



A Message from U.S. Secretary of Labor Elaine L. Chao

Dear Reader,

I remember vividly as if it were yesterday the excitement, hope and anticipation that surrounded President George Bush's signing of the Americans with Disability Act in 1990. Eleven years later, as Secretary of Labor, I am proud to preside over the opening of the Office of Disability Employment Policy in the Department of Labor. President George W. Bush is passionate about carrying on the mission to help Americans with disabilities to reach their full potential in today's world. Thus, he launched the New Freedom Initiative to help promote access to employment opportunities for persons with disabilities.

The Office of Disability Employment Policy (ODEP) will bring a permanent focus to President Bush's goal of increasing employment opportunities for individuals with disabilities. In addition to policy analysis, ODEP initiatives will include technical assistance and development of best practices, as well as outreach, education, constituent services, and promotion of its mission among all employers.

Workers with disabilities are an important and largely untapped resource for employers. While there are countless examples of successful people with disabilities working in many different occupations, there are still many more Americans with disabilities who face great difficulties in their desire to join the workforce. Another obstacle that is hardly unique to people with disabilities, but which impacts them significantly, is a mismatch between existing skills and the current skills needed in today's workplace. The Department of Labor is committed to providing better training opportunities through ongoing federal programs and new initiatives, so that people with disabilities can acquire the skills needed in today's workplaces. We must ensure access to One-Stop Centers so that people with disabilities have the same avenue to services and employment options as everyone else. And, we must continue to work with the private and nonprofit sectors to open more doors to opportunity.

A new generation of young people with disabilities is ready to enter the workforce. Their talents are evident in colleges and universities in the Workforce Recruitment Program for College Students with Disabilities. The savvy and interpersonal skills of the young people who participate in Youth Leadership Forums across the United States are inspiring. These young people need to stay engaged and made to feel that they have chances to demonstrate their skills like everyone else in the workplace. Like other young people, young adults with disabilities can bring to the workplace the energy, enthusiasm and creativity that propel the best companies to succeed.

As Secretary of Labor, my job is to help the American workforce meet the challenges of the 21st century economy. Helping to fully integrate Americans with disabilities into the mainstream of our economy is an important part of the Department's approach to meeting that imperative. Demographic data indicate that in the next 10 to 20 years, America will experience a reduction in its workforce due to the aging of our population. In an increasingly scarce labor market, the skills of every American must be promoted. Every American worker should be encouraged to acquire the habit of life-long learning to maintain and acquire the skills he or she needs to thrive and drive the 21st century workplace.

This kit was compiled with a great deal of thought and planning by the caring employees at the Department of Labor. I hope that you will find this kit useful and that you are excited about the many new opportunities that await you. We would love your feedback on how we can improve this kit to make it even more useful to you. Please don't hesitate to let us hear from you, if you have comments, recommendations or suggestions, at www.dol.gov or at 1-202-376-6200.

Good luck in your search! We care about how you are doing!

Sincerely,

Elaine L. Chao

Introduction

"Win with Ability," the 2001 Educational Kit, can help you conduct educational projects that advance the employment of people with disabilities. The materials in the kit can be used for programs and activities which observe the 11th anniversary of the Americans with Disabilities Act (ADA) in July and the annual commemoration of National Disability Employment Awareness Month (NDEAM) in October. Public Law 176, enacted by the Congress in 1945, designated the first week in October each year as "National Employ the Physically Handicapped Week." President Harry S. Truman designated the President's Committee on Employment of People with Disabilities to carry out the Act. In 1962, the word "physically" was removed from the week's name to acknowledge the employment needs of all Americans with disabilities. Congress expanded the week to a month in 1988 and changed its name to "National Disability Employment Awareness Month." The U.S. Department of Labor's new Office of Disability Employment Policy took over responsibility for NDEAM in 2001. October has evolved as the kick-off month for year-round programs that highlight the abilities and skills of Americans with disabilities.

Occasions such as Martin Luther King, Jr. Day in January, African-American History Month and Groundhog Job Shadow Day in February, National Women's History Month in March, Secretary's Day in April, Labor Day in September and Veterans Day in November present additional opportunities for community and company events that focus on the employment of people with disabilities.

Background on the Theme

The employment rate of people with disabilities has historically been the lowest of any minority in the nation. Recent polls indicate that almost three out of every four individuals with severe disabilities are not employed, even as the country enjoys its lowest unemployment rate for the general population in several decades. These individuals represent a skill pool and a national resource that is largely untapped, even though newspapers and Websites are full of want ads.

American business and industry stand at a crossroads. To stay winners and to address the shrinking conventional labor pool, they must give added focus to recruiting and maintaining a productive and diverse skilled work force. If they don't utilize the abilities of all citizens, including those with disabilities, American business and industry's leadership and competitiveness in the expanding global economy will evaporate.

Let's win with ability and put qualified people with disabilities to work.

Typical Activities

Listed below are examples of activities promoting the employment of individuals with disabilities carried out in 2000. The Office of Disability Employment Policy encourages you to adopt or adapt similar activities and programs for a stimulating and productive year-long educational campaign.

- The National Imagery and Mapping Agency conducted a month-long educational program. As part of this effort the agency created a "Celebrity Quiz" about famous people with disabilities. Employees were asked to match personal descriptions to a list of names provided. Among those included were Tom Cruise and Harriet Tubman. Cruise, a famous movie star who learns his lines by listening to a tape, has dyslexia. Harriet Tubman as a child was struck by an overseer. The blow fractured her skull and she developed narcolepsy. Her disability in no way deterred her from rescuing hundreds of slaves through the Underground Railroad.
- The first National Disability Mentoring Day to provide youth with disabilities an opportunity to gain insight into career options was held in October, with participation from: Americaid, AT&T, Bank of America, BOC Gases, BSA-Architects, CE-Consultants, Central Management, Inc., Compaq, Enron Corporation, HBO, IBM, Johnson and Johnson, Lucent Technologies, Microsoft, McDonald's, MTV, New York Life Insurance Companies, Nickelodeon, Northrop Grumman, Otten Consulting Group, Inc., PBS, Verizon, The White House, various federal government agencies and the Georgia Department of Labor. The Georgia Department of Labor-sponsored program had 10 students with disabilities matched with mentors based on the student's interests and career goals. Among others, students worked with the Commissioner of Labor, the Director of Human Resources and the Director of Communications.
- Montgomery College's Disability Support Services, Montgomery County, MD, held a series of workshops and seminars focusing on disability issues and promoting an equal playing field for those with disabilities in employment, housing and education.
- The City of New York Mayor's Office for People with Disabilities conducted a conference focusing on people with disabilities seeking employment. Among the topics covered were hot professions, reasonable accommodations/advocacy strategies, and employer perspectives on desirable skills of candidates and expectations of employers.
- Penn State Career Services, State College, PA, established the Academic Achievement Recognition Award. The first recipient was a senior majoring in Economics who was diagnosed with polio at the age of three. He was selected for his superior academic achievement and his contributions to the community.
- The United Cerebral Palsy Home and Community Services, Inc., Washington, PA, ENABLE program utilized materials from the Educational Kit in a job fair and festival. The materials were used to teach attendees more about employment of people with disabilities.

