



Employer Toolkit

 Creative Workforce Solutions
An initiative of VocRehab Vermont

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Welcome to the Creative Workforce Solutions Employer Toolkit

Introduction

One of the keys to success in business is the implementation of strategic recruitment, hiring and retention practices designed to produce a diverse workforce. Yet many Vermont business sectors face the challenge of staying on the cutting edge and striving to recruit and retain a highly skilled workforce.

Of the 377,000 Vermonters of working age more than 54,000 reported one or more disabilities (2006 Disability Status Report, Cornell University). Many of these individuals have degrees, years of experience and transferable skills. They want jobs where they can excel and build careers. Businesses report that the biggest barrier to hiring and retaining people with disabilities is lack of information about disability, and worry that accommodation is expensive. This toolkit addresses many of these key issues.

For workers with disabilities, accommodation can be as simple as raising the height of a table for wheelchair access or making a web presence friendlier for those using electronic screen readers. Other accommodations can be more complicated and require a more in-depth, interactive assessment, or arranging for the assistance of a job coach for a period of time. The average cost of 98% of all accommodations is less than \$600!

Whether the accommodation is small or extensive, the resources exist in Vermont to help employers make the transition to an inclusive workplace. And the rewards of hiring people with disabilities can bring greater success to a business.

We applaud business leaders, such as you, who share a commitment to tapping the important skilled labor pool of qualified workers. Hiring and accommodating people with disabilities makes great business sense while at the same time opening opportunities to the people with disabilities who are our family members, friends, and coworkers.



Creative Workforce Solutions

Creative Workforce Solutions is an initiative of VocRehab Vermont developed to help employers:

- ✦ Recruit employees from a largely untapped pool of qualified workers
- ✦ Retain employees who become disabled through illness, accident or aging

CWS, working in close collaboration with Vermont Association of Business Industry and Rehabilitation (VABIR) can help you build a stronger, more diverse workforce by keeping valued employees who become disabled and hiring qualified people with disabilities.

At CWS, we focus on what people with disabilities can do and match their abilities with the needs of our employer clients.

As part of our ongoing effort to help you sharpen your competitive edge, we make working with us easy by providing all the support and resources you need to access a major segment of this country's underutilized workforce. And all our services are provided free of charge.

To help ensure a rewarding outcome, we get involved early and stay connected to you and your new employee(s) by offering guidance and other resources including this comprehensive online Toolkit.

CWS Partners with You and Your Business

Whatever your need, CWS will work with you and your company, bringing resources, programs and services together to support your success. CWS will:

- ✦ Carefully screen individuals to match their abilities to your job requirements so you meet only qualified applicants
- ✦ Provide comprehensive guidance and training on interviewing, integrating and managing people with disabilities
- ✦ Help you retain current employees who become disabled
- ✦ Evaluate your workplace and offers suggestions for reasonably accommodating employees
- ✦ Assess your job requirements and provide employee training and coaching if required.
- ✦ Provide you with expert advice on available assistive technology and related services when necessary
- ✦ Help you realize many generous tax benefits
- ✦ Identify incentives and programs that reduce your risk when trying out job candidates

We do all the work so you can attend to business

When you are ready to explore hiring a qualified candidate with a disability we do all the work for you.

- ✦ Get to know your company and review your job openings to determine the skills and qualities you need in a job candidate
- ✦ Review our pool of candidates and prescreen individuals who match your requirements
- ✦ Recommend qualified candidates and offer assistance with interviewing advice, the refinement of job descriptions and other related matters.

We minimize the risk so you can maximize the opportunity

When you meet a candidate you like but are feeling uncertain, we can often coordinate a trial employment opportunity.

- ✦ Temp to Hire – Bring on a candidate as a part-time temporary employee with the option to hire them full time
- ✦ Risk Free Trial – Bring on the candidate and we pay them a stipend and cover insurances during the risk free trial
- ✦ Long-term Internship – Bring on the candidate as an intern until you determine their suitability for the job

(Please note that not all of these options are available for every candidate.)

Acknowledgments

Many thanks to staff of VocRehab Vermont and the Vermont Association of Business, Industry and Rehabilitation (VABIR) who helped develop and produce this Toolkit.

Grateful appreciation goes out to the Oregon Business Leadership Network for permission to use their FlexAbility Manual as the basis for this Toolkit.

We also wish to acknowledge the many public domain information sources cited in the Toolkit, including the U.S. Department of Labor, Office of Disability Employment Policy (ODEP) (www.dol.gov/odep) and EARN, the Employer Assistance & Recruiting Network, an initiative of the Department of Labor.

The development of this Toolkit was supported by the Vermont Medicaid Infrastructure Grant II-P-92403-1/04 from the Centers for Medicare and Medicaid Services.

Competitive Business Advantages

Smart Business

This was developed by The Employer Assistance & Recruiting Network (EARN), an initiative funded by the Office of Disability Employment Policy (ODEP), under the Department of Labor (DOL). It grew out of extensive industry and Focus Group research, as well as interviews with small, medium and large business representatives who've employed people with disabilities.

To remain competitive, employers are looking beyond traditional labor sources to access skilled, qualified jobseekers. This includes focusing their recruitment efforts on alternative sources of available jobseekers, including those who are traditionally under-represented.

Hiring qualified people with disabilities can help businesses stay competitive in a number of ways, while also positively impacting the bottom line.

Increase Employee Retention

- ✦ Replacing employees is expensive not only in tangible costs (e.g., advertising, screening, interviewing, training) but also in organizational knowledge that is lost. Employers have found their employees with disabilities to be a loyal workforce, reducing turnover.
- ✦ Human resource experts (Griffeth and Hom, 2001) estimate the cost of a single turnover ranges from 93-200% of the employee's annual salary.
- ✦ The findings of a longitudinal study of 8,500 applicants and recipients of vocational rehabilitation (VR) services, show that people with disabilities who have achieved competitive employment through existing business and VR partnerships have a nearly 85 percent job-retention rate after one year (2003). These findings concur with those of companies such as DuPont and Sears who have measured retention rates of their employees.

- ✦ As reported by The Center for Association Leadership, in an article in Fortune magazine, Pizza Hut stated that their turnover rate for people in their Jobs Plus™ Program for people with mental disabilities was 20% compared to a 150% turnover rate among non-disabled employees. Fortune also reported that after Carolina Fine Snacks in Greensboro, NC started hiring people with disabilities, employee turnover dropped from 80% every six months to less than 5%; productivity rose from 70% to 95%; absenteeism dropped from 20% to less than 5%; and tardiness dropped from 30% of staff to zero.

Meet or Exceed Performance Standards

Studies show that employees with disabilities perform equally or superior to employees without disabilities:

- ✦ A 2007 DePaul study of 314 employees (95 with and 219 without disabilities) at 13 companies indicates that participants with disabilities had fewer scheduled absences than those without disabilities; and that all participants had nearly identical job performance ratings.
- ✦ A Virginia Commonwealth University survey of 250 supervisors in 43 businesses indicates that supervisors are satisfied with the performance of their employees with disabilities, rating their performance similar to that of their non-disabled peers.

Hire Employees With the Skills You Need

Increased education and training opportunities prepare people with disabilities to contribute in your workplace.

- ✦ According to the Health Resource Center, over 2.1 million undergraduate and graduate students with disabilities were enrolled full-time at colleges and universities between 2003 and 2004.
- ✦ According to the 2000 U.S. Census, 1 in 4 persons over age 50, and 1 in 2 persons over age 65 has a disability. The AARP cites mounting evidence -- both anecdotal and statistical -- that demonstrates that 50+ workers bring experience, dedication, focus, stability and enhanced knowledge to their work.

Attract Qualified Employees in a Shrinking Workforce

Some industries are already beginning to feel the crunch of a shrinking workforce. Over the next 5-10 years, this phenomenon is expected to spread to other industries. Recruiting and retaining workers with disabilities is one strategy to counter the affects of the aging and shrinking workforce.

According to the Bureau of Labor Statistics, America will continue a period of economic growth from now through 2014. During this time, employment is expected to increase by 18.9 million new jobs, about 2.5 million more jobs than were added in the previous decade. Over this same period, almost 36 million workers are expected to leave their occupations and need to be replaced.

Between 2010 and 2030 the American workforce is expected to shrink by 10% (Segal, et al, 2003).

Reduce Costs of Employee Benefits

Employer experience has shown that an aggressive return to work program increases positive outcomes and reduces costs for an organization. Returning an employee to work:

- ✦ Saves money in lost time, increased insurance costs, replacement and retraining.
- ✦ A manufacturer accommodated a 28 year-old worker returning with a disability at a cost of approximately \$6800, compared to \$327,000 which might have otherwise been spent in long-term disability payments for this employee alone.
- ✦ Returns workers to the job rather than losing their expertise to long-term disability.
The Embassy Suites Hotel (PDF) in Crystal City, VA regards reasonable accommodations as a way to keep valued employees on the job, as well as to hire qualified applicants with disabilities.
- ✦ Reduces additional disabilities among co-workers through preventive accommodation.
When the Houston Community College (PDF) instituted training programs for students with disabilities, employees saw the positive approach to disabilities demonstrated. As a result, college employees seek help for disabling conditions requiring accommodation, enabling them to remain on the job safely and productively and saving disability costs for the College.
- ✦ Needs analysis performed to avoid risks of re-injury for a returning worker often surface hazards to other employees thus doubling the benefit to the organization by both accommodating as well as preventing disability.
- ✦ According to the National Health Interview Survey Disability Supplement, 1994-1995 (PDF), occupational injuries are likely to increase unless employers provide effective workplace accommodations that lower the risk of injury.

Create a Positive Image

According to a national survey of Consumer Attitudes Towards Companies that Hire People with Disabilities conducted by the University of Massachusetts and the America's Strength Foundation:

- ✦ 92% of the American public view companies that hire people with disabilities more favorably than those that do not.
- ✦ 87% of the public agree that they would prefer to give their business to companies that hire people with disabilities.

Increase Diversity

In 2004, according to the Census Bureau, there were 39.23 million African Americans and 41.32 million Latinos in the United States. That same year the National Organization on Disability estimated the number of Americans with disabilities to be 54 million.

The Society for Human Resource Management (SHRM) has several resources that demonstrate why a diversity strategy is essential in tapping into the creative, cultural and communicative skills of a variety of employees and in leveraging those skills to improve company policies, products and customer experiences.

The Facts About Employment and Disability

Although many people with disabilities have a job, the unemployment rate for people with disabilities is unacceptably high. According to a 2007 report by the Rehabilitation Research and Training Center on Disability Demographics and Statistics, the employment rate of working-age people with disabilities in the U.S. was 37.7 percent.

This is in contrast to the employment rate of working-age people without disabilities which was 79.7 percent. This represents an “employment gap” of 42 percent! When considering full-time/full-year employment, the employment rate for people with disabilities is 21.7 percent and for people without disabilities it is 56.6 percent. For these same full-time/full-year groups, the median income for people with

disabilities was \$30,000 and for people without disabilities median income is \$37,000.

One-fifth of Americans have disabilities; everyone knows people with disabilities; and anyone can acquire a disability at any time. Everyone has a stake in improving employment for people with disabilities.

According to a 2004 survey, 22 percent of employed people with disabilities reported encountering job discrimination. This is an encouraging, dramatic drop from 36 percent in the year 2000.

A three-year study conducted by DePaul researchers and published in 2007 compared work-related variables of 314 participating employees with and without disabilities and found:

- ✦ Participating employees with disabilities had nearly identical job performance ratings as participating employees without disabilities
- ✦ The amount of supervision required was similar for both groups
- ✦ Participants with disabilities from the retail and hospitality sectors stayed on the job longer than their counterparts
- ✦ Very few special accommodations were provided to participating employees with disabilities; and the average cost of the accommodations was only \$313

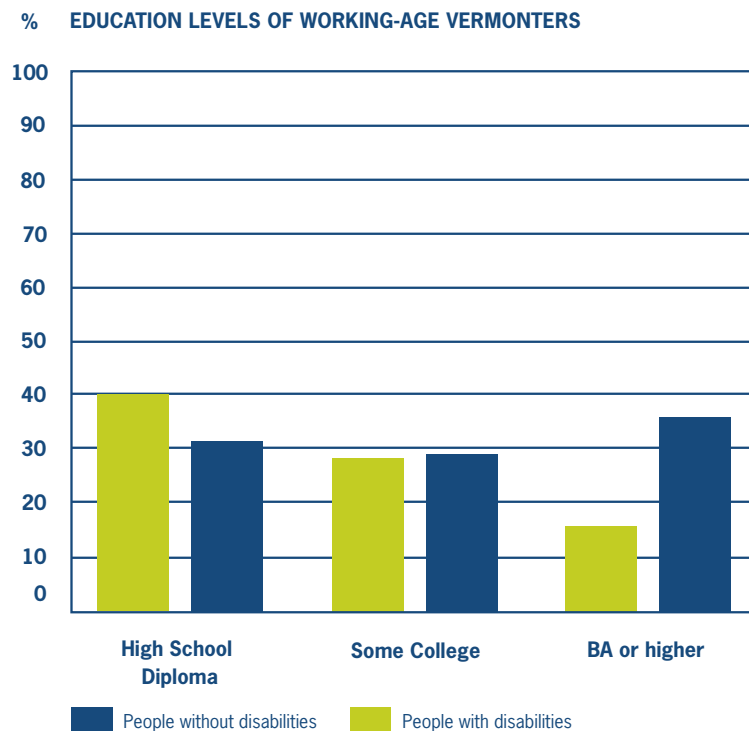
Despite these positive findings, DePaul researchers found that employer misperceptions often made it difficult for persons with disabilities to obtain employment. Researchers completed focus groups with administrators and human resource personnel to discuss their experiences with workers with disabilities.

