

Universal Access

*A Resource Guide for
Colorado's Workforce Centers*

SPRING 1999



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Promoting Families, Health and Development

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This information is available in alternative formats upon request.

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Chapter I: Introduction

Overview

As part of an initiative by the United States Department of Labor to make public employment and training programs more accessible and valuable to job seekers and employers, many regions within Colorado and nationwide now or will soon be consolidating various employment and training services into a unified system called "Colorado Workforce Centers." The aim of this Guide is to offer the Centers (and other local planning entities working on the development of the Centers) the best possible assistance in achieving universality with the implementation of the new system.

About this Resource Guide

This Resource Guide was compiled by JFK Partners / UCHSC through grant funds from the Colorado Developmental Disabilities Planning Council and in collaboration with Colorado's Workforce Coordinating Council in the Spring of 1999. Its purpose is to highlight available national, state and local resources that can assist Workforce Centers serving individuals with disabilities.

Disclaimer

JFK Partners / UCHSC, in collaboration with the Colorado Workforce Coordinating Council, has provided this compilation for informational purposes only. This Guide serves as a resource for Colorado's Workforce Center System and provides information to help ensure universality and support services to individuals with disabilities. Any omission of an organization or resource from this Guide does not reflect any bias or judgment by JFK Partners in omitting the resource.

Chapter II: Diversity and Disabilities

Diversity Includes Disability

Workforce diversity has become a major management strategy for many employers in the 1990's because it makes good business sense. A diverse workforce gives companies a competitive advantage by enabling them to hire from an expanded labor pool, better meet the needs of their customers and successfully compete in the global marketplace.

Managing diversity involves the creation of an open, supportive, and responsive organization in which diversity is acknowledged and valued. Diversity may be defined as, "All of the ways in which we differ." Some of these dimensions are race, gender, age, language, physical characteristics, disability, religion, sexual orientation, and other differences irrelevant to one's capacity to perform a job.

What Do I Need To Know about Diversity and People with Disabilities?



America's workforce diversity is rapidly growing. Over the next few decades, the largest percentage of new growth will be composed of women, ethnic minorities, and immigrants. The number of employees with disabilities will also increase. The current generation of Americans with disabilities is well prepared for the job market and able to provide an added solution for the labor shortages facing American businesses.

People with disabilities are the nation's largest minority. It is distinctive in that any person can join the group at any time. If you do not currently have a disability, you have about a 20% chance of becoming disabled at some point during your work life. People with disabilities cross all racial, gender, educational, socioeconomic, and organizational lines.

The American economy is made stronger when all segments of the population are included in both the workforce and the customer base. Companies that include people with disabilities in their diversity programs increase their competitive advantage. People with disabilities add to the variety of viewpoints needed to be successful and bring effective solutions to today's business challenges.

Source: *The President's Committee on Employment of People with Disabilities*
Phone: (202) 376-6200; **Website:** <http://www.pcepd.gov/ztextver/pubsl/publicat.htm>

The current generation of Americans with disabilities is well prepared for the job market . . .

Chapter III: Universal Access

The One-Stop Disability Access Checklist: Determining Accessibility in Facilities and Provision of Services

The challenge of making services and facilities accessible to people with disabilities elicits a variety of responses — some appear overwhelmed by the challenge, some embrace it — others simply do not know what universal access entails. This Resource Guide addresses the concerns and anxiety people may experience when working toward making the conversion to the new system. As many Employment and Training Centers and Job Service Centers undertake remodeling efforts to better house the Colorado Workforce Centers, they need to remember that changes to facilities must fit within the framework of the Americans with Disabilities Act (ADA). Although there is some apprehension concerning cost and liability when thinking of adherence to the ADA, the use of a U.S. Department of Labor publication called “The One-Stop Disability Access Checklist: Determining Accessibility in Facilities and Provision of Services” will minimize apprehension and facilitate compliance with the law. This checklist is available in Appendix A of this Resource Guide. The checklist is available on the Internet at the U. S. Department of Labor web site at <http://www.doleta.gov/access/clsti.htm>.

Technology and Serving Individuals with Special Needs



The new Centers, in addition to structuring optimum physical accessibility, will also maximize the ability of its customers with disabilities to access information. The use of technology will be critical to achieving this goal. Later in this Resource Guide is a section with suggestions and resources to assist in implementing assistive technology into the new Workforce Development System. For now, it is advisable to consult a comprehensive and extremely useful document called “Technology and Serving Individuals with Special Needs.” This document describes types of assistive technology available to serve people with disabilities, as well as those whose first language is not English or those with limited language skills. This document is available on the Internet at: <http://www.sjtcc.cahwnet.gov/SJTCWEB/ONE-STOP/SpecialA.pdf>

Chapter IV: Putting Legal Requirements Into Perspective

This section may be a review for persons knowledgeable in employment laws, such as those serving in leadership roles or others involved in the conversion to the new system. However, it is included in this Resource Guide so that should this information be needed to educate new employees, it can be accessed quickly and easily. Additionally, customers will likely be encountered – particularly employers – who will be seeking resources concerning employment laws. The following information can be shared with them.

Regarding compliance, the passage of the Americans with Disabilities Act has been met with some apprehension among businesses and government agencies. This section describes a more realistic and less anxiety-provoking perspective on workplace laws and the ease with which one can comply with them. This section presents brief descriptions of the most recently passed workplace laws along with some of their provisions as well as the ways in which these laws interact. Following are suggested resources regarding the many myths associated with the ADA and surveys conducted among American Businesses regarding their opinions of the ADA.

What are the Workplace Disability Laws?

During the last few years, employers and employees have been exposed to many new laws, regulations, and acronyms. The Americans with Disabilities Act (ADA), Family and Medical Leave Act (FMLA), and Occupational Safety and Health Act (OSHA) all impact the workplace. These laws have been enacted at different times with different purposes.

The Americans with Disabilities Act (ADA)

The ADA is a federal anti-discrimination statute designed to remove barriers for individuals with disabilities. Title I of the ADA prohibits discrimination in employment against people with disabilities. It requires employers to make reasonable accommodations to the known physical or mental limitations of a qualified applicant or employee, unless such accommodation would impose an undue hardship on the employer. Reasonable accommodations include such actions as making worksites accessible, modifying existing equipment, providing new devices, modifying work schedules, restructuring jobs, and providing readers or interpreters.

Title I also prohibits the use of employment tests and other selection criteria that screen out, or tend to screen out, individuals with disabilities unless such

Reasonable accommodations include making worksites accessible, modifying existing equipment, providing new devices, modifying work schedules, restructuring jobs, and providing readers or interpreters.

tests or criteria are shown to be job-related and consistent with business necessity. It also bans the use of pre-employment medical examinations or inquiries to determine if an applicant has a disability. It does, however, permit the use of a medical examination after a job offer has been made if the results are kept confidential; all persons offered employment in the same job category are required to take the exam; and the results are not used to discriminate.

Employers are permitted, at any time, to inquire about the ability of a job applicant or employee to perform job-related functions. The EEOC is the enforcement agency for Title I.

Family and Medical Leave Act (FMLA)



FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons. Employees are eligible if they have worked for a covered employer for at least one year, and for 1,250 hours during the previous twelve months, and if the company employs at least fifty people within a seventy-five-mile radius. There are some areas of interaction between FMLA and ADA. These areas include medical conditions and reasonable accommodations.

A condition that qualifies as a serious health condition may or may not satisfy the ADA definition of disability. Temporary impairments of short duration constitute a serious health condition but are not disabilities. Conversely, being a person with a disability (e.g., quadriplegia) does not necessarily constitute having a serious health condition.

What is considered a reasonable accommodation differs between the ADA and FMLA. For example, an employee undergoing chemotherapy for cancer may request a modified work schedule as a reasonable accommodation under the ADA. It must be provided unless the employer can prove it would create an undue hardship. The same employee could request time off as FMLA leave. The employer must grant an eligible employee up to 12 weeks of unpaid FMLA. There is no undue-hardship exception.

Occupational Safety and Health Act (OSHA)

The OSHA Reform Act requires an employer to provide a work environment that is free of recognized hazards causing, or likely to cause, death or serious injury, as well as to comply with other government safety and health standards. There are some areas of interaction between OSHA and ADA

including standards and reporting requirements. In complying with specific OSHA standards, employers may want to consider incorporating ADA reasonable accommodation concepts. For example, OSHA requires employees to label in writing certain toxic materials and provide written materials explaining their potential dangers to employees. ADA reasonable accommodations could include using the universal symbol for poison and providing verbal warnings of the potential danger of the toxic materials.

Workers' Compensation Laws

Each state has its own workers' compensation laws and second injury fund. The employers' return-to-work policies and procedures for an employee who is injured or disabled must be consistent not only with state workers' compensation laws, but also with ADA, FMLA, and OSHA regulations. It is important to remember that the ADA does not distinguish between reasonable accommodation requirements for employees with work-related injuries and illnesses as opposed to non-work-related injuries and illnesses.

The following three fact sheets can be found at the President's Committee on Employment of People with Disabilities Website and are useful handouts for employers, staff and interested individuals regarding workplace laws and the ADA:

- What are Some Suggestions for Dealing with the Different Workplace Laws?
- What Does Business Really Think About the ADA?
- Dispelling Myths about the Americans with Disabilities Act.

Source(s): *The ADA Technical Assistance Center (719) 444-0252, <http://www.ada-infonet.org> and the President's Committee on Employment of People with Disabilities (202) 376-6200, <http://www.pcepd.gov/textver/pubs/publicat.htm>*

Who Can Help with Workplace Laws

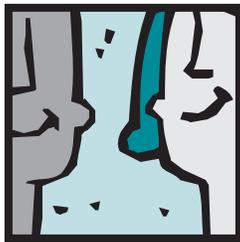
When questions arise concerning workplace laws and accommodating people with disabilities, one can turn to the ADA Technical Assistance Center, a regional information and referral center located in Colorado Springs. This resource serves Colorado, Utah, Wyoming, Montana, and North and South Dakota. In addition to getting answers to questions that come up, periodicals are available from the Center such as *The ADA Today* and *Technical Assistance Manuals* covering the five titles of the Americans with Disabilities Act. Information on topics such as tax incentives, effective communication with people with disabilities, physical accessibility, alternatives to barrier removal, employee rights, employer responsibilities, and much more is also available at the ADA Technical Assistance Center.

Chapter V: Communicating With and About People With Disabilities

The ADA, other legislation, and the efforts of many disability organizations have begun to improve accessibility in buildings, increase access to education, open employment opportunities, and develop realistic portrayals of persons with disabilities in television programming and motion pictures. However, more progress needs to be made. Many people still view persons with disabilities as individuals to be pitied, feared, or ignored. These attitudes may arise from discomfort with individuals who are perceived to be different or simply from a lack of information. We must look beyond the disability and look at the individual's ability and capability — the things that make each of us unique and worthwhile. The first step toward accommodating workers and job seekers with disabilities is to improve communication with them. Listed below are some suggestions on how to relate and communicate with and about people with disabilities.

When writing or speaking about people with disabilities, it is important to put the person first.

Words



Positive language empowers. When writing or speaking about people with disabilities, it is important to put the person first. Group designations such as “the blind,” “the deaf” or “the disabled” are inappropriate because they do not reflect the individuality, equality, or dignity of people with disabilities. Following are examples of positive and negative phrases. Note that the positive phrases put the person first.

Affirmative Phrases

person with mental retardation
person who is blind, person who
is visually impaired
person with a disability
person who is deaf,
person who is hard of hearing
person who has multiple sclerosis
person with cerebral palsy
person with epilepsy,
person with seizure disorder
person who uses a wheelchair
person who has muscular dystrophy
physically disabled

Negative Phrases

retarded, mentally defective

the blind
the disabled, handicapped

suffers a hearing loss, the deaf
afflicted by MS
CP victim

epileptic
confined or restricted to a
wheelchair
stricken by MD
crippled, lame, deformed

Affirmative Phrases

person without a disability

unable to speak, uses synthetic speech
seizure
successful, productive, has overcome
his/her disability

person with psychiatric disability
person who no longer lives in
an institution
says she/he has a disability

Negative Phrases

normal person (implies that
the person with a disability
isn't normal)
dumb, mute
fit
courageous (when it implies
the person has courage because
of having a disability)
crazy, nuts
the deinstitutionalized

admits she has a disability

Actions



Outlined below are the “Ten Commandments of Etiquette for Communicating with People with Disabilities” to help you in communicating with persons with disabilities.

1. When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.
2. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)
3. When meeting a person who is visually impaired, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.
4. If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
5. Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others. (Never patronize people who use wheelchairs by patting them on the head or shoulder.)

6. Leaning on or hanging on to a person's wheelchair is similar to leaning or hanging on to a person and is generally considered annoying. The chair is part of the personal body space of the person who uses it.
7. Listen attentively when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you in and guide your understanding.
8. When speaking with a person who uses a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.
9. To get the attention of a person who is deaf, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people who are deaf can read lips. For those who do lip read, be sensitive to their needs by placing yourself so that you face the light source and keep hands, cigarettes and food away from your mouth when speaking.
10. Relax. Don't be embarrassed if you happen to use accepted, common expressions such as "See you later," or "Did you hear about that?" that seems to relate to a person's disability. Don't be afraid to ask questions when you're unsure of what to do.

The information for this fact sheet came from three sources: The President's Committee on Employment of People with Disabilities, Guidelines to Reporting and Writing About People with Disabilities, produced by the Media Project, Research and Training Center on Independent Living, 4089 Dole, University of Kansas, Lawrence, KS 66045, and Ten Commandments of Etiquette for Communicating with People with Disabilities, National Center for Access Unlimited, 155 North Wacker Drive, Suite 315, Chicago, IL 60606.

