ADA Renewing the Committment

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Good afternoon, everyone and welcome to the RespectAbility webinar for June 15, 2016. My name is Philip Pauli, I'm the Policy and Practices Director for RespectAbility and I'm absolutely delighted to share with you today information being presented by Irene Bowen and made possible by Chicago Community Trust. This webinar and the other webinars of our summer learning series are made possible by the generous support of JP Morgan Chase, they allow us to provide these webinars for free and you will be able to download the materials after the presentation and we will be posting an archived copy of this webinar with captions on our social media stream.

Now, first I want to begin by extending a special thanks to the Chicago Community Trust. They're the ones who made this possible, facilitated the connections and they're some wonderful people. The Chicago Community Trust is a community foundation dedicated to improving our ‑‑ inspiring philanthropics they endeavor to [Away from mic] who strive to make a difference helping their bold ‑‑ one of the test test test test test

We all love everyone in our families, I think it is accurate to say that at least half of us are personally affected or will be affected by disability related issues at some point in our lives even if we aren't now. Statistically speaking and this is important to nonprofits in particular, people with disabilities are twice as likely to live below the poverty level. They are much more likely to be under educated or to be ‑‑ and they're less likely to be in the workforce. And even if they're in the workforce, there's a significant earning gap as compared to people who don't have disabilities. So considering that many nonprofits are working to decrease the number of those in poverty or to serve them and improve educational opportunities and to prepare people for employment, the Skype can be particularly helpful with respect to those missions. The numbers are about 57 million people with disabilities. And I think traditionally, you may think of people who use a wheelchair, people who have hearing disabilities or vision disabilities and that is part of the group, but there are a number of other disabilities, and it's not always appearance. In fact, it's usually not appearance that somebody has a disability. But the frequency list here, the most frequent disabilities are list the here. It is inclusive as I mentioned, those who have mental illness, learning disabilities, AIDS, cancer, diabetes, there's a broad range of conditions that can be disabilities and there's some additional data here about people with mental illness. And approximately 18% of the population, the adult population every year, has been reported to experience some type of mental illness like depression or bipolar disorder, which would make them people with disabilities. So what we tried to do is join nonprofits with activities that they usually conduct with the intersection of disabilities. So here are listed the types of things that nonprofits might typically do, and all these are addressed in the guide. These are also things that others of you provide as well and that state and local governments may help to support or to fund. So again, it is something that I think will apply to most of you. That guide covers those things that the ADA covers with respect to nonprofits. That includes communication, whether it's with the public or on a face‑to‑face situation, small groups, et cetera, meetings, classes, events, other types of person to person contact, websites, facilities, the ADA also covers employment, but this guide does not address that. That's a different area that has some different types of principles that we just chose not to go into in this guide. As to those types of areas, the ADA addresses policies and operations of an entity, physical access to facilities, effective communication, and integration, which basically means ensuring that people with disabilities are not segregated and they are made part of the community. The guide is divided into a number of sections and there is not only the guide which is about 125 pages, but there's also a separate summary of the guide. It's about 8 or 9 pages, I think. Both are available online. There is both a PDF and a Word version that's accessible with photo descriptions, et cetera. Right now, I think the Word version is not online, it was taken down for changes but it will be back up very soon. I've given the links at the end of webinar. Explore that, print it, read it online, and while you're there, check out all the other activities that the trust has, some related to people with disabilities and some not specifically related. So when you look at the guide, you'll see, as I said, there's a guide and separate summary. And here I've listed the separate sections of the guide. I'm going to go into each of these in a bit of detail. You'll see there's one that says building blocks and that's basically several of the provisions of the ADA reduced to the most important concepts. And in taking stock or getting started is where I would suggest that you start if you haven't given serious thought to whether you're complying with the ADA and doing all that you can to include people with disabilities in your operations and services. And I'll explain why. I think that's a great place to start when we get to that section in order. The guide also looks and makes suggestions as to personal interactions, which is a customer service concept. How do you relate to individuals with disabilities? Then we have details on some typical common issues, such as facilities, communication and policies. We go through some specific services and activities that nonprofits provide, like housing, healthcare, transportation, recreation, et cetera, and then we end with an agenda for action, some steps that are set out in a very organized way, I think, for going forward. And we have some helpful additions. It's not just text. We have a number of photos to illustrate our points. We also have some icons that