Overall themes from these focus groups were supportive, but there were also themes reflecting managerial bias. Findings from the focus groups include:

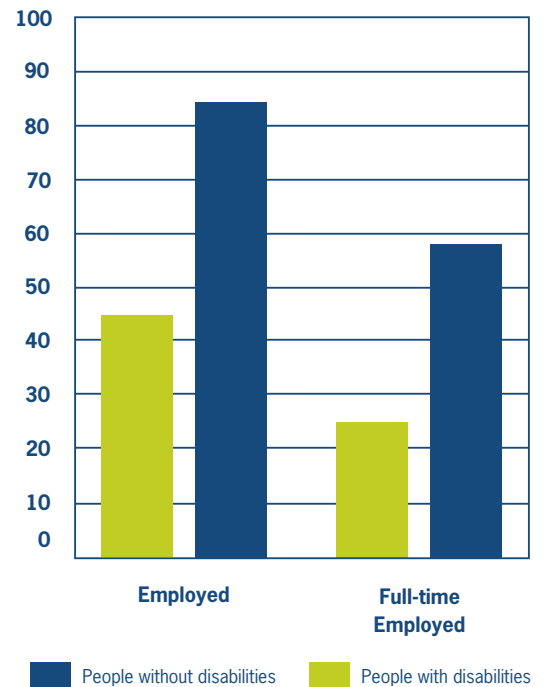
- Employees with disabilities were viewed as dedicated, reliable and providing a positive contribution to the general workforce
- Some managers expressed concerns about potential cost of accommodations
- Most managers who have experience employing persons with disabilities stated accommodation costs were minimal and worth the expense
- Promotion opportunities were limited for workers with disabilities, with many identified as holding and remaining in entry-level positions

Vermont Statistics

A 2006 Disability Status Report prepared by Cornell University presented the following statistics: about Vermont:



% EMPLOYMENT OF WORKING-AGE VERMONTERS



Assumptions and Facts About Disability and Employment

Stereotypical thinking and assumptions about what people can do and can't do are major barriers to employment for people with disabilities. Listed below are some common assumptions accompanied by the facts.

Assumption: A person with a developmental disability cannot be trained to perform a job as well as an employee without a disability.

Fact: More than two-thirds of the 4,000 participants in Pizza Hut, Inc.'s "Jobs Plus Program" are persons with developmental disabilities. The current turnover rate among these employees with disabilities is a modest 20 percent compared to the 150 percent turnover rate of employees without disabilities.

Assumption: An individual with a psychiatric disability cannot work in a stressful environment where tight timelines have to be met.

Fact: All individuals perceive stress differently and responses to stress vary. Some individuals with psychiatric disabilities can perform effectively in jobs that require specific timelines and structure.

Assumption: A person with a developmental disability and difficulty with fine motor control is unlikely to be able to handle complex operations on the production line of a manufacturing plant.

Fact: A person with this combination of functional limitations was hired for a production line job. The job involved labeling, filling, capping and packing a liquid product. The only accommodation supplied for the worker was the creation of a plywood jig. The jig enabled the worker to hold the bottle steady for correct labeling.

Assumption: People with severe disabilities can't perform a job that involves weight-lifting activities.

Fact: A person with cerebral palsy has bench pressed weights in excess of 500 pounds.

Assumption: A person who is blind or visually impaired and has a missing right hand cannot perform a job as a machinist.

Fact: A worker who lost his vision and right hand in Vietnam persuaded a community college to train him as a machinist. From his first day on the job, he broke production records and caused others to do the same. His only job modification was to move a lever from the right side of the machine to the left.

Assumption: It is unlikely that a person whose right leg is amputated six inches above the knee can perform the duties of a warehouseman since these require loading and unloading trucks, standing, lifting, bending and delivering supplies to various sections as needed.

Fact: A person with this type of amputation was hired to work in a paper warehouse. He performed the job without any modification. He performed so well that the company moved him to operating heavy equipment, as a log stacker.

The company did not have to make any accommodations. He was able to climb ladders and the heavy equipment without any problems.

Assumption: There is no way that a person with a disability can compete with the world's best athletes.

Fact: It takes a good runner over two hours to run a marathon. A competitive wheelchair racer can complete a marathon in less than one-and-a-half hours. A runner with a double amputation ran the dash in 11.76 seconds, just 1.8 seconds off the world mark.



Basic Etiquette

What Do We Mean By the Term, “Disability?”

According to the Americans with Disabilities Act (ADA), an individual is considered to have a disability if s/he has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

In Vermont, many people with disabilities want to work. These people range in age, education level and severity of disability. Many people have what are called “hidden disabilities” because their disabilities are not obvious when looking at them. These individuals might have a learning disability, an anxiety disorder, chronic pain, a heart ailment or schizophrenia. The person might be a teenager planning a career for after high school graduation, or a person who experienced a disability later in life after a long work history.

Words

Positive language empowers. When writing or speaking about people with disabilities, it is important to put the person first. Group designations such as “the blind,” “the retarded” or “the disabled” are inappropriate because they do not reflect the individuality, equality or dignity of people with disabilities. Further, words like “normal person” imply that the person with a disability isn’t normal, whereas “person without a disability” is descriptive but not negative. This chart shows examples of positive and negative phrases.

AFFIRMATIVE PHRASES	NEGATIVE PHRASES
person with an intellectual, cognitive, developmental disability	retarded; mentally defective
person who is blind; person who is visually impaired	the blind
person with a disability	the disabled; handicapped
person who is Deaf; the Deaf	Deaf and dumb
person who is hard of hearing	suffers a hearing loss
person who has multiple sclerosis	afflicted by MS
person with cerebral palsy	CP victim
person with epilepsy; person with seizure disorder	epileptic
person who uses a wheelchair	confined or restricted to a wheelchair
person who has muscular dystrophy	stricken by MD
person with a physical disability; physically disabled	crippled, lame; deformed
unable to speak; uses synthetic speech	dumb; mute
person with psychiatric disability	crazy; nuts
person who is successful, productive	has overcome his/her disability; is courageous (when it implies the person has courage because of having a disability)

Actions

General tips for communicating with people with disabilities

- ✦ When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)
- ✦ If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
- ✦ Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others.
- ✦ Relax. Don't be embarrassed if you happen to use common expressions such as "See you later," or "Did you hear about that?" that seem to relate to a person's disability.
- ✦ Don't be afraid to ask questions when you're unsure of what to do.



Tips for communicating with individuals who are blind or visually impaired

- ✦ Speak to the individual when you approach him or her.
- ✦ State clearly who you are; speak in a normal tone of voice.
- ✦ When conversing in a group, remember to identify yourself and the person to whom you are speaking.
- ✦ Never touch or distract a service dog without first asking the owner.
- ✦ Tell the individual when you are leaving.
- ✦ Do not attempt to lead the individual without first asking; allow the person to hold your arm and control her or his own movements.
- ✦ Be descriptive when giving directions; verbally give the person information that is visually obvious to individuals who can see. For example, if you are approaching steps, mention how many steps.
- ✦ If you are offering a seat, gently place the individual's hand on the back or arm of the chair so that the person can locate the seat.

Tips for communicating with individuals who are Deaf or Hard of Hearing

- # Gain the person's attention before starting a conversation (i.e., tap the person gently on the shoulder or arm or gently knock on the table).
- # Look directly at the individual, face the light, speak clearly, in a normal tone of voice, and keep your hands away from your face. Use short, simple sentences. Avoid smoking or chewing gum.
- # If the individual uses a sign language interpreter, speak directly to the person, not the interpreter.
- # If you telephone an individual who is Hard of Hearing, let the phone ring longer than usual. Speak clearly and be prepared to repeat the reason for the call and who you are.
- # If you do not have a Text Telephone (TTY), dial 711 to reach the national telecommunications relay service, which facilitates the call between you and an individual who uses a TTY.



Video Relay

You may also use a new service called Video Relay if the person who is deaf has the necessary equipment on their computer. An operator will sign your spoken words for the Deaf individual. For Hearing Callers dial 877-709-5776.

Step 1 – Select one of the menu options:

- # Press one for English
- # Press two for Spanish

Step 2 – After you select the language, select one of the menu options:

- # Press one if you know the extension of the person you are calling
- # Press two for an explanation of how to use the service

Step 3 – Give the Video Interpreter (VI) one of the following for the person you are calling:

- # IP address
- # Sprint Video VRS Mail extension number
- # ISDN Number
- # More information on VRS can be found at www.sprintvrs.com/service.htm

Tips for communicating with individuals with mobility impairments

- # If possible, put yourself at the wheelchair user's eye level.
- # Do not lean on a wheelchair or any other assistive device.

- ✦ Never patronize people who use wheelchairs by patting them on the head or shoulder.
- ✦ Do not assume the individual wants to be pushed -- ask first.
- ✦ Offer assistance if the individual appears to be having difficulty opening a door.
- ✦ If you telephone the individual, allow the phone to ring longer than usual to allow extra time for the person to reach the telephone.

Tips for communicating with individuals with speech impairments

- ✦ If you do not understand something the individual says, do not pretend that you do.
- ✦ Ask the individual to repeat what he or she said and then repeat it back.
- ✦ Be patient. Take as much time as necessary.
- ✦ Try to ask questions that require only short answers or a nod of the head.
- ✦ Concentrate on what the individual is saying.
- ✦ Do not speak for the individual or attempt to finish her or his sentences.
- ✦ If you are having difficulty understanding the individual, consider writing as an alternative means of communicating, but first ask the individual if this is acceptable.

Tips for communicating with individuals with cognitive disabilities

- ✦ If you are in a public area with many distractions, consider moving to a quiet or private location.
- ✦ Be prepared to repeat what you say, orally or in writing.
- ✦ Offer assistance completing forms or understanding written instructions and provide extra time for decision-making. Wait for the individual to accept the offer of assistance; do not “over-assist” or be patronizing.
- ✦ Be patient, flexible and supportive. Take time to understand the individual and make sure the individual understands you.

Relax

- ✦ Treat the individual with dignity, respect and courtesy.
- ✦ Listen to the individual.
- ✦ Offer assistance but do not insist or be offended if your offer is not accepted.

Information for this fact sheet came from the Office of Disability Employment Policy; the Media Project, Research and Training Center on Independent Living, University of Kansas, Lawrence, KS; and the National Center for Access Unlimited, Chicago, IL. Thanks also to the Oregon Business Leadership Network.

Hire and Retain Ability

We're Here to Help

Creative Workforce Solutions (CWS) is your partner in recruiting, hiring and retaining qualified workers with disabilities. Simply click through to our Get Started guide or contact us at 1-866-VRWORKS and we'll do the work so you can attend to business.

Disability and Employment Myths

Hiring and retaining employees with disabilities has become, for many companies, a corporate-level initiative with supervisors playing a major role in working with new and existing employees with disabilities. Besides viewing persons with disabilities as a valuable part of their workforce, employers have begun to rethink the role and the importance of the returning worker who has either an occupational or non-occupational injury or illness. This shift is partly the result of working with an aging workforce, partly the need for basic ADA (Americans with Disabilities Act) compliance.

The following are eight common misconceptions about workers with disabilities along with tips for supervisors working with new employees with disabilities and for supporting disability management initiatives.

Misconceptions and Facts

Misconception: There are very few qualified persons with disabilities compared to those without disabilities for the jobs we have.

The unemployment rate for persons with disabilities is nearly 69 percent. In the past, many persons born with a disability or those who acquired a disability early in life were not well trained or educated. This is not so today. Advances in education and technology allow

persons with disabilities to be trained in every field. The services of vocational rehabilitation help prepare persons with disabilities to compete in the labor market. Well-trained and educated persons with disabilities are becoming an increasingly important resource for organizations. Studies show that when organizations hire persons with disabilities, these employees have an equal or greater chance of becoming successful employees as persons without disabilities. Supervisors who keep an open mind about the potential capabilities of persons with disabilities increase their chances of selecting the best candidate for a job.

Misconception: Persons with disabilities require too many changes in the workplace and thereby lower productivity.

The majority of persons in the workplace with disabilities require no accommodation or modification. Of those who do, most changes are simple, inexpensive, and allow the person with a disability to perform up to production standards and expectations. No one expects that a person with disability should be hired if he or she cannot do the job. Supervisors can learn to utilize organizations and outside resources, such as vocational rehabilitation, to help them modify jobs when necessary in such a way that production and performance is not an issue.

Misconception: Persons with disabilities present a supervisory challenge.

Persons with disabilities should be supervised no differently than anyone else. The only difference is that the disability and potential need for an accommodation must be taken into account. Supervisors need not assume that

difficulties experienced by a person with disability has on the job has to do with her disability. Supervisors can learn to communicate effectively and without embarrassment with persons with disabilities.

Misconception: Physical disabilities are easier to deal with than mental or emotional ones.

Mental and emotional disabilities are usually no more difficult to deal with than physical ones. They may seem so because of our misunderstanding and fear. Many accommodations for mental or emotional disabilities are the same as for physical impairments, such as a simple change of schedule. Each disability should be looked at individually and in the context of the person who has it and of the requirements of the job. Supervisors can learn to work just as well with employees with mental or emotional disabilities as they can with persons with physical disabilities and those without disability.

Misconception: Bringing injured workers back to work before they have recovered completely is more trouble than it is worth.

Saving workers' compensation costs at the same time as helping the injured employee recover from his or her injury by providing productive work is good for everyone involved. An early or graduated return-to-work program is a vital part of any disability management program. Such programs have reduced the cost of workers' compensation by more than 50 percent in many organizations. Supervisors can learn to become an important part of their organization's disability management program by being creative and supporting a graduated return-to-work effort for injured employees.

Misconception: Bringing injured workers back before they are 100 percent recovered increases the risk of re-injury.

On the face of it, this would seem to be common sense. However, just the opposite is true. When an injured employee stays at home and remains inactive, he or she begins to lose muscle tone and stamina. Even after just two to three weeks of reduced activity, the employee who comes back to work may be at greater risk for re-injury than if he

or she were allowed to remain at work doing modified assignments. Supervisors can develop graduated return-to-work assignments that can reduce an employee's potential for re-injury and help get that employee back to full duty faster.

Misconception: I don't have any work that an injured employee can do.