Source: *The President's Committee on Employment of People with Disabilities Website*
<http://www.pcepd.gov/textver/pubs/publicat.htm>; (202) 376-6200.

Chapter VI: Understanding Job Accommodations

Making job accommodations is a key component to employing people with disabilities. One in five Americans has a disability. Surely, then, many job seekers with disabilities will be using the new Colorado Workforce Centers. This section is presented to assist One-Stop staff in working with their customers with disabilities. Staff can also share the information and resources in this section with other interested individuals and employers who wish to hire people with disabilities.

The Job Accommodation Network (JAN)



With the passage of the Americans with Disabilities Act of 1990 came a great deal of uncertainty regarding how to accommodate employees and prospects with disabilities among businesses, public service providers and government entities. In order to alleviate this uncertainty, the President's Committee on Employment of People with Disabilities established the Job

Accommodation Network.

There are literally millions of places of public accommodations (e.g. dry cleaners, restaurants, theaters, etc.), commercial facilities (e.g. factories, office buildings, warehouses, etc.) and government agencies that now must comply with the provisions of the ADA. The knowledgeable consultants at JAN will address questions and concerns including any of the following: Technical information about barrier-free access; ideas on applicant interviewing procedures, job descriptions and employment policies; information about manufactured products; information about other service agencies, training programs and funding sources. They can also answer questions related to the ADA.

The Job Accommodation Network is committed to helping businesses, government services and places of public accommodation meet the requirements of the Americans with Disabilities Act of 1990.

Examples of Accommodations

The following are examples of accommodations provided by the Job Accommodation Network . . .

Situation: A production worker with mental retardation who has limited fine

motor dexterity must use tweezers and a magnifying glass to perform the job. The worker had difficulty holding the tweezers.

Solution: Giant tweezers were purchased. Cost: \$5.

Situation: A teacher with bipolar disorder who works in a home-based instruction program experienced reduced concentration, short term memory, and task sequencing problems.

Solution: At one of their weekly meetings the employee and the supervisor jointly developed a checklist. This checklist showed both the week's work and the following week's activities. Forms were adapted so that they would be easy to complete, and structured steps were developed so that paper work could be completed at the end of each teaching session. An unintended bonus to the company was the value of the weekly check-off forms in training new staff. Cost: \$0.

Situation: An individual with a neck injury who worked in a lab had difficulty bending his neck to use the microscope.

Solution: A periscope was attached to the microscope. Cost: \$2,400.

Situation: An accountant with HIV was experiencing sensitivity to fluorescent light. As a result, she was not able to see her computer screen or written materials clearly.

Solution: The employer lowered the wattage in overhead lights, provided task lighting and a computer screen glare guard. Cost: \$80.

Source: *President's Committee Job Accommodation Network, (800) 526-7236 (Voice/TDD/TTY)*
<http://www.jan.wvu.edu/english/homeus.htm>

**Also try the ADA Information line at 1 (800) ADA-WORK for information such as: reasonable accommodations; assistance in construction and renovation specifications; referral to other ADA information sources.*

Chapter VII: Supported Employment

What Is Supported Employment?

Supported employment, as defined by PL 99-506, the Rehabilitation Act Amendments of 1986 and 1992, is: "Competitive employment in an integrated setting with ongoing-support services for individuals with the most severe disabilities:

- for whom competitive employment has not traditionally occurred or for whom competitive employment has been interrupted or intermittent as a result of a severe disability;
- who, because of the nature and severity of their disabilities, needs intensive supported employment services from the designated state unit (Division of Vocational Rehabilitation) and extended services after transition in order to perform this work; or
- transitional employment for individuals with the most severe disabilities due to mental illness."

Supported employment is a way to move people from dependence on a service delivery system to independence via competitive employment. Recent studies indicate that the provision of on-going support services for people with severe disabilities significantly increases their rates for employment retention. Supported employment encourages people to work within their communities and encourages work, social interaction, and integration.

Definitions

A **job coach** or **employment consultant** is a person who is hired by the placement agency to provide specialized on-site training to assist the employee with a disability in learning and performing the job and adjusting to the work environment.

Natural supports are support from supervisors and co-workers, such as mentoring, friendships, socializing at breaks and/or after work, providing feedback on job performance, or learning a new skill together at the invitation of a supervisor or co-workers. These natural supports are particularly effective because they enhance the social integration between the employee with a disability and his/her co-workers and supervisor. In addition, natural supports may be more permanent, consistently and readily available, thereby facilitating long-term job-retention.

Supported employment is a way to move people from dependence on a service delivery system to independence via competitive employment.

Basic Components

Supported employment services should achieve the following outcomes: opportunity to earn equitable wages and other employment-related benefits, development of new skills, increased community participation, enhanced self-esteem, increased consumer empowerment, and enhanced quality of life. The types of supported employment services used depend on the needs of individual consumers. Following are the basic components of supported employment:

Competitive Work . . .

- in the competitive labor market that is performed on a full time or part-time basis in an integrated setting; and
- for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled

Integrated Work Settings . . .

- a setting typically found in the community whereby applicants or eligible individuals interact with non-disabled individuals other than non-disabled individuals who are providing services to those applicants or eligible individuals

Ongoing Support Services . . .

- individualized supports such as transportation, job site training, family support or any service necessary, at least twice a month
- throughout the term of employment

Where Can I Go for Additional Information?

Colorado Association for Persons in Supported Employment (CO-APSE)
P.O. Box 273053
Fort Collins, CO 80527

International Association for Persons in Supported Employment (APSE)
1627 Monument Avenue, Room 301
Richmond, VA 23220
(804) 278-9187

Rehabilitation Services Administration
Switzer Building
330 C Street, S.W.
Washington, D.C. 20202
(202) 205-9297

Administration on Developmental Disabilities
Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, DC 20201
(202) 690-5504

Virginia Commonwealth University
Rehabilitation Research and Training Center
on Supported Employment
1314 West Main Street; PO Box 842011
Richmond, VA 23284-2011
(804) 828-1851

Children's Hospital
Institute for Community Inclusion
200 Longwood Avenue
Boston, MA 02115
(617) 735-6506

President's Committee on Employment of People with Disabilities
1331 F Street, NW
Washington, DC 20002
(202) 376-6200
(202) 376-6205 TDD/TTY

Source: President's Committee on Employment of People with Disabilities Website at <http://www.pcepd.gov/ztextver/pubs/publicat.htm>; (202) 376-6200 and "Supported Employment Leadership in Colorado, A Manager's Guide to Supported Employment Services", Colorado Department of Human Services, Divisions of Vocational Rehabilitation and Developmental Disabilities Services.

Chapter VIII: Assistive Technology

Technology can be a wonderful tool for everyone, including people with disabilities. As the conversion is made to the new system, many Centers will be purchasing new computer systems and software packages. It will be extremely helpful for Center staff to consider assistive technology which will facilitate use of the Workforce Development Centers for people with disabilities. Resources are available for the new Centers as they are eager to help in serving people with disabilities.

Technology and Serving Individuals with Special Needs



Take some time to review the "Technology and Serving Individuals with Special Needs" report available on the Internet at

<http://www.sjtcc.cahwnet.gov/SJTCCWEB/ONE-STOP/SpecialA.pdf> presented by the Electronic One-Stop Steering Committee. Much of the work is already complete. California's One-Stop Career Center Task

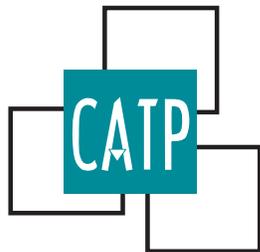
Force approved the research and recommendations submitted by the Steering Committee as plans were made for that State's implementation. Consult this document for a thorough coverage of technology.

Recognizing the critical role technology will play in the Workforce Development Center System, the California Task Force set out to outline and test guidelines for the use of assistive technology as it affects information environments in the system. The Task Force identified a variety of "special needs" populations for whom technology may be of particular benefit. Included among these populations are: persons with limited literacy; persons with disabilities; persons with economic or geographic barriers; and others.

This report offers specific recommendations for accommodating people with disabilities accompanied by examples of implementation. Again, the California report is comprehensive. It offers suggestions for achieving universal access for non-visual users, non-auditory users, non-time dependent access, minimum physical ability access, limited reach or strength access, no-color perception access, no-speech capability access, and documentation access. Peruse this impressive resource and seek technical assistance from the experts listed within who worked hand-in-hand as California compiled these results.

*Technology
can be a
wonderful tool
for everyone,
including
people with
disabilities.*

The Colorado Assistive Technology Project (CATP)



COLORADO ASSISTIVE TECHNOLOGY PROJECT

The Colorado Assistive Technology Project is a component of JFK Partners, a program of the University of Colorado Health Sciences Center which strives to improve the quality of life for Coloradans with disabilities. Recognizing the many ways in which technology builds bridges to employment and other forms of community participation, CATP serves as a clearinghouse of information and instruction on assistive technology devices and services.

The project's staff possess expertise on a wide variety of adaptive devices useful to people with various disabilities. They provide statewide training and informational presentations for people with disabilities, their families, and professionals assisting them in their goals of securing employment and independence. The CATP staff are available for information and referral to anyone within the State of Colorado. CATP, a project funded by the National Institute on Disability Research and Rehabilitation (NIDRR), is a valuable resource for job seekers with disabilities as well as those working toward developing a more diverse workforce.

CATP has developed a series of informative fact sheets (called "Fast Facts") to offer consumers introductions to various types of assistive technology that may be useful for people with different kinds of disabilities. These Fast Facts are available in print or on the CATP Website. CATP's contact numbers and address are listed below. Each of these fact sheets is available in alternative formats such as Braille, large print, on disk, in languages other than English, etc. CATP welcomes requests for Fast Facts to be constructed on subjects of customers' choice.

Fast Facts

- Accessing Microsoft Windows with Synthetic Speech
- Access to Microsoft Windows 95 for Persons with Low Vision
- Adaptive Driving for Persons with Physical Limitations
- An Overview of Windows 95 Access for Persons who are Blind or Visually Impaired
- Braille Technology for Individuals who are Blind or Visually Impaired
- Closed Circuit Television Systems for Persons with Visual Impairments
- Colorado Assistive Technology Project
- Computer Access for Persons with Visual Impairments
- Construction of Ramps Used in Rural Settings
- Division of Vocation Rehabilitation
- Farming with a Hearing Impairment
- Farming with a Visual Impairment
- Farming/Ranching with Cerebral Palsy

Individuals with Disabilities Education Act & Assistive Technology
Low-Tech Devices for People with Visual Impairments
Magnification Programs for the Computer Screen
Office of Special Education Programs' Policy Letters
Optical Character Recognition
Potential Health and Safety Risks of Farming with a Disability
Providing Print Materials in an Alternate Format for Persons who are Blind or Visually Impaired
Statewide Independent Living Centers
Using a Telecommunication Device (TDD) or a Text Telephone (TTY) for People Who are Deaf or Hearing Impaired
Voice Output Systems for Persons with Visual Impairments

Resources

Adaptive Computer Software Where in the World Wide Web
Recreational Resources for People with Disabilities
Resources for Hearing Impaired
Resources for Seniors
Resources for Visually Impaired

Tech-Topics

Colorado's Assistive Technology Lemon Law House Bill 97-1194
Concepts in Manlift Attachments for Tractors & Combines
Farming with a Respiratory Impairment
Farming with a Spinal Cord Injury
Hand Controls for Agricultural Equipment
Prosthetic and Work-site Modifications for Farmers with Upper Extremity Amputations

Make & Take

Battery Device Adapter
Bubble wand
Button Hook - Zipper Pull
Grocery Bag Carrier
Puzzle
PVC Pencil Holder

In addition to the above items on the CATP Website, visitors will find the statewide CATP training calendar, a new section called "How to", as well as technical support via email available to them.

For further information contact the Colorado Assistive Technology Project at:
Colorado Assistive Technology Project
The Pavilion, 1919 Ogden Street, A036-B140
Denver, Colorado 80218
in Colorado (800) 255-3477
(303) 864-5100 (Main)
(303) 864-5110 (TTY)
(303)864-5119 (Fax)
HYPERLINK <http://www.uchsc.edu/catp> <http://www.uchsc.edu/catp>

Community College Computer Access Centers

The Colorado Community College and Occupational Education System has established a network of Computer Access Centers housed at colleges throughout the State. Contact a local Computer Access Centers at one of the Community Colleges listed below for further information.