indicate, for example, resources with links. We have thumbs up for easy steps that you might be able to make right away. Those might include changes to personal interactions, something as simple as replacing round door knobs with hardware. We have some things for things that are not a good idea. Other icons that relate to things that are specific to the Chicago area. Again, we address a number of diverse types of disabilities. We've talked about the traditional ones, and here you have some photos of people with vision disabilities and hearing disabilities, mobility disabilities, the child on the right here may have an intellectual disability. But as I mentioned, you often can't tell if someone has epilepsy, allergies, asthma, a heart condition, et cetera. It's important to provide for the needs of all types of people with disabilities in advance so you can ensure full inclusion. All of what we've done in the guide is based on the concept that the ADA is a Civil Rights statute. People sometimes forget this. They think of it as a building code or something similar to that, but it is based on prior Civil Rights laws, but unlike some Civil Rights acts, the ADA does not mean that you treat people with disabilities in the same way as you treat others. And this is an important distinction which plays out throughout the guide. Sometimes it does require that people be treated differently in order to have an equal opportunity. So in other words, you may have today, you can see on the screen, we have captions. If we invited everyone to the webinar but didn't have the captions, people who need those because of hearing disabilities in particular would not be able to benefit from this presentation. So in a way, we are treating people differently and the ADA does require that in many instances. So the first section starts with an overview. It explains that the ADA applies to places of public accommodation, which is what most of you are, and nonprofits would fall under this category. Then we go on to explain how disability and the social environment interact, that it is actually the environment that places barriers in the way of people with disabilities. We talk about some of the other laws that might apply in addition to the ADA. And we summarize and go into a bit of detail on the various types of disabilities, people with disabilities who are protected by the ADA. The next section, section 2, is called building blocks. We talk again about how the hallmark of act of equal opportunity, Civil Rights. One of the principles that underlies the ADA is the need to make reasonable accommodations to policies and practices. There's also the requirement that new and altered facilities meet specific accessibility standards and that under certain conditions, barriers to access have to be removed. Effective communication must be provided and services are to be provided in the most integrated setting. We then explain a bit about what each of these mean. We go into equal opportunity, reasonable modifications. Basically reasonable modifications means if it's necessary in order to avoid discrimination, you have to make changes to the way you've always done things, whether these are written practices and policies or just your way of doing business. So for example, if you have a no animals policy or a no pets policy, there are instances in which that has to be modified to allow someone with a service animal to accompany that individual. If someone can't get to something, an event or meeting that you're having because it's not accessible, you may very well need, you usually will need to move the place of that meeting. If someone can't make it to a session that they're required to go to in order to continue to receive certain benefits because of the timing and that relates to disability, then that timing may need to be changed as well. And it gives specific examples of that in the later sections. Effective communication is another area that we summarize here and go into later. And we explain that auxiliary aids and services are to be provided with people with disabilities relate to communication. That can, for example, include interpreters as you see in this photo, for people who are deaf and hard of hearing, assisted listening devices that amplify sound, large print documents for people with vision disabilities, accessible electronic formats for people with disabilities related to vision or related to learning disabilities, braille, captioning, as we're doing now, et cetera. As to physical access, we explain the requirements generally for new construction alterations, for existing facilities, and then something that is often overlooked: Maintaining accessibility, which means once you have a feature that's accessible, you have to make sure it stays accessible. That's something that is specifically in the ADA regulations. You have to keep an accessible route, for example, from parking to the entrance. You have to keep that clear. You have to make sure that motorcycles don't park in the access aisle for accessible parking spaces. You have to be sure that you don't block the reach to elevator buttons with waste baskets, planters, et cetera. In Section 3, I mentioned you should start here if you have done very little so far and even if you have gotten a pretty good start on ADA compliance and inclusion, I would suggest that you might consider starting here. The quick check tool has 70 questions that you answer yes or no and it helps you identify what you've done already and where you might need to include ‑‑ where you might need to improve. So the topics are listed here. We go through planning and policies, facilities, communication, the topics that I've just mentioned. And here is an example or screenshot of part of that quick check tool. You will see there are four questions here. Two of them are highlighted in green. If they're highlighted in green, those are the ones that we can suggest that you look at most carefully and that you consider taking action with respect to these if you haven't done these steps already. Because these are things that can be done