- Staff of the Sinsabaugh Consulting Services, P.C., Richmond, VA, utilized materials from the Educational Kit for classes that they were teaching at Virginia Commonwealth University and Bluefield College.
- The Educational Kit was distributed for educational and information purposes to Chevron USA's Board of Directors and senior management. Similarly, Johnson and Johnson, Ford Motor Company Foundation and Shell Oil Company distributed the kit to key staff.

Remember: These examples only provide a starting point. Let your imagination be your guide. The Office of Disability Employment Policy welcomes information on the programs and activities you conduct.

Additional materials: Below is a small sampling of additional materials that you may order from the Office of Disability Employment Policy to assist with your education programs. These materials and others can be accessed at the Office's Website <www.dol.gov/dol/odep>.

Disability Friendly Strategies for the Workplace
 Accommodating Employees with Hidden Disabilities
 Accommodations Get the Job Done
 Affirmative Action and People with Disabilities
 Alternative Dispute Resolution
 Attitudinal Barriers
 Career Development for Persons with Disabilities
 Small Business and Self Employment for People with Disabilities
 Ticket to Work and Work Incentives Improvement Act
 Making Management Decisions about Accommodations
 Preparing For and Conducting an Effective Job Interview
 JAN: Opening Doors to Job Accommodation
 Personal Assistance Services in the Workplace
 Dispelling Myths about the Americans with Disabilities Act
 What You Should Know about Workplace Laws
 Communicating With and About People with Disabilities
 Job Analysis An Important Employment Tool
 Americans with Disabilities Act, a Summary
 Getting Down to Business: A Blueprint for Creating and Supporting
 Entrepreneurial Opportunities for Individuals with Disabilities
 Ready, Willing and Available: A Business Guide for Hiring People with
 Disabilities
 Cost and Benefits of Accommodations
 Disability and Cultural Diversity
 Dispelling Myths about People with Disabilities
 Employment Rights, Who Has Them and Who Enforces Them
 ADA Focus Brochures: Key Provisions, Employment, Transportation, Disabled
 Veterans, Public Accommodations, Telecommunications
 Mentoring

Marketing to Customers with Disabilities
Myths and Facts about People with Disabilities
Interviewing Tips for the Job Applicant
Essential Elements of an Effective Job Search
Facts about the Americans with Disabilities Act Public Law 101-336
Writing and Formatting a Scannable Resume
Providing Quality Services to Customers with Disabilities
What to Do if You Have Been Discriminated Against
Workplace Accommodations Process

Statistics About People with Disabilities and Employment

Although many people with disabilities are being employed and remaining employed, the unemployment rate for people with disabilities is unacceptably high, as shown in the 1994-95 National Health Interview Survey. This survey found that 79 percent of adults without disabilities were working at the time they were interviewed and only 37 percent of those with disabilities were employed. Two federally funded studies published in 2000 give some insight into why the unemployment rate is so high among persons with disabilities and provide data on what employers are doing in the areas of employing and accommodating workers with disabilities.

Why Adults With Disabilities Have Difficulty Finding Jobs

Source: "Barriers and Supports for Work among Adults with Disabilities: Results from the NHIS-D;" Pamela Loprest, Elaine Maag, January 2001, The Urban Institute, Washington DC

The Urban Institute used information from the Disability Supplement of the National Interview Survey (NHIS-D) to look at barriers to employment for adults with disabilities. Sixteen thousand persons with disabilities were asked about their disability, their work and their need for accommodation. The researchers used respondents' self-reports of specific activity limitations to define disability. By this definition, the researchers calculated that there were 11.3 million working-age adults (18 to 64) with disabilities of whom 37 percent were working in 1994-1995.

The researchers separated the sample into two categories: "high likelihood" to work, defined as those for whom accommodations will enable work or who reported their disabilities were not work limiting, and "low likelihood," defined as those who reported they were retired from work or could not work even with accommodations.

Some of the key findings regarding the "high likelihood" group are outlined below:

Looking for Work:

More than half of the non-working adults with disabilities who were studied encountered difficulties. The most frequently cited reasons for being discouraged from looking for work were:

- No appropriate jobs available-52%
- Family responsibilities-34%
- Lack of transportation-29%
- No appropriate information about jobs-23%
- Inadequate training-21.6%
- Fear of losing health insurance or Medicaid-20.1 %
- Discouraged from working by family and friends-14%

Work Accommodations:

Both persons with disabilities who were working and those not working stated a need for similar types of accommodations. One-third of non-working persons with disabilities reported the need for some type of accommodations. The other two-thirds could work without accommodations or were unaware of specific accommodations that might make work possible. The most common accommodations cited were:

- Accessible parking or accessible public transit stop nearby-19%
- Need for an elevator-17%
- Adaptations to work station-15%
- Special work arrangements (reduction in work hours, reduced or part-time hours, job redesign)-12%
- Handrails or ramp-10.4%
- Job Coach-5.6%
- Specific office supplies-4.5%
- Personal Assistant-4.0%
- Braille, enlarged print, special lighting or audiotape-2.5%
- Voice synthesizer, TTY, Infrared System, or other technical device-1.8%
- Reader, Oral or Sign Language Interpreter-1.8%

How Employers Are Doing When it Comes to Hiring and Making Accommodations for Workers with Disabilities

Source: "Disability Employment Policies and Practices in Private and Federal Sector Organizations," Susanne M. Bruyere, March 2000, Cornell University, Program on Employment and Disability, School of Industrial and Labor Relations, Extension Division

Cornell University conducted two research initiatives to examine employer practices in response to the employment provisions of Title I of the American with Disabilities Act (ADA) and related civil rights legislation. Cornell interviewed by phone a random sample of human resource and equal employment opportunity personnel from the public and private sectors. Key findings of those initiatives are discussed below.