Arapahoe Community College
2500 W. College Drive, P. O. Box 9002
Littleton, Colorado 80160-9002
Phone: (303) 797-5927
Fax: (303) 797-5782

Community College of Aurora
16000 E. Centre Tech Pkwy
Aurora, Colorado 80011-9036
Phone: (303) 360-4784
Fax: (303) 360-4791

Community College of Denver
Campus Box 625, P. O. Box 173363
Denver, Colorado 80217-3363
Phone: (303) 556-4607
Fax: (303) 556-8555

Front Range Community College
3645 W. 112th Ave.
Westminster, Colorado 80030
Phone: (303) 404-5333
Fax: (303) 404-5674

Front Range Community College, Larimar County Center
4616 S. Shields, P. O. Box 270490
Ft. Collins, Colorado 80527
Phone: (970) 204-8309
Fax: (303) 825-6819 or (970) 204-0466

Lamar Community College
2401 S. Main St.
Lamar, Colorado 80152
Phone: (719) 336-2248 ext. 466
Fax: (719) 336-2448

Morgan Community College
17800 County Road 20
Ft. Morgan, Colorado 80701
Phone: (970) 867-3081
Fax: (970) 867-6608

Otero Junior College
1802 Colorado Avenue
La Junta, Colorado 81050
Phone: (719)384-8865
Fax: (719) 384-6880

Pike's Peak Community College
5675 S. Academy Blvd.
Colorado Springs, Colorado 80003-3559
Phone: (719)540-7673 at lab; (719) 540-7127 at office
Fax: (719) 540-7092

Pueblo Community College
900 W. Orman Ave.
Pueblo, Colorado 81004
Phone: (719) 549-3394
Fax: (719) 544-1179

Red Rocks Community College
13300 W. Sixth Ave.
Lakewood, Colorado 80228-1255
Phone: (303) 914-6733
Fax: (303) 914-6721

Trinidad State Junior College
600 Prospect Street
Trinidad, Colorado 81082
Phone: (719) 846-5589
Fax: (719) 846-5489

San Luis Valley Area Education Center
1011 Main Street
Alamosa, Colorado 81101
Phone: (719) 589-1513
Fax: (719) 589-1405

Combined Computer Access Center
Auraria Library, Room 115 (Lawrence & 11th Streets)
Campus Box 101
Denver, Colorado 80204
Phone: (303) 556-6252
Fax: (303) 556-6852

Chapter IX: Partnerships

There is a wide variety of partners who should be engaged for consultation, technical assistance, and full-fledged partner status.

This Resource Guide is an overview of resources available for achieving universal access in a Workforce Development Center. It is, however, only a beginning. There is a wide variety of partners who should be engaged for consultation, technical assistance, and full-fledged partnerships as a region converts to the Workforce Development system.

Many factors can prove to be obstacles to employment for many of the people coming in to use the Center's services. Partnerships with professional organizations who possess expertise in working with job seekers with specific needs will have a profound and positive impact on the Center's ability to provide optimal services to all of its customers.

In this section are profiles of some of the agencies and organizations that may serve as partners to optimize services to people with disabilities. The organizations described below are by and large statewide and have track records of success and longevity. There are many more agencies that may prove to be good partners for a specific Center.

Colorado Department of Human Services

The Colorado Department of Human Services is designed to help individuals and families achieve and maintain positive outcomes through quality services that:

- Affirm individual dignity and worth;
- Promote personal, family and community choice;
- Are accessible, understandable and available statewide;
- Are culturally competent and responsive to the needs of individuals and families of all cultural and ethnic backgrounds;
- Are comprehensive and integrated through partnerships among public and private entities;
- Are delivered by dedicated staff who have the support and environment necessary to perform their jobs effectively; and
- Make the most effective and efficient use of public resources.

The Department seeks to assist its customers to achieve any or all of its five stated goals. These goals include Economic Self-Sufficiency, Family and Community Connections, Health and Rehabilitation, Independent Living and Safety. Services are tailored to meet the needs of aging persons, those needing alcohol and drug abuse treatment, child care assistance, child support collection, child welfare services, people with developmental

disabilities, family services, job skills training, state and veterans nursing home services, public assistance and self-sufficiency, refugee services, supportive housing, mental health services, veterans services, vocational rehabilitation and youth corrections.

For general information about the Department of Human Services call (303) 866-5700; for the Department's Consumer Relations or to register complaints call (303) 5825 (Denver-metro area) or from other parts of Colorado (800) 536-5298; or for TDD call (303) 866-4065; and for questions concerning eligibility call your county office of Social Services.

Following are profiles of four branches within the Colorado Department of Human Services whose clients are likely to solicit services at the Workforce Centers. They include the Division of Vocational Rehabilitation, Alcohol and Drug Abuse Division, Mental Health Services and Developmental Disabilities Services. Give careful consideration to the possibility of establishing partnerships with any or all of these agencies as Colorado Workforce Centers are implemented.

Colorado Division of Vocational Rehabilitation



The State of Colorado - Division of Vocational Rehabilitation assists people whose disabilities result in barriers to employment or independent living to obtain and/or keep employment and to live independently.

Services including counseling, career planning, training, education equipment and job placement are tailored to the needs of the Division's consumers. Each consumer works with a counselor who is trained to understand and explain both medical and vocational information to them, will look for and develop job placements and will make them aware of the range of services as well as how to use them to achieve employment objectives.

Both job applicants using Vocational Rehabilitation and employers benefit from the services the Division offers. Consumers benefit from securing employment and earned income, independence, self-confidence and improvement in quality of life. Employers, too, benefit from the services the Division provides. Rehabilitation programs emphasize the workability of the job-ready employee. Therefore, employers can be sure that new hires have the basic skills required to perform the job, the employee demonstrates a strong desire to work and that she or he understands employer expectations. Moreover, the Division can prescreen job ready individuals providing savings to the employer in selection and training costs, assessment of work site to recommend any necessary accommodations, general consultation regarding

work-related issues and consultation regarding financial incentives, tax credits and insurance benefits. Finally, the Division will provide follow-up support to both employee and employer to ensure success.

In addition to assisting people to meet their employment desires the Division operates a network of Independent Living Centers throughout the State of Colorado designed to help people with disabilities meet their personal needs. For more information about Independent Living Centers and the ways in which the Division of Vocational Rehabilitation can be of assistance, contact:

Division of Vocational Rehabilitation
110 16th Street, 2nd Floor
Denver, Colorado 80202
(303) 620-4152 (Voice/TDD)
(303) 620-4189 (Fax)
colors@edu.gte.net (Web Site)

Vocational Rehabilitation Offices

Alamosa Rehabilitation Office
422 Fourth Street
PO Box 990
Alamosa, CO 81101
(719) 589-5158

Aurora Rehabilitative Office
Two Denver Highlands Bldg
10065 E. Harvard, Suite 809
Denver, CO 80231
(303) 745-8112

Boulder Rehabilitation Office
207 Canyon Boulevard, Suite 202A
Boulder, CO 80302
(303) 444-2816

Buena Vista Rehabilitation Office
PO Box 2058
29805 North Highway 24
Buena Vista, CO 81211
(719) 395-2434

Colorado Springs Rehabilitation Office
1322 North Academy Boulevard
Colorado Springs, CO 80909
(719) 574-2200

Denver Blind/Deaf
600 Grant Street, #302
Denver, CO 80203
(303) 894-2515

Denver CYP
600 Grant Street, #302
Denver, CO 80203
(303) 894-2515

Denver East Rehabilitation Office
600 Grant Street, #302
Denver, CO 80203
(303) 894-2515

Denver West Rehabilitative Office
2211 West Evans, Building B
Denver, CO 80223
(303) 937-0561

Durango Rehabilitation Office
425 West Building
835 Second Avenue
Durango, CO 81301
(970) 247-3161

Fort Collins Rehabilitation Office
2850 McClelland Drive, Suite 2000
Fort Collins, CO 80525
(970) 223-9823

Fort Morgan Rehabilitation Office
PO Box 429
625 West Platte Avenue
Fort Morgan, CO 80701
(970) 867-3068

Glenwood Springs Rehabilitation Office
Executive Plaza
1512 Grand Avenue
Glenwood Springs, CO 81601
(970) 945-9174

Golden Rehabilitative Office
730 Simms, #105
Golden, CO 80401
(303) 271-4888

Grand Junction Rehabilitation Office
222 South Sixth Street, Room 215
Grand Junction, CO 81501
(970) 248-7103

Greeley Rehabilitation Office
822 Seventh Street, Suite 4
Greeley, CO 80631
(970) 352-5180

Lamar Rehabilitation Office
Cedar Main Building
1006 South Main Street
Lamar, CO 81052
(719) 336-7712

Limon Rehabilitation Office
820 Second Street
PO Box 910
Limon, CO 80828
(719) 775-2342

Longmont Rehabilitation Office
1707 North Main, Suite 302
Longmont, CO 80501
(303) 449-7966

Montrose Rehabilitation Office
1010 South Cascade Avenue
Montrose, CO 81401
(970) 249-4468

Northglenn Rehabilitation Office
11990 Grant Street, Suite 201
Northglenn, CO 80233
(303) 452-5875

Pueblo Rehabilitation Office
720 North Main, Suite 320
Pueblo, CO 81003
(709) 544-1406

Rocky Ford Rehabilitation Office
409 South Main
Rocky Ford, CO 81067
(719) 254-3358

South Metro Office
609 West Littleton Blvd., Suite 100
Littleton, CO 80120
(303) 795-7954

Sterling Rehabilitation Office
PO Box 592
220 South Third Street
Sterling, CO 80751
(970) 522-3737

Trinidad Rehabilitation Office
134 West Main, Suite 2-4
Trinidad, CO 81082
(719) 846-4431

Rehabilitation Center
2211 West Evans Avenue
Denver, CO 80223
(303) 937-1226

Business Enterprise Program Office
2211 West Evans Avenue
Denver, CO 80223
(303) 922-3658

Independent Living Centers

Atlantis Community, Inc.
201 South Cherokee St.
Denver, CO 80223
(303) 733-9324
(Serving Adams, Arapahoe, Boulder, Denver, Jefferson)

Center for Independence
1600 Ute Avenue
Grand Junction, CO 81501
(970) 241-0315
(Serving Delta, Eagle, Garfield, Grand, Gunnison, Hinsdale, Jackson, Lake,
Mesa, Montrose, Ouray, Pitkin, San Miguel)

Center for People with Disabilities
948 North Street #7
Boulder, CO 80304
(303) 442-8662
(Serving Boulder, Weld)

Disabled Resource Services
424 Pine Street #101
Ft. Collins, CO 80524
(970) 482-2700
(Serving Larimer)

Sangre de Cristo IL Center
425 West 3rd Avenue
Pueblo, CO 81003
(719) 546-1271
(Serving Baca, Bent, Crowley, Custer, Fremont, Huerfano, Las Animas, Kiowa,
Otero, Prowers, Pueblo)

Southwest Center for Independence
3101 North Main
Durango, CO 81301
(970)259-1672
(Serving Archuleta, Delores, La Plata, Montezuma, San Juan)

Disability Center for Independent Living
777 Grant Street, Suite 100
Denver, CO 80203
(303) 837-1020
(Serving Adams, Arapahoe, Clear Creek, Denver, Douglas, Elbert, Gilpin,
Jefferson)

Colorado Springs Independence Center
21 East Las Animas
Colorado Springs, CO 80903
(719) 471-8181
(Serving Cheyenne, Elbert, El Paso, Kiowa, Kit Carson, Lincoln, Teller)

Connections for Independent Living
1024 9th Avenue, Suite E
Greeley, CO 80631
(970) 352-8682
(Serving Logan, Morgan, Phillips, Sedgewick, Washington, Weld, Yuma)

School to Work Alliance Program

The School to Work Alliance Program (SWAP) is a collaborative effort between the Colorado Division of Vocational Rehabilitation, local school districts, mental health providers, and teams of interagency providers. The program is designed to work with youth having mild to moderate disabilities and are between the ages of 16-25, as they make the transition from school into the work force. SWAP provides short-term (usually one year or less) support services which enable participants to become competitively employed and more successful in the community.

A variety of services are provided to SWAP participants on a year-round basis. SWAP services are provided through a case management model and can include:

- Career development, including career awareness, exploration, preparation and short-term training;
- Provision of employment related instruction such as interviewing, resume writing, connecting with and using adult agencies, social skills for the workplace and conflict resolution skills;
- Job development, placement and short-term job coaching; and,
- Post-employment follow-up and support for a minimum of one year.

For further information concerning SWAP contact your local office of the Division of Vocational Rehabilitation.

Alcohol and Drug Abuse Division (ADAD)

The State of Colorado Department of Human Services operates the Alcohol and Drug Abuse Division (ADAD). ADAD develops, supports, and advocates for comprehensive services to reduce alcohol, tobacco and other drug abuse and to promote healthy individuals, families, and communities. Prevention programs are a key part of services by the Division and they provide young people, families and communities with a variety of strategies including information dissemination, education, alternatives, and problem identification and referral. Treatment programs interrupt addiction and assist individuals and their families to regain healthy, positive and productive roles in society. ADAD contracts with four managed service organizations who subcontract with their provider networks to provide assessment-driven treatment services to priority populations.

SWAP provides short-term support services which enable participants to become competitively employed and more successful in the community.

ADAD develops and enforces regulations for Level I and Level II DUI education and treatment programs. Approximately 30,000 DUI offenders are referred to these programs each year. ADAD also has regulating authority and sets competency standards for substance abuse counselor certification. It reviews and approves the training and trainers required for certification.

As the numbers of people seeking employment while simultaneously striving to overcome alcohol and drug addiction continues to be staggering, the Colorado workforce centers can benefit from assistance from ADAD and Managed Service Organizations. Use of this resource along with other services will enable the Centers to optimize services to this population.

For more information regarding ADAD, contact:

Alcohol and Drug Abuse Division
4055 S. Lowell Blvd.
Denver, CO 80236
Phone: (303) 692-2930.
Fax: (303) 866-7481

Mental Health Services

Colorado Mental Health Services (MHS) supports community-based mental health treatment by services from seventeen community mental health centers and from five specialty clinics. Community programs provide the majority of the services delivered in the public mental health system. Yearly the community mental health system provides services to approximately 57,000 individuals in Colorado.

Mental Health Assessment and Service Agencies (MHASAs) are the newest components of Colorado's public mental health service system. At present, there are seven MHASAs responsible for implementing pilot Medicaid mental health capitation and case management programs through contracts with MHS. Each MHASA manages the delivery of mental health services to Medicaid-eligible individuals in defined geographic service areas.

To contact the State Office of Mental Health Services call (303) 866-7400.