relatively easily and without a great deal of expense. For example, you see, under No. 1, which is not green and partly that's because it may take a little bit more work to comply with this, we say do you hold meetings and events only in accessible facilities or do you give notice that you're having a meeting and if you need to move it to an accessible location, you give notice that you will do that. So there's a yes and a no. And then in the last column, we have sections in the guide that address that issue. And those that are highlighted and underlined are links, so you can click on that number of the section and go to get more information in the guide. There are about 70 questions. In addition to the ones that are here, there are questions, for example, about ‑‑ one of them is have you communicated your commitment to compliance to your staff? Are you aware of how to interact with people with disabilities? Is your staff aware? Do you know how to assist a person in an emergency if they need assistance? Do you keep the accessible routes clear of obstruction? Et cetera. So those are just a few spot checks. They don't include everything that you need to think about for compliance, but looking at those and seeing where you are will get you off to a pretty good start. The next section is about serving with sensitivity and courtesy. And we just have some general tips about the types of language to use, terms to avoid, the importance of referring to a person first, the man who has a learning disability, the person who does this, has this disability, as opposed to saying the disability first. We go into some very basic types of disability etiquette. Speak directly to someone, not to their interpreter or their companion. Maintain personal space as we show in this illustration. The picture there's an individual who uses a wheelchair and then someone who happens to be at Chicago Community Trust is speaking to her, he’s kneeling down, maintaining space, he's not leaning on her chair. Don't assume that you know what a person wants or needs. If they have a disability, don't just start pushing their chair or opening a door. Don't just take a person who is blind and start leading them. It's important to ask before you do anything like that. And then from a customer service standpoint, there's some tips about how to work with people with various disabilities including those with speech, cognitive, and psychiatric disabilities. Then we go on to sections 5 through 8, which drill down a bit into these concepts with respect to different areas that generally will apply to most nonprofits, and that's before we go into specific types of services that nonprofits may offer. So we cover facilities, communication, policies, meetings, et cetera. Each section has a certain format. It starts with a page maximum of highlights, what's to come in this section, then the main content, and then there's a page, sometimes two pages of next steps. Very specific steps that you can take with respect to that particular category. As I mentioned, there are a number of updates from the 2010 guide. Generally, these ‑‑ I've listed what some of those are here. The regulations that came out in 2010 were much more specific ‑‑ I'm sorry, yeah in 2010, were much more specific than the other regs as opposed to what kinds of questions you can ask, there are specific standards now as to recreation areas like boat ramps, miniature golf courses, golf courses, play areas, et cetera. And the regulations have much more detail as well about healthcare and certain areas of communication. And we have also updated, although there is not much in the regulation yet, we've included best practices as far as electronic communication, technology which would include things like kiosks, devices, et cetera. So as to section 5, which is facilities, we summarize some of the areas covered in the new construction standards and some of the more difficult issues with respect to alterations. And then we have a discussion of barrier removal. Those of you who are nonprofits, businesses or other entities that aren't state and local government are subject to the requirement that you remove barriers in existing facilities if doing so is "reading achievable" and that means accomplished without much difficult or expense. It's based mostly on the size and resources of the entity and how difficult the change would be. So we've given some examples of those things that will often be readily achievable and therefore required by barrier removal. That would be, as I mentioned, putting lever hardware on doors, grab bars in stalls and toilet rooms, rearranging furniture, et cetera. Those of you with state and local government aren't subject to this requirement but you do have to ensure that your programs are accessible to people with disabilities and to the extent that that means you have to provide physical access to particular facilities, you would have to do so. It's a different and somewhat more stringent requirement, and again, because this guide addresses [Away from mic] entities, we have not gone into that. But the requirements that we go through for new construction alterations are generally going to be the same for nonprofits and other private entities as well as Title II entities. We also talk about furniture and equipment, what's the standards and what you do if there aren't standards for certain types of furniture and equipment. We summarize elements of the standards that relate to such things such as parking, entrances, counters, elevators, restrooms, et cetera. We talk about to what extent you're responsible for services in buildings that aren't yours, that you don't own but that you lease from others, et cetera. We also have drawings and photographs throughout the guide. This is an example of one that's in the section on facilities and it's taken from a DOJ publication. It's intended to illustrate types of changes that can come under the category of barrier removal. So you have repositioning of the paper towel dispenser if it's too high for someone to reach, putting in a full length bathroom mirror if people