Meeting Accommodation and Access Needs of Applicants and Employees with Disabilities:

Listed below are the 11 areas of accommodations and five access areas outlined in the study and the percentage of employers who stated they had made accommodations in these areas.

Accommodation	Private Sector Percent	Public Sector Percent
Made facilities accessible	82	93
Had flexible human resource policy	79	93
Restructured jobs/work hours	69	87
Made transportation accommodations	67	86
Provided written job instructions	64	69
Modified work environment	62	93
Modified equipment	59	90
Made reassignment to vacant position	46	58
Provided readers and interpreters	36	79
Changed supervisory methods	35	55
Modified training material	31	49

Types of Access Provided People with Disabilities	Private Sector Percent	Public Sector Percent
Wheelchair access	82	95
Time flexibility in test taking	45	39
Communication access for hearing impaired	43	91
Communication access for visually impaired	37	77
Removing volatile/scented substances	32	48

Identifying Barriers to Employment and Advancement for People with Disabilities:

Respondents were asked to rate seven possible barriers to employment and advancement of people with disabilities. Lack of related experience was seen as the biggest barrier by both the public and private sector employers. The results in this area are outlined below.

Barriers	Private Sector Percent	Public Sector Percent
Lack of related experience	49	53
Lack of required skills/training	39	45
Supervisor knowledge of accommodation	31	34
Attitudes/stereotypes	22	43
Cost of accommodations	16	19
Cost of supervision	12	10
Cost of training	9	11

Additional questions in this area were related to rating ways of reducing employment and advancement barriers, changes made in the workplace to meet the needs of employees with disabilities and the difficulty in making these changes. The results of the respondents' replies are outlined below.

Effective Reduction Strategies	Private Sector Percent	Public Sector Percent
Visible top management commitment	81	90
Staff training	32	71
Mentoring	59	71
On-site consultation/technical assistance	58	71
Short term outside assistance	41	43
Employer tax incentives/special budgets	26	69

Difficulty in making workplace change	Private Sector Percent	Public Sector Percent
Changing co-workers'/supervisors' attitudes	32	33
Modifying return to work policy	17	11
Creating flexibility in performance management system	17	15
Change in leave policy	10	8
Adjusting medical policies	7	9
Ensuring equal pay and benefits	2	4

These studies show that much still needs to be done to bring the unemployment rate for persons with disabilities into line with that of the general public. Progress is being made. More will need to be done by persons with disabilities, educators, rehabilitation

counselors and the public and private employment communities if we are to achieve full integration of persons with disabilities into employment.

Key areas that need to be addressed are improvement in the education and training of persons with disabilities, more outreach on the part of the employment community to recruit persons with disabilities, a better understanding of reasonable accommodation and a concerted effort to break through the attitudinal barrier that is so detrimental to full integration of people with disabilities into the employment arena.

Recruitment! Recruitment! Recruitment!

According to a recent Society for Human Resource Management survey, large companies are more likely to actively recruit applicants with disabilities than smaller companies. Sixty-one percent of the respondents from large companies indicated that they proactively seek out qualified employees with disabilities as compared to 53 percent of the respondents from medium size companies and 39 percent of the respondents from small companies. Historically, large employers may have had an easier time developing relationships with organizations that have access to qualified candidates with disabilities, making it easier for large companies to hire candidates with disabilities and giving them a distinct advantage in capitalizing on this available and reliable labor pool. Yet, there are a variety of recruitment resources available to all employers. This fact sheet provides some key resources.

U.S. Department of Labor's Office of Disability Employment Policy Programs

Employer Assistance Referral Network (EARN)

866-EarnNow (866-327-6669) (V)

www.earnworks.com (Internet)

The U.S. Department of Labor's Office of Disability Employment Policy has contracted for a new service: the Employment Assistance Referral Network (EARN), which provides all employers with a direct connection to their local community service providers.

EARN, a national toll-free service, makes it simple for all businesses to locate applicants with disabilities for any type of position. When EARN receives a call from an employer who wants to recruit qualified candidates with disabilities, the EARN staff takes the employer's vacancy information and then communicates with the local employment provider community to locate providers who have contact with appropriate job candidates. Once these providers are identified, EARN calls the employer back. The employer receives the appropriate contact information and may call the designated providers to connect with applicants. Providers do not receive the employer's contact information. This allows the employer to be in control of the process.

EARN also provides employers with technical assistance related to the employment of people with disabilities, such as tax credits, disability-related laws, lawful job interviewing techniques, recruitment and hiring strategies, ways of dealing with co-worker attitudes, personal assistance services and reasonable accommodations. EARN operates Monday through Friday, from 9:00 a.m. to 10:00 p.m. EST.

EARN is a great place for companies to begin their recruitment efforts. Yet there are many other resources available to assist employers.

Workforce Recruitment Program (WRP)

724-891-3533 (V); 724-891-0275 (Fax)

www.wrpjobs.com (Internet)

The Office of Disability Employment Policy's contracted service, the Workforce Recruitment Program (WRP), is another excellent resource for locating college students and recent graduates. Through the WRP, employers may request a database of pre-screened college students with disabilities to fill summer or permanent hiring needs. These candidates, from more than 160 colleges and universities, represent a variety of academic majors and range from college freshmen to students in graduate school or law school.

Job Links

www.dol.gov/dol/odep (Internet)

The Office of Disability Employment Policy operates Job Links, which takes prospective job applicants to job listings on the Internet employment pages of businesses and organizations who seek to hire people with disabilities.

Company and College Alliances

Some companies, such as Cisco Systems, forge alliances with colleges or universities. Cisco, based in San Jose, CA, is developing a relationship with the National Technical Institute for the Deaf (NTID) in Rochester, NY. The company, which makes computer routers that direct traffic to the Internet, sees NTID as a great place to recruit employees with strong skills. If a company has not developed a relationship with a college's disability student services office, it may want to do so. The Association of Higher Education and Disability can point the employer in the right direction.