If a supervisor thinks only in terms of established jobs, this statement might be true. However, supervisors can learn to be creative, creating short-term assignments rather than jobs. The two most important requirements in designing return-to-work assignments are that these assignments be consistent with medical releases and of value to the organization. Supervisors who are creative about identifying such assignments can play an important role in their organization's disability management program.

Misconception: Return-to-work programs are only for workers injured on the job.

Older workers represent an important employee population for most organizations. However, retention of these vital workers is among the biggest challenges for employers today. For the older worker, the leading causes of workplace disability are chronic conditions, such as back trouble, arthritis, and heart disease. Supervisors can learn to open up traditional return-to-work programs to employees who experience injuries or illnesses off the job, thereby increasing employee retention and reducing permanent impairment.

Adapted from 30 Ways to Shine as a Supervisor by Richard Pimentel. Printed with permission by Milt Wright & Associates, Inc. For further information on training, consulting, or publications, contact: 800-626-3939 or www.miltwright.com.

Disability-Friendly Strategies for the Workplace

Strategies for Inclusion

Outlined below are strategies to successfully incorporate persons with disabilities into the workplace.

Make a corporate commitment to include persons with disabilities among your stakeholders.

- ✦ Is the CEO committed to a disability-friendly workplace?
- ✦ Is there a written document to all staff that affirms this commitment?
- ✦ Do corporate policies, procedures, and practices specifically mention disability?
- ✦ Do persons with disabilities serve on the board?
- ✦ Are employees and customers with disabilities seen in the annual report?
- ✦ Are workers with disabilities employed at all skill levels in the workforce, including senior management positions?
- ✦ Are products or services marketed to customers with disabilities?

Educate all staff on disability.

- ✦ Does new staff orientation include disability awareness training?
- ✦ Are training materials available in alternate formats such as large print, Braille, and captioning?
- ✦ Do employees with disabilities serve as mentors for new hires who do not have disabilities?

Provide ongoing information on disability.

- ✦ Is staff familiar with legislation pertaining to disability?
- ✦ Do staff receive disability information that could be helpful at work, at home, and at school?
- ✦ Is disability information provided routinely in the company newsletter or on a website?
- ✦ Are disability resources in the community contacted to help injured workers return to the workplace as soon as possible?

Form a disability support group.

- ✦ Do employees with disabilities meet to discuss disability employment issues?
- ✦ Does this group have the authority to make recommendations to management?
- ✦ Is staff aware of this group and the contributions it makes to corporate success?

Provide accessible facilities and services.

- ✦ Are buildings, parking areas, workspaces, and communication systems accessible to persons with disabilities?



Accommodate applicants and workers with disabilities.

- ⌘ Is there a central source and budget for implementing accommodations?
- ⌘ Are applicants and employees informed that accommodations are available if needed?
- ⌘ Are employee success stories that demonstrate improved productivity based on accommodation shared with other employees?
- ⌘ Does staff routinely stay abreast of new developments in universal and assistive technology?

Project a disability-friendly image to attract candidates and customers with disabilities.

- ⌘ Do college recruiters target students with disabilities when making campus calls?
- ⌘ Do recruiters search for resumes on disability-related web sites?
- ⌘ Are publications directed to persons with disabilities?
- ⌘ Are recruiters and other personnel doing a good job serving people with disabilities?
- ⌘ Do recruiters establish working relationships with vocational rehabilitation and other community agencies?

Hire applicants with disabilities.

- ⌘ Do recruiters regularly attend employment fairs to connect with candidates with disabilities?
- ⌘ Do recruiters work with disabled student services offices and target students at colleges such as Gallaudet University and the National Technical Institute for the Deaf?
- ⌘ Does senior management promote and sponsor participation in disability mentoring activities?

Train and advance workers with disabilities.

- ⌘ Do employees with disabilities routinely participate in employer sponsored training opportunities?
- ⌘ Are employer-sponsored social events (retirements, awards programs) held in accessible locations?
- ⌘ If not, has this issue been brought before the Disability Support Group for recommendations?
- ⌘ Are procedures in place to promote qualified employees with disabilities to management and supervisory positions?

Encourage staff to volunteer in the community.

- ⌘ Is staff encouraged to build relationships during work hours with disability community service organizations?
- ⌘ Does staff make regular visits to high schools to inform administrators, teachers, and students (including students with disabilities) about scheduled open houses and job trends in your industry?
- ⌘ Are human resource staff instructing students with disabilities about how to set up a scannable resume or serving as mentors to graduating post-secondary students with disabilities to help them with their job search?

Employment Checklist For Hiring Persons with Disabilities

Attitude Adjustment (The Don'ts)

- ⌘ Don't assume that persons with disabilities are unemployable.
- ⌘ Don't assume that persons with disabilities lack the necessary education and training for employment.
- ⌘ Don't assume that persons with disabilities do not want to work.
- ⌘ Don't assume that persons with disabilities a disability can't do a job
- ⌘ Don't assume that persons who are alcoholics or recovering drug abusers are not covered by the ADA.
- ⌘ Don't ask if a person has a disability during an employment interview.
- ⌘ Don't assume that certain jobs are more suited to persons with disabilities.
- ⌘ Don't assume that a person with a disability can't do a certain job.
- ⌘ Don't assume that your current management will need special training to learn how to work with people with disabilities.
- ⌘ Don't assume that the cost of insurance will increase as a result of hiring a person with a disability.
- ⌘ Don't assume that the work environment will be unsafe if an employee has a disability.
- ⌘ Don't assume that reasonable accommodations are expensive.
- ⌘ Don't speculate or try to imagine how you would perform a specific job if you had an applicant's disability.
- ⌘ Don't make medical judgments.
- ⌘ Don't assume that your workplace is accessible.

- ⌘ Don't hire a person with a disability if that person poses significant risk of substantial harm to the health or safety of the public and there is no reasonable accommodation to reduce the risk or the harm.
- ⌘ Don't hire a person with a disability who is not qualified to perform the essential functions of the job even with a reasonable accommodation.
- ⌘ Don't assume that you have to retain an unqualified employee with a disability.

Action Checklist (The Do's)

- ⌘ Do develop a relationship with key resources in your community including Vocational Rehabilitation,VABIR, and the Division for the Blind.
- ⌘ Do learn where to contact and recruit people with disabilities.
- ⌘ Do learn how to communicate with people who have disabilities.
- ⌘ Do ensure that your applications and other company forms do not ask disability-related questions and that they are in formats that are accessible to all persons with disabilities.
- ⌘ Do consider having written job descriptions that identify the essential functions of the job.
- ⌘ Do ensure that requirements for medical examinations comply with the Americans with Disabilities Act (ADA).
- ⌘ Do provide reasonable accommodations that the qualified applicant will need to compete for the job.

- ⌘ Do treat an individual with a disability the same way you would treat any applicant or employee.
- ⌘ Do relax and make the applicant with a disability feel comfortable.
- ⌘ Do understand that access includes not only environmental access, but also making forms and your web site accessible to people with visual or cognitive disabilities.
- ⌘ Do develop procedures for maintaining and protecting confidential medical records.
- ⌘ Do train supervisors about how to make reasonable accommodations.

Workplace Accessibility

The following are some questions to keep in mind when determining accessibility:

- ⌘ Are there designated parking spaces for persons with disabilities that are close to the entrance of the worksite?
- ⌘ Is there a pathway without abrupt level changes or steps that leads from the parking area to the entrance?
- ⌘ If ramps are used to provide access, are they appropriately graded and are handrails provided?
- ⌘ Are doors wide enough (36 inches) for people using wheelchairs? Are they easy to open (e.g. not excessively heavy, with easily grasped handles, or automatic)?
- ⌘ Is the personnel office in an accessible location?
- ⌘ Are pathways to the bathroom, water fountain, and public telephone accessible? Can people with disabilities use them?
- ⌘ Are elevators accessible to all persons with disabilities (e.g., control panels lower than 54 inches from the floor, raised symbols or numbers on the control panels)?
- ⌘ Is signage appropriate and accessible for persons with visual, learning, and cognitive disabilities (e.g. Does it include symbols and graphics)?
- ⌘ Are written materials available in alternate formats (large print, audio tape, computer disc, Braille)?
- ⌘ Are web sites and electronic documents accessible for people who use screen readers?
- ⌘ Is there TTY telephone access and is staff familiar with how to use a telephone relay service?
- ⌘ Does the emergency warning system include both audible and visual alarms?

Where and How to Look

With a changing job market -- one in which skilled, dedicated workers may be difficult to find -- it is important to look everywhere for talent. Recruiting should extend to nontraditional talent pools, including individuals with physical, mental, and communication disabilities.

Employers may successfully recruit applicants with disabilities through job announcements, advertisements, and other recruitment notices. Include information on the essential functions of the job. If “good oral skills” are not essential for a position, listing this criterion in a job announcement misrepresents the job and unnecessarily discourages individuals with speech disabilities from applying for that position.

Employers may indicate in job notices that they do not discriminate on the basis of disability. Employers should also make all information about job openings accessible to people with different disabilities. For example, to reach people with visual or other reading disabilities, make job information available via Braille, large print, audiotape, and computer disk. Get a TTY (text telephone) and list its number on all your recruitment notices; doing so says your company is sensitive to the needs of people with disabilities.

You can obtain help in reaching the talent pool of people with disabilities from Creative Workforce Solutions and other vocational rehabilitation, independent living, social service, workforce, and education agencies that know people with disabilities in careers that coincide with your business needs. You can obtain a list of some of these agencies and the services and programs they provide by contacting the resources listed at the end of this section and in the resource guide at the back of this Toolkit.

When reviewing each agency's services, ask these questions:

1. Does the agency evaluate its job seekers' work potential?
2. If so, how does the agency provide skills training? If so, what type?
3. Are there additional incentives for hiring the persons the agency represents (e.g., tax credits or training grants)? If so, how do these work?
4. Does the agency provide on-the-job training? Coaching? Follow-up?
5. Does the agency offer "awareness" training for supervisors and managers? Ask the agency about its placement record, including placements in specific jobs and retention rates.
6. Do the agency's representatives seem to understand my needs as an employer?

Once a relationship is established with one agency, you will find that other agencies with similar services will contact you. Just one successful placement will open other avenues of opportunity.

Job Analysis

All hiring decisions and supervisory evaluations should be made on the basis of objective criteria. A supervisor needs to define the qualifications needed to perform each job under his or her supervision and to develop objective interview and job review questions to anticipate prospective and actual employees' job performance. Human resource specialists who are responsible for initial screening of job applicants and mediating performance appraisal disputes must also understand the key components of the jobs in their organization.

A job analysis describes the job, not the person who fills it. It must be reviewed regularly and position descriptions updated as changes in the workplace occur. Job analysis provides an objective basis for hiring, evaluating, training, accommodating, and supervising persons with disabilities, as well as improving the efficiency of an organization. It is a logical process to determine the purpose of the job; the essential functions or duties critical or fundamental to job performance; the job setting/conditions under which essential job functions take place; and the minimal skills an individual must possess to perform these essential functions.

How to conduct a Job Analysis

Creative Workforce Solutions is available to conduct a job analysis for Vermont employers. Should you wish to conduct the analysis yourself, the following questions will help.

Purpose

What are the particular contributions of this job toward accomplishing the overall objective of the unit or organization?

Essential functions:

1. What three or four activities actually constitute the job? Is each necessary to the work of the organization?
2. What is the relationship among these tasks? Is there a special sequence that these tasks must follow?
3. Do these tasks necessitate sitting, standing, crawling, walking, climbing, running, stooping, kneeling, lifting, carrying, digging, writing, operating, pushing, pulling, fingering, talking, listening, interpreting, analyzing, seeing, coordinating, etc.?
4. How many other employees are available to perform each job function? Can the performance of any job function be distributed among other employees?
5. How much time is spent on each particular job function? Are tasks that are performed less frequently as important to success on the job as those done more frequently?
6. Would removing a function fundamentally alter the job?
7. What happens if a task is not completed on time?



Job Setting

1. Location: Where are the essential functions of the job carried out?
2. Organization: How is the work organized for maximum safety and efficiency? How do workers obtain necessary equipment and materials?
3. Movement: What movement is required of employees to accomplish the essential functions of the job?
4. Conditions: What are the physical conditions of the job setting (hot, cold, damp, indoors, underground, wet, humid, dry, air-conditioned, dirty, greasy, noisy, subject to sudden temperature changes, etc.)? What are the social conditions of the job (solitary, in the company of others, minimally supervised, subject to deadlines, etc.)?

Worker Qualifications

1. What are the physical requirements? (Able to lift, drive, clean, etc.)?
2. What are the general skills needed for the job (Able to read, write, add, etc.)?
3. What specific training is necessary? Can it be obtained on the job?
4. What previous experience, if any, can mitigate the need for specific training?
5. What behavioral skills are needed to interact/communicate with co-workers and customers?

How to use the Job Analysis

Once the job analysis has been completed you will be in a better position to:

1. Develop objective job-related interview questions
2. Write a current and accurate position description
3. Perform objective performance appraisals
4. Conduct personnel functions in a non-discriminatory manner

Preparing For and Conducting an Effective Job Interview

Accommodating Persons With Disabilities

Hiring the right person for the right job starts with conducting an effective job interview. The following guidelines ensure that persons with disabilities are afforded a fair and equitable opportunity to present their job qualifications.

Preparing for the Interview

Your company's application and interviewing procedures should comply with the Americans with Disabilities Act (ADA). The ADA prohibits disability-related questions or medical exams before a real job offer is made.

Make sure your company's employment offices and your interview location(s) are accessible to applicants with mobility, visual, hearing, and cognitive disabilities.

Be willing to make appropriate and reasonable accommodations to enable a job applicant with a disability to present himself or herself in the best possible light. When setting up an interview explain what the hiring process involves and ask the individual if he or she will need reasonable accommodations for any part of the interview process. Remember people have hidden disabilities, so this is a practice that should occur for all interviews.

Do not expect that a rehabilitation counselor, social worker or other party will take an active part in or sit in on an interview unless the applicant requests it.