who are short stature or people who use wheelchairs can't see the mirror or lavatory because it's too high, for example. In this section, I mentioned that we give examples of next steps at the end of each section. Some of the ones in this section are to make sure you plan for accessibility and that you budget for it. If you find that you have a problem that you need to address by making some changes to the facility, that might take some money and if you haven't budgeted it, planned for it, you might not be able to do it quickly enough. Assess the facilities you use, develop plans for removing barriers, and work with landlords towards that same goal. Understand the standards. We remind people not to forget about the path of travel requirement. That means, basically, that if you are altering a facility then you need to spend up to 20% of the cost allocated for the changes for accessibility improvements to areas such as the bathrooms serving that space, the accessible route from parking to the entrance and from the entrance to that space, et cetera. And that's sort of a bit complicated but we try to make very clear what that requirement is because it's often overlooked. And again, we talk about making sure that those items that are accessible are kept that way. That means elevators, lists, I know you've probably seen those breakdown, accessible routes, et cetera. Then we go on to communication. And again, we start with the highlights, which include you must ensure effective communication. That means often that you have to provide auxiliary services and you don't have to take those steps if it would be an undue burden or acceleration [Away from mic] to your program. We explain that it's case by case. It depends on the setting. Are you communicating with someone one‑on‑one in a small group, is it a large gathering, et cetera? What does the individual prefer? If someone traditionally used and prefers to use a sign language interpreter because of their hearing disability, that's something that you are generally going to defer to. You are not going to offer, for example, a transcript or why don't you just read lips. If someone prefers to use an accessible electronic format rather than braille because of their vision disability, then you generally are going to defer to that. And you also can consider the cost of alternatives, but you have to ensure that whatever decision is made as to the auxiliary service that's provided, you're providing effective communication for that individual in that situation. We give a number of examples of that. Here are some of the examples of auxiliary aids and services that may need to be provided. Depending on, as I mentioned, the circumstances and the preference of the individual. We also go into the different types of sign language that are used in our country. Video remote interpreting, which is illustrated here. Here you have an interpreter on the monitor who is at a remote site. So you have several people around the conference table. The woman on the left is signing and the interpreter is then voicing what that person is saying back to the group. And also signing to the woman who is on the left, the interpreter is signing to her what the individuals in the room are saying. It's just like having, in many instances it is as effective as having an interpreter on site. In others, it's not as effective and we go through what the factors are to consider when you're deciding whether to do live or remote interpreting. And again, the key is: Is it effective for that individual in that situation? We also talk about TTYs and telecommunication relay service calls. These are calls ‑‑ telecommunication relay service is provided by each state under the ADA requirements and it provides a means for those who don't use what we think of as traditional telephone services because of speech or hearing disabilities to communicate with those who do use those services. There is a communication facilitator provided by the state who basically translates text sent by the person with disability, translates that into speech for the person on the other end of the telephone line and vice versa. We explain how it's important to make sure that people know how that works, that they take those calls, don't hang up and that they stick with the call until its completion even if it takes longer than others do. Here at the end of this section is where we give the next steps, some of the ones we suggest are identifying how you communicate and what types of aids and services you're likely to need to provide, figure out what you can do in‑house and what you need to contract for, learn about the things we mentioned, telecommunication relay services, learn about the technology and make sure that your staff is familiar with them and knows how to use them. Have a standard notice of what accommodations you make available and we give some suggested language for those in the additional templates and notices at the end. We have some samples for you. Track how you use your auxiliary aids and see how many people ask for interpreters or listening devices or accessible electronic formats. Six months later, see how you've done and whether you're able to meet those needs. Then we go on to the next section about general policy considerations. Some of this is going to apply to everyone, I think. There are some where we go into more detail because they're a little more complicated, a little harder to understand. That would include, for example, eligibility requirements. The ADA says you can't screen out people with disabilities with specific eligibilities requirements unless they're necessary. You can't, for example, say that someone has to be able to attend an exercise class on their own if they might need an assistant, an adult, with them to help them get through the class. Again, it's a case‑by‑case basis. Space can be considered, but there are limitations to what kinds of decisions you can make based on just a perceived risk. It has to be a verifiable risk. You have to do what you can to minimize that risk when you're considering what your eligibility