Local Community Mental Health Centers and MHASA's:
Adams Community Mental Health Center, Inc.
Member of Behavioral Healthcare, Inc. (BHI) MHASA*
4371 E. 72nd Ave.
Commerce City, CO 80022
Business and 24-hour Emergency Phone: (303) 853-3500

Arapahoe Mental Health Center, Inc.
Member of Behavioral Healthcare, Inc. (BHI) MHASA*
Administrative Office
6801 S. Yosemite
Englewood, Co 80112
303-779-9676 Business
24-hour Emergency Phone

Aurora Mental Health Center, Inc.
Member of Behavioral Healthcare, Inc. (BHI) MHASA*
14301 E. Hampden Ave.
Aurora, CO 80014
303-617-2300 Business and 24-hour Emergency Phone

Mental Health Center of Boulder County, Inc.
AND MHASA*
1333 Iris Avenue
Boulder, CO 80304
303-443-8500 Business
303-447-1665 24-hour Emergency Phone

Centennial Mental Health Center
211 West Main St.
Sterling, CO 80751
970-522-4549 Business
970-522-4392 24-hour Emergency Phone

Colorado West Regional Mental Health Center, Inc.
Member of West Slope-Options Colorado Mental Health Networks MHASA*
6916 Highway 82
PO Box 40
Glenwood Springs, CO 81602
970-945-2241 Business
24-hour Emergency Phone: Call individual branches

Jefferson Center for Mental Health and MHASA*
Administration Office
5265 Vance St.
Arvada, CO 80002
303-425-0300 Business and Emergency Phone

Larimer County Mental Health Center
525 West Oak Street
PO Box 1190
Fort Collins, CO 80522
970-498-7610 Business
970-221-2114 Fort Collins 24-hour Emergency Phone
970-667-3752 Loveland 24-hour Emergency Phone
970-586-4000 Estes Park 24-hour Emergency Phone

Mental Health Corporation of Denver
Administration Office
4141 E. Dickenson Place
Denver, CO 80222
303-757-7227 Business
303-377-4375 Intake/Emergency
303-436-4100 Mobile Crisis

Midwestern Colorado Mental Health Center
The Center for Mental Health
Member of West Slope-Options Colorado Mental Health Networks MHASA*
605 East Miami
PO Box 1208
Montrose, CO 81402
970-249-9694 Business
970-249-9694 Montrose/Ouray Counties Emergency Phone
970-874-8981 Delta County Emergency Phone
970-641-0229 Gunnison / Hinsdale Counties Emergency Phone
970-327-4449 or 970-728-6303 San Miguel County Emergency Phone

North Range Behavioral Health and MHASA
1306 11th Avenue
Greeley, CO 80631
970-353-3686 Business and Emergency Phone

Pikes Peak Mental Health Center Systems, Inc.
Member of Pikes Peak-Options Colorado Mental Health Networks MHASA*
Administration
220 Ruskin Drive
Colorado Springs, CO 80910
719-572-6100 Business
719-635-7000 Emergency

San Luis Valley Comprehensive Community Mental Health Center
Member of Sycare-Options Colorado Mental Health Networks MHASA*
1015 Fourth Street
Alamosa, CO 81101
719-589-3673 Business
719-589-5133 Emergency

Southeastern Colorado Family Guidance and Mental Health Center, Inc.
Member of Sycare-Options Colorado Mental Health Networks MHASA*
711 Barnes
La Junta, CO 81050
719-384-5446 or 800-511-5446 Business or Emergency

Southwest Colorado Mental Health Center, Inc.
Member of West Slope-Options Colorado Mental Health Networks MHASA*
281 Sawyer Drive
PO Box 1328
Durango, CO 81302
970-259-2162 Business
970-247-5245 Emergency

Spanish Peaks Mental Health Center
Member of Sycare-Options Colorado Mental Health Networks MHASA*
1304 Chinook Lane
Pueblo, CO 81001-1852
719-545-2746 Business or Emergency

West Central Mental Health Center, Inc.
Member of Sycare-Options Colorado Mental Health Networks MHASA*
3225 Independence Road
Canon City, CO 81212
719-275-2351 Business
719-275-2351 Canon City Emergency
719-539-2596 Salida Emergency (after 5:00 PM)

Developmental Disabilities Services

Supported Employment is something very useful for people with severe disabilities who want to work and is described earlier in this Resource Guide. Supported Employment is one segment of what Developmental Disabilities Services (DDS) provides to Coloradans.

Sooner or later people with developmental disabilities will come through the doors of the Workforce Centers seeking assistance in their job searches. This will be all the evidence needed to verify that such people can and do hold

community-based, competitive employment. In fact, according to the Department of Human Services (of which DDS is a part) nearly half the adults with developmental disabilities affiliated with DDS are presently seeking employment.

DDS offers many services in addition to vocational assistance. DDS has primary responsibility for services and supports to individuals with developmental disabilities that are delivered through twenty "Community-Centered Boards." Major services and supports most frequently used are family support, early intervention, case management, residential and day services, and supported living. Annually, DDS services approximately 9,400 Colorado residents.

For more information or for assistance concerning people with developmental disabilities contact:

Developmental Disabilities Services
3824 W. Princeton Circle
Denver, CO 80236
Phone: (303) 866-7450
Fax: (303) 866-7470

Community Centered Boards

Arkansas Valley Community Center
PO Box 1130
LaJunta, CO 81050
(719) 384-8741
(Serving Crawley, Otero, Western Bent)

Blue Peaks Developmental Services, Inc.
703 Fourth St.
Alamosa, CO 81101
(719) 589-5135
(Serving Alamosa, Conejos, Costilla, Mineral, Rio Grande, Saguache)

Centennial Developmental Services, Inc.
PO Box 69
Evans, CO 80620
(970) 339-5360
(Serving Weld)

Community Connections, Inc.
281 Sawyer Dr., Suite 200
Durango, CO 81301
(970) 259-2464
(Serving Archeluta, Dolores, La Plata, Montezuma, San Juan)

Community Options, Inc.
P.O.Box 31
Montrose, CO 81402
(970) 249-1412
(Serving Delta, Gunnison, Hinsdale, Montrose, Ouray, San Miguel)

Denver Options, Inc.
5250 Leetsdale Drive #200
Denver, CO 80246-1438
(303) 753-6688
(Serving Denver)

Developmental Disabilities Center, Inc.
1400 Dixon Ave.
Lafayette, CO 80026
(303) 665-7789
(Serving Boulder)

Developmental Disabilities Resource Center, Inc.
7456 W. Fifth Ave.
Lakewood, CO 80226
(303) 233-3363
(Serving Clear Creek, Gilpin, Jefferson, Summit)

Developmental Opportunities, Inc.
PO Box 2080
Canon City, CO 81215
(719) 275-1616
(Serving Chaffee, Custer, Fremont)

Developmental Pathways, Inc.
11111 E. Mississippi Ave.
Aurora, CO 80012
(303) 360-6600
(Serving Arapahoe, City of Aurora, Douglas)

Eastern Colorado Services for the Developmentally Disabled, Inc.
PO Box 1682
Sterling, CO 80751
(970) 522-7121
(Serving Cheyenne, Elbert, Kit Carson, Lincoln, Logan, Morgan, Phillips,
Sedgwick, Washington, Yuma)

Foothills Gateway, Inc.
301 Skyway Drive
Fort Collins, CO 80525
(970) 226-2345
(Serving Larimer)

Horizons Specialized Services, Inc.
PO Box 774867
Steamboat Springs, CO 80477
(970) 879-4466
(Serving Grand, Jackson, Moffat, Rio Blanco, Routt)

Mesa Developmental Services, Inc.
950 Grand Ave.
Grand Junction, CO 81501
(970) 243-3702
(Serving Mesa)

Mountain Valley Developmental Services, Inc.
PO Box 338
Glenwood Springs, CO 81602
(970) 945-2306
(Serving Eagle, Garfield, Lake, Pitkin)

North Metro Community Services, Inc.
1001 W. 124th Ave.
Westminster, CO 80234
(303) 457-1001
(Serving Adams)

Pueblo County Board for Developmental Disabilities, Inc.
PO Box 5825
Pueblo, CO 81003
(719) 546-0572
(Serving Pueblo)

The Resource Exchange
2375 N. Academy, #100
Colorado Springs, CO 80909
(719) 380-1100
(Serving El Paso, Park, Teller)

Southeastern Developmental Services, Inc.
PO Box 329
Lamar, CO 81052
(719) 339-3244
(Serving Baca, Eastern Bent, Kiowa, Prowers)

Southern Colorado Developmental Disabilities, Inc.
PO Box 781
Trinidad, CO 81082
(719) 846-3388
(Serving Huerfano, Las Animas)

Colorado School-to-Career Partnership



There is a great deal of concern these days as to whether people entering America's workforce are prepared for beginning a career. The Colorado School-to-Career Partnership has been established to ensure that people are prepared to enter the workforce and to begin pursuing career paths.

The purpose of the Colorado School-to-Career Partnership is to bring young people, educators, schools, parents and businesses together to create "the next great American workforce." Some of the particular goals of the Partnership are to generate mentorship and internship opportunities, to introduce workers to the environment of the working world and to afford job seekers actual on-the-job work experiences.

For more information about the Colorado School-to-Career Partnership call (800) 472-9121, e-mail them at stc@capitol.state.co.us, or check their web site at www.state.co.us/gov_dir/ltgov_office.html.

Colorado Transition from School to Work

In 1991 the State of Colorado continued a long history of working toward achieving an interagency effort to assist youth with disabilities make the transition from school to adult life. Colorado Systems Change Transition

The Colorado School-to-Career Partnership brings young people, educators, schools, parents and businesses together to create "the next great American workforce."

Project was designed to assist local school districts and adult service agencies and communities throughout Colorado in implementing transition service requirements which were new to the Individuals with Disabilities Education Act. The overall design has been to assemble interagency teams of school teachers and administrators, agency representatives, family members, transition youth with disabilities and other stakeholders to ensure that transitioning from school to life would be a seamless and supported effort. In striving toward developing competency skills needed for readiness for adult life, the project emphasized school coordination of services which are designed to support the individual long-range outcomes of students. In striving to develop a seamless system of transition, the project emphasized adult agency focus on transition needs of youth.

To accomplish these objectives, Transition in Colorado has focused on the following:

- Infusing Transition into the IEP process
- Empowering parents/families to assume case management
- Refocusing the school curriculum to support transition
- Demonstrating interagency cooperation and coordination through policy alignment

For further information concerning Transition in Colorado, contact the Colorado Department of Education, Special Services Unit at (303) 866-6714.

Colorado Developmental Disabilities Planning Council

The Colorado Developmental Disabilities Council is designed to support individuals with developmental disabilities to be a real part of their communities. Twenty-four people are appointed by the Governor to serve on the Council. Twelve persons are either people with developmental disabilities or the parent/guardian of someone with a developmental disability. The Council advises both the Governor and the General Assembly on matters concerning people within Colorado with developmental disabilities.

More specifically, the Council reviews and analyzes the services and supports for persons with developmental disabilities and their families, focusing primarily on education, job training, vocational rehabilitation, public assistance, medical assistance, social services, child welfare, maternal and child health, aging, programs for children with special healthcare needs, children's mental health, housing, transportation, technology, and comprehensive health and mental health.

The Council has identified four principle objectives:

1. To support people with developmental disabilities in having the opportunity to work in real jobs that they choose in their communities.
2. To support, promote and affirm activities that will make communities aware of people with developmental disabilities and welcome them into the life of the community.
3. To promote and support systems change so that all people with developmental disabilities will be in control of their lives with the ability to make true, informed choices about where they will live and with whom, where they will work and how they will participate in the life of the community.
4. To promote and support activities that will lead to effective inter-agency collaboration in order to provide a coordinated, seamless service system to people with developmental disabilities and their families.

The Colorado Developmental Disabilities Planning Council, in striving particularly for the first of the objectives above, has funded this resource guide and the work the authors have done with Colorado's Workforce Development Center System implementation.

For further information, contact:

Colorado Developmental Disabilities Planning Council
777 Grant Street, Suite #304
Denver, Colorado 80203
Phone: (303) 894-2345
Fax: (303) 894-2880



JFK Partners

Promoting Families, Health and Development

JFK Partners, University of Colorado Health Sciences Center

The mission of JFK Partners, University of Colorado Health Sciences Center, is to promote the independence, inclusion, productivity, health and well being of individuals with disabilities and their

families through consumer, community and university partnerships. The core of their mission is a commitment to person/family-centered, community-based, and culturally competent programs and services. The mission is accomplished through the pursuit of excellence in education/training, consultation, technical assistance, direct service, research, program development, policy analysis and advocacy.

The goals of JFK Partners are to . . .

- ✓ provide quality interdisciplinary and disciplinary training to individuals who will assume leadership positions in the disability and service community;
- ✓ provide a range of exemplary clinical services to individuals with disabilities and their families who live in Colorado and the Rocky Mountain Region;
- ✓ collaborate with consumers, community resources, and state organizations on innovative initiatives including demonstration projects, system level intervention, education/training programs, dissemination, and technical assistance activities;
- ✓ conduct research that generates knowledge about disabilities and to evaluate the effectiveness of individual and system level interventions, and to;
- ✓ disseminate information that promotes this mission.

JFK Partners has many resources, provides community outreach and extends technical assistance and training on a variety of topics. For further information contact:

JFK Partners
University of Colorado Health Sciences Center
4200 E. Ninth Ave.
Campus Box C221
Denver, Colorado 80262
(303) 864-5266 (Voice/TDD)
(303) 864-5270 (Fax)

Chapter X: Additional Resources

Programs/Organizations/Web Sites

USDOL Employment and Training Administration - <http://www.doleta.gov>
A place to get information on federal employment and training programs, including policy directives and federal regulations. Includes links to Welfare-to-Work, One-Stops and other ETA initiatives.