Association of Higher Education and Disability (AHEAD)

617-287-3880 (V/TTY); 617-287-3881 (Fax)

www.ahead.org (Internet)

AHEAD is a membership 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.

Community Resources-Federally Funded

I-NABIR, The Association of Projects with Industry

202-543-6353 (V)

To tailor training for specific tasks, an employer may want to work directly with a provider. I-NABIR is an organization of federally-funded programs that provides 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.

Goodwill Industries International

301-530-6500 (V)

www.goodwill.org (Internet)

Another resource is Goodwill Industries of America, which 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.

Government Resources

U.S. Department of Education, Rehabilitation Services Administration

202-205-8719 (V)

The Rehabilitation Services Administration (RSA) is a federal agency that 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 who, in turn, 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 U.S. 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.

Project ABLE

757-441-3362 (V); 757-441-3374 (Fax)

proiable@opm.gov (E-mail)

Project ABLE is a national resume bank which offers employers an 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
www.dol.gov/dol/odep/public/state.htm (Internet)

The governors' committees provide employment information and referral services within their respective states. Governors' Committees are listed under state government agencies in the telephone directory.

U.S. Department of Education, Office of Special Education Programs (OSEP)
202-205-8112 (V)

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. 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 OSEP for the location of transition programs in your area.

On the Job: Employers and Employees in Their Own Words

Employers who include employees with disabilities in their workforce enjoy win-win situations. Employers get employees who are as productive as any other employees, with good attendance records and loyalty to the job and the company. Employees with disabilities gain self-esteem and a paycheck that can lift them out of poverty.

The Department of Labor's Office of Disability Employment Policy (ODEP) has identified six elements that contribute to creating a win-win situation:

- **Company Commitment:** The employer's commitment to hire and accommodate people with disabilities must come from the top (the President, CEO or owner) and be communicated clearly and often to all levels of the organization. Supervisors and managers who know they have the support of the boss can confidently include people with disabilities in their workforce.
- **Broad-based Recruitment:** Employers must recruit people with disabilities for all positions, including management. The employer should send vacancy

announcements to disability-related organizations and agencies, and should state that the employer encourages people with disabilities to apply.

- **Interviewing and Hiring:** Interviewers and hiring officials should be trained to comply with federal and state disability nondiscrimination laws. During the hiring process employers should clearly identify the essential functions of all positions and use them as the criteria for making hiring decisions. Candidates with known disabilities must be evaluated on the skills, training and abilities they present, including their ability to perform the essential functions of the job with reasonable accommodation. Employers should be prepared to provide reasonable accommodations for the hiring process to applicants with disabilities, when needed.
- **Willingness to Make Accommodations:** Proper workplace accommodations enable an employee with a disability to perform the duties of the job fully and competently. Finding effective accommodations is a process, and many resources exist to assist employers with this process, including the employee with a disability.
- **Access to Training:** It is important that all training programs and materials, including those that prepare employees for advancement, be available and accessible to employees with disabilities.
- **Awareness and sensitivity:** Because negative or paternalistic attitudes toward people with disabilities are sometimes present in the workplace, it is important that employees, supervisors and managers receive information and guidance on the myths and stereotypes about people with disabilities. Accurate information about the facts and realities for people with disabilities can help create a positive atmosphere in which the employee with a disability can demonstrate his or her abilities.

Employers who include these six elements in their personnel program improve their chances for creating win-win situations. Below, in their own words, are examples of actual win-win situations

Eagle Communications, Inc., Fort Dodge, IA

Eugene "Gene" Van Grevenhof owns Eagle Communications, Inc., which remanufactures used cartridges for laser and inkjet printers. The company employs six workers (five with disabilities) and serves clients in about a dozen states.

Head technician Douglas Ray Klass has a back injury. The business had to make only a few accommodations for Douglas, such as raising his work bench up on blocks and having co-workers help with heavy lifting.

Gene Van Grevenhof, owner: "Douglas is my head technician and right-hand man. When I am gone, he has all the authority I do. Accommodation for him was just common sense; I haven't put any money into it. For example, we buy workbenches manufactured at a standard height. Then we make it a comfortable height for workers by raising the bench or cutting its legs so they don't have to bend over while working."

Douglas Ray Klass: "I rebuild printer cartridges. I never did anything like this before, so it was a learning experience. I like challenges. I went around looking for work, but after employers found out I had an injury, they said 'I'll let you know.' The unemployment office told me about a man who had a back injury himself who was hiring people with back injuries. So I checked into it."

Defense Contract Management Agency, Department of Defense, Boston, MA

Molly Reece, who has cognitive disabilities resulting from Down Syndrome, has worked for 10 years for the Legal Office of the District East Defense Contract Management Agency (DCMA). She has received two promotions.

Molly has the responsibility for ensuring that thousands of legal papers are copied, ready for trial, faxed and filed correctly. She logs and organizes documents, including financial vouchers and uses many computer software programs. Molly takes slightly longer to train and supervise, but otherwise needs very little extra assistance.

Bruce Krasker, Chief Counsel: "If you want to know how much I trust Molly, she does all of my travel vouchers and it's my money. She copies complicated documents and returns them to us tabbed correctly without holes in important words. She takes terrific pride in her work. We're a legal office, and accuracy is critical to us. A missing paper could cost us a trial."

Molly Reece: "I like my work very much. People give me their work, tell me what to do and then I do it for them. I do the TDY's (travel vouchers) and put them in the computer. I do the PCS (permanent change of station). I have to log them in and get them ready for mailing. I get the form signed, and then they get their money. I had no computer skills when I came. Now I use the computer all the time."

McCrone, Inc., Centerville, MD

McCrone, Inc. is a civil engineering firm specializing in land surveying, development and planning for commercial and residential sites. The firm has more than 100 employees and does most of its work in Maryland.

The company became interested in Computer Aided Design (CAD) in the late 80's, but was having difficulty finding qualified people. McCrone discovered that the Maryland Department of Rehabilitation Services (DRS) had a CAD training program. The company interviewed and hired Jeff Moore, who had become a CAD trainee as part of his rehabilitation after an automobile accident. Jeff, who is paralyzed below his breastbone, does survey drafting for McCrone.

Michael Whitehill, Vice President and Branch Manager: "Jeff is sought out by project managers because of his productivity and high level of accuracy. He is the person

responsible for coordinating the civil engineering drawings (plats). He has an incredible drive for success.