requirements are, whether it's eligibility to participate or to continue to participate. It's important to think about your volunteers. Those who want to be volunteers are not only helping you, but they're also getting a benefit from volunteering. So you want to be sure that they have an opportunity to do that, that they have a range of things to choose from. You may need to make adjustments to the types of opportunities that you offer so volunteers can participate and get the benefits that all of us get from volunteering, whether or not they have disabilities. For example, you get a sense of community, you feel you're contributing to community and increase your skills and you get interaction with others. That's something that I think we often overlook but we really do need to focus on. Are we making our volunteer opportunities accessible? Do you have separate programs and are those necessary? It may be okay, for example, to have a wheelchair basketball league in your recreation program so people with wheelchairs can participate in basketball because it is probably a safety risk to have people who use chairs and those who don't on the court in those circumstances. Apart from that, many times you will not need to have separate programs for people with disabilities than those without. You also should be looking at your emergency evacuation plans to see if you're adjusting to needs of those with hearing impairments who might not hear the audio announcement that there's an emergency in the building. Those with mobility disabilities who might need assistance when there's an evacuation of a building or might not want assistance. It's important to consider the needs of individuals and to consider their place where people with mobility disabilities can wait in safety for someone to come and assist them. There are a number of difficult issues there, and we layout what those issues are. I mentioned service animals. We go through what the regulation says and we emphasize that there are only two questions you can ask and your staff should all know what those questions are. It's basically is this an assistance animal required because of a disability and what does it do? You can't ask questions specifically about the nature and severity of a person's disability. Then at the end of that section where we talk about examples of next steps, we suggest that you look at your eligibility requirements. You may not even realize what some of them are. Some of them may be written down. Others may just be assumed. So you want to evaluate those. You want to look at ways in which you offer tests or conduct interviews, whether you have separate programs that should not be separate, whether you have adequate service animal policies and how you would work with individuals in an emergency evacuation. In Section 8, we start here to address various types of meetings, classes, any kind of gathering of individuals, and we look at the provisions related to all of the substance that I've mentioned already. Physical access, communication, policies, et cetera. And we again suggest next steps. Identify what types of events you have. Do you have one‑on‑one meetings, small group meetings, interviews, large events? And how do you address accessibility, meaning not just physical accessibility but other types. What spaces do you use regularly? Are they accessible? Do you have a plan for what you do if anybody can show up at a meeting, if you use space that's not accessible, that won't work because then you aren't going to be able to move it because no one has an opportunity to ask you to do so. Then we get into a few sections that are specific to types of services. And we have specific suggestions for each type. Examples of good practices, highlight some settlement agreements from the Department of Justice, Health and Human Services and others that you might want to look at to guide you as you look at these different types of services. For example, the performing arts, which includes plays, concerts, shows, athletic events, et cetera. And we go into best practices relating to facilities ticket counters, you have lower ticket counters for people who need them, and are those the ones always open? What about accessible seating? Effective communication, you see a young man using an assistive listening device here in a theater. And are people trained, your staff and ushers and et cetera to know the policies and where the accessible seating is to use adequate etiquette when they're assisting people with disabilities. We have a section on museums and exhibits that, again, talks about physical access to the exhibit, as you're going through the exhibit, as you're leaving. We tell you a bit about the specific provisions about historic buildings, make suggestions about how to communicate effectively through exhibits, especially with interactive and multimedia which we're getting more and more of and which can be challenging. We have some suggestions and settlement agreements that you can look at there. And we go on to healthcare. We address types of healthcare that might be provided by small clinics, by small nonprofits as well as larger ones such as hospitals. And here the physical accessibility has the same climates as other facilities, but there are some more specific ones as to patient rooms, communication, telephones, et cetera, and we also focus on video remote interpreting because there have been a number of instances where people with hearing disabilities have said that use of VRI in a hospital or healthcare setting is not effective and we talk about how to go about assessing whether your use of that might be effective. Again, we have some settlement agreements specific to healthcare. And we talk about the guidelines that have been proposed by the government for accessible medical equipment. These aren't yet final but they can be used as good practices. We have some discussion about shelters for people who have experienced domestic violence or those who don't have homes, et cetera. And this is an important area for nonprofits who are providing these types of services. One