Be sure that all questions asked during the interview are job related. Speak to the essential job functions regarding the position for which the applicant is applying, as well as why, how, where, when, and by whom each task or operation is performed. Do not ask whether or not the individual needs an accommodation to perform these functions, because such information is likely to reveal whether or not the individual has a disability. This is an ADA requirement to ensure that an applicant with a disability is not excluded before a real job offer is made.

Conducting the Interview

Relax and make the applicant feel relaxed. Don't be afraid of making mistakes. At the same time, remember that candidates (particularly those applying for professional positions) are expected to assume an equal share of the responsibility for making the interaction successful.

Do not speculate or try to imagine how you would perform a specific job if you had the applicant's disability. The person with a disability has mastered alternate techniques and skills for living and working with his or her particular disability. If the applicant has a known disability (either because it is obvious or he revealed it), the employer may ask an applicant to describe how he or she would perform a certain job function if it is an essential part of the job. In addition, the employer may ask the individual if he or she needs reasonable accommodations and, if so, what type of accommodation. Remember, all questions should be job-related and asked in an open-ended format.

Concentrate on the applicant's technical and professional knowledge, skills, abilities, experiences, and interests, not on the disability. Remember, you cannot interview a disability, hire a disability, or supervise a disability. You can interview a person, hire a person, and supervise a person.

Disability related questions and medical examinations are prohibited under ADA at the pre-employment offer stage. After a real job offer is made, the offer may be contingent on the answers to disability-related questions and/or results of medical examinations, but only if the examination or inquiry is required for all entering employees in similar jobs and only if all medical information is kept confidential. Disability-related questions and medical examinations at the post-offer stage do not have to be related to the job. However, if the offer is withdrawn, the employer must show that the individual could not perform the essential function of the position or would pose a direct on-the-job threat to is safety or that of others.

If testing is part of the interview process, make sure the test does not reveal information about physical or mental impairments (i.e., make sure it is not a medical examination). Other tests that demonstrate the applicant's ability to perform actual or simulated job tasks are permitted under ADA. Inform the applicant before the interview that a test will be part of the interview process. The applicant can then request an accommodation such as a different format for written tests.

If you are not prepared to make a commitment to hire an applicant immediately, the reasons given to all applicants who are not hired at the close of the interview apply: "Thank you for coming in, we will notify you in a few days of our decision," "It will be necessary for you to talk with the supervisor in charge of that unit," and so on.

Staff Development

Career Development

One of the major problems facing many people with disabilities is underutilization of their knowledge, skills, and abilities. Every effort should be made to ensure that employees with disabilities, like others, are given the

opportunity to reach their maximum potential. Employers should recognize that people with disabilities have career goals. Employers should ensure that employees with disabilities are given full consideration for inclusion in upward mobility programs and that they are aware of career counseling. Managers should sit down with employees and talk about goals. If it is the practice of your office to identify role models and mentors for employees, be sure to include employees with disabilities in that process.

Employers can use reassignments as a means of on-the-job training to enhance promotion opportunities for employees with disabilities. Employees with disabilities should have opportunities not only to work with others on group projects, but also when appropriate, to take on leadership roles.

Performance Appraisals

Employees with disabilities, like their non-disabled counterparts, must be held accountable for their work performance. Performance appraisal procedures vary widely among companies. Some companies use formal, written documents; others use less formal, often oral, procedures. Employers must use the same procedures with employees with disabilities as with all other employees and apply the same performance standards to employees with disabilities that are applied to all employees. If a position has been restructured to accommodate a person's disability, evaluate the employee only on those tasks he or she is expected to perform. If an employee with a disability cannot satisfactorily perform the essential functions of his or her job after a full and fair trial period and with appropriate reasonable accommodations, then his or her employment may be terminated.

Training

Give employees with disabilities an equal chance to benefit from training and development opportunities as employees without disabilities. Management and leadership training should be among the options available, in addition to specific skills training. Formal classes must be held in accessible facilities. For example, materials should be available in large print, in Braille, and on disk or tape for persons who are visually impaired; interpreters should be provided for participants who use sign language; and real-time captioning should be made available to those who are hearing-impaired.

Recruiting and Retaining People with Disabilities

Communication is key to increasing organizational recruitment of people with disabilities. Events, such as planned initiatives or exhibits, circulation of individual employee success stories, as well as training and career development opportunities, will enhance the employment and advancement of people with disabilities. Communications media include:

- # Agency publications
- # Bulletin boards
- # Press releases
- # Film or slide-tape presentations
- # Local newspapers
- # Local radio and television stations
- # Chambers of Commerce, trade and technical magazines
- # Community organizations newsletters
- # Accessible internet or intranet sites
- # Electronic mail, list serves and bulletin boards

Positive portrayals of employees with disabilities, feedback and appreciation, opportunities for advancement, the willingness to incorporate methods of accommodation all positively affect the retention of workers with disabilities.

They create an environment that is receptive to the participation of people with disabilities and receptive to the value of inclusiveness. This setting is one in which the worker with a disability feels welcome and one in which other workers are encouraged to feel comfortable with people with disabilities.

Self-development

Like all employees, individuals with disabilities also must take responsibility for their career development. Employees should continually seek out new education, training, and information. They should keep up on the latest information in the field, network, and volunteer for new assignments.

Mentoring and Job Shadowing

Mentoring

All staff can benefit from the guidance of a more experienced employee. Mentoring is an on-the-job educational process that provides opportunities for professional development and growth and support for both the mentor and the mentee. Employers should encourage employees with disabilities to find mentors, whether or not the mentor has a disability. When these newer employees become more experienced, they should be encouraged to mentor other new employees, who may or may not have a disability.

Mentors provide many benefits:

- # Broad perspectives about the transferability of skills and interests, as well as future career directions

- # Motivation to take calculated risks
- # Advice on the “politics” of human relationships within the organization
- # Honest and constructive feedback about problem areas
- # Coaching on technical, interpersonal, and management skills
- # Encouragement
- # Networking contacts, references, and introductions

It is an investment in your workforce.

“Mentoring has to be one of the most important aspects of any business because it builds your next generation of employees,” says Michael Dunbar, Vice President of Public Relations for the Greater Columbus, Georgia, Chamber of Commerce. Mentoring experiences prepare individuals for advancement by strengthening their skills and providing them with confidence. Employers groom employees for current and future positions. Mentoring individuals with disabilities builds human capital. Individuals with disabilities continue to face attitudinal barriers in employment. The mentoring process can help break down employment barriers by encouraging individuals with disabilities to take a more active role in planning and pursuing their careers. Mentoring programs also provide employers with access to new talent and promote greater awareness and understanding of disability in the workplace.

It sends employees a message that you care.

Mentoring represents a commitment of time and energy to staff. It demonstrates that a value is placed on professional development and growth. Mentoring people with disabilities sends a message to employees that the company really does care about all of its people.

It creates positive attitude changes in your corporate culture.

Promoting a greater appreciation of diversity in the workplace is another benefit of mentoring. “Mentoring is an eye-opening experience for employers. In some cases, employers are not sure how to deal with a person’s disability. Once the employer starts working with a person with a disability, he or she begins to see the person’s capabilities rather than the disability. The

experience can also have an impact on everyone in the office,” says Donna Mundy, who is the Florida High School/High Tech Program project director. “It’s a positive step for all concerned. Mentoring individuals with disabilities has helped our organization broaden its understanding of disability. You learn that disabilities are not limiting.” Numerous individuals who have participated in mentoring experiences can attest to its impact on organizational culture.

Mentoring Tips

Anyone can be a mentor. Here are some suggestions for starting a mentoring program in your organization:

- # Make sure that you have senior management’s support of your program.
- # Work with staff to ensure that they understand the concept of mentoring and are committed to it.
- # Hold training sessions for staff to make sure that they understand the commitment they are making.
- # Provide disability awareness training for staff that are working with individuals with disabilities for the first time.
- # Appoint a mentoring coordinator (perhaps someone from human resources) who can serve as a resource for both the employee and the individual mentor within your organization.
- # Provide incentives for people to both mentor and receive mentoring. Hold special recognition events for individuals participating in mentoring.
- # Have the mentor and the mentee agree

on expectations up front, including how long the mentoring will last and how frequently they will meet.

- ✦ Encourage participants to work together on an individualized development plan as a mentoring activity. Have the plan approved by all those involved, including senior management. Individualized development planning helps define expectations, and the plan can be used to measure progress.

Disability Mentoring Day

What is Disability Mentoring Day?

Sponsored by the American Association of People with Disabilities (AAPD) in partnership with the U.S. Department of Labor's Office of Disability Employment Policy, Vermont's Disability Mentoring Day promotes career development for students and job seekers with disabilities through job shadowing and hands-on career exploration, job shadowing, and internship or employment opportunities, and matching of mentee/mentor relationships

What Happens on Disability Mentoring Day?

One-On-One Job Shadowing: Mentees with disabilities are matched with workplace mentors according to expressed career interests. This enables mentees to learn more from their assigned mentors about a typical day on the job and how to prepare for that particular career.

Group Visits to Worksites: Mentees with disabilities can tour a workplace, meet with its various employees, and learn firsthand about different types of jobs and related opportunities within that career field.

Diverse Programmatic Events: In addition, many communities also plan kick-off breakfasts, all-day informational seminars, and/or end-of-day receptions for all community participants to attend.

All of these events, plus other scenarios that take place on Disability Mentoring Day, provide an opportunity for the program participants to share their experiences and build a much broader and beneficial network of relationships.

For additional information contact Vermont APSE,

The Network on Employment at 802-656-1345 or visit www.vermontapse.org/disability_mentoring_day.

How Do Students and Job-Seekers Benefit?

Disability Mentoring Day provides these mentees with opportunities to:

- ✦ Learn firsthand about internship and job opportunities.
- ✦ Develop lasting mentor relationships.
- ✦ Target career skills for improvement.
- ✦ Explore possible career paths.
- ✦ Demonstrate skills to potential employers.
- ✦ Work closely with someone working in their desired career field.
- ✦ Understand the vital connection between school and work.
- ✦ Gain greater confidence in their own employability.

How Do Employers Benefit?

Disability Mentoring Day provides potential employers with opportunities to:

- ✦ Recruit short- and long-term interns.
- ✦ Gain access to a pool of new emerging talent.
- ✦ Learn more about the experience of disability.
- ✦ Develop lasting relationships with disability community leaders.
- ✦ Gain exposure through media coverage of the event.

- ⌘ Demonstrate positive leadership in their community.
- ⌘ Promote job satisfaction with and the development of their current workforce.

Supported Employment: A Successful Business Strategy for Employing People with the Most Significant Disabilities

Supported employment is a program to assist people with the most significant disabilities—those for whom competitive, uninterrupted employment has not traditionally occurred—become and remain successfully and competitively employed in integrated workplace settings.

Supported employment provides people with the most significant disabilities with the intensive or extended support services they need to become successfully and competitively employed. 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 agency workplace supports in conjunction with natural supports. Many of the agency supports can eventually be replaced by natural supports similar to the ones that all employees receive in the work environment.

Supported Employment Models

- ⌘ Agency-supported: A rehabilitation or community service agency places the employee in a job and provides or facilitates the ongoing support services needed to help assist him or her retain the job.

- ⌘ Entrepreneurial: The employee 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

Includes all of the following: job development and placement; intensive job-site training; facilitation of natural supports; special skill 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 who matches clients with disabilities with jobs, provides necessary supports during the initial employment period, and then facilitates the transition to natural workplace supports. The job coach is employed by a job training and placement organization that serves people disabilities.

Natural supports

Support from supervisors and co-workers to assist an employee with disabilities to perform his or job, including supports already provided by the employer 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 coworker), and socializing with co-workers at breaks or after work. The use of natural supports increases the integration of an employee with a disability into the workplace.

Carving/job creation

The process of breaking down a job into its key components and assigning these to the employee and/or other workers to accommodate the limitations of the worker with a disability. This process results in either job restructuring or job creation.

Job Development

Locating jobs for people with disabilities by networking with employers, businesses, and community leaders. The use of business advisory councils, job developer networks, and business leadership networks is an excellent way to develop contacts that lead to employment for people with disabilities.

Resources

For more information about employment strategies contact:

Creative Workforce Solutions
1-866-VRWORKS
866-879-6757(Voice/TTY)
(802) 241-1455 (TTY Next Talk)
or visit www.cwsvt.org

VocRehab District Offices

BARRE-MONTPELIER DISTRICT OFFICE:
McFarland State Office Bldg.
5 Perry Street, Ste. 100
Barre, Vermont 05641
(802)479-4210 (Voice/TTY)

MORRISVILLE DISTRICT OFFICE
63 Professional Drive
(802)888-5976
(802)888-1329 (TTY)
Morrisville, Vermont 05661-9724

NEWPORT DISTRICT OFFICE
100 Main Street, Suite 120
Newport, Vermont 05855
(802)334-6794 (Voice/TTY)

ST. JOHNSBURY DISTRICT OFFICE
67 Eastern Avenue, Suite 3
St. Johnsbury, Vermont 05819
(802)748-8716 (Voice/TTY)

BURLINGTON DISTRICT OFFICE
108 Cherry Street, Suite 201
(802)863-7500
Burlington, Vermont 05401
(802)652-6856 (TTY Next Talk)

MIDDLEBURY DISTRICT OFFICE
282 Boardman Street
The Community Service Building
Middlebury, Vermont 05753
(802)388-4666
(802)388-4690 (TTY Next Talk)

ST. ALBANS DISTRICT OFFICE
State Office Building
20 Houghton Street, Room 105
St. Albans, Vermont 05478
(802)524-7950
(802)527-2166 (TTY Next Talk)

RUTLAND DISTRICT OFFICE
190 Asa Bloomer Building
Rutland, Vermont 05701-9408
(802)786-5866 (Voice/TTY)

BENNINGTON DISTRICT OFFICE
200 Veterans Memorial Drive, Ste 15
(802)447-2780 (Voice/TTY)
(802)447-2805 (TTY)
Bennington, Vermont 05201-1998

SPRINGFIELD DISTRICT OFFICE
100 Mineral Street, Suite 308
Springfield, Vermont 05156-2306
(802)885-2279 (Voice/TTY)

BRATTLEBORO DISTRICT OFFICE
Marlboro Technology Center
28 Vernon Road, Suite 400
Brattleboro, Vermont 05302
(802)257-0579 (Voice/TTY)

WHITE RIVER JUNCTION DISTRICT OFFICE
220 Holiday Drive, Suite A
White River Junction, Vermont
05001-2015
(802)295-8850 (Voice/TTY)

CENTRAL OFFICE
103 South Main Street
Weeks 1A Building
Waterbury, Vermont 05671-2303
(866)VRWORKS (866-879-6757) (Voice/TTY)
(802)241-1455 (TTY Next Talk)



Vermont Division for the Blind and Visually Impaired

Central Office
Weeks Building
103 South Main Street
Waterbury, VT 05671-2304
(802)241-2210
www.ahs.state.vt.us/dbvi/

ADA Information Center
DBTAC – New England ADA Center
Adaptive Environments Center, Inc.
180-200 Portland Street, First floor
Boston, Massachusetts 02114
(617) 695-0085 (V/TTY)
(617)482-8099 (Fax)
adainfo@newenglandada.org (Email)
adaptiveenvironments.org/neada/site

American Association of People
with Disabilities (AAPD)
www.dmd-aapd.org

For more information about supported
employment in Vermont contact:
Jerry Wood, Supported Employment Manager
Division of Vocational Rehabilitation
Weeks 1A, 103 South Main Street
Waterbury, Vermont 05671-2303
Telephone: 802-241-2195(v)
www.dail.state.vt.us/dvr/sup-empl/supported_employ.htm

Workplace Accommodations

Creative Workforce Solutions can help.