"It's completely naive to assume that the importance of accommodations is only for people with disabilities. In 1990, we built a new building for our company and found that the access accommodations made the building more livable for everyone.

"We were able to establish a remote telecommute with Jeff in the early 90's because it is not necessary for him to come to the office to do his work. As a result of our experience with Jeff, we ramped up our sophistication in telecommuting for many other employees as well."

Jeffrey Moore, Engineering Technician: "I like what I do. Mostly, I like the people. I never really asked for accommodations; they sort of came my way. For instance, I sat in on the design meetings when we designed our new building.

"I decided to get a computer at home so I could continue working after leaving the office. There is nothing that I can't do at home that I can do at the office. And some of my co-workers live close enough to me that they can bring things back and forth from the office, which works out really nice."

For additional information

Job Accommodation Network (JAN)

JAN, a federally financially assisted service of ODEP, is a toll-free resource regarding questions about job accommodations, or about the employment sections of the Americans with Disabilities Act (ADA).

800-526-7236 (V/TTY)

jan@jan.icdi.wvu.edu (E-mail)

Employment Assistance Referral Network (EARN)

EARN, a contracted service of ODEP, is a national toll-free telephone and electronic information referral service for employers who are seeking to hire workers with disabilities.

866-EarnNow (866-327-6669) (V)

www.EARNworks.com (Internet)

Employing People with Disabilities Q&A

Employers often have questions regarding hiring and accommodating persons with disabilities. Below are the answers to the most frequently asked questions.

Q: Where can employers find qualified applicants with disabilities?

A: Qualified applicants with disabilities can be located through various resources, including Vocational Rehabilitation (VR). VR personnel can assist in job training, job placement and reasonable accommodation, and can provide follow-up services to both the person with a disability and the employer. The nearest vocational rehabilitation office will be listed in the local telephone directory under the State government listings. In some states the agency is called Division of Rehabilitation Services. VR agencies can also be contacted through local One-Stop Career Centers.

**Office of Disability Employment Policy (ODEP), U.S. Department of Labor
financially assisted programs**

- **Workforce Recruitment Program for College Students with Disabilities (WRP):** This contracted service of ODEP is a free nationwide database of pre-screened, qualified postsecondary students and recent college graduates with disabilities from a wide variety of majors, who are available for permanent and temporary positions. Employers can search the database by state or job category, obtain specific information on candidate's qualifications, then conduct independent employment interviews. To learn more about the WRP call 202-376-6200 (V) or 202-376-6205 (TTY) or write <infoodep@dol.gov>.
- **Employment Assistance Referral Network (EARN):** This contracted service of ODEP is another free service to which employers provide specific job vacancy information to EARN staff who survey local disability-related employment organizations to locate providers who have qualified, job-ready candidates for the employer's position(s). EARN conveys this information to the employer, who then contacts the employment provider(s) directly. EARN can be contacted at 866-EarnNow (866-327-6669), or through its website <www.earnworks.com>.
- **Job Links:** A free Internet service of ODEP, Job Links enables employers who list job openings on their Website to request a link to their employment information. Prospective applicants can then contact the employer directly. Employers who wish to be listed should contact ODEP at 202-376-6200. To visit Job Links go to <www.dol.gov/dol/odep>.
- **disAbility.gov** <www.disability.gov>
The Employers' Resource section of this site contains information on interviewing, recruiting and hiring people with disabilities, including links to resume posting sites for people with disabilities.

Q: What does an employer need to know about interviewing individuals with disabilities?

A: An employer may not make a pre-employment-offer inquiry on an application form or in an interview as to whether, or to what extent, an individual is disabled. The employer may ask a job applicant whether he or she can perform particular job functions. Additional information on interviewing applicants with disabilities can be found at the U.S. Equal Employment Opportunity Commission's (EEOC) Website at <www.eeoc.gov/docs/guidance-inquiries>.

Q: How may employers contact and communicate with applicants who have hearing and speech disabilities?

A: Employers may contact and communicate with applicants with hearing and/or speech disabilities in several ways: writing directly to the applicant, using e-mail or using a telecommunications device for deaf persons (TTY). A TTY is a simple keyboard device which can be attached to a telephone or plugged into a telephone line. A person who is deaf using a TTY can have a typed conversation over the telephone with another individual who also has a TTY.

If only one caller has a TTY, a conversation can be conducted using the nationwide Telecommunications Relay Service (TRS). TRS employs specially-trained Communications Assistants (CA) who serve as "confidential bridges" between TTY users with hearing or speech disabilities and users of standard telephones. The relay service operator reads the typed part of the conversation to the hearing individual and types the spoken part of the conversation to the person with a hearing or speech disability.

In at least 10 states the relay service can be reached by dialing 711. If 711 service is not available in a given area, the TRS number can be found in the front of the local telephone directory. A nationwide listing of TRS telephone numbers can be found at www.fcc.gov/cib/dro/trs.html.

A new, free telephone assistance service called Speech-to-Speech (STS) provides CA's who are trained to "interpret" for people whose speech is difficult to understand on the telephone. STS is provided through the TRS relay in each state. Unlike TRS, STS enables people with speech disabilities to communicate by voice through a CA, as many people with speech disabilities have difficulty typing. A directory of STS relay access numbers can be found at www.stsnews.com/.

If requested by a person who is deaf, an employer must usually provide the services of an effective sign language interpreter. Sign language interpreters can be located under "Translators and Interpreters" in the local telephone yellow pages directory. Employers also may contact the Registry of Interpreters for the Deaf (RID) in Silver Spring, MD at 301-608-0050 or visit the Website at www.rid.org to obtain a free list of interpreter service agencies nationwide.

Q: How can employers make information accessible for individuals with visual and learning disabilities?

A: Information may be made accessible to individuals with visual and learning disabilities in alternative formats:

- **Large print:** Information can be formatted by changing the font size on an office computer or with a photocopier with enlargement capability. Commercial copier companies can readily increase the size of the print of any document. A minimum

of 14-point print, preferably in a sans-serif typeface, is necessary for individuals with visual disabilities.