reason is that people with disabilities are disproportionately represented in this population. If you only have some shelters that are accessible, there may be issues for individuals finding those shelters, knowing which ones are accessible or getting to them. It's not just the physical accessibility, it's also important to look at the benefits that people get and to make sure that people with disabilities have the same opportunities as others, which may mean making some policy modifications. And we have some very specific suggestions there. Child care is another area in which nonprofits are pretty active and some of the government entities may also be funding this. We go through the need to make an individual assessment of whether you can accommodate a particular child. And of course, this is also going to involve auxiliary aids and services, you may need to provide alternate food choices for those who have serious allergies to certain foods, staff will need to be trained, you'll need to look at your policies for providing assistance to those who have asthma or diabetes and monitoring their conditions. Then we do have a section on recreation and athletics, which, as I mentioned, is addressed in the accessibility standards that came out in 2010. And we also discuss some of the policy considerations there. We have a section on transportation, which often may be provided, for example, by senior citizen’s centers, if someone's going on a day trip, you may provide transportation for field trips, et cetera, and it's important to know what your obligations are in that respect. We have a section that is expanded from the 2010 version about websites and other technology. As I mentioned, there are generally not specifically ADA requirements in the regulations yet, but it's not too hard to figure out what the Department of Justice who issues the regulations thinks public and private entities should be doing and they've issued quite a bit of guidance and also entered a number of settlement agreements. There are also some private settlement agreements that can be very helpful. We've gone through those and gleaned what we can to help you and included some very specific suggestions as well as general principles for websites and other technology. And then in section 10, we have an agenda for action. We suggest that you go through these steps as you're moving forward. It's really important to make a commitment that comes from the top. Have the president or the chairperson of the board or your chief executive officer, let people know that you intend to comply with the ADA, that you intend to foster more inclusion, that you intend to follow best practices. Name an ADA coordinator. You are not necessarily required to do that as a Title III public accommodation nonprofit, but it certainly is a best practice, because one person is the contact for everything you do related to the Americans with Disabilities Act. And set aside resources. That's another way of making a commitment. Be sure that whatever you do, you collaborate, you communicate with people with disabilities. And we suggest you do a client path analysis, which means putting yourself in the position of someone who's coming to visit you, starting with what's on the website? Are you welcoming? Do they know how to find you? Do they know what's accessible? Once they come to the building for services, what path do they take physically and is that path accessible? And how do your policies interact with that individual? Step by step through the chronological process. Are you meeting the needs of people with disabilities in a way that does not discriminate? We suggest that you put this in a plan that you have all aspects included, barrier removal, policy, communication, website accessibility, and then let people know you're doing this. Don't hide your light, as we say. Let people know what you're doing, monitor how well it's going, reflect on it and see if you need to adjust it. Above all, you may think this goes without saying, but treat people with disabilities with respect. We suggest that you, as I mentioned, have someone responsible for ADA compliance and that you have someone, it may be the same person, responsible for putting your plan into action and keeping it going. Have specific steps and time frames and hold people accountable to meeting those. Look at your contracts, figure out if you need to put some compliance provisions in there. And assess what types of training you might need for your staff or your partners and how are you going to monitor compliance? How will you stay aware of the changes in the law and how will you respond to complaints that come in? I mentioned that we have some extras in the guide. At the end of the glossary of communication terms, such as auxiliary aids, assistive listening devices, videophones, video remote interpreting, et cetera, we have an extensive list with links to national resources, some specific to Chicago, some specific topics and even nationwide ways that you can access services and products on a local level and then nationwide. We also have a number of templates. We give you sample meeting notices. There's a template you can use how blank organization provides communication systems, how the organization makes accommodations and modifications, and then what features the building has. It's a fill‑in the blank type of template. And then there are I think 10 tip sheets, each is one or two pages with illustrations and bullets, basically, about a number of the topics. Interacting, interpreters, planning for accessible meeting, special events, et cetera. This slide has the link to the guide at Chicago Community Trust website. There's a link to the PDF format and the word format and the guide and the summary. The word format, if it's not back up, will be soon. Once you get to the CCT.org website, you can explore all the other ways in which the Chicago Community Trust is serving people with disabilities as well as others and how they're partnering in working with so many different nonprofit groups and that leaves about 10 minutes for questions.