Job Accommodation Network – <http://www.jan.wvu.edu>
A comprehensive source of information on the ADA and reasonable accommodations.

Disability Initiative – <http://www.doleta.gov/access>
USDOL's initiative to ensure that services are accessible to people with disabilities, especially through the new One-Stop Career Center System.

President's Committee on Employment of People with Disabilities –
<http://www.pcepd.gov/index.htm>
A resource for products, fact sheets, publications, and linkages to other resources.

TRACE Research and Development Center –
<http://trace.wisc.edu>
Includes guidelines for “Designing an accessible world.” There are descriptions of ongoing projects, expert resources, and links to many other sites.

U.S. Department of Justice Americans with Disabilities Act (ADA) Home Page –
<http://www.usdoj.gov/crt/ada/adahom1.htm>
A resource for products, technical assistance and information related to the Americans with Disabilities Act.

Additional Resources with phone numbers



ACL/ARC — (303) 864-9334
The ADA Technical Assistance Center — (719) 444-0252
Association for Persons in Supported Employment (Colorado) — (303) 355-2828
Brain Injury Association of Colorado — (303) 355-9969
Center on Deafness — (303) 839-8022
Center for Technical Assistance & Training — (303) 355-2828

Colorado Alliance for the Mentally Ill — (303) 321-0912
Colorado Center for the Blind — (303) 778-1130
Division of Youth Corrections — (Voice) 303-866-7345; (TDD) 303-866-7338
Epilepsy Foundation — (303) 377-9774
Goodwill Industries — (303) 650-7700
Governors Advisory Council for Persons with Disabilities —
(303) 861-5610
Learning Disabilities Association of Colorado — (303) 894-0992
The Legal Center for People with Disabilities and Older People —
(303) 722-0300
Relay Colorado — (TDD) 800-659-2656; (Voice) 800-659-3656
Social Security Offices — (303) 844-6766
United Cerebral Palsy of Colorado — (303) 691-9339

Glossary of Commonly Used Terms

Listed below are commonly used terms in the employment of persons with disabilities.

Accessible: Easy to approach, enter, operate, participate in, and/or use safely and with dignity by a person with a disability (i.e., site, facility, work environment, service, or program).

Affirmative Action: Positive action to accomplish the purposes of a program which is designed to increase the employment opportunities of certain groups, which may involve goals, timetables, or specifically outlined steps to be undertaken to assure that objectives are reached. The Americans with Disabilities Act does not mandate affirmative action for persons with disabilities, but does require that covered entities ensure nondiscrimination. Title 5, Section 503 of the Rehabilitation Act does require that affirmative action be taken in employment considerations of persons with disabilities by federal contractors.

Americans with Disabilities Act (ADA): A comprehensive Civil Rights law which makes it unlawful to discriminate in private sector employment against a qualified individual with a disability. The ADA also outlaws discrimination against individuals with disabilities in state and local government services and employment, public accommodations, transportation, and telecommunication. The law was enacted in July of 1990. The private sector employment provisions (Title I) became effective for employers with twenty-five or more employees on July 26, 1992, and on July 26, 1994, for employers of fifteen or more employees. The public sector employment provisions (Title II) became effective on January 26, 1992.

Auxiliary Aids and Services: Devices or services that accommodate a functional limitation of a person with a communication disability. The term includes qualified interpreters and communication devices for persons who are deaf or persons who are hard of hearing; qualified readers, taped texts, braille or other devices for persons with visual impairments; adaptive equipment or similar services and actions for persons with other communication disabilities.

Essential Job Functions: The fundamental job duties of the employment position that the individual with a disability holds or desires. The term "essential functions" does not include marginal functions of the position.

Equal Employment Opportunity: Nondiscrimination in hiring, firing, compensation, promotion, recruitment, training, and other terms and conditions of employment regardless of race, color, sex, age, religion, national origin or disability.

Individual with a Disability: A person who has a physical or mental impairment that substantially limits one or more of that person's major life activities, has a record of such impairment, or who is regarded as having such an impairment.

Major Life Activity: Basic activities that the average person in the general population can perform with little or no difficulty, including caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Qualified Individual with a Disability: An individual with a disability who satisfies the requisite skill, experience, education and other job-related requirements of the employment position such individual holds or desires, and who, with or without reasonable accommodation, can perform the essential functions of such position.

Readily Achievable: Easily accomplishable and able to be carried out without much difficulty or expense. To determine whether an action is readily achievable, factors to be considered include nature and cost of the action, overall financial resources and the effect on expenses and resources, legitimate safety requirements, impact on the operation of a site, and, if applicable, overall financial resources, size, and type of operation of any parent corporation or entity.

Reasonable Accommodation: (1) Modification or adjustment to a job application process that enables a qualified applicant with a disability to be considered for the position such qualified applicant desires; or (2) modifications or adjustments to the work environment, or to the manner or circumstances under which the position held or desired is customarily

performed, that enables qualified individuals with disabilities to perform the essential functions of that position; or (3) modifications or adjustments that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment as are enjoyed by its other similarly situated employees without disabilities.

Title V of the Rehabilitation Act of 1973: Title of the law which prohibits discrimination on the basis of a disability by the federal government, federal contractors, by recipients of federal financial assistance, and in federally conducted programs and activities.

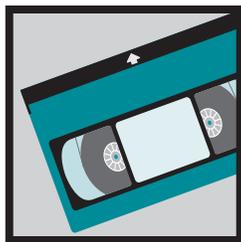
Undue Hardship: With respect to the provision of an accommodation, significant difficulty or expense incurred by a covered entity, when considered in light of certain factors. These factors include the nature and cost of the accommodation in relationship to the size, resources, nature, and structure of the employer's operation. Where the facility making the accommodation is part of a larger entity, the structure and overall resources of the larger organization would be considered, as well as the financial and administrative relationship of the facility to the larger organization.

Vocational Rehabilitation: Programs designed to assist individuals with disabilities to enter or reenter gainful employment.

Sources for these definitions include the Americans with Disabilities Act and its implementing regulations and Title V of the Rehabilitation Act.

Source: The President's Committee on Employment of People with Disabilities Website @ <http://www.pcepd.gov/textver/pubs/publicat.htm>; (303) 376-6200

Training Videos



Making the ADA Work for You — 22 Minutes

Produced by Milt Wright & Associates, Inc.

This video uses individuals with disabilities to cover substantive and subtle issues of the ADA. Realistic scenarios illustrate solutions to issues raised by the ADA, including interview techniques, essential functions and reasonable accommodation.

Part of the Team: People with Disabilities in the Workforce — 17 Minutes

Jointly produced by the Easter Seal Society and President's Committee on Employment of People with Disabilities

This video features managers, supervisors, and employees with disabilities who have successfully worked together on accommodation issues for a wide variety of employment settings.

Chapter One — 11 Minutes

Produced by Apple Computer

This video demonstrates how technology supports all individuals regardless of age or skill. It also sends the message that technology is not the answer but it can be a catalyst for change.

One Stop Further — 12 Minutes

Produced by the U.S. Department of Labor

This is an introductory video to the U.S. Dept. of Labor's One-Stop Career Center System. A brief description is given of the four principles mandated by the Department of Labor to be incorporated into the system which includes universality, integration, customer choice and performance driven outcome measures. The video shows footage of how the system works, giving examples of people with different circumstances using the system. Employers, too, are shown benefiting from the new system.

The Ten Commandments — 26 Minutes

Program Development Associates

This video is based upon the United Cerebral Palsy Association's printed guidelines entitled "The Ten Commandments of Communicating with People with Disabilities" and used light-hearted, humorous vignettes to help one learn how to communicate respectfully and sensitively with people who have a wide range of disabilities.

A p p e n d i x A



U.S. Department of Labor
Disability Initiative



The One-Stop Disability Access Checklist: Determining Accessibility in Facilities and Provision of Services

SECTION I: Customer Service/Accommodation Practices

The following portion of the checklist reviews recommended customer service and accommodation practices for Department of Labor One Stop Center programs. Not only does it outline what you are required to do, but is also asks you to evaluate your efforts to date and provides helpful hints.

The One-Stop Team recommends the following steps be taken:

- ✓ Completion of this checklist
- ✓ Development of internal action steps to rectify issues identified as a result
- ✓ Development of written organization wide policies
- ✓ Maintenance of this self-evaluation and supporting/resulting documents on file
- ✓ Annual review of this self-evaluation

There may be terminology that you do not understand. Please refer to the end of the checklist for an explanation of the question and the terminology. If you have additional questions, please call your State DOL agency for clarification.

1. Has your One-Stop program affirmatively sought to serve qualified individuals with disabilities? Yes No
 - a. What steps have been taken to meet this goal?
 - b. Have you been successful?
 - c. How do you know?
2. Do you have a written policy concerning discrimination on the basis of physical or mental disability? Yes No

3. Do you regularly review your service practices (advertising, notices signage, building and program access) to be certain that you, your managers, supervisors, or external consultants are nondiscriminatory in the treatment of customers with disabilities? Yes No

Employment Practices under the Americans with Disabilities Act Guidelines

1. Medical records must be kept in a separate location from non-medical records. Access to medical records must be limited. Are all Members' non-medical records kept in a separate place from records that contain medical information? (Medical information includes insurance application forms as well as health certificates, results of physical exams, etc.)
Yes No
 - a. Do you have a written policy regarding who has access to medical information?
 - b. What is the policy? (A copy should be attached here.)
2. Do your employee recruitment materials, including photos and ad copy, contain positive images of persons with disabilities and indicate your program's commitment to inclusion of persons with disabilities?
Yes No
3. Are inquiries related to the presence of a disability or the possible presence of a disability that someone may have, limited to performance of essential functions of the job and requirements for reasonable accommodations?
 - a. Are supervisory staff aware of what constitutes legal and illegal inquiries? Yes No
 - b. If 'yes', how did they obtain this information? Describe. For example, did they participate in a training session? Read relevant literature? etc.
 - c. Have job descriptions been analyzed to determine which functions of a job are 'essential' and which are 'marginal'? Yes No
If "yes", describe the process for doing this.
 - d. Are job descriptions in writing? Yes No
 - e. Are any of the following questions asked during the application process?

- | | | |
|-------------------------------------------------|-----|----|
| 1. Health or physical condition? | Yes | No |
| 2. Physical or mental problems or disabilities? | Yes | No |
| 3. Medical history? | Yes | No |
| 4. Previous workers' compensation claims? | Yes | No |
| 5. Prior health insurance claims? | Yes | No |
| 6. Past drug use or substance abuse? | Yes | No |

NOTE: The ADA requires that these types of employment questions no longer be used. Consider ADA training in interviewing.

- | | | |
|----------------------------------------------------------------------------------------------------------------------|-----|----|
| 7. Do you require that applicants for employment take any of the following tests as part of the application process? | | |
| a. Drug or alcohol test? | Yes | No |
| b. HIV tests? | Yes | No |
| c. Skill or performance tests? | Yes | No |
| d. Psychological tests? | Yes | No |
| e. Intelligence tests? | Yes | No |
| 8. Do you have a substance abuse policy? | Yes | No |
| 9. Do you have a drug testing policy? | Yes | No |

10. It is required that reasonable accommodation be provided to employees and customers with disabilities. Reasonable accommodation includes a broad range of adaptations to the manner or circumstances in which a service activity is performed, an interview is conducted, etc.

Reasonable accommodation might include:

- Allowing an individual with a psychiatric disability to periodically leave early or arrive late and later make up that time
- Making structural modifications to accommodate a participant who uses a wheelchair

- Providing auxiliary aids and services including sign language interpreters, readers (for people who don't read print due to a disability) or providing material in alternative format such as Braille, ASCII disk, etc.
- a. Have employees and applicants been informed that they are entitled to reasonable accommodations? Yes No
 - b. If 'yes', how have they been so informed?
 - c. Are reasonable accommodations provided to Department of Labor One-Stop Center program employees, applicants and customers with disabilities? Yes No
 - d. How do you know?
 - e. Has a reasonable written accommodations policy been developed? (A copy should be attached.) Yes No
 - f. Do supervisory staff know how to proceed if an accommodation is requested? Yes No
 - g. Has a specific supervisory staff member been designated to coordinate reasonable accommodation, including determining when an accommodation is or is not reasonable and when a funding request will be made ? (Note: This is not required, but is recommended.) Yes No
 - h. Do they know how to secure a sign language interpreter if necessary? Yes No
 - i. Do they know how to get material transcribed into Braille, recorded on audio cassette, or placed on ASCII diskette? Yes No
11. Are, as a matter of policy, interviews, staff meetings and other gatherings held in accessible locations? (Accessible locations include accessible entrances, meeting areas, and rest rooms.) Yes No
 12. Are off-site staff trainings, holiday parties, picnics or other gatherings held in accessible locations? Yes No
 13. Are reasonable accommodations, including sign language interpreters, written materials in alternative format, etc. provided to individuals with disabilities at off-site meetings, trainings, and social events? Yes No

Section II: COMMUNICATIONS ACCESSIBILITY

CHECKLIST for One-Stop Centers

Communications access refers to the way that information is received and transmitted. When evaluating your program in terms of access to communication, you will be assessing the four different ways in which communication occurs: aural, oral, cognition and visual. It is important to keep in mind that there are four distinct, broad populations that are affected by your level of accessibility in this area. These are: persons with impaired hearing, speech, cognition and vision. In some ways, communications access is more challenging to provide than architectural access. A well-built and designed ramp will provide access to a wide variety of persons with mobility impairments. Large print, on the other hand, will only provide access to a portion of the population with visual impairments.