- **Audiocassette:** Documents and other information may be read onto audiotape for playback on standard cassette recorders.
- **Electronic access:** Documents already on computers can easily be made available on computer disk for persons with visual or learning disabilities.
- **Braille:** Documents can be produced in Braille in-house using special computer software and a Braille embosser, or through commercial Brailers. The National Library Service for the Blind and Physically Handicapped (NLS) has extensive information on providing and producing alternative formats. NLS maintains a list of commercial Braille transcribers. To contact NLS, call 202-707-9275 or toll-free: 800-424-8567 (ask for reference). A list of Braille transcribers can also be found at duxburysystems.com/resource.asp.

The Job Accommodation Network (JAN), a federally financially assisted service of ODEP, has an extensive list of resources for alternative formats. Contact JAN at 800-JAN-7234 or visit the web site at www.jan.wvu.edu/english/homeus.htm

Q: Where can employers find information about reasonable accommodations for individuals with various disabilities?

A: The best source of information about reasonable accommodations usually is the individual with a disability.

If an applicant or employee with a disability is not certain what he or she needs, an excellent resource is the Job Accommodation Network (JAN). JAN is an international toll-free consulting service that provides information about job accommodations and the employability of people with disabilities. Calls are answered by consultants who have instant access to the most comprehensive and up-to-date information about accommodation methods, devices and strategies. JAN preserves the confidentiality of communication between caller and consultant.

For those who want to explore possible accommodations JAN operates SOAR, a Searchable On-Line Accommodation Resource <http://www.ian.wvu.edu/soar/index.html>. JAN also has publications which provide accommodation ideas grouped by disability. Employers can access JAN by calling 800-JAN-7234 or by visiting JAN's web site at www.ian.wvu.edu/english/homeus.htm.

The EEOC has published Enforcement Guidance: Reasonable Accommodation and Undue Hardship Under the Americans with Disabilities Act as well as specific guidance on reasonable accommodation for the small employer titled Small Employers And Reasonable Accommodation. To obtain copies, call EEOC: 800-669-4000 (V), 800-669-6820 (TTY) or visit EEOC's Website at www.eeoc.gov/docs/accommodation.html.

Supported Employment for People with the Most Significant Disabilities

Supported employment is a program to assist people with the most significant disabilities to become and remain successfully and competitively employed in integrated workplace settings. Supported employment is targeted at people with the most significant disabilities for whom competitive employment has not traditionally occurred, has been interrupted or is intermittent because of the disability, or who, because of the severity of their disability, need intensive or extended support services to work competitively.

Increasingly, supported employment programs seek to identify jobs that provide wages above the minimum wage, fringe benefits and career potential. Supported employment programs not only develop jobs for people with the most significant disabilities, but also provide a qualified labor source for the business sector.

The most effective employment outcomes are achieved initially by using natural workplace supports in conjunction with agency-provided supports. Many of the agency supports can eventually be replaced by natural supports in the work environment, similar to the ones that all employees receive.

Supported Employment Models

- *Individual Placement* -Consumers obtain employment independently and then contact the supported employment providers to get assistance or support, as needed.
- *Agency Supported* -A rehabilitation or community services agency places the consumer in a job and provides or facilitates the ongoing support services needed to help assist him or her to retain the job.
- *Entrepreneurial* -The consumer is supported by the rehabilitation or community services agency in getting the services and supports needed to successfully run his or her own business.

Definitions of Basic Supported Employment Terms

- *Supported services*: Job development and placement; intensive job-site training; facilitation of natural supports; special skills training; supplementary assessment; contact with employers, parents, family members and advocacy organizations; teaching compensatory workplace strategies.
- *Extensive support services*: Support services needed on an ongoing basis to support and maintain a person in competitive employment, provided at no cost to the employer.
- *Employment Specialist/Consultant (Job Coach)*: A person employed by a job training and placement organization serving people with disabilities who matches

clients with jobs, provides necessary supports during the initial employment period and then facilitates the transition to natural workplace supports while reducing his or her role.

- *Natural supports:* Support from supervisors and co-workers occurring in the workplace to assist employees with disabilities to perform their jobs, including supports already provided by employers for all employees. These natural supports may be both formal and informal, and include mentoring, supervision (ongoing feedback on job performance), training (learning a new job skill with a co-worker) and co-workers socializing with employees with disabilities at breaks or after work. The use of natural supports increases the integration and acceptance of an employee with a disability within the workplace.
- *Carving/job creation:* The process of breaking down jobs into their key components and assigning them to employees based on efficient company operations and customization to meet the skills of the employee with a disability. This process results in either job restructuring or job creation.
- *Job development:* Locating jobs for people with disabilities through networking with employers, businesses and community leaders. The use of Business Advisory Councils is an excellent way to develop contacts that lead to employment for people with disabilities.

Benefits to Employers

Qualified employees
On-the-job training resources
No-cost job placement services
Operations analysis
Post-employment follow-up
Technical assistance on workplace accommodations

Case Studies

Project EMPLOY, an Office of Disability Employment Policy program with strong support from the Society of Human Resources Management, promotes the employment of people with cognitive disabilities using a variety of techniques, including supported employment. Below are examples of successful Project EMPLOY placements involving the use of supported employment methods. In each case, the employment specialist located the employee's job, provided support services for a time, then facilitated the use of natural supports. The specialist remained available for resolution of new issues as they arose.

AMB

AMB, a real estate investment company based in San Francisco, had grown rapidly. AMB contacted WorkLink of TransCen, Inc., a local Project EMPLOY partner, for help in dealing with the increased workload. WorkLink's staff examined AMB's operating

procedures and identified a number of areas where centralized administrative support would improve the company's efficiency and communication.

Working with AMB's staff, WorkLink created an administrative support position responsible for managing a central filing room for property purchase proposals and sending old files to storage. A young man who has a cognitive disability was hired for this position. He was responsible for collecting, filing, storing, logging and distributing submissions. This more centralized process allowed administrative assistants to spend less time on organizing and screening properties, thereby enabling them to devote their efforts to examining the properties AMB was potentially interested in purchasing.

Because of his successful work in Acquisitions, other departments requested assistance from this employee. Work-Link's staff worked with department managers to determine which tasks should be reassigned. A weekly schedule was developed, as well as a method of requesting assistance for random assignments (i.e., large copying projects, mailings or tasks that occurred intermittently). In one year, this clerical support position has grown from 20 to 40 hours a week, and the employee is now earning \$18,000 a year and has full benefits.

