So it should be something that is already incorporated into your program and looked at upfront. And I encourage people to go ahead and put money aside in their budget for reasonable accommodations or for disability related issues.

Because if you go ahead and do it upfront then you don't have to worry about it and have that uh-oh moment at the time when the person walks in



the door. So you could, you know, decide, you know, a starting percentage that might work.

And, you know, and look at the kind of outreach that you're doing. What communities are you reaching at this point? Are you reaching people who are deaf? Are you reaching those who are hearing impaired?

Many of your costs related to accommodations are going to come from the cost of sign language interpreters, potentially making some minor changes in your building or so - or possibly providing what we refer to as alternate formats. It's the large print or Braille.

So find out what the costs of these are in your area and go ahead and set aside money - that little pot of money that cannot be touched and - so that you can meet the needs of your customers with disabilities.

Elizabeth Jennings: Thank you Pam. As Pam mentioned earlier in the webinar, there are in every area, Centers for Independent Living. And those folks are always a good resource to assist you in looking at who in your local area provides interpreter services and what the average cost is.

So if you're a little cautious about how much you should budget for an item such as that connect with some of your local partners or contact us at the AFI Resource Team and we'll be happy to assist you.

And as always you can contact the DBTACs as they're a good, safe place for you to ask questions without any fear of repercussions for not fully knowing your obligations under the ADA. Do we have any further questions?

Coordinator: We have no additional questions.

Elizabeth Jennings: Okay. Pam and Elaine, would you like to add anything to the conversation?

Pamela Williamson: Well first of all I'd just like to commend all of you for the work that you do because it is so very important. And we do hope that we will be able to partner with you. And if you are, especially in the southeast region where we work, I would like to be able to really know who you are.

So feel free to reach out to us at 1 800-949-4232. And if you are in other parts of the United States make yourself known to your local ADA center so



that they can provide you with the support and resources that you might need.

We've been doing this for 20 years and we work with over 2200 organizations throughout the United States. So more than likely we've got somebody in your community or know somebody in your community that might be able to help you out.

Elizabeth Jennings: I just want to remind everyone on the call once again, to give a visit to [www.IDAResources.org/Disability](http://www.IDAResources.org/Disability). On this Web site we have materials that can assist you as you look to serve individuals with disabilities.

And if there is some resource that you would like that you do not see please reach out to us and let us know so that we can continue to make your services as robust as possible. This is going to conclude our webinar for today.

Again, on behalf of the Department of Health and Human Services, Office of Community Services and the AFI Resource Center I want to thank you all for participating today. And a special thank you to our speakers, Pam Williamson and Elaine Mbionwu, for their expertise and their time.

Thank you ladies very much.

Coordinator: Thank you for joining today's call. You may disconnect at this time.

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