Effectively Serving People with Disabilities

A two-part webinar
December 8 and 10, 2021
Part 1: Inclusion

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Content or tech support questions?

Type your question in the Chat box.
WELCOME

Guy Suetopka

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U.S. Department of Labor (DOL)
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WEBINAR I. GOALS – INCLUSION

Participants will hear from grantees, participate in breakout room activities, and learn about:

- How we define disability for the WIOA program
- Accessibility
- Accommodations
INCLUSION EXAMPLE – ONEIDA NATION
What stood out to you as Delia shared her customer’s experience?

Why might it be important to learn if customers have disabilities?
HOW DO WE DEFINE DISABILITY?

Different lenses:

➤ Cultural

➤ U.S. law:
  ➤ Americans with Disabilities Act (ADA)
  ➤ Workforce Innovation and Opportunity Act (WIOA)

➤ Self-identification
Each tribe has their own distinctive view of life and disability based on their own set of creation stories and doctrines.

Acceptance and tolerance of many aspects of life, including disability, comprise core values for most American Indians.

Many American Indian languages have no word for “disability.”

Source: American Indian Approaches to Disability Policy
An individual with a disability is defined by law in the Americans with Disabilities Act (ADA) as a person:

• who has a physical or mental impairment that substantially limits one or more major life activities,
• who has a history or record of such an impairment,
• or who is perceived by others as having such an impairment.
RECOGNIZING DISCLOSURE AND CUSTOMER CHOICE

Disclosing disability status is voluntary.

People with disabilities may be eligible for certain supports or participation in particular programs.

Customers might not use the word “disability,” but instead describe symptoms or characteristics of an illness, injury, or other medical problem.

Disability status is confidential.

Program staff should not automatically refer customers with disabilities to Vocational Rehabilitation (VR) programs, and instead makes referrals based on whether the individual would benefit from such services.
REASONABLE ACCOMMODATIONS

- Any changes to program or employment policies and practices that allow people with disabilities to fully participate.
  - Physical accommodations
  - Programmatic accommodations
- “Reasonable” means they do not create an undue hardship.
ACCOMMODATIONS MAKE IT EASIER TO LEARN AND WORK

Examples:
- Repeated or Written Instructions
- Seat Preference
- Visuals (Checklists and Charts)
- Height Adjustable Desk
- Ergonomic Equipment
- Tools to Enlarge Print
- Screen Reading Software
- Video Remote Interpreting
- Hearing Amplifier
- Accessibility Apps

Source: Virginia Career Works Northern Region
COMBINE CULTURAL STRENGTHS WITH PRACTICAL ACCOMMODATIONS
INCLUSION EXAMPLE: NORTH AMERICAN INDIAN CULTURAL CENTER
BREAKOUT ROOM ACTIVITY

1. How is disability understood and perceived in your organization?

2. How are people with disabilities included or not included in your services?

3. Do you have a customer or staff accommodation or inclusion story?
CHAT RESPONSES

Put any points you wish to share in the chat from your conversation.

- How is disability perceived and understood in your organization?
- How are people with disabilities included in your services?
- Do you have a customer or staff accommodation story?
Effectively Serving People with Disabilities

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Part II: Partnerships

HOUSEKEEPING I: CAPTIONING

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INCLUSION EXAMPLE: AMERICAN INDIAN COMMUNITY CENTER
IMPORTANT FINDING: DISABILITY LIKELY UNDERREPORTED

<table>
<thead>
<tr>
<th>DATA SOURCE</th>
<th>REPORTED DISABILITY</th>
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<tbody>
<tr>
<td>U.S. Census*</td>
<td>AI/AN females: 16.6%</td>
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<tr>
<td></td>
<td>AI/AN males: 17.5%</td>
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<tr>
<td></td>
<td>NH/PI females: 9.5%</td>
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<tr>
<td></td>
<td>NH/PI males: 9.5%</td>
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<tr>
<td>DINAP Workforce Program</td>
<td>Overall: 2.2%</td>
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</tbody>
</table>

*2019 U.S. Census, American Community Survey: working-aged adults 16-64 year old
AI/AN = American Indian/Alaska Native
NH/PI = Native Hawaiian/Pacific Islander
## Barriers