All employees need the right tools and work environment to effectively perform their jobs. Similarly, individuals with disabilities may need workplace adjustments -- or accommodations -- to maximize the value they can add to their employer. Employers accommodate workers everyday -- with and without disabilities -- to build a loyal, dedicated and productive workforce. A few examples include:

- ✦ Flexible work schedules to accommodate family responsibilities
- ✦ Software to allow efficient manipulation of data
- ✦ Ergonomic chairs to alleviate back pain
- ✦ Wrist supports to reduce the effects of repetitive stress disorders
- ✦ Telecommuting to reduce stress or other issues associated with commuting to work

Creative Workforce Solutions Employment Consultants are available to work with employers to:

- ✦ Assess the workplace and recommend strategies for making it more accessible in general
- ✦ Assess the workplace, specific jobs and specific individuals and make recommendations for accommodations
- ✦ Help employers apply for tax credits and funding sources to assist with workplace accommodations.

Workplace Accommodation Process

What are reasonable accommodations?

Reasonable accommodations are any change in the work environment or in the way things are usually done that enable an individual with a disability to participate in the application process, to perform the essential functions (or fundamental duties) of a job, or to enjoy equal benefits and privileges of employment that are available to individuals without disabilities. Accommodations help employers not only hire new workers with disabilities, but also keep workers who may become disabled.

In short, reasonable accommodations are workplace adjustments or modifications that enable an employee with a disability to do his job. As such, they are on a par with the desks, chairs, phones, and computers that an employer provides employees as the means for their getting the job done.

Reasonable accommodations in the workplace range from making the physical environment accessible, restructuring a job, transferring an employee to a different job or location, providing flexible scheduling, or providing assistive equipment and/or certain types of personal assistants (e.g., a reader for a person who is visually impaired, an interpreter for a person who has a loss of hearing). An employee who is blind or who has a visual impairment, for example, might need a computer that operates by voice command or has a screen that enlarges print.

Good business practice and the 1990 Americans with Disabilities Act (ADA) both require that employers with 15 or more

employees make reasonable accommodations in the workplace for all employees.

What is the workplace accommodation process?

The workplace accommodation process should be in place before anyone needs to use it. Follow these steps to ensure that your workplace is disability friendly:

Notify Employees

Employers covered by the Americans with Disabilities Act (ADA) are required to post notices describing the employment provisions of the ADA. It is advisable for employers to have a process in place for facilitating accommodation requests and take steps to ensure that all employees are aware of and understand it.

Facilitate Requests

If an individual with a disability seeks an accommodation, generally he or she is responsible for informing the employer of the need. Individuals do not have to use the word “accommodation,” but they must indicate that they have difficulty carrying out their tasks due to a disability. An employee with a disability or other party (e.g., family member, co-worker, counselor) may request a workplace accommodation at any time during employment. Alternatively, the employer may bring up concerns about the quality or quantity of the employee’s performance because of a disability.

Analyze Jobs

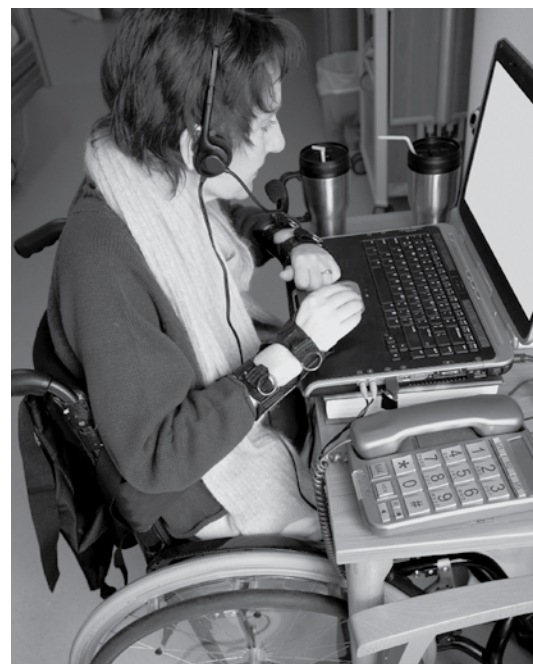
To facilitate the accommodation process, it is prudent for employers to develop and maintain a detailed description for each job that lists its essential functions and duties. Such descriptions should focus on a job, not a person. For example, a warehouse position may require that boxes be stacked on shelves. The essential function of this job is that boxes be stacked, not that a person lift boxes. When developing job descriptions, all aspects of a job must be taken into consideration. In addition to specific tasks, descriptions should include details such as scheduling and location, equipment necessary to complete the job, health and safety requirements and conduct requirements.

What are steps to consider when making a workplace accommodation?

The employee and the employer should discuss the request. There are several considerations when determining reasonable accommodation requests, including the demands of the job, the employee’s skills and functional limitations, available technology, and cost. After both parties agree that a workplace accommodation is needed, they must select one that is appropriate. Working through the following steps can facilitate ease in accommodation.

Identify Functional Limitations

When a reasonable accommodation is needed to perform essential job functions, the employer and employee should discuss the employee’s functional limitations and determine where these intersect with his or her duties. Again, the focus should be on a person’s essential job tasks and the physical functions necessary to complete them, not his or her disability. If a person’s condition is not obvious, medical validation may be needed. Remember the confidentiality of all information about an employee’s health condition is protected by federal laws (i.e. ADA and HIPPA).



Determine Potential Accommodations

Sometimes, an employee with a disability is aware of the modifications he or she needs to perform certain tasks. Other times, devising an effective accommodation requires creative and collaborative thinking. It is important to remember that accommodations are not limited to adjustments to a physical work environment. They may involve changes to the way a job is done or structured, modified workplace policies and procedures, adjusted work schedules, swapping or eliminating marginal functions or perhaps even changes to corporate culture. Or, they may entail procuring assistive technology or services such as readers or interpreters. In an informal setting, brainstorm with the employee on how that person's impairment affects the performance of the essential functions of the job. Ask the employee for an idea of what a satisfactory accommodation might be. If an acceptable accommodation is identified, go with it. If not, seek further consultation with outside resources (i.e. Creative Workforce Solutions, VocRehab Vermont, VABIR or other organizations) that assist in resolving reasonable accommodation questions.

Make the Accommodation

Once a solution is identified that is effective and reasonable, it should be implemented as quickly as possible. An employer has the final say on which accommodation is implemented, based on factors such as cost, effectiveness and business feasibility. However, accommodations work best when both the employer and employee participate in the process and the employee's needs and preferences have been taken into consideration in making the decision.

Monitor Effectiveness

Not all accommodations produce the desired outcome. If the accommodation is not working, the employer and employee should start the process again. Follow up with the employee to see if the adaptations enable the employee to perform the essential job functions at a level equal to employees in the same job. Monitor the accommodation to ensure effectiveness. If the accommodation needs change or is determined not to be effective, repeat the above steps. Like most sound management practices, the accommodation process is enhanced by collaboration. Moreover, by requiring employers and employees to work together and think creatively about how various tasks are accomplished, it may

help uncover strategies that lead to a more positive and productive workplace for all employees.

What is undue hardship?

Accommodations are not required when their cost would constitute an undue hardship for the employer. This legal term is defined in the ADA as an action requiring significant difficulty or expense for the business/employer when considering the following factors:

- ✦ The nature and cost of the proposed accommodation
- ✦ The overall financial resources of the business and the effect of the accommodation upon expenses and resources
- ✦ The impact of the accommodation upon the operation of the facility

The Toolkit section on “Financial Incentives and Programs” contains information about Vermont resources that may help employees craft straightforward, affordable solutions for reasonable accommodations.

Making management decisions about accommodations

An accommodation in the workplace is a reasonable adjustment to a job or work environment that makes it possible for an individual with a disability to perform job duties. Put another way, an accommodation is an investment an employer makes in his or her business in order to make the business more efficient or profitable. For example, when word processing systems proved to be much

more efficient than typewriters, businesses invested in personal computers for their employees. Employers regularly send employees to staff training classes and seminars to upgrade their skills.

Decisions about making worksite accommodations for people with disabilities made in the same light as decisions about staff training or buying new office equipment are beneficial both to the employee and the employer.

Some issues to consider

When an employee with a disability requests an accommodation, the employer and employee should discuss the job duties, how the accommodation will assist the individual in performing his or her job, and possible alternative solutions.

Among the issues to be considered are:

- # What are the functional limitations of the individual seeking the accommodation?
- # What specific job tasks are affected by the individual's functional limitations?
- # What types of equipment are used/needed to perform the job?
- # Are there work place policies or procedures that affect the individual's ability to perform the job?
- # Are all necessary areas of the work environment accessible to this individual?



Questions that might arise

- # How do I determine a reasonable accommodation for this particular situation?
- # Where can my company obtain these products and is it possible to purchase equipment on a trial basis, or is there a facility near the place of business where the equipment may be tested?
- # What if the accommodation doesn't work?
- # Where can I find local resources for services like worksite evaluations?
- # Who pays for the accommodation?

Cost considerations

As businesses become more knowledgeable about the requirements of the American with Disabilities Act, many are able to make simple adjustments to the worksite with little or no advice from others. Data shows that many accommodations cost nothing and more than half of all accommodations cost less than \$500.

Some businesses and agencies have established a “workplace accommodations” budget line item. That way, if an expensive item or piece of equipment is needed to increase, maintain, or improve a worker's functional capabilities, the cost alone will not be a barrier to hiring or retaining a qualified worker. Tax credits and deductions may also be available (See Financial Incentives and Programs section)

An employer does not have to supply a requested accommodation that is too costly. The employer is free to explore other less expensive alternatives if they work just as well or to state “undue

hardship.” It is important to remember that accommodations or adjustments are to be considered and made on a case-by-case basis.

Follow-up actions

Once the accommodation has been made, it must be maintained. For example, if the accommodation is to provide an interpreter for general meetings or other types of work situations, make sure to schedule the interpreter’s services as soon as a meeting is scheduled. If the accommodation involves the purchase of equipment, make sure the equipment works properly and that it is serviced regularly. Maintenance may include training for staff sensitivity, especially if the accommodation is made for a new hire who is the first person with a disability on staff. If the individual is promoted, transferred to another part of the company or their disability changes, accommodation needs may change and should be reassessed.

Keep in mind

Fear or lack of information, both on the part of the employer and the employee, may be the greatest impediments to making an accommodation. Both employers and employees should feel free to ask questions about the accommodation itself, as well as issues related to the accommodation. It is important that accommodations already in place and working well for an employee remain in place when there is a supervisory or managerial personnel change. Review of the utility of the accommodation should be done periodically to assure the employee’s maximum performance capability.

Vermont Assistive Technology Program

The Vermont Assistive Technology Program (VATP) works to ensure that assistive technology is available to Vermonters with disabilities and to facilitate their integration and inclusion in school, the work force and the community. Assistive Technology or “AT” is any piece of equipment or device that enables a person with a disability to have greater independence, productivity and confidence in their home,

at work, at school or in the community. Examples of adaptive technology include: Mobility aids, computer software, hardware and special instruments that make computers accessible, wheelchairs and other seating systems and modifications, devices to enhance vision or hearing and adaptive switches,

VATP Provides:

- ⌘ Awareness activities about assistive technology and its uses
- ⌘ Advocacy for individuals and their families on their rights to AT services
- ⌘ Funding resource information based on the person’s needs
- ⌘ Technical assistance in selecting the appropriate AT devices
- ⌘ Short-term loan of AT equipment to try out at work, home, school, etc.
- ⌘ Training on specific devices/software
- ⌘ Specialized workshops/seminars, group training, and technical presentations
- ⌘ Hands-on demonstration of AT for computer access, activities of daily living, listening, communication, telecommunication, mobility, education, learning, leisure, play, alarm/emergency systems and environmental controls
- ⌘ AT resource information and referral to other programs

For additional information contact:

Randolph Tryout Center
(802)728-1520
ehaddon@vtc.edu (Email)

Rutland Tryout Center
(802)786-5936
dan.gilman@ahs.state.vt.us (Email)

Waterbury Tryout Center
(802)241-2671
david.punia@ahs.state.vt.us (Email)

Williston Tryout Center
(802)876-5315 (TTY)
(800)639-7170 (Toll Free)
www.vtpic.com/assistive technology.htm
chris@vtpic.com (Email)

Tax Credits and Funding Sources

See the Toolkit “Tax Incentives and Programs” section for more information about the following resources.