1. Does the One-Stop have information that is communicated visually?
(Note: information communicated visually includes brochures, enrollment forms, handbooks, videotapes, flip charts, slides, posters, graphic directional signs, and so forth.) Yes No

Type of information: Large print, Braille, Videotape, Readers, Verbal description, Diskette, Pictorial, Signage, Other

2. Does the program involve information that is communicated verbally? Yes No

Type of information: Interpreter, TDD, Relay, Paper/Pen, CART, RTC, Decoders, Written copies, oral interpreter, Other

Every effort should be made to meet an individual's preferred method of auxiliary aids and services. If you cannot provide the preferred method, you must ensure that whatever method you do provide is effective for that individual.

3. Does the One-Stop Center inform persons with disabilities that communications aids and services are provided upon request?
(Note: It is not sufficient to only inform persons who have identified themselves as having an accommodation need. You must be able to inform the public-at-large.) Yes No

4. How do you do so?

5. Does the One-Stop have a procedure for deciding which auxiliary aids and services to provide? Yes No

6. Does the procedure provide for consideration of an individual's preferred aid or service? Yes No

7. Does the procedure include a mechanism for determining that an aid or service that is provided other than aid or service that was requested is equally effective? Yes No
8. Does the program communicate with the public over the phone? Yes No
9. Are telephone conversations lengthy, complex, technical or personal? Yes No
10. Does the program have a TDD? Yes No
11. If so, have staff been trained on the appropriate use of a TDD? Yes No
12. Is there a mechanism for re-training? Yes No
13. Are staff trained in the use of the relay system? Yes No
14. Are staff aware of the relay number? Yes No
15. Does the program have a web page? Yes No
16. Is the web page captioned? Yes No
17. Is there a mechanism for ensuring that people who are deaf or hearing impaired are aware of an activated fire or smoke alarm? Yes No
18. Is there an established emergency evacuation procedure that addresses the needs of persons with disabilities? (This should include the evacuation of persons with mobility impairments.) Yes No
19. Have staff been trained in this procedure? Yes No
20. Please describe the training.

Section III: EXISTING FACILITIES CHECKLIST

A. Priority 1: Accessible Entrance

People with disabilities should be able to arrive on the site, approach the building, and enter the building as freely as everyone else. At least one path of travel should be safe and accessible for everyone, including people with disabilities.

Path of Travel

1. Is there a path of travel that does not require the use of stairs?
Yes No
2. Is the path of travel stable, firm and slip-resistant?
Yes No
3. Is the path at least 36 inches wide? Yes No
4. Can all objects protruding into the path be detected by a person with a visual disability using a cane? (Note: In order to be detected using a cane, an object must be within 27 inches of the ground. Objects hanging or mounted overhead must be higher than 80 inches to provide clear head room. It is not necessary to remove objects that protrude less than 4 inches from the wall.)
Yes No
5. Do curbs on the pathway have curb cuts at drives, parking, and drop-offs?
Yes No

Ramps

6. Are the slopes of ramps no greater than 1:12? (Note: Slope is given as a ratio of the height to the length. 1:12 means for every 12 inches along the base of the ramp, the height increases one inch. For a 1.12 maximum slope, at least one foot of ramp length is needed for each inch of height.)
Yes No
7. Do all ramps longer than 6 feet have railings on both sides?
Yes No
8. Are railings sturdy, and between 34 and 38 inches high?
Yes No
9. Is the width between railings at least 36 inches? Yes No
10. Are ramps non-slip? Yes No

11. Is there a 5-foot-long level landing at every 30-foot horizontal length of ramp, at the top and bottom of ramps and at switchbacks?
Yes No

Parking and Drop-Off Areas

12. Are an adequate number of accessible parking spaces available (8 feet wide for car plus 5-foot striped access aisle)? For guidance in determining the appropriate number to designate, the table below gives the ADAAG requirements for new construction and alterations (for lots with more than 100 spaces, refer to ADAAG): Total spaces Accessible 1 to 25 1 space 25 to 50 2 spaces 51 to 75 3 spaces 76 to 100 4 spaces (Note: Check your state building code for parking requirements. Sometimes state codes are more stringent.)
Yes No
13. Are 16-foot-wide spaces, with 98 inches of vertical clearance, available for lift-equipped vans? Yes No At least one of every 8 accessible spaces must be van-accessible.
14. Are the accessible spaces closest to the accessible entrance? Yes No
15. Are accessible spaces marked with the International Symbol of Accessibility? Are there signs reading "Van Accessible" at van spaces?
International Symbol of Accessibility: Yes No
16. Is there an enforcement procedure to ensure that accessible parking is used only by those who need it? Yes No

Entrance

17. If there are stairs at the main entrance, is there also a ramp or lift, or is there an alternative accessible entrance? Yes No
Do not use a service entrance as the accessible entrance unless there is no other option.
18. Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance? Yes No
19. Can the alternate accessible entrance be used independently?
Yes No
20. Does the entrance door have at least 32 inches clear opening (for a double door, at least one 32-inch leaf)? Yes No
21. Is there at least 18 inches of clear wall space on the pull side of the door, next to the handle? Yes No

A person using a wheelchair needs this space to get close enough to open the door.

22. Is the threshold level (less than 1/4 inch) or beveled, up to 1/2 inch high?
Yes No

23. Are doormats 1/2 inch high or less, and secured to the floor at all edges?
Yes No

24. Is the door handle no higher than 48 inches and operable with a closed fist?
Yes No

The "closed fist" test for handles and controls: Try opening the door or operating the control using only one hand, held in a fist. If you can do it, so can a person who has limited use of his or her hands.

25. Can doors be opened without too much force (maximum is 5 lbs.)?
Yes No

You can use a fish scale to measure the force required to open a door. Attach the hook of the scale to the doorknob or handle. Pull on the ring end of the scale until the door opens, and read off the amount of force required. If you do not have a fish scale, you will need to judge subjectively whether the door is easy enough to open.

26. If the door has a closer, does it take at least 3 seconds to close?
Yes No

Emergency Egress

27. Is there sufficient lighting for egress pathways such as stairs, corridors, and exit routes?
Yes No

B. Priority 2: Access to Goods and Services

Ideally, the layout of the building should allow people with disabilities to obtain goods or services without special assistance. Where it is not possible to provide full accessibility, assistance or alternative services should be available upon request.

Horizontal Circulation

1. Does the accessible entrance provide direct access to the main floor, lobby, or elevator?
Yes No

2. Are all public spaces on an accessible path of travel?
Yes No

3. Is the accessible route to all public spaces at least 36 inches wide?

Yes No

4. Is there a 5-foot circle or a T-shaped space for a person using a wheelchair to reverse direction?

Yes No

Doors

5. Do doors in public spaces have at least a 32-inch clear opening?

Yes No

6. On the pull side of doors, next to the handle, is there at least 18 inches of clear wall space so that a person using a wheelchair can get near to open the door?

Yes No

7. Can doors be opened without too much force (5 lbs. maximum)?

Yes No

8. Are door handles 48 inches high or less and operable with a closed fist?

Yes No

9. Are all thresholds level (less than 1/4 inch), or beveled, up to 1/2 inch high?

Yes No

Rooms and Spaces

10. Are all aisles and pathways to all goods and services at least 36 inches wide?

Yes No

11. Is there a 5-foot circle or T-shaped space for turning a wheelchair completely?

Yes No

12. Is carpeting low-pile, tightly woven, and securely attached along edges?

Yes No

13. In routes through public areas, are all obstacles cane-detectable (located within 27 inches of the floor or protruding less than 4 inches from the wall), or are they higher than 80 inches?

Yes No

14. Do signs designating permanent rooms and spaces, such as rest room signs, exit signs, and room numbers, comply with the appropriate requirements for accessible signage?

Yes No

Controls

15. Are all controls that are available for use by the public (including

electrical, mechanical, window, cabinet, game, and self-service controls) located at an accessible height? Yes No

Reach ranges: The maximum height for a side reach is 54 inches; for a forward reach, 48 inches. The minimum reachable height is 15 inches.

16. Are they operable with a closed fist? Yes No

Seats, Tables and Counters

17. Are the aisles between chairs or tables at least 36 inches wide? Yes No

18. Are the spaces for wheelchair seating distributed throughout? Yes No

19. Are the tops of tables or counters between 28 and 34 inches high? Yes No

20. Are knee spaces at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep? Yes No

Vertical Circulation

21. Are there ramps or elevators to all levels? Yes No

22. On each level, if there are stairs between the entrance and/or elevator and essential public areas, is there an accessible alternate route? Yes No

Stairs

23. Do treads have a non-slip surface? Yes No

24. Do stairs have continuous rails on both sides, with extensions beyond the top and bottom stairs? Yes No

Elevators

25. Are there both visible and verbal or audible door opening/closing and floor indicators (one tone = up, two tones = down)? Yes No

26. Are the call buttons in the hallway no higher than 42 inches? Yes No

27. Do the controls outside and inside the cab have raised and braille lettering? Yes No
28. Is there a sign on the jamb at each floor identifying the floor in raised and braille letters? Yes No
29. Is the emergency intercom usable without voice communication? Yes No
30. Are there braille and raised-letter instructions for the communication system? Yes No

Lifts

31. Can the lift be used without assistance? If not, is a call button provided? Yes No
32. Is there at least 30 by 48 inches of clear space for a person using a wheelchair to approach to reach the controls and use the lift? Yes No
33. Are controls between 15 and 48 inches high (up to 54 inches if a side approach is possible)? Yes No

C. Priority 3: Usability of Rest Rooms

When rest rooms are open to the public, they should be accessible to people with disabilities. Closing a rest room that is currently open to the public is not an allowable option.

Getting to the Rest Rooms

1. If rest rooms are available to the public, is at least one rest room (either one for each sex, or unisex) fully accessible? Yes No
2. Are there signs at inaccessible rest rooms that give directions to accessible ones? Yes No

Doorways and Passages

3. Is there tactile signage identifying rest rooms? Yes No
Mount signs on the wall, on the latch side of the door. Avoid using ambiguous symbols in place of text to identify rest rooms.
4. Is the doorway at least 32 inches clear? Yes No

5. Are doors equipped with accessible handles (operable with a closed fist), 48 inches high or less? Yes No
6. Can doors be opened easily (5 lbs. maximum force)? Yes No
7. Does the entry configuration provide adequate maneuvering space for a person using a wheelchair? Yes No

A person using a wheelchair needs 36 inches of clear width for forward movement, and a 5-foot diameter clear space or a T-shaped space to make turns. A minimum distance of 48 inches, clear of the door swing, is needed between the two doors of an entry vestibule.

8. Is there a 36-inch-wide path to all fixtures? Yes No

Stalls

9. Is the stall door operable with a closed fist, inside and out? Yes No
10. Is there a wheelchair-accessible stall that has an area of at least 5 feet by 5 feet, clear of the door swing, OR is there a stall that is less accessible but that provides greater access than a typical stall (either 36 by 69 inches or 48 by 69 inches)? Yes No
11. In the accessible stall, are there grab bars behind and on the side wall nearest to the toilet? Yes No
12. Is the toilet seat 17 to 19 inches high? Yes No

Lavatories

13. Does one lavatory have a 30-inch-wide by 48-inch-deep clear space in front? Yes No
A maximum of 19 inches of the required depth may be under the lavatory.
14. Is the lavatory rim no higher than 34 inches? Yes No
15. Is there at least 29 inches from the floor to the bottom of the lavatory apron (excluding pipes)? Yes No
16. Can the faucet be operated with one closed fist? Yes No
17. Are soap and other dispensers and hand dryers 48 inches high or less and usable with one closed fist? Yes No

18. Is the mirror mounted with the bottom edge of the reflecting surface 40 inches high or lower? Yes No

D. Priority 4: Additional Access

When amenities such as public telephones and drinking fountains are provided to the general public, they should also be accessible to people with disabilities.

Drinking Fountains

1. Is there at least one fountain with clear floor space of at least 30 by 48 inches in front? Yes No
2. Is there one fountain with its spout no higher than 36 inches from the ground, and another with a standard height spout (or a single "hi-lo" fountain)? Yes No
3. Are controls mounted on the front or on the side near the front edge, and operable with one closed fist? Yes No
4. Does the fountain protrude no more than 4 inches into the circulation space? Yes No

Telephones

5. If pay or public use phones are provided, is there clear floor space of at least 30 by 48 inches in front of at least one? Yes No
6. Is the highest operable part of the phone no higher than 48 inches (up to 54 inches if a side approach is possible)? Yes No
7. Does the phone protrude no more than 4 inches into the circulation space? Yes No
8. Does the phone have push-button controls? Yes No
9. Is the phone hearing aid compatible? Yes No
10. Is the phone adapted with volume control? Yes No
11. Is the phone with volume control identified with appropriate signage? Yes No
12. Is one of the phones equipped with a telecommunications device for the Deaf? telephone (TT/TTY/TDD)? Yes No

13. Is the location of the TDD identified by accessible signage bearing the International TDD Symbol?

Yes No

Help from disability community organizations and advocates

The One-Stop Access team strongly suggests that your region's disability community leaders be included in the general governance of a One-Stop Center. We have a list of these organizations, on a state-by-state basis, and will provide them to you. This is the list developed by the President's Committee on Employment of People with Disabilities for education and information. President's Committee: (202) 376-6200.

A p p e n d i x B

Sample Fast Facts from the Colorado Assistive Technology Project.