Prudential Insurance Company of America

A young woman who has a cognitive disability has been an employee of The Prudential Insurance Company of America in Newark, NJ, since 1996. She was placed by Our House, Inc., Employment Services, a local Project EMPLOY partner. When she first joined Prudential, she was a part-time employee in the Comptroller's Department, where she was responsible for general typing, data entry, photocopying and mail delivery, as well as ordering supplies.

Since 1996, this employee has attended many training classes offered by Prudential and as a result was transferred to the Tax Division of the company. She has received promotions and is now a Senior Assistant, in a full-time position paying more than \$24,000 annually, with full medical and vacation benefits. She has adjusted to new supervisors and their management styles and recently received a bonus for her efforts on a special project.

Additional Resources

- Association for Persons in Supported Employment
804-278-9187 (V)
- International Association of Psychosocial Rehabilitation Services
410-730-7190 (V); 410-730-1723 (TTY)
- Institute for Community Inclusion
617-355-6506 (V); 617-355-6956 (TTY)
- Virginia Commonwealth University Rehabilitation Research and Training Center on Supported Employment
804-828-1851 (V); 804-828-2494 (TTY)

- Indiana University, Institute for the Study of Developmental Disabilities
812-855-6508 (V); 812-855-9396 (TTY)
- University of Montana, Rural Institute
406-243-2454 (V); 406-243-4200 (TTY)

Facilitating Return-to-Work For I11 or Injured Employees

As a private employer, you play an important role in the return to work of valued employees who must stop working for extended periods because of sickness or injury. By maintaining communication with the worker, assisting with any necessary insurance issues and using flexible return-to-work policies and procedures, you help assure the employee that you want him or her back and ensure a timely return to work for skilled workers.

Remember that you must comply at all times with appropriate state and federal laws concerning civil rights, confidentiality of medical information and worker's compensation. Your return-to-work policies and procedures must be consistent not only with state workers' compensation laws, but also with Title I of the Americans with Disabilities Act, the Family and Medical Leave Act of 1993 and any other disability-related federal laws that apply to your workplace.

Open Lines of Communication

When a worker has a serious medical condition or has had an injury that prevents that employee from being on the job, maintain contact with the individual or, if appropriate, the individual's family. Answer any questions the worker or worker's family may have about leave rights or benefits and offer to provide any additional information they need to which you have access. If possible, visit your employee, which will let the employee know you are concerned and give you a chance to assure the worker that you look forward to his or her return to work. Ask the worker what information, if any, he or she wants shared with co-workers and contacts outside the work site and whether or not the employee would welcome calls or visits from co-workers. Maintain contact throughout the worker's absence and keep the employee informed about news and developments at work. Assure the employee that you welcome hearing from her or him. Building a relationship based on trust and mutual respect during the absence will carry over when the worker returns to the job.

Contact With the Insurance Company

After establishing contact with the absent employee, provide information and any necessary assistance that helps the worker apply for health insurance or workers' compensation benefits. The type of assistance you can give will be determined, of course,

by the type of coverage the employee has. If your company is self-insured, you can directly notify the company's health insurance benefits office that you have an employee who is critically ill or seriously injured. Be available to answer any questions the carrier may have. By contacting the benefits department, you are letting it know you are interested in the well-being of your employee and expect your employee to be treated well.

If, however, your health benefits are provided through a contract with an HMO, insurance company or other organization that provides or administers a health insurance plan on behalf of your employees, your role is probably more limited. Provide the worker assistance applying for benefits and services if requested to do so by the employee.

Some insurance plans provide for the services of a nurse consultant, who will act on behalf of the employee in matters such as approval of medical treatment, the rehabilitation program and the purchasing of equipment. The consultant will also answer insurance benefit questions for the family.

Reintegration to Work

Employees who feel appreciated are much more likely to return to work promptly and to participate actively in the return-to-work process. Returning workers may require accommodations such as modified work stations, work areas or work hours. Letting an employee know you are interested in being ready for the worker's return to work shows your commitment to having him or her back on the job. Modifications should be discussed with the employee and any rehabilitation professionals who are working with the employee. If the employee is not working with a rehabilitation professional, offer to bring in a rehabilitation engineer, vocational rehabilitation counselor or occupational therapist for consultation. The employee has to be fully involved in the discussions regarding modifications, including being allowed to make suggestions about the modifications and being kept informed as those modifications are being planned and made. Consider having the employee inspect accommodations and any physical modifications being done to the work site before he or she returns to the job to prevent surprises when the return-to-work day arrives.

Flexibility

Offer the employee options such as returning to work on a part-time schedule, gradually increasing work hours, or taking part in meetings via conference calls. Be sure to discuss the length of such an arrangement with the employee, and be prepared to make adjustments along the way. If requested, send the employee's general mail, memos and other informational materials home on a prearranged schedule, so the employee is not overwhelmed when returning to the work site.

The employee may need to continue rehabilitation after returning to work. Be as flexible as possible with the employee's work schedule while rehabilitation continues.

Protecting the Returning Worker's Privacy

Federal laws protect the privacy of the returning worker. You may share information about the worker's condition with persons at the workplace under these circumstances:

- If the worker's duties or abilities will be restricted, you may give the supervisors and managers the information about those restrictions or accommodation
- If the worker's condition might require emergency treatment, you may inform first aid and safety personnel about the condition, where appropriate

You should not tell anyone else about the worker's condition, health status or physical limitations. He or she may decide to share that information with colleagues, but that decision is for the worker to make.

Support and Continuing Support

If the worker does tell individual co-workers about his or her condition, be open to the ideas of those co-workers on how the return could be made easier and less stressful for their colleague. Be mindful not to volunteer details about the worker's health condition or physical limitations. Instead, focus on how co-workers can help their colleague make a successful return to work.

Your continued support will be needed even after your employee returns to work. The worker needs to know you are as interested now as you were when he or she was on medical leave. Open lines of communication will continue to be important.

Most important, be sure to let the employee know that he or she continues to be a valuable member of the workplace team.