Tax credits

Internal Revenue Service (IRS) Disabled Access Tax Credit

This is a tax credit available to an eligible small business in the amount of 50 percent of eligible expenditures that exceed \$250 but do not exceed \$10,250. The maximum credit yearly is \$5,000. Call (202)622-3110 for more information.

IRS Architectural Barrier Tax Deduction

Businesses of any size may deduct up to \$15,000 of the costs incurred each remove physical, structural, or transportation barriers in the workplace. Call (202)622-3110 for information.

Funding sources

Creative Workforce Solutions, Voc Rehab Vermont (Vermont Vocational Rehabilitation Services or VR), and VABIR

Workplace accommodation assistance is available from vocational rehabilitation offices in every state. They may assist with accommodation assessment and pay for part or all expenses associated with worksite modifications for vocational rehabilitation clients. If your employee is a client of VR services, he or she may request accommodation assistance from a VR counselor at the local branch office. Funding for assistive technology and other accommodations may be available directly to individual employees from sources such as the U.S. Veterans Administration, the Social Security Administration’s PASS (Plan To Achieve Self- Support) program and non-profit disability organizations, civic or service organizations (Lions Club, VFW, Rotary Club, etc).



Resources

New England ADA Technical Assistance

Information and guidance on the Americans with Disabilities Act

(800)949-4232 (Voice/TTY)

www.adaptiveenvironments.org/neada/

Equal Employment Opportunity Commission (EEOC)

Offers general information regarding reasonable accommodation

1801 "L" Street NW

Washington, DC 20507

(800)669-4000

(800)669-6820 (TDD)

www.eeoc.gov

For publications:

(800)669-3362

(800)800-3302 (TTY)

Job Accommodation Network (JAN)

Assists employers to provide reasonable accommodations to their employees

(800)526-7234 (Toll-free/TTY/TDD)

www.jan.wvu.edu

HirePotential

Works with employers as a consultant, providing assessments and recommendations for reasonable accommodations

(888)590-8808 (Toll Free)

www.hirepotential.com

ADA Information Line

Provides information on the Americans with Disabilities Act

US Department of Justice

Civil Rights Division

PO Box 66738

Washington, DC 20025

(800)514-0301 (Toll Free)

(800)514-0383 (Toll Free/TTY)

www.ada.gov/infoline.htm

ADA Questions and Answers

22 pages of common ADA questions including issues around employment
www.adaptiveenvironments.org/neada/site/ada_faq

New England ADA Technical Assistance Center

Information and guidance on the Americans with Disabilities Act

374 Congress Street, Suite 301

Boston, MA 02210

(800)949-4232 (Toll Free/TTY)

(617)482-8099 (Fax)

US Department of Transportation

ADA Assistance Line for regulations and complaints.

400 Seventh Street, SW

Washington, DC 20590

(888)446-4511

TTY: Use Relay

Real People, Real jobs— Situations and Solutions

Myths and facts about people with disabilities

Myths about people with disabilities interfere with their ability to experience equality in employment with non-disabled people. These myths usually result from society's lack of familiarity with disability, which has nourished negative attitudes concerning employing people with disabilities. Listed below are some common myths and the facts that tell the real story.

Myth: Hiring employees with disabilities increases workers' compensation insurance rates.

Fact: Insurance rates are based solely on the relative hazards of the operation and the organization's accident history, not on whether workers have disabilities. According to 2002 U.S. Equal Employment Opportunity Commission disability statistics, 73 percent of companies report no cost increases attributable to extending health, life, and/or disability coverage to employees or their dependents with disabilities.

Myth: Employees with disabilities have a higher absentee rate than employees without disabilities.

Fact: Studies by firms such as DuPont show that employees with disabilities are not absent any more than employees without disabilities.

Myth: People with disabilities need to be protected from failing.

Fact: People with disabilities have a right to participate in the full range of human experiences, including success and failure. Employers should have the same expectations of, and work requirements for, all employees.

Myth: People with disabilities are unable to meet performance standards, thus making them a bad employment risk.

Fact: According to 2002 U.S. Equal Employment Opportunity Commission disability statistics, the performance of workers with disabilities is equal to or better than their non-disabled peers. Employees with disabilities have a 90 percent above-average job performance rating, with safety and attendance records far above the norm.

Myth: People with disabilities have problems getting to work.

Fact: People with disabilities are capable of supplying their own mode of transportation, which includes walking, using a car pool, driving, using public transportation, or taking a cab. Their modes of transportation to work are as varied as those of other employees.

Myth: People who are Hard of Hearing or have loss of hearing make ideal employees in noisy work environments.

Fact: Loud noises of a certain vibratory nature can cause further harm to the auditory system of people who are Deaf. Persons who are Hard of Hearing or have loss of hearing should be hired for all jobs that they have the skills and talents to perform. No person with a disability should be judged regarding their employment capabilities without first talking to them.

Myth: Employees with disabilities are more likely to have accidents on the job than employees without disabilities.

Fact: In a 1990 DuPont study, the safety records of both groups were identical.

Myth: Most businesses cannot afford to hire a worker with a disability because of the extra costs to accommodate that worker.

Fact: The real cost of accommodations are broken down as follows:

- # *Most workers with disabilities require no accommodations.*
- # *50% of accommodations cost nothing.*
- # *50% cost less an average of \$500.*

Nationally the average cost of an accommodation is \$35. (JAN 2002 Study)

Accommodations: Situations and Solutions

In December 1994, the Office of Disability Employment Policy's Job Accommodation Network (JAN) reported that 68 percent of job accommodations made cost less than \$500, and further, that employers report that for every dollar spent on accommodations, the company received \$28 in benefits. In 2005, JAN published a more recent report, which showed that employers who ultimately made an accommodation reported that about half of the accommodations needed by employees cost nothing, and that the typical cost for purchased accommodations was about \$500. More than 75 percent of the employers also noted the accommodations were either "very effective" or "extremely effective." Employers reported the benefits of making accommodations as:

- # Retaining qualified employees
- # Eliminating the costs of training a new employee
- # Improving worker attendance
- # Expanding company diversity

Increasing worker productivity

When asked to compare the worker's ability with and without accommodation, the employers rated worker ability as significantly higher after implementing the accommodation. The employers also noted some "indirect" benefits of making accommodations. These benefits included:

- # Increased company productivity
- # Improved morale
- # Enhanced interactions with co-workers and customers
- # A higher level of workplace safety

Overall, the results indicated that the costs of most accommodations are low and that making accommodations for workers with disabilities yields substantial direct and indirect benefits to employers.

Accommodations, which are modifications or alterations, often make it possible for a qualified person with a disability to do the same job as everyone else, but in a slightly different way. Some accommodations are simple adaptations; others require technically sophisticated equipment. The essential functions of the job and the functional limitations of the individual are what the employer and the employee want to match up.

The government-funded Job Accommodation Network (JAN) is a free service that offers employers and individuals ideas about effective accommodations. JAN counselors perform individualized searches for workplace accommodations based on a job's requirements, the functional limitations of the individual,

environmental factors, and other pertinent information. JAN can be reached at 1-800-526-7234 (voice or TTY); or at www.jan.wvu.edu.

Creative solutions may involve equipment changes, work station modifications, adjustments to work schedules, assistance in gaining access to the facility, and dozens of other factors, depending on the individual's particular limitations and needs. The way the worker does the job is far less important than the fact that he can do so.

The following examples are real situations and solutions reported by businesses that worked with JAN. Common to all these situations is that accommodations were always made on an individual basis.

Situations and solutions

Below are examples of accommodations that have been made for qualified workers with disabilities. These are samples only and are not necessarily the only solution to the stated problem; a different worker with a disability facing a similar situation might require a different solution.

Situation

A teacher with a hearing impairment had difficulties hearing the students' voices over the squeaks of chairs and desks moving over the linoleum floor. Also, the teacher could not see some of the students' faces and therefore could not effectively lip-read.

Solution

To eliminate noise, used tennis balls were cut and attached to the feet of the chairs and desks. The teacher rearranged the desks in a horseshoe in order to see the faces of all students.

Cost: \$0. (The tennis balls were donated by an avid tennis player who would have thrown them away.)

Situation

A new restaurant employee who is legally visually impaired used a service dog to accompany him to and from work. Once at work, the employee did not need the dog while she performed her job duties.

Solution

A dog crate was placed in a back office with a clear path of travel in and out of the facility. The dog is crated during the workday out of contact with food products or supplies used by the restaurant.

Cost: Under \$100.

Situation

A company vice president with arthritis had difficulty maintaining stamina during the workday.

Solution

The employer provided flexibility in the vice president's work hours and a recliner for her office so that she can change body positions to cut down on fatigue.

Cost: \$75.

Situation

A cashier with a mild developmental disability had difficulty making change.

Solution

The worker began to use a talking calculator and a chart of bills and coins.

Cost: \$10.

Situation

A worker with a hearing loss was responsible for inspecting underground water utilities. When the employee was underground alone, a co-worker above ground needed to communicate with him.

Solution

A wireless portable vibrating paging system was purchased for the employee.

Cost: \$445.

Situation

A retail store clerk with multiple sclerosis used a scooter and had problems with stamina.

Solution

The employee was reassigned to a department on the first floor, provided with space for the scooter, given a sit/lean stool at the register, and scheduled for the first shift with every third day off.

Cost: \$200.

Situation

A technical editor in the publishing industry had a spinal cord injury and needed to work lying on his back.

Solution

A workstation was provided that enabled the editor to work on a computer while in a supine position.

Cost: \$2,000.

Situation

An insurance claims adjuster with a chemical sensitivity became ill when exposed to certain chemicals in the air.

Solution

The ventilation system in the employee's office was modified, and the co-workers were asked not to use scented products. The employee is also permitted to attend staff and training meetings remotely by speakerphone and to wear a mask when needed.

Cost: \$650.

Situation

A human resources manager had seasonal affective disorder, a condition requiring adequate light during a sufficient number of daytime hours to ward off depression.

Solution

A simple device called a sunlight box was installed in the person's office.

Cost: \$265.

Situation

A greenhouse worker with a developmental disability had difficulty staying on task and knowing when to take breaks.

Solution

A job coach provided the worker with initial training. The worker then began to carry a tape recorder that provides periodic reminders to stay on task and indicates break time. The worker also carries a set of laminated cards that show the basic list of tasks to be completed.

Cost: \$0.

Situation

An administrative assistant in a social service agency had a psychiatric disability that caused concentration and memory problems related to word processing, filing and telephone work.

Solution

Accommodations included using soothing music in one earphone to block distractions and recorded instructions to augment written material.

Cost: \$150.

Situation

A police officer had a learning disability that made it difficult to take standard civil service tests.

Solution

The officer was permitted 50 percent more time to take the test and was allowed to use a dictionary during the examination.

Cost: \$0.



Situation

A laboratory technician had a permanent restriction on mobility of head and neck, making it hard to use a microscope.

Solution

A periscope was attached to the microscope so the worker did not need to lower her head and bend her neck to perform the job.

Cost: \$2,400.

Situation

A chef who is paraplegic needed a way to move around among the various workstations in the kitchen.

Solution

The chef was provided with a stand-up wheelchair that allowed flexibility and mobility.

Cost: Approximately \$3,000.

Situation

A sewing machine operator experienced grand mal seizures and requested accommodation based on safety issues.

Solution

The sewing machine was relocated so that if the individual had a seizure, she would not fall onto the machine or other potentially harmful objects. In addition, a local epilepsy affiliate provided education to the staff on seizures and first aid.

Cost: \$0.

Situation

An individual who lacked range of motion in his wrist worked in a laboratory. One of his job tasks required that he manipulate a small box of “wafers” by rotating the box a one-quarter turn into a machine. The lack of wrist movement prevented him from performing this task.

Solution

By placing a slant board on the table in front of the machine, the individual can place the wafer tray on the slant board at an angle and bump it in place effectively with his body.

Cost: \$40.

Situation

An employer had hired someone with a hearing loss for a medical handling position.

Solution

The individual’s hearing aids provided enough assistance for him to work safely. An interpreter was hired to facilitate communication with the employee. The employer also established set paths of travel, mirrors, traffic rules, and strobe lights, which improved the safety of all workers on the floor.

Cost: \$350.

Situation

A catalog salesperson, who had a spinal cord injury, had problems using the catalog due to difficulty with finger dexterity.

Solution

The employer purchased a motorized catalog rack, controlled by a single switch via a mouth stick and provided an angled computer keyboard stand for better accessibility.

Cost: \$1,500.

Situation

A saw operator with a learning disability had difficulty measuring to a fraction of an inch.

Solution

The employee was provided with a wallet-sized card on which the fractions were listed on an enlarged picture of an inch. This allows the employee to compare the card with the location on the ruler to identify the correct fraction.

Cost: \$5.

Situation

A worker with polycystic renal (kidney) disease is a senior technician who is responsible for preparing samples for testing. The employee requires continuous ambulatory peritoneal dialysis (CAPD), four times daily with one exchange during work hours.

Solution

Space was made available in the dispensary for the employee to perform CAPD while at work. Storage space was also provided for extra supplies to be used in case of bad weather necessitating a second exchange at work.

Cost: \$0.

Situation

An assembler for a furniture manufacturer has a spinal degeneration, uncoordinated gait, and balance difficulties. The limitations involve walking, carrying materials, and balancing.

Solution

The employer installed a plywood platform to raise part of the workstation, suspending tools from the ceiling to balance their weight, and provided a cart to move parts.

Cost: \$200.

Situation

A bank employee with traumatic brain injury (TBI) processes checks and performs other transactions. The employee's memory loss and weakness in one side of his body causes him to have difficulty numbering and placing items into a sorting machine tray.

Solution

A job coach/trainer supplied by a rehabilitation agency provided the employee with special training in task sequencing, and the equipment was adjusted to accommodate the employee's weakness.

Cost: \$0.