Fast Fact: Using a Telecommunication Device (TDD) or a Text Telephone (TTY) for People who are Deaf or Hearing Impaired

This document describes how to handle TTY calls and gives a list of TTY abbreviations and syntax often used by persons with speech and hearing impairments.

General Information

If your TTY phone is also used for voice calls, be sure the person who answers your phone by voice knows how to recognize and answer a TTY call. Usually a TTY call can be identified by a voice announcer saying, "this is a TTY call," or a high-pitched, electronic, beeping sound. However, some TTY's do not have voice announcers. Some do not make the beeping sound or the person calling may forget to tap the space bar to produce it. Therefore, if you hear no voice, assume it is a TTY call.

TTY's should be placed near a telephone so there is minimal delay in answering TTY calls. Further, this phone should be accessible to and usable by persons with disabilities, including those who use wheelchairs.

Receiving and Concluding A TTY Call

Place the phone receiver in the receiver cradle of your TTY adapter. (For correct receiver placement, note picture, notch, or the word "cord.") Turn your TTY on. The person who answers the call is the first to type. Type your agency name and your name. Then type "GA." "GA" means go ahead and type. This is the signal for the other person to begin typing. "HD" means hold. This is the signal that the person typing must stop for a minute, but he/she will be back. In fact, do not leave the phone unless you first type "HD." "SK" means stop keying. This is how you show that the conversation is ended and that you will hang up. It is polite to type good-bye, thank you for calling, or some other closing remark before you type "SK."

Some sample opening and closing messages are . . .

Hello, Access Board, this is Jane Smith, may I help u? GA
Dept. Of Justice, Ms. Smith here. May I help u? GA
Good AM, this is Ms. Smith at the Dept. Of Agriculture. GA
Thank u for calling, bye to SK or GA
Have a good day. GA to SK

Because of the amount of time it takes to send and receive messages, it's important to remember that short words and sentences are desired by both parties (follow this link to the list of common TTY terminology).

Please Note: With TTY calls you will not be able to interrupt when the other person is typing.

Sometimes you may get a garbled message in all numbers or mixed numbers and letters. You should strike the space bar and see if the message clears up. If not, when the person stops typing, you should say, "Message all garbled, please repeat." If the garbled messages continue, this may mean that one of the TTY's is not working properly or that you have a bad connection. In this case you should say something like, "Let's hang up and you call me back or I'll call you back."

Making A TTY Call

Place the phone receiver securely in the TTY receiver cradle and turn on your TTY. Make sure you have a dial tone by checking for a steady light on the TTY status indicator.

Dial the number and watch the status indicator light to see if the dialed number is ringing. The ring will make a long slow flash or two short flashes with a pause in between. If the line is busy, you will see short, continuous flashes on your indicator light. When the phone is answered, you will see an irregular light signal as the phone is picked up and placed in the cradle. If you are calling a combination TTY and voice number, and do not have a voice announcer on your TTY, you should tap the space bar several times to help the person on the other end identify this as a TTY call.

Please Note: If your call is not answered via TTY after 10 to 15 seconds, you should again tap the space bar to let the person know that it is a TTY call. If you still receive no answer, this could mean one of several things. You may have dialed an incorrect number, or your call did not go through. A signal on your monitor light that someone is speaking may mean you have reached a recorded message.

Additional Information

If you make a mistake in spelling, you can either type "xxx" and then retype the correct spelling or use the Back Space key to delete the misspelled word(s). To type numbers on some TTY's you may have to use the Shift key. Consult your TTY manual for specific operating instructions. The messages of some TTY callers may appear to be in nonstandard English. Please do not mistake this as a lack of intelligence on the part of the caller. Instead, it may be due to differences between hearing and deaf cultures or the use of TTY terminology. Extend the same patience and courtesy to TTY callers as you do to all others.

Common TTY Terminology

Afternoon/Evening - PM
Although - THO
Are - R
Because - CUZ
Center - CTR
Could - Cud
Go ahead (your turn to type) - GA
Hold - HD
Meeting - MTG
Morning - AM
Number - NBR
Oh, I see - OIC
Operator -OPR
Pause (thinking) -HMMM
Please - PLS
Questions - Q
See you later - CUL
Should - SHUD
Stop keying (end of conversation) - SK
To show appreciation - SMILE
Tomorrow - TMR
Would -WUD
You - U
Your - UR

Resources

Assistive Communication Center
7346 S Alton Way #E
Englewood, CO 80112
303/290-6227 (Voice)
303/290-0405 (Fax)

Center on Deafness
1900 Grant St., #1010
Denver, CO 80203
303/839-8022 (Voice/TTY)

Colorado Assistive Technology Project
The Pavilion, 1919 Ogden, A036-B140
Denver, CO 80218
303/864-5100 (Voice)
303/864-5110 (TTY)
800/255-3477

Northern Colorado Center on Deafness
1024 9th
Greeley, CO 80631
970/352-8682 (Voice/TTY)

Relay Colorado
800/659-2656 (TTY)
800/659-3656 (Voice)

*Relay Colorado relays conversations if one party does not have access to a TTY.

The Colorado Assistive Technology Project does not endorse, recommend, or certify any of the devices or commercial products in this article as being safe or functional. The Colorado Assistive Technology Project has not intentionally excluded products or services supplied by companies not cited in this article.

Special Thanks go to the Access Board, U.S. Architectural and Transportation Barrier Compliance Board for the information in this article and also the Division of Vocational Rehabilitation, Department of Human Resources for the information contained in this article

Fast Fact made possible by NIDRR Grant #H224A40014

Fast Fact: Low-Tech Devices for People with Visual Impairments

Introduction

With all the attention being given to high-tech solutions these days, it is important that we not neglect the low-tech items that can benefit people who are blind or visually impaired. As wonderful and valuable as the new technology is, there are many important tasks that can best be done quickly and simply by using a low-tech device. In this document, "low-tech" refers to any device without a microprocessor.

Braille Hand Writing

Many low-tech and inexpensive devices are available to assist people with visual impairments in writing, either in print or Braille. Braille users can employ a stylus and a variety of Braille slates for writing on index cards, labeling cassettes, making marginal notes as well as to write more formal documents. "Low-tech" hand writing aids include large print items notepaper and writing templates which fit over standard documents, such as envelopes, checks, note paper and signature lines. These templates are made of metal, plastic or stiff cardboard, and provide spatial orientation for the user to hand write critical information.

Magnifiers



People who have some usable vision have a choice of magnification aids to use for all situations. These devices include pocket sized magnification glasses as well as devices for enlarging a line of print or even an entire page of print at one time. Monocular and binocular devices can be used for magnifying items at a distance such as street signs and marquees. Many magnification devices include attached lighting for enhanced visibility.

Labeling

Many existing products for home school or office can be easily modified to make them more usable for people who have visual impairments. Various Braille and tactile tags can be obtained to mark clothing and canned or frozen food items. Braille and large print dymo-tape labeling guns are available for labeling. In some cases, however, careful application of masking tape or spots of glue may provide the needed tactile markings.

Watches, Clocks and Timers



Time keeping devices have been designed in a variety of ways to make them more useful to people with visual impairments. Such devices typically involve large print displays, Braille markings, "speech" chips, or some combination. The range of such devices includes wristwatches, portable alarms, clock radios, kitchen and medication timers. Some of these devices, such as talking clocks, are readily available at retail stores such as Radio Shack and K-Mart.

Vendors

American Printing House for the Blind, Inc.
1839 Frankfort Ave.
Louisville, KY 40206
502/895-2405

Ann Morris Enterprises
890 Fams Ct
East Meadows, NY 11554
516/292-9232
annmor@netcom.com
<http://tribeca.ios.com/tildaannm2>

Beyond Sight
26 E. Arapahoe Rd
Littleton, CO 80122
303/795-6455

Carolyn's
PO Box 14577
Bradenton, FL 34208
800/648-2266 Fax
813/761-8306

Independent Living Aids
27 East Mall
Plainview, NY 11803
516/752-8080
516-752-3135 Fax

LS&S Group
PO Box 673
Northbrook, IL 60065
847/498-9777
800/468-4789
847/498-1482 Fax
lsgrp@aol.com
<http://www.lssgroup.com>

Maxiaids
42 Executive Blvd.
Farmingdale, NY 11735
516/752-0521
800/522-6294
516/752-0689
sales@maxiaids.com
<http://www.maxiaids.com>

NY Lighthouse for the Blind
36-02 Northern Blvd.
Long Island City, NY 1101-1614
718/937-9338
800/829-0500
jjenkins@lighthouse.org
<http://www.lighthouse.org>

YouCan TooCan
2223 S Monaco Prkwy
Denver, CO 80222
303/759-9525

Other Resources

American Council of the Blind of Colo.
1201 E. Colfax Ave, #250
Denver, CO 80218
303/831-0117
888/775-2221

American Foundation for the Blind
11 Penn Plaza #300
New York, NY 10001
800/232-5463

Colorado Assistive Technology Project
The Pavilion, 1919 Ogden
A036-B140
Denver, CO 80218
303/864-5100
303/864-5110 (TTY)
800/255-3477

National Federation of the Blind
1830 S. Acoma St.
Denver, CO 80223
303/778-1130
800/401-4632

Radio Shack, Sharper Image or other stores that supply electronic devices may also carry low-tech devices for the visually impaired

The Colorado Assistive Technology Project does not endorse, recommend or certify any of the devices or commercial products in this article as being safe or functional. The Colorado Assistive Technology Project has not intentionally excluded products or services supplied by companies not cited in this article.

Special Thanks to the American Foundation for the Blind for the information contained in this article

Fast Fact made possible by NIDRR Grant #H224A40014

President's Committee Publications



The President's Committee on Employment of People with Disabilities has published a variety of information sheets concerning employment and people with disabilities. Many of these have been incorporated into this resource guide. Here is the full list of the President's Committee publications. To access them tap into their Website at:

<http://www.pcepd.gov/ztextver/pubs/publicat.htm>
or call them at (202) 376-6200.

The Workforce Recruitment Program for College Students with Disabilities:
Information for Employers

The Workforce Recruitment Program: Information for Colleges
Progress Through Partnerships: Annual Report Fiscal Year 1997
Education Kit 1998

A Message from Chairman Tony Coehlo

Introduction: Education Kit 1998

About the President's Committee

JAN: Opening Doors to Job Accommodations

Affirmative Action and People with Disabilities

Recruitment Resources

Self-Employment Profiles

Providing Quality Services to Customers with Disabilities

Recruiting Disabled Veterans - A Primer

Disability and Cultural Diversity Fact Sheets

Tax Incentives for Business

Hiring People with Disabilities

Marketing to Customers with Disabilities

Workplace Accommodation Process

Personal Assistant Services in the Workplace

What to do if You Have been Discriminated Against

Essential Elements of an Effective Job Search

What does Business Really think about the ADA?

Cost and Benefits of Accommodations

Dispelling Myths about the Americans with Disabilities Act

Diversity and Disabilities

What You Should Know about Workplace Laws

Insurance and Benefits

Employment Checklist for Hiring People with Disabilities - Practical
Suggestions

Pre-Employment Inquiries

Work Opportunity Tax Credit Program

Communicating with and about People with Disabilities

Resources You Can Use

Supported Employment
Dispelling Myths About People with Disabilities
Workers Compensation: Developing Company Policies
Key Facts
Job Accommodations: Situations and Solutions
Job Accommodations Come in Groups of One
Employer Profiles
Accommodations Get the Job Done
The Status of People with Disabilities
Glossary of Commonly Used Terms
Myths and Facts about People with Disabilities
Employment Rights: Who has them and Who Enforces Them?
Job Analysis: An Important Employment Tool
Guidelines for Conducting a Job Interview
Employer Resources
Recruitment
Interviewing Tips for the Job Applicant
Facts about the Americans with Disabilities Act
Americans with Disabilities Act: A Summary
Disability and Diversity: New Leadership for a New Era
High School - High-tech Promoting Science, Engineering and Technology
 Careers for Students with Disabilities
High School High-tech Manual
Small Business Owner - Are You Ready for ADA?
ADA and the Health Professional
Ready, Willing, & Available: A Business Guide for Hiring People with
 Disabilities
Operation People First: Towards a National Disabilities Policy

Sample Fact Sheets from The President's Committee on Employment of People with Disabilities

Following are three sample fact sheets from the President's Committee on Employment of People with Disabilities. These fact sheets and many more are available by calling the President's Committee @ (202) 376-6200 or on their Website at <http://www.pcepd.gov/ztextver/pubs/publicat.htm>

Recruitment Resources

"The cry of every employer is: I need people whose skills are better matched with our needs," says Mitchell S. Fromstein, Chairman of Manpower, Inc. Persons with disabilities represent an untapped labor pool and may very well be the answer to this critical need. Recent employer surveys clearly show that the number one problem for American companies today is finding an adequate supply of qualified employees. The high costs of employee turnover coupled with the insufficient number of qualified employees present a risk to America's businesses maintaining the competitive edge. One step an employer can take to find qualified applicants with disabilities is to disseminate vacancy announcements to disability-related agencies and organizations. Another is to state clearly in job advertisements and on application forms the company's interest in receiving applications from persons with disabilities. Community based disability-related organizations are listed in local telephone directories. The President's Committee on Employment of People with Disabilities can also provide information on recruitment sources and disability organizations.

The following list of national agencies and organizations offers a good starting point to employers looking for recruitment sources to locate qualified people with disabilities.

Workforce Recruitment Program President's Committee on Employment of People with Disabilities Job Accommodation Network (JAN) (800) 232-9675 (V/TDD)

Through JAN, employers may request a database of pre-screened college students with disabilities to fill summer or permanent hiring needs. These candidates, from more than 140 colleges and universities, represent all academic majors and range from college freshmen to students in graduate school or law school.