Wow! Very impressive presentation, Irene. Operator, do we have any questions from the phone? And would you explain how people can ask questions?

Operator: Participants dialed in for audio can press 7‑pound on the telephone keypad to indicate they would like their phone open so they can ask a question. All participants can submit questions on the web by typing their message below the chat box and pressing enter to send it. Again, it's 7 # on the telephone keypad. No questions in queue on the phone at this time.

All right. Well, I have a question that I thought ‑‑ something you brought up, Irene, that I hadn't thought about but I thought was a really interesting idea especially for the folks on workforce development VR side, could you talk about the customer pathway analysis? How would you do that, what would that look like and ultimately how would you measure any adoption of policies or changes in an organization or agency?

Sure. It's a concept that we've used before and as you said, it can be very helpful. It's not a regulation or term of art, but generally it means think about a client, and let's say if you can identify maybe six types of services you provide, then you would go through this analysis with each service. And you would think how do people interact with us? How do they interface? First, how do they find out information about us? That would lead you to think about whether if people go to your website, is it accessible? If people are looking for child care and you have a map of seven locations where you offer it, can they even access that map if they have vision disabilities or learning disabilities? If you need brochures to pub size your services, are they accessible or in large print? If it's word of mouth, there's not a lot you can do about that. If you go into the community and make presentations to potential clients, are those accessible? Just generally how do people find out about your services. Then you think about what are the eligibility requirements? What does an individual go through in order to access the services and you would evaluate that as to communication, policy, filling out forms, if someone has to fill out forms to get services, does your staff know they should help people do that if they have trouble like manual dexterity issues and can't [Away from mic] do you have those in a format that's accessible? And you think about the physical accessibility if they come to your office or where you provide services, what are the physical barriers that they might encounter? You think about the path that someone takes to each of your services at each point and assess that using the quick start guide, perhaps, or delving more deeply into the particular requirements. And that can work with all sizes of entities, I think. If it's a small nonprofit that might have three staff and goes into neighborhood centers to provide services, it can work there. And it's a good way to get started and to just assess what you might need to do generally.