Situation

An experienced electronics equipment inspector paralyzed from the waist down needed rapid mobility around the plant to perform tasks related to using precision equipment and assembly inspection.

Solution

A heavy motorized wheelchair was stored on the premises overnight for his use in the plant. The employee uses his lightweight chair for travel. The bins containing items to be inspected were lowered, and a lapboard was provided for his specification books.

Cost: Less than \$200.

Situation

A nurse was unable to monitor multiple alarms on medical equipment in the critical care unit because of a severe hearing loss.

Solution

The hospital transferred her to an open position in the laboratory where a vibrating pager and portable TTY are used to direct her to various locations throughout the hospital.

Cost: \$634.

Situation

A computer service technician with cerebral palsy lost function of his lower extremities. He can no longer bend, stoop, balance, or get underneath the mainframe equipment to perform needed repairs.

Solution

An automotive repair creeper was purchased and modified with back support to enable the employee to slide easily under the mainframes.

Cost: \$30.

Situation

A clerk-typist with severe depression and alcoholism experienced problems with the quality and quantity of her work.

Solution

The employee was provided with extended sick leave to cover a short period of hospitalization and offered a modified work schedule upon her return to attend weekly psychotherapy treatment. Treatment is provided by a company medical plan.

Cost: \$0.

Situation

A personnel manager with AIDS experienced a serious drop in energy level during the mid-afternoon hours.

Solution

A small chair that converts to a sleeping mat was provided. During a 90-minute afternoon break, the employee puts a “Do Not Disturb” sign on the door and takes a nap. All staff meetings are scheduled for the morning. The employee makes up the time spent napping during the evening or weekends as necessary.

Cost: \$50.

Situation

An individual who has a congenital heart defect that limits strenuous activity and mobility limitations works as a receiving clerk. His job requires unpacking merchandise, checking it in, assigning numbers and making price checks.

Solution

The employer provided a rolling chair with locking wheels, which adjusts to the level of the task.

Cost: \$200.

Accommodating employees with hidden disabilities

The Americans with Disabilities Act (ADA) defines “disability” as an impairment that “substantially limits one or more of the major life activities.” Although some disabilities are easy to observe, other disabilities are not. Hidden disabilities can result in functional limitations that substantially limit one or more major life activities. Some examples of “hidden” disabilities are learning disabilities, mental illness, epilepsy, cancer, arthritis, developmental disabilities, traumatic brain injury, AIDS, and asthma.

The EEOC states, “If a job applicant or employee has a hidden disability—one that is not obvious—it is up to that individual to make the need for an accommodation known.” Although many people do not believe that hidden disabilities are bona fide disabilities, accommodating hidden disabilities can keep valued employees on the job and open doors for new employees.

The ADA requires that reasonable accommodation be provided, if necessary, for all impairments that meet the definition of “disability,” whether hidden or visible. Reasonable accommodations must be determined on a case-by-case basis to ensure effective accommodations that meet the needs of the employee and the employer.

Accommodating qualified employees with disabilities sets up a situation in which all involved win: employers gain a qualified, stable, diverse workforce; people with disabilities get jobs; and society saves money that previously funded public benefits and services for people with disabilities.

Situations and solutions

Situation

A bowling alley worker with finger dexterity problems was having difficulty properly wiping the bowling shoes that had been returned by customers.

Solution

A local job coach fabricated a device that allows the individual to roll the shoes in front of a brush rather than run a brush over the shoes. Scraps of wood left over from other projects were used to make the device.

Cost: \$0.

Situation

A high school guidance counselor with attention deficit disorder was having difficulty concentrating due to noise.

Solution

The school replaced the bell on his phone with a light to signal when the phone rings, soundproofed his office and provided a floor fan for white noise.

Cost: Under \$600.

Situation

A machine operator with arthritis had difficulty turning the machinery control switches.

Solution

The employer replaced the small machine tabs with larger cushioned knobs and provided the employee with non-slip gripping gloves that enable him to grasp and turn the knobs with less force.

Cost: Approximately \$130.

Situation

A warehouse worker whose job involved maintaining and delivering supplies was having difficulty with the physical demands of his job due to fatigue from cancer treatment.

Solution

The employer provided the employee with a three-wheeled scooter to reduce walking. The employer also rearranged the layout of supplies in the warehouse to reduce climbing and reaching.

Cost: \$3,000.

Situation

Due to hot weather conditions, a worker with asthma was having difficulty working outside fueling airplanes and moving luggage.

Solution

The employer moved the individual to the midnight shift and to a position where the worker is both inside and outside the facility.

Cost: \$0.

Situation

A telephone consultant with traumatic brain injury was experiencing short-term memory loss and auditory discrimination problems that resulted in difficulties

responding to telephone requests for information, entering information into her computer and following oral instructions.

Solution

The employer provided sound absorbing office partitions that reduced noise and distractions and reprogrammed the telephone bell so that the employee could readily differentiate between her phone and those of others in the area. The employer added an anti-glare screen guard on the computer to reduce screen flicker and prevent dizziness and fatigue. Instructions, daily reminders of meetings and other scheduled activities are now provided in writing.

Cost: \$345.

Situation

An office manager who had been treated for stress and depression was experiencing difficulty maintaining her concentration when trying to complete assignments and meet critical deadlines.

Solution

The employer was placed on a flexible schedule that gave her more time for counseling and exercise. She was afforded “off” times during the week where she could work without interruption and organize her time. The supervisor trained the employee’s co-workers on stress management and provided the office manager with information about the company’s employee assistance program.

Cost: \$0.

Situation

An insurance adjuster was allergic to the rubber and formaldehyde in the paper products used by his employer.

Solution

The employer provided the employee with cotton gloves for handling paper and switched to recycled, chlorine-free paper and soy-based ink products.

Cost: Paper and ink costs increased approximately \$130 per year; the gloves cost \$10.

Situation

A claims representative with lupus was sensitive to fluorescent light in his office and to the radiation emitted from his computer monitor.

Solution

The employer changed the overhead lights from fluorescent to broad-spectrum by using a special filter that fit onto the existing light fixture and provided the employee with a flicker-free monitor and glare guard.

Cost: Approximately \$1,065.

Situation

A part-time college instructor with Asperger’s syndrome was experiencing auditory discrimination difficulties that prevented her from being able to make immediate decisions. This caused problems for her during meetings and annual evaluations and prevented her from meeting time lines for projects.

Solution

The employee is permitted to take notes during staff meetings and to provide written responses to all attendees on the questions raised during meetings within a time frame agreed upon by the meeting participants. The employee also receives a copy of meeting agendas, annual evaluations, and project expectations in advance of the face-to-face meetings and is thereby able to ask questions or provide follow-up responses in writing.

Cost: \$0.

Situation

A machine operator with epilepsy was experiencing difficulties remembering the steps involved in changing a part on his machine.

Solution

The employer provided the employee with a step-by-step checklist and written instructions on how to change the part.

Cost: \$0.

Situation

A production worker with a developmental disability and limited fine motor dexterity had difficulty holding the tweezers to perform his job.

Solution

The employer provided giant tweezers.

Cost: \$5.

Situation

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

Solution

The employee and the supervisor developed a checklist that showed the week's work and the following week's activities. Forms were adapted so that they were easy to complete and structured steps were developed so that paperwork could be completed at the end of each teaching session.

Cost: \$0.

Situation

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

Solution

The employer lowered the wattage in overhead lights and provided task lighting and a computer screen glare guard.

Cost: \$80.

Situation

A custodian with low vision was having difficulty seeing the carpeted area he vacuumed.

Solution

A fluorescent lighting system was mounted on his industrial vacuum cleaner.

Cost: \$240.

Situation

A computer programmer was unable to read past the vertical midline of his computer screen due to a severe brain injury.

Solution

The employer acquired a software package that has a feature for splitting the screen.

Cost: \$360.



Financial Incentives and Vermont Programs

We're Here to Help

There are many programs and incentives available to support the successful employment of people with disabilities and Creative Workforce Solutions (CWS) can help you take advantage of them. A training fund has been established in Vermont to increase the use of alternative placement strategies as a tool to reduce any perception of risk on the part of employers. These funds can be used for arrangements such as work trials, internships, on the job training, and other options that may be of interest to employers. CWS staff can work with you to determine what Vermont-based programs may be available to you.

In addition, there are three federal tax incentives specifically available to help employers cover the cost of accommodations for employees with disabilities or make their places of business accessible for employees or customers with disabilities. These include Small Business Tax Credit, Architectural/Transportation Tax Deduction and Work Opportunity Tax Credit.

Vermont Programs

Temp to Hire

The “Temp to Hire” program provides a risk-free opportunity for businesses to explore hiring a person with a disability. It provides the opportunity to assess and train potential candidates while at the same time reducing payroll costs during the training period.

The “Temp to Hire” program is the result of a unique collaboration between the Vermont Division of Vocational Rehabilitation (VocRehab Vermont), Vermont Association of Business, Industry and Rehabilitation (VABIR) and local staffing agencies. Each “Temp to Hire” is a six-week opportunity for employers and job seekers to work together toward a

successful job match. In return for reduced payroll expenses, the employer agrees to provide training and support to the incoming worker. During the assessment period the employer pays only the hourly wage. All other costs such as Unemployment Insurance, state and federal taxes, workers comp etc are covered by the program during the trial period.

After meeting with the employer to assess staffing needs, we will refer pre-screened candidates for interviewing. Once a match is identified, the “Temp to Hire” begins. Remember...the employer makes the final decision based on company needs.

The employer then has a six-week period to assess the progress of the candidate. Our Employment Consultants are there every step of the way to follow the progress of the new worker and to help make it a successful match.

Each week the employer submits a time sheet to the staffing agency listing the number of hours worked by the employee. Remember, the only pay is the straight hourly rate! During the 6 weeks, businesses DO NOT pay or withhold:

- ✦ FICA
- ✦ Unemployment Insurance
- ✦ Workers Compensation Insurance
- ✦ State taxes
- ✦ Federal taxes
- ✦ Employee benefits such as health, dental etc.

If, at the completion of the six-week training and assessment period, the employer is satisfied that the candidate is suited to the job, the worker is added to regular payroll.

All employers using the “Temp to Hire” program are eligible for the Work Opportunity Tax Credit (WOTC) once they hire a participant on a permanent basis. This tax credit can be more than \$2,000 in the first year!

On-The-Job Training

On-the-job training (OJT) is a formal training agreement between VocRehab Vermont and the employer. It requires the employer to hire the individual during the training period with the understanding that permanent hire after the training period is the expected outcome. The employer is reimbursed for training expenses up to \$3,000. It typically lasts between 2 to 6 weeks depending upon the skill development needed.

OJT is primarily used for individuals who meet most of the skill requirements for a position. The purpose of OJT is to introduce the employer to the employee while at the same time offering an environment for training and assessment.

The employee is paid by the employer and covered by the employer’s insurances.

Short-Term Job Shadow

Short-term job shadow is ideal for individuals with limited skills or for those who are exploring possible careers. It can also be used as an assessment tool.

Employers are asked to complete an evaluation of the individual at the end of the shadow period.

The worker is covered under a risk management certificate — a copy is provided to the employer. Individuals may receive a per diem stipend. Typically, the individual works 1 to 5 hours per day.

Long-Term Internship

Longer-term experiences are for individual who need considerable training and/or workplace skill development. Typically they are for individuals who have decided on a

career and need significant experience, but can also be used as a follow up to short-term job shadowing.

The worker is covered under a risk management certificate. Workers may receive a per diem stipend. The duration is generally 2 to 12 weeks.

Volunteer Placement

Volunteer placements are primarily for workers who lack any significant skills and or work history. Placements with a community partner are used to build the individual’s interpersonal skills as well as basic workplace skills such as copying, word processing, manual tasks, etc. Employers are asked to complete feedback forms throughout the placement.

The worker is covered under a risk management certificate and may receive a per diem stipend. The placement lasts between 1 and 10 weeks.

Mentoring

Mentors are matched with individuals wishing to learn more about a particular career or occupation. This is not a work-based arrangement and can be of any duration.

Other

Creative Workforce Solutions and partners such as VABIR are flexible and will work with employers to develop creative options tailored to meet specific needs of the employer and the jobseeker.

Tax Incentives

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

What is it?

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

Who is eligible?

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

What is the amount?

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

What expenses are covered?

The credit is available every year and can be used for a variety of costs such as:

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

What expenses are not covered?

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

How can this credit be claimed?

Businesses can claim “people with disabilities access credit” on IRS Form 8826.

Where can I obtain additional information?

Contact Creative Workforce Solutions or:
Office of Associate Counsel, IRS
Passthrough & Special Industries
1111 Constitution Avenue, NW
Washington, DC 20224
(202) 622-3110

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

What is it?

Businesses may take an annual deduction for expenses incurred to remove physical, structural and transportation barriers in the workplace for persons with disabilities.

Who is eligible?

All businesses.

What is the amount?

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

What expenses are covered?

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

- ✦ Providing accessible parking spaces, ramps, and curb costs
- ✦ Providing telephones, water fountains, and restrooms that are accessible to persons using wheelchairs
- ✦ Making walkways at least 48 inches wide

What expenses are not covered?

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

May I use the tax credit and tax deduction together?

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

Are there limits on annual usage?

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

How can this credit be deducted?

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

Where can I obtain additional information?

Contact Creative Workforce Solutions or:
Office of Associate Counsel, IRS
Passthrough & Special Industries
1111 Constitution Avenue, NW
Washington, DC 20224
(202) 622-3110

Work Opportunity Tax Credit (WOTC)

What is it?

The Work Opportunity Tax Credit (WOTC), which replaced the Targeted Jobs Tax Credit (TJTC) program, provides a tax credit for employers who hire certain targeted low-income group members, including those referred by the Office of Vocational Rehabilitation Service, former TANF recipients, youths, veterans, ex-felons, food stamp recipients, summer youth employees, SSI recipients and people working under the Ticket to Work program.

How does it apply to persons with disabilities?

Employers that hire people who are SSI recipients, those referred by Vocational Rehabilitation (VR), or people working under the Ticket to Work program must also meet all of the criteria described below to claim the WOTC.