Rehabilitation Services Administration

(202) 205-8719 (V)

The Rehabilitation Services Administration (RSA) oversees programs that help individuals with physical or mental disabilities obtain employment. RSA's major formula grant program provides funds to state vocational rehabilitation agencies to provide employment-related services for people with disabilities. State and local vocational rehabilitation agencies are listed under state government agencies in the telephone directory.

Department of Veterans Affairs

(800) 827-1000 (V)

The Department of Veterans Affairs supports a nationwide employment training program for veterans with service-connected disabilities who qualify for vocational rehabilitation. Regional or local offices are listed under federal government agencies in the telephone directory.

Social Security Administration

Attn: Project ABLE

(757) 441-3362 (V), (757) 441-3374 (Fax), projable@opm.gov

Project ABLE is a national resume bank which offers employers an accessible applicant pool of qualified individuals with disabilities who are receiving Social Security or Supplemental Social Security disability benefits. The resume bank operates through the joint efforts of state vocational rehabilitation agencies, Rehabilitation Services Administration, Office of Personnel Management, Social Security Administration and Department of Veterans Affairs.

State Governors' Committees on Employment of People with Disabilities

<http://www.pcepd.gov/state.htm> (Internet)

The governors' committees serve as state liaisons to the President's Committee on Employment of People with Disabilities. The committees provide employment information and referral service. Governors' Committees are listed under state government agencies in the telephone directory.

Office of Special Education Programs (OSEP)

Division of Educational Services,
Secondary Education and Transitional Services Branch
(202) 205-8112 (V), Bill_Halloran@ed.gov (E-mail)

The Secondary Education and Transitional Services for Youth With Disabilities program assists youth with disabilities in the transition from secondary school to post-secondary environments, such as competitive or supported employment. Through awards to institutions of higher education, state educational agencies, local educational agencies and other appropriate public and private nonprofit institutions, the program ensures that secondary special education and transitional services result in competitive or supported employment for youth with disabilities. Contact the Division for the location of transition programs in your area.

I-NABIR, The Association of Projects with Industry

(202) 543-6353 (V) or inabir@paltech.com (E-mail)

I-NABIR is an organization of federally funded programs that provide employment preparation and job placement services for persons with disabilities under the guidance of employers. Contact I-NABIR for the location of projects with industry programs in your area.

Association of Higher Education and Disability (AHEAD)

(614) 488-4972 (V/TDD), (614) 488-1174 (Fax)

AHEAD is a member organization involved in the development of policy and in the provision of quality support services to serve the needs of persons with disabilities in higher education programs. The organization can provide the name and number of the college and/or university coordinators of services for students with disabilities in your area.

Goodwill Industries International

(301) 530-6500 (V),

<http://206.135.232.3/index.htm> (Internet)

Goodwill Industries of America offers employment, training and placement services for people with disabilities in programs throughout the United States. Contact Goodwill headquarters for the programs in your area or visit the Web site at <http://206.135.232.3/states/map.htm> .

Career and Employment Institute (CEI)

National Center for Disability Services

(516) 465-3737 (V), <http://nestegg.iddis.com/ncds/> † (Internet)

CEI offers education, training and job placement services. To learn more about CEI visit the Web page at <http://nestegg.iddis.com/ncds/cei.html>.

Material for this fact sheet was developed from a 1997 President's Committee's Employer Subcommittee forum "Recruitment and Retention of Employees with Disabilities."

Tax Incentives For Business



There are three tax incentives available to help employers cover the cost of accommodations for employees with disabilities and to make their places of business accessible for employees and/or customers with disabilities.

Small Business Tax Credit: IRS Code Section 44,
Disabled Access Credit

What is it? Small businesses may take an annual tax credit for making their businesses accessible to persons with disabilities.

Who is eligible? Small businesses that in the previous year earned a maximum of \$1 million in revenue or had 30 or fewer full-time employees are eligible.

What is the amount? The credit is 50 percent of expenditures over \$250, not to exceed \$10,250, for a maximum benefit of \$5,000. The credit amount is subtracted from the total tax liability after calculating taxes.

What expenses are covered? The credit is available every year and can be used for a variety of costs such as:

- Sign language interpreters for employees or customers who have hearing impairments;
- Readers for employees or customers who have visual impairments;
- The purchase of adaptive equipment or the modification of equipment;
- The production of printed materials in alternate formats (e.g., braille, audio tape, large print);
- The removal of architectural barriers in buildings or vehicles.

What expenses are not covered? The tax credit does not apply to the costs of new construction, and a building being modified must have been placed in service before November 5, 1990.

How can this credit be claimed? Businesses can claim the Disabled Access Credit on IRS Form 8826.

Where can I obtain additional information?

Contact Mark Pitzer, Attorney
Office of Chief Counsel, IRS
1111 Constitution Avenue, NW
Washington, DC 20224
(202) 622-3110.

Architectural/Transportation Tax Deduction: IRS Code Section 190, Barrier Removal

What is it? Businesses may take an annual deduction for expenses incurred to remove physical, structural, and transportation barriers for persons with disabilities at the workplace.

Who is eligible? All businesses are eligible.

What is the amount? Businesses may take a tax deduction of up to \$15,000 a year for expenses incurred to remove barriers for persons with disabilities. Amounts in excess of the \$15,000 maximum annual deduction may be depreciated.

What expenses are covered? The deduction is available every year. It can be used for a variety of costs to make a facility or public transportation vehicle, owned or leased for use in the business, more accessible to and usable by persons with disabilities. Examples include the cost of:

- Providing accessible parking spaces, ramps, and curb cuts;
- Providing telephones, water fountains, and restrooms which are accessible to persons using wheelchairs;
- Making walkways at least forty-eight inches wide.

What expenses are not covered? The deduction may not be used for expenses incurred for new construction, or for a complete renovation of a facility or public transportation vehicle, or for the normal replacement of depreciable property.

May I use the tax credit and tax deduction together? Small businesses may use the credit and deduction together, if the expenses incurred qualify under both Sections 44 and 190. For example, if a business spent \$12,000 for access adaptations, it would qualify for a \$5,000 tax credit and a \$7,000 tax deduction.

Are there limits on annual usage? Although both the tax credit and deduction may be used annually, if a business spends more than may be claimed in one year, it cannot carry over those expenses and claim a tax benefit in the next year.

How can this credit be deducted? The amount spent is subtracted from the total income of a business to establish its taxable income. In order for expenses to be deductible, accessibility standards established under the Section 190 regulations must be met.

Where can I obtain additional information?
Contact Mark Pitzer, Attorney
Office of Chief Counsel, IRS
1111 Constitution Avenue, NW
Washington, DC 20224
(202) 622-3110

Work Opportunity Tax Credit (WOTC)

What is it? The Work Opportunity Tax Credit (WOTC), which replaces the Targeted Jobs Tax Credit (TJTC) program, provides a tax credit for employers who hire certain targeted low-income groups, including vocational rehabilitation referrals, former AFDC recipients, veterans, ex-felons, food stamp recipients, summer youth employees, and SSI recipients.

How does it apply to persons with disabilities? Employers that hire individuals who are SSI recipients or certified vocational rehabilitation (VR) referrals and meet all of the criteria described below may claim the WOTC.

A VR referral is certified by the State Employment Security Agency (SESA) as:

- Having a physical or mental disability resulting in a hindrance to employment, and
- Referred to an employer upon completion of or while receiving rehabilitative services, pursuant to the Vocational Rehabilitation Act of 1973, as amended.

What is the amount? An employer may take a tax credit of up to forty percent of the first \$6,000, or up to \$2,100, in wages paid during the first twelve months for each new hire.

What are the effective dates? October 1, 1997 through September 30, 1998. This program is subject to yearly Congressional renewal.

What are the Minimum Employment Requirements? Eligible employees must work 180 days or 400 hours; summer youth must work twenty days or 120 hours. A partial credit of twenty-five percent for certified employees who worked at least 120, but less than 400 hours may be claimed by the employer.

What agency provides the WOTC certification? The local State Employment Security Agency (SESA).

How do I file for this credit? Complete and submit IRS Form 8850, Pre-Screening Notice and Certification Request for the Work Opportunity and Welfare-to-Work Credits to your local SESA.

How does it work?

- The employer determines likely eligibility by including the WOTC Pre-Screening Notice as part of the application process.
- On or before the day employment is offered, the Pre-Screening Notice must be signed by the employer and employee and mailed to the SESA within 21 days after the employee begins work.
- The employer documents eligibility (based on information received from the employee) and submits documentation to the SESA.
- SESA certifies which individuals are eligible for WOTC and notifies the employer in writing for purposes of filing the tax credit.

Where can I obtain IRS Form 8850?

Call (800) TAX-FORM (829-3076) or visit the IRS Website at <http://www.irs.ustreas.gov/prod>

Where can I obtain additional information?

U.S. Department of Labor
Employment & Training, Public Affairs
(202) 219-6871
or your local SESA

Contact Robert Wheeler, Staff Attorney
Office of the Associate Chief Council
Employee Benefits and Exempt Organizations
IRS, (202) 622-6060

This tip sheet was prepared as part of the Outreach to Small Business project of the President's Committee on Employment of People with Disabilities. The goals of this project are to educate small and medium-sized businesses about the ADA, the benefits of hiring, retaining, and promoting people with disabilities, and resources easily accessed by those businesses. For more information on this program, contact the President's Committee (202) 376-6200 (V), (202) 376-6205 (TDD), info@pcepd.gov

Marketing to Customers with Disabilities

The Potential Market

According to a 1992 U. S. Census study, there are 49 million Americans with disabilities — that is nearly one out of every five Americans. Approximately half those over the age of sixty-five are disabled. The more the population ages, the more likely it will be that the number of persons with disabilities will increase.

The 49 million Americans with disabilities currently control \$175 billion in discretionary income, despite the fact that only fifty-two percent of the working-age population, 15.3 million persons with disabilities, is employed. People with disabilities who are unemployed receive public and private direct income support totaling \$109 billion annually. As more and more individuals with disabilities enter the workforce, their purchasing power will increase.

Added to these dollars is the purchasing potential of families of persons with disabilities. A recently released study by the U. S. Department of Education, based on 1990 data, reports that of the 69.6 million families in the United States, 20.3 million have at least one member with a disability.

Except for products geared specifically to disability-related needs, this segment of the consumer market has been largely ignored. Only in recent years have advertisers of general merchandise begun to recognize persons with disabilities as an important market segment.

What You Need to Know

The first thing to remember when marketing to persons with disabilities is that they have the same range of preferences, perceptions, attitudes, habits, and needs that drive consumer behavior of persons without disabilities. Customers with disabilities have the same requirements as customers without disabilities for quality products and services that meet their needs with competitive market prices. Company outreach initiatives need to convey that people with disabilities are valued as customers. If their needs are satisfactorily met, customers with disabilities become loyal users and advertisements for the products and services. In addition to the discretionary purchasing potential that individuals with disabilities and their families may have, public and private third party payers such as veteran service organizations, vocational rehabilitation programs, and the educational system purchase services, equipment, and/or products for persons with disabilities. In 1993, direct service expenditures by the Veterans Administration, the U. S.

Department of Defense, and the Rehabilitation Services Administration totaled \$3 billion.

According to a recent General Accounting Office report, implementing the access provisions of the Americans with Disabilities Act has increased revenues in the hotel and hospitality industry by 12 percent. Other industries should take note and follow suit. Some advertisers cater heavily to the teen market which controls only \$67 billion in spending power less than half that of the disability market. A largely untapped consumer market exists and business has a lucrative window of opportunity to tap into this market — if it becomes customer responsive to persons with disabilities.

Marketing Strategy

As with any market, it is important to segment and define the disability market and to utilize a variety of strategies that include both generic and niche marketing. In developing a marketing strategy, perhaps the most important thing to remember is that people with disabilities are the only ones who really know what they need or want. For much too long assumptions have been made for them rather than with them.

The following ideas should be considered in a marketing strategy for consumers with disabilities:

- Test your marketing approach with people with disabilities. Select people with a variety of disabilities to be part of your strategy
- Keep an open mind about what persons with disabilities can or cannot do, want or need, to drive your marketing strategy. Advances in technology, rehabilitation, and medicine, coupled with changes in societal attitudes, make many activities previously thought impossible for persons with disabilities possible.
- Recognize the diversity of the disability market. Do not assume that one size fits all. Define why this market sector, and its development team. individual components, needs your services or products.
- Include people with disabilities in your product development. Remember that products geared to meet the needs of persons with disabilities often can be marketed to the public at large (e.g., the electric garage opener).
- Develop simple modifications to make existing services and products user-friendly to persons with disabilities.

- Test market your products and services with the disability community to measure accessibility and/or usability by persons with different types of disabilities.
- Develop promotional strategies that target persons with disabilities and their family members as desired customers.
- Integrate persons with disabilities in your print and television advertising. Use persons with disabilities as models, actors in your commercials, or as spokespersons.
- Include disability community newspapers, magazines, and newsletters in your print advertising budget.
- Attend and exhibit at annual consumer disability conferences, as well as disability-related conferences for third party payers and professional organizations.
- Become involved with the disability community by sponsoring and/or participating in a national or local event or project.

Resources

President's Committee on Employment of People with Disabilities:
(202) 376-6200 (V), (202) 376-6205 (TDD)
info@pcepd.gov
<http://www.pcepd.gov>

State Governors Committees: For a list of state liaisons, see President's Committee's Web page: <http://www.pcepd.gov>

National Council on Independent Living:
(703) 525-3406 (V), ncil@tsbbs02.tnet.com