Operator, do we have any phone questions?

Operator: Yes, we do. One moment. Debbie, please ask your question.

Debbie: Hi. About compliance, who monitors and enforces and what do you do if there is non‑compliance?

Good question. The Americans with Disabilities Act puts the compliance responsibility mostly on the Department of Justice. And I used to work at Justice, we would accept complaints and do compliance reviews if we thought there was a reason to look at a particular entity. And the justice department, there's no ADA police, exactly. Obviously there's a limited amount of resources within the government, so it does tend to be complaint‑based. Compliance tends to be complaint‑based. Individuals can bring their own lawsuits if they have a problem that they don't want to take to campaign justice or Justice doesn't respond to. In fact, that's where the highest number of complaints are brought by individuals through private lawsuits. There's nobody who ‑‑ there's no one who requires you submit a plan, there's no one who reviews the plan. Enforcement results from a complaint sent to the Federal Government or that a private attorney takes on.

Great. Thank you, Debbie, and thank you Irene. Operator, any more phone questions?

Operator: No further phone questions at this time.

Okay. Well, I have got another question for you, Irene. Obviously, the ADA was passed 25 years ago and back then, nobody heard of the internet and now social media and websites are the bread and butter of how a nonprofit or agency gets their message out there and how they advertise. So I'm wondering if we could go back and talk about the accessibility piece. I'm wondering if you could point some folks in the direction of resources for checking if their website is screen reader accessible, getting captions on any videos they post, information on resources around how they ensure the maximum accessibility of a nonprofit website or social media stream.

Great question. There are a number of resources online. There are some at the access part of the website, www. access‑board.gov and there are some ‑‑ the industry standards, which are generally the basis for proposed regulations and those that do exist now are through the web accessibility initiative. They're called the web content accessibility guideline. WCAG. And I highly recommend that website, which is www.W3.org. We have a list of resources in the guide book that you can also go to. What you will find is that the industry guidelines are the ones that come governments have adopted and those in higher ed have adopted, I know we have some people from higher ed in the guidelines. The WCAG guidelines are often the ones referenced in settlement agreements with private and nonprofit entities. And they cover things like how you make your website compatible with screen readers, which is the technology used by a lot of people with vision disabilities, learning disabilities, et cetera, where the text is translated to speech and you have to have ‑‑ there are certain requirements that make that work. And if you don't address those, then people are left unable to access your site. So you need to pay attention to things like how you navigate through font size, the style, contrast, using color for meaning, captioning videos, documents that you post to be in a format that is accessible, et cetera. So all those things are addressed by the accessibility guidelines of the private group. Those two websites, I think, would be the best place to start.

Great. And I put some of those links in the chat box if anybody wants to go take a look at those resources. I also put in a link to a webinar that RespectAbility did last year about easy tips and trips to ensure web accessibility. Operator, do we have any more phone questions?

Operator: No further questions.

All right. And I don't see any further questions in the chat box so first, I want to express my deep thanks for Irene Bowen, president of ADA One and her presentation today. I think she covered a lot of material and pointed people in the direction of a lot of really great resources that will really positively impact their work and ensure greater accessibility for people with disabilities.

Check out the Chicago Community Trust's website where you can download a copy of the renewing the commitment guide. Irene's website is ADA‑ONE.com. Additionally, I want to invite you to join RespectAbility for our next webinar on June 29. Here we are going to shift in focus to talk about best practices in action, talking about youth transitions in Iowa. We are going to have a presentation from folks who run the system from Iowa supporting employment for youth with disabilities and I invite all of you to attend.

Last of all our contact information is available and thank you, Irene, thank you Chicago Community Trust and thank you JP Morgan Chase for making this possible.

Operator, that's it.