The information for this fact sheet came from three sources:

- The Office of Disability Employment Policy, U.S. Department of Labor
- "When Catastrophe Strikes: What Employers Can Do," SPINAL Column, the Magazine of Shepherd Center, Summer 2000
- Dr. Joel Moorhead, M.D., a former member of the President's Committee on Employment of People with Disabilities, and currently with Disability Management Services, Prudential Insurance

Workforce Investment Act of 1998: Its Application to People with Disabilities

The Workforce Investment Act of 1998 (WIA), which became effective July 1, 2000, establishes a national workforce preparation and employment system (America's

Workforce Network) to meet the needs of businesses, job seekers and those who want to further their careers. Customers will have easy access to information and services through the One-Stop Career Center system. Customers with disabilities must be served alongside customers without disabilities.

Q. What is America's Workforce Network and how does it relate to the One-Stop System?

America's Workforce Network (AWN) is a nationwide system of workforce development organizations that help employers find qualified workers and help people manage their careers. The One-Stop approach provides a single point where customers can access a wide array of job training, education and employment services. It also provides a single point of contact for employers to provide information about current and future skills needed by their workers, and to list job openings. WIA requires the participation of relevant programs administered by the Department of Labor (DOL) and the Departments of Agriculture, Education (including Vocational Rehabilitation), Health and Human Services and Housing and Urban Development and encourages participation by additional partners. By bringing these partners together under one roof, One-Stop simplifies the process for accessing services from multiple partners.

Basic information and the location of One-Stop Centers may be accessed by calling the toll-free telephone help line at 877-US2-JOBS (877-872-5627). TTY users may dial 877-TTY-JOBS (877-887-5627), and Internet users can gain access through America's Service Locator at www.servicelocator.org.

The One-Stop System's Internet service strategy, its electronic backbone, has appeal because it offers ease of access from any location at any time: home, school or One-Stop Center. America's Career Kit, which consists of America's Job Bank www.ajb.dni.us, America's Career InfoNet www.acinet.org and America's Learning eXchange www.alx.org provides information on job vacancies, employment trends, and availability of training respectively.

Q. What is the governance structure for the Workforce Investment Act?

Title I of WIA authorizes the new Workforce Investment System. State Workforce Investment Boards (State Boards) are established and help the Governor develop a five-year strategic plan describing statewide workforce development activities, explaining how the requirements of the Act will be implemented and outlining how special population groups will be served. The State Board advises the Governor on ways to develop the statewide workforce investment system and a statewide labor market information system. The State Board also helps the Governor monitor statewide activities.

Governors designate local workforce investment areas and oversee local workforce investment boards. New youth councils are set up as a subgroup of the Local Board to guide the development and operation of programs for youth. The Local Board is

composed of employers, representatives of education, labor unions, economic development agencies, One-Stop partners, and community-based organizations.

Q. What are some key guiding principles of the Workforce Investment Act?

- *Streamlining services:* Programs and providers co-locate, coordinate and integrate activities and information, so that the system as a whole is coherent and accessible.
- *Empowering individuals:* Eligible adults are given financial power to use Individual Training Accounts (ITAs) at qualified institutions and individuals are empowered through the advice, guidance and support available through the One-Stop system, and the activities of One-Stop partners.
- *Universal Access:* All individuals have access to core employment-related services. This includes information about job vacancies, career options, student financial aid, relevant employment trends, and instruction on how to conduct a job search, write a resume or interview with an employer.

Q. A key reform element of the Workforce Investment Act is the Individual Training Account (ITA). What is the ITA?

Eligible customers, in consultation with their case manager, can purchase training services under WIA through an Individual Training Account (ITA). If a person is determined eligible for training services, an ITA will be established for that individual by the One-Stop Center. To assist individuals in selecting a training provider, the One-Stop system provides information on each approved provider's performance.

Q. What do WIA title I Adult and Dislocated Worker Programs provide for people with disabilities through the One-Stop System?

- *Core Services* include outreach, intake and orientation, initial assessment, determination of eligibility for additional services, job search and placement assistance, career counseling, information on the availability of supportive services such as child care and transportation, labor market information and followup services. These services are available to all.
- *Intensive Services* are provided to eligible individuals. Intensive Services include comprehensive assessment of skill levels and service needs, development of individual employment plans, individual counseling and career planning, group counseling, case management, and short term prevocational services such as development of learning, communication and personal maintenance skills.
- *Training Services* are provided to eligible individuals. Training services may include occupational skills training, on-the-job training, training programs operated by the private sector, skill upgrading and retraining, entrepreneurial training, job readiness training, adult education and literacy activities and customized training.

Q. What services are available to people with disabilities through the One-Stop System?

There is a wide range of services available at One-Stop Centers provided by disability-specific organizations. Vocational Rehabilitation (VR) is a required partner of the One-Stop system; therefore, eligible people with disabilities can access the full range of services provided by VR through the One-Stop system. There are also other disability-specific organizations that provide services in One-Stop Centers.

Q. Which programs are identified as required partners in the Act?

- Programs authorized under title I of WIA serving adults, dislocated workers, youth and veterans, as well as Job Corps, Native American programs and migrant and seasonal farmworker programs
- Programs authorized under the Wagner-Peyser Act
- Adult education and literacy activities authorized under title II of WIA
- Programs authorized under parts A and B of title I of the Rehabilitation Act
- Welfare-to-Work programs authorized under the Social Security Act
- Senior community service employment activities authorized under title V of the Older Americans Act of 1965
- Postsecondary vocational education authorized under the Carl D. Perkins Vocational and Applied Technological Education Act
- Trade Adjustment Assistance and NAFTA Transitional Adjustment Assistance authorized under the Trade Act of 1974
- Local veterans' employment representatives and disabled veterans outreach programs
- Employment and training activities under the Community Services Block Grant
- Employment and training activities of the Department of Housing and Urban Development
- Programs authorized under State unemployment compensation laws

Q. Where can I get more information on WIA?

For general information on WIA contact: U.S. Department of Labor, Employment and Training Administration (ETA), Division of One-Stop Operations at 202-693-3045 (V); or visit ETA's WIA website at www.usworkforce.org

For general information on WIA and people with disabilities, contact ETA's Disability Employment Policy Unit at 202-693-3840 (V) or 202-693-2871 (TTY); or visit www.wdsc.doleta.gov/disability

For information on WIA's nondiscrimination provisions, and on the legal rights of people with disabilities under that law, contact: U.S. Department of Labor, Civil Rights Center (CRC) at 202-219-8927 (V), or 202-219-6118 or 800-326-2577 (TTY) or visit its website: www.dol.gov/dol/oasam/crhome.htm