Please answer the following questions pertaining to the participant at program entry:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Participant did not disclose</th>
<th>(Show Detailed Instructions)</th>
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<tbody>
<tr>
<td>Homeless or Runaway Youth at Program Entry? *</td>
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<td>Ex-Offender? *</td>
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<td>Low Income? *</td>
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<td>Single Parent at Program Entry? *</td>
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<tr>
<td>English Language Learner? *</td>
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<td>Substance Abuse? *</td>
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<td>Displaced Homemaker? *</td>
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<td>Basic Skills Deficient/Low Levels of Literacy? *</td>
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<tr>
<td>Individual with a Disability? *</td>
<td></td>
<td></td>
<td>Participant did not self-identify</td>
<td></td>
</tr>
</tbody>
</table>

*Participants who identify as having a disability include those who identify as having a physical or mental impairment that substantially limits one or more of the participant’s major life activities. A disability does not include: (1) transitory conditions and (2) conditions that are so common and so generally recognized as not to deserve special attention such as near-sightedness, deafness, or color blindness.*
DATA COLLECTION IN GPMS - II

Individual with a disability?*

- Yes
- No
- Participant did not self-identify

Yes - The participant indicates that he/she has any disability, as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a disability is a physical or mental impairment that substantially limits one or more of the person’s major life activities.

No – The participant indicates that he/she does not have a disability that meets the definition.

Participant did not self identify – The participant did not self-identify.
PROMISING INCLUSION PRACTICES

- Provide social, emotional, intellectual, and spiritual inclusion practices
- Welcome everyone
- Be receptive to anyone who comes through the door
- Work with customers as a “whole person”
- Use intake as an opportunity to build trust
- Provide confidentiality
RESOURCES

- **Reasonable Job Accommodations** - Job Accommodation Network
- **AIVRTTAC** – Provides technical assistance and training for Tribes with Vocational Rehabilitation grants
- **Understanding Disabilities in American Indian and Alaska Native Communities** – toolkit
- **Serving Individual with Disabilities – A Day in the Life of an American Job Center** – online training
WEBINAR II: PARTNERSHIPS

Participants will hear from grantees, participate in activities, and learn about:

- Collaboration to increase services for people with disabilities
- Funding sources and dedicated resources for people with disabilities
PARTNERSHIP EXAMPLE: AMERICAN INDIAN COMMUNITY CENTER AND COEUR D’ALENE TRIBE VR
AMERICAN INDIAN COMMUNITY CENTER - VR PARTNERS VISIT THE CENTER

- Couer D’Alene Tribe VR – once a week
- Spokane Tribe VR – twice a month
- State VR – once a month
- Colville Tribe VR – as needed/quarterly
- Kalispel Tribe VR – quarterly
- Yakima Tribe VR – quarterly
AMERICAN INDIAN COMMUNITY CENTER AND COMMUNITY PRESENCE
How could partnerships like these help your customers?
PARTNERSHIP EXAMPLE: NORTH AMERICAN INDIAN CULTURAL CENTER AND STATE VR
What types of programs serving people with disabilities have you heard about in your area?
PARTNERSHIP EXAMPLE: ONEIDA NATION WIOA AND TRIBAL VR
PROMISING PARTNERSHIP PRACTICES

- Leverage other programs’ resources
  - Pro-actively seek other services and programs for customers
- Co-enroll customers in other programs when it makes sense
  - Both programs share positive performance outcomes
- Stay connected to the local and/or state workforce board

- Create formal MOUs with partners
  - Don’t depend only on current staff relationships
- Document referral processes
- Use customer release of information form between systems/programs
- Navigate personalities
- Center the best interests of the client
ACTIVITY

1. Click on the link in the Chat
2. Type in your name and share any practices or strategies you would like to try to more effectively serve people with disabilities.
RESOURCES

- Vocational Rehabilitation agencies can be found in 86 tribes and all states.
- Centers for Independent Living support empowerment and self-determination for people with disabilities. Find a center near you.
LEAD CENTER WEBSITE

http://leadcenter.org/

Sign up for information & notifications
CONNECT WITH US

➢ Follow the LEAD Center on…

   Facebook: www.facebook.com/LEADCtr
   Twitter: https://twitter.com/LEADCtr
   LinkedIn: http://www.linkedin.com/company/odep-lead-center/
   YouTube: https://www.youtube.com/user/LEADCtr
THANK YOU!

Chris Button
Supervisory Policy Advisor,
Office of Disability Employment Policy (ODEP),
U.S. Department of Labor