

- ▶ NDEAM ..... 1
- ▶ DC’S ROLE IN AFR PROCESS.....3
- ▶ SPOTLIGHT ON ASSISTIVE TECHNOLOGY.....4
- ▶ DISABILITY RESOURCES.....5



Winter 2019

## National Disability Employment Awareness Month

---

October was National Disability Employment Awareness Month (NDEAM). This year’s theme, “The Right Talent, Right Now” reflects a commitment to a robust and competitive American labor force. Some of the NDEAM 2019 activities held by Job Corps centers are summarized below.

- **Pittsburgh:** The center promoted NDEAM by creating and hanging disability awareness posters throughout the center. Sixty-three students participated in an NDEAM event where they received education about sign language, created signs in Braille, learned about stress, and created their own stress ball. Career Transition Readiness students were provided with information and website resources about ways to disclose a disability.
- **Iroquois:** The center promoted NDEAM with disability-related workforce posters and fliers in all areas including handouts in Security where students, staff and visitors check in. Students participated in a disability awareness poster contest and the entries were posted in the cafeteria. On the final day of the contest, staff from various areas on centers participated as judges. Prizes that included cash and plaques were awarded to the top three winners.
- **Little Rock:** The center sponsored several NDEAM activities for staff and students. The Disability Coordinator (DC) set up an information table with disability-related handouts. The entire student body and staff attended a 2019 NDEAM Assembly where three counselors from Arkansas Vocational Rehabilitation (VR) spoke about topics that were related to the theme, “The Right Talent, Right Now” such as employment, entrepreneurship, college, and services offered. A question and answer session and brochures followed. Students also participated in an essay contest and the winner received a visa gift card.
- **New Orleans:** NDEAM was promoted by hanging a large banner at the entry of center and providing several disability awareness activities. The DC visited all classes and presented disability employment-related information, held discussions, and provided a “Celebrities with Disabilities” quiz. Throughout October, disability awareness tables with color themes (e.g., blue for Autism awareness; pink for breast cancer awareness) were set up in the cafeteria with giveaways, raffle tickets/prizes, and information about local support agencies.
- **Potomac:** The center sponsored an NDEAM-themed day that included information distributed by representatives from the Department of Youth Employment Services, the Department of Disability Services, the Metropolitan Police Department, and a staff nutritionist. Students were also provided with opportunities

# NDEAM (cont'd)

---

to participate in yoga, art therapy, Tai Chi, designing their own water bottles, and a disability awareness poster contest.

- **Hubert Humphrey:** The center held a “Career and Resource Fair” with center partners such as VR. All of the partners that participated hire students with disabilities. Each Friday in October, the center bulletin included an announcement about NDEAM, and each Monday the center bulletin featured a disability-related app.
- **Ottumwa:** The center took fifty students with disabilities to a local “Educate, Empower” event that included a mayoral proclamation, keynote speaker, Goodwill fashion show, and breakout sessions. Students learned about how employment impacts disability benefits, supported employment, and how to effectively use local job centers. Five students participated in the fashion show. The local news covered the event.



**Job Corps centers participating in 2019 NDEAM activities from top to bottom, left to right: Pittsburgh, Iroquois, Little Rock, New Orleans, Potomac, Pittsburgh, and Hubert Humphrey.**

# Non-Health Disability Coordinator's Role in Applicant File Review

---

The non-health DC, whether an Academic Manager or full-time one, has a vitally important role to play in the center Applicant File Review (AFR) process that goes beyond reviewing disability documentation and preparing accommodation plans for an incoming student's enrollment. Let's walk through the non-health DC's role in AFR.

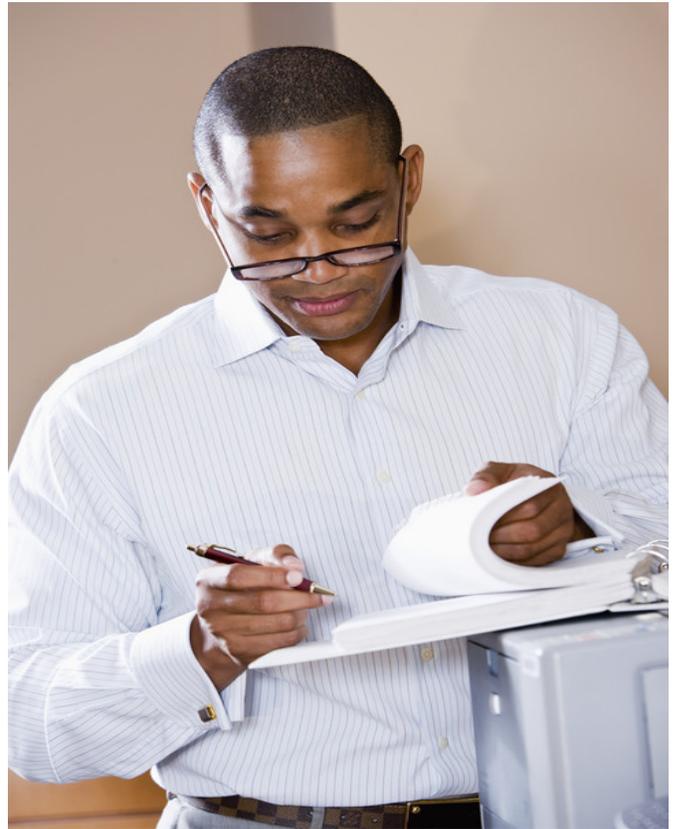
**Step 1:** The Health and Wellness Manager (HWM) who is the center File Review Coordinator by PRH policy identifies non-health related disability documentation in the applicant file (i.e., IEP, 504 plan, etc.) and designates the non-health DC to review this information.