Each individual referred by VR will provide the necessary documentation to the State Employment Department for certification of:

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

What is the amount?

An employer may take a tax credit of up to 40 percent of the first \$6,000 or up to \$2,400 in wages paid during the first 12 months for each new hire.

What are the minimum employment requirements?

Eligible employees must work 180 days or 400 hours; summer youth must work 20 days or 120 hours. A partial credit of 25 percent for certified employees who work at least 120, but fewer than 400 hours, may be claimed by the employer.

What agency provides the WOTC certification?

Employers must apply and receive certification from the Vermont Department of Labor that their newly hired employee belongs to one of the target groups eligible for the Work Opportunity Tax Credit before claiming credit on their federal income tax return.

Form 8850 must be postmarked within 28 calendar days of the date the applicant starts work.

How do I file for this credit?

1) Complete Form 8850, “Pre-Screening Notice and Certification Request for Work Opportunity and Welfare-to-Work Credits”.

a) Have all job applicants complete page one of Form 8850. Make sure applicants sign the forms.

b) Employers should complete page two of Form 8850 if the job applicant is hired and has checked box 1, 2, 3, or 4 on the first page of the form.

2) Complete the following Vermont Department of Labor form:

Form ETA-9061: Complete ETA-Form 9061, “Individual Characteristics Form.”

3) Mail completed Form 8850, and Form 9061 to:

Vermont Department of Labor
WOTC Coordinator
P.O. Box 488
Montpelier, VT 05601

Form 8850 must be postmarked within 28 days of the date the applicant starts work. Form 8850 cannot be accepted by fax or email.

What is a Certification

Form ETA-9063, “WOTC Certification,” is sent to employers verifying that an applicant is WOTC eligible and may qualify the employer for the federal tax credit. This form should be retained for the employer’s IRS records.

Where can I obtain WOTC Forms?

Internal Revenue Service:

<http://www.irs.gov/pub/irs-pdf/f8850.pdf>

U.S. Department of Labor:

<http://www.doleta.gov/business/incentives/opptax>

Where can I obtain additional information?

Contact Creative Workforce Solutions or:

Vermont WOTC Coordinator Cynthia Seckler
802-828-5277
Cynthia.Seckler@state.vt.us
PO Box 488
Montpelier, VT 05601

U.S. Department of Labor, Work Opportunity Tax Credit website at:
<http://www.doleta.gov/business/incentives/opptax>



Glossary of Terms

Accessible

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

Alternate Formats

Formats usable by people with disabilities. These may include, but are not limited to, Braille, ASCII text, large print, and recorded audio.

Alternate Methods

Different means of providing information, including product documentation, to people with disabilities. Alternate methods may include, but are not limited to, voice, fax, relay service, TTY, Internet posting, captioning, text-to-speech synthesis, and audio description.

American Sign Language (ASL)

ASL is a visual-gestural language used by members of the Deaf Community throughout North America and parts of Canada, and many other places too. ASL is not English on the hands, it uses a different grammar system and much of the vocabulary is different. ASL and “Signed English” are two separate things.

Americans with Disabilities Act (ADA)

Comprehensive civil rights law that makes it unlawful to discriminate against individuals with a disability in public and private sector employment (for businesses with 15 or more employees), state and local government services, public accommodations, transportation or telecommunication.

Assistive Technology

Any item, piece of equipment, or system, whether acquired commercially, modified, or customized, that is commonly used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Includes items such as communication devices, adapted appliances for accessible living, environmental control devices, modified housing, adapted computers, and specialized software.

Auxiliary Aids and Services

Devices or services that accommodate a functional limitation of a person with a communication-related disability. Includes qualified interpreters and communication devices for persons who are Deafs or Hard of Hearing; qualified readers, taped texts, Braille or other devices for persons with visual impairments; and adaptive equipment for persons with other communication disabilities.

Computer Assisted Real-Time Transcription (CART)

CART makes verbal communication accessible to persons who have a hearing impairment and who do not use sign language. It requires a trained person, like a stenographer, to use specific equipment to transcribe verbal communication as it is taking place. The transcription may appear on a computer monitor or be projected onto a screen. The service is similar to closed captioning of a live television program.

Creative Workforce Solutions

An initiative of VocRehab Vermont that helps area employers find and keep qualified employees with disabilities.

Disability and Technical Assistance Centers (DBTAC)

Ten regional centers established by the National Institute on Disability and Rehabilitation Research that provide information, training, and technical assistance to employers, people with disabilities and others on their rights and responsibilities under the Americans with

Disabilities Act. The center serving Vermont is located in Boston:

Adaptive Environments Center, Inc.
180-200 Portland Street, First floor
Boston, Massachusetts 02114
Phone: (617) 695-0085 (V/TTY)
Fax: (617) 482-8099
E-mail: adainfo@newenglandada.org
Web site: adaptiveenvironments.org/neada/site/home

Essential Job Functions

Fundamental job duties of an employee.

Equal Employment Opportunity Commission (EEOC)

Federal agency responsible for overseeing and enforcing nondiscrimination in hiring, firing, compensation, promotion, recruitment, training, and other terms and conditions of employment regardless of race, color, sex, age, religion, national origin or disability.

Fundamental Alteration

Change in the essential nature of a program or activity, including but not limited to an aid, service, benefit, training service or cost, that a recipient can demonstrate would result in an undue burden.

Individual with a Disability

A person who has a physical or mental impairment that substantially limits one or more of that person's major life activities, has a record of such impairment, or who is regarded as having such an impairment (ADA definition). Invisible (hidden) disabilities: These are disabilities that are not readily apparent, such as asthma, arthritis, chronic fatigue syndrome, epilepsy, kidney disease, diabetes, cancer, chronic depression, learning disabilities, and mild developmental disability, among others.

Job Coach

Person hired by a placement agency or provided through an employer to assist an employee with a disability in learning and performing a job and adjusting to the work environment.

Major Life Activity

Basic activities that the average person in the general

population can perform with little or no difficulty, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Mentoring

Mentoring is an educational process wherein the mentor serves as a role model, trusted counselor or teacher who provides opportunities for professional development, growth and support to less experienced individuals in career planning or employment settings. Individuals receive information, encouragement and advice as they plan their careers.

Natural Supports

Supports provided to an employee with a disability from supervisors and co-workers, such as mentoring, friendship, socializing at breaks or after work, providing feedback on job performance or learning a new skill together. These natural supports are particularly effective as they enhance the social integration of the employee with a disability with his or her co-workers and supervisor. In addition, natural supports are more permanent, part of the workplace and more readily available than paid job coaches, thereby facilitating long-term job retention.

Personal Care Assistant (PCA)

PCAs assist people with disabilities to be as independent as possible by providing support and assistance with activities of daily living and organizing social, cultural, and other activities upon request.

Qualified Individual with a Disability

Individual with a disability who satisfies the requisite skill, experience, education and other job-related requirements of an

employment position and who, with or without reasonable accommodation, can perform the essential functions of the position.

Reasonable Accommodation

(1) Modification or adjustment to a job application process that enables a qualified applicant with a disability to be considered for the position; (2) modifications or adjustments to the work environment, or to the manner or circumstances under which a position held or desired is customarily performed, that enables qualified individuals with disabilities to perform the essential functions of that position; or (3) modifications or adjustments that enable an employee with a disability to enjoy the same benefits and privileges of employment as similarly situated employees without disabilities.

Rehabilitation Act of 1973

Federal legislation that set up grant programs for vocational rehabilitation, supported employment, independent living and client assistance. The Rehabilitative Services Administration in the Department of Education oversees programs created by the Act.

Speech to Speech (STS)

Speech to Speech Relay can be reached by dialing 711. STS is a service mandated by the Federal Communications Commission that enables people with a speech disability to use their own voice, voice prosthesis, or communication device to make a phone call. Some people who have a significant speech disability cannot communicate by telephone because other people cannot readily understand their speech. This is sometimes the case for people with cerebral palsy, multiple sclerosis, muscular dystrophy, Parkinson's disease, or others who have experienced a stroke or traumatic brain injury. Those who stutter or had a laryngectomy may also have difficulty being understood. In general, STS can be used by anyone with a speech disability or anyone who wishes to call someone with a speech disability. STS calls can also be made by people, or to people, who use a TTY, or other TRS communication modes such as VCO (voice carry over) or HCO (hearing carry over). An STS phone call is a relayed call. That means a communication assistant in a three-way-call environment relays the speech of one person to the other.

Supported Employment

Supports that help people with severe disabilities (e.g., psychiatric, developmental disability, significant learning disabilities, traumatic brain injury) find competitive work in an integrated setting where they might not otherwise be able to do so. The supports can include job coaches, transportation, assistive technology, specialized job training and individually tailored supervision.

Telecommunications Relay Services (TRS)

Service available in all states and territories that enables voice telephone users to talk to people who are Deaf or Hard of Hearing via trained Communications Assistants who relay the message in real time.

Teletypewriter Technology (TTY)

Typewriter keyboards that allow users to type their conversations over the phone lines. The conversation is read on a lighted screen display or a paper printout.

Ticket-to-Work

Social Security Administration (SSA) program designed to help individuals with disabilities who are receiving SSA benefits find and maintain employment.

Title V of the Rehabilitation Act of 1973

Title prohibiting discrimination on the basis of a disability by the federal government, federal contractors, recipients of federal financial assistance, and in federally conducted programs and activities.

Undue Hardship

Significant difficulty or expense incurred in providing a workplace accommodation for an individual with a disability. Factors considered in determining undue hardship include the size, nature and

structure of a business, as well as the resources available to an employer. If the facility considering the accommodation is part of a larger entity, the structure and overall resources of the larger organization are considered, as well as the financial and administrative relationship of the employing facility to the larger organization.

Vermont Association of Business, Industry and Rehabilitation (VABIR)

VABIR is an independent not for profit organization that works closely with VocRehab Vermont and acts as a liaison between private sector employment and skilled workers with disabilities.

Vermont Business Advisory Councils (BAC)

The Business Advisory Councils are regional groups led by Vermont employers to stimulate best practices that encourage employers to attract, hire, retain, and promote qualified individuals who have disabilities. The program relies on a fundamental principle: success breeds success. When employers talk about the benefits of hiring people with disabilities, other employers are educated, enlightened and inspired to do the same. The companies include both large and small employers from around Vermont representing health care, manufacturing, telecommunications, financial services, hospitality and many other types of businesses.

The Vermont Center for Independent Living (VCIL)

A non-profit organization directed and staffed by individuals with disabilities, works to promote the dignity, independence and civil rights of Vermonters with disabilities. Like other independent living centers across the country, VCIL is committed to cross-disability services, the promotion of active citizenship and working with others to create services that support self-determination and full participation in community life. Founded in 1979, VCIL is the only center for independent living (CIL) in Vermont and was the first organization in the state with a majority of board and staff with disabilities. At the close of 2003, all members of the board and 95% of VCIL staff were individuals having personal experience with disabilities.

Vocational Rehabilitation ("VR" or "Voc Rehab")

The state agency that is responsible for providing vocational rehabilitation services to persons with disabilities. Services are provided to assist in preparing for, securing, retaining, or regaining employment. VocRehab Vermont is part of

the Agency of Human Services, Division of Disabilities, Aging and Independent Living. VocRehab Vermont's mission is to assist Vermonters with disabilities to find and maintain meaningful employment in their communities.

Disability and Employment Related Acronyms

ADA - Americans with Disabilities Act

The ADA protects people with disabilities from discrimination in employment, government services, and public accommodations.

ADD - Attention Deficit Disorder

A disorder that is characterized by symptoms of inattention and hyperactivity/impulsivity.

ADL - Activities of Daily Living

Basic living skills including personal care and hygiene, cooking and money management.

CRP - Community Rehabilitation Provider

A community-based, typically private non-profit agency that provides employment services to adults with disabilities.

DBTACs - Disability and Business Technical Assistance Centers

Federally-funded centers that provide information and technical assistance to businesses, people with disabilities and other entities concerning the ADA.

DD - Developmental Disability

A disability whose onset occurs before age 22 and whose effects are expected to be lifelong, such as cerebral palsy, developmental disabilities and epilepsy.

ILC - Independent Living Centers

ILCs are community based, not-for-profit, non-residential organizations that provide advocacy, peer counseling, independent living skills training, and information and referrals to persons of any age with any type of disability.

IRWE - Impairment-Related Work Expense

A Social Security Work Incentive that can be used to help reduce the impact of earnings on Social Security disability benefits (SSI and SSDI). IRWEs include the reasonable cost of items and services (i.e., attendant care, medical or prosthetic devices, drugs and medical services, residential modifications and special transportation) that, because of an impairment, a person needs and uses in order to work. The cost of these items and services is deducted from the earnings that Social Security uses to figure out Substantial Gainful Activity.

ISP - Individual Support Plan (adult service provider)

A formal plan that assesses an individual's needs for supports; identifies and chooses the natural, generic, and specialized supports that will meet those needs; and plans for the outcome that will enhance the individual's quality of life.

MH - Mental Health

Typically refers to people with mental illness and psychiatric disabilities

O & M - Orientation and Mobility

The training process that prepares individuals who are blind or visually impaired to travel safely and independently.

PCA - Personal Care Assistant

PCAs assist people with disabilities to be as independent as possible by providing support and assistance with activities of daily living and organizing social, cultural, and other activities upon request.

SE - Supported Employment

The provision of ongoing supports from an external source (e.g., a community rehabilitation provider or state agency) to an individual in a paid, community-based setting, where the majority of the workers do not have disabilities. It is directed at teaching the tasks of that specific job as they occur, and identifying supports for the individual within the workplace.

SSDI - Social Security Disability Insurance

Wage replacement income for individuals who have worked and paid FICA taxes and who now have a disability meeting Social Security Disability rules.

SSI - Supplemental Security Income

A monthly cash benefit that is available from the Social Security Administration to people who have a disability, low income, and few resources; people who receive SSI also automatically become eligible to receive Medicaid medical insurance in most states.

TANF