**Step 2:** The non-health DC reviews the identified information in the eFolder. This review can be critically important as this information may contain significant behavioral concerns, significant needs regarding performance of activities of daily living and so forth. For example, the DC might note in the IEP that the applicant has had a Functional Behavior Assessment completed which resulted in the development of a Behavior Intervention Plan, that the applicant has a Special Education classification of Emotional Behavioral Disorder, and/or that the individual has significant challenges with completing basic activities of daily living.

**Step 3:** The non-health DC provides written feedback to the center Applicant File Review Coordinator (e.g., HWM).

**Step 4:** The HWM determines whether those non-health documents and the non-health DC's written feedback also need to be reviewed by the Center Mental Health Consultant or one of the other center clinicians before a decision on enrollment is made.

**Note:** If one of the center clinicians determines that the center needs to complete a Health Care Needs or Direct Threat Assessment, then a DC also leads the interactive reasonable accommodation process to discuss accommodation needs with the applicant in an effort to remove barriers to enrollment.



## Regional Disability Coordinators

- Boston and Philadelphia: Kristen Philbrook ([philbrook.kristen@jobcorps.org](mailto:philbrook.kristen@jobcorps.org))
- Atlanta and San Francisco: Stephanie Karras ([karras.stephanie@jobcorps.org](mailto:karras.stephanie@jobcorps.org))
- Dallas: Alyssa Purificacion Olivas ([purificacion.alynsa@jobcorps.org](mailto:purificacion.alynsa@jobcorps.org))
- Chicago: Sharon Hong ([hong.sharon@jobcorps.org](mailto:hong.sharon@jobcorps.org))

# Spotlight on Assistive Technology

---

About 30 percent of Job Corps students disclose that they have a disability and it is suspected that many more students do not disclose or have a disability that is not diagnosed. Many of these students could benefit from Assistive Technology (AT) such as talking calculators, screen readers, computer applications and phone/tablet apps that provide access to all areas on of the Job Corps program, help them live independently, and perform the essential functions of their jobs after Job Corps.

The Assistive Technology Act of 2004 defines AT as “any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities.” More generally, AT is any type of technology that is used to help a person perform a task that might otherwise be difficult or impossible to complete. AT is more than equipment; it involves a problem-solving process that identifies solutions to challenges. Depending on the person’s disability and the specific training or job requirement, there is a range of possibilities from simple, little-to-no cost solutions (no-tech/low-tech) to more technical, specialized AT (high-tech). The following resources can be used to secure funding for AT, learn more about AT, or try different types of AT.

## State Assistive Technology Programs

State Assistive Technology Programs, funded by the Assistive Technology Act of 2004, provide device loan, reutilization, and demonstration, as well as technical assistance. A complete list of state contacts can be search at [Find Your State AT Program](#).

## Vocational Rehabilitation

State VR agencies can help clients attain the AT they need to meet the employment goals. A list of state VR programs can be located at <https://askearn.org/state-vocational-rehabilitation-agencies/>.

## Disability Awareness/Accessibility Apps

### Spread the Sign

The [Spread the Sign](#) app is an international online sign language dictionary with over 300,000 signs. Users of the app can learn sign language for 19 different languages, including American Sign Language. The app is available on iOS and android, as well as a website tool. It is free to download.



### TapTapSee

The [TapTapSee](#) is a mobile camera application designed specifically for blind and visually impaired users. It utilizes the student’s device camera and voice-over functions to take a picture or video of anything and identify it out loud for them. The app can analyze and identify any two or three-dimensional objects at any angle within seconds and then speaks the identification aloud. The app is available on iOS and android.



# Disability Resources

---

## Campaign for Disability Employment

The [Campaign for Disability Employment](#) (CDE) is a useful source of disability awareness outreach tools. The CDE was founded on the simple, yet significant, belief that at work, it's what people CAN do that matters. The CDE's multi-faceted outreach campaign called "*What Can YOU Do?*" features a series of [public service announcements \(PSAs\)](#) designed to promote positive employment outcomes for people with disabilities. The CDE offers three powerful PSAs – "I Can," "Because," and "Who I Am" that can be used to build disability awareness. Recently, the CDE launched the [#ICanCDE photo-sharing campaign](#), which is an effort that invites people with disabilities and other friends of the Campaign to share photos on Facebook, Twitter, and Instagram.



## AbilityNet

[AbilityNet](#) supports people of any age living with any disability or impairment to use technology to achieve their goals at home, at work and in education by providing specialist advice services, free information resources and by helping build a more accessible digital world. Free resources include factsheets on how digital assistive technologies can help people with a range of conditions and impairments, as well as free [webinars](#) designed to raise awareness about some of the issues that people with disabilities face in the workplace along with low-no cost reasonable accommodation/adjustment options.

## Job Accommodation Network

[Job Accommodation Network](#) (JAN) provides free guidance and training on accommodating individuals with disabilities. [JAN's Disability Awareness & Etiquette](#) trainings can be used to enhance center staff awareness on the different ways that individuals with disabilities communicate, move about, and tolerate changes and interactions which ultimately leads to students' confidence both in education and in the workplace.

## Job Corps Disability Website and Disability Awareness/Etiquette

The Job Corps Disability Website includes a section on [Disability Awareness and Etiquette](#) provides centers with information, trainings, and web/Job Corps resources on stereotypes, attitudes, and myths about Job Corps students with disabilities, and basic disability awareness etiquette.

### Upcoming Webinars

- Accommodating and Supporting Reading Disabilities
- Disability Coordinator Orientation Part 1
- Applicant File Review "Hot Topics"
- Disability Coordinator Orientation Part 2

#### To register:

- Go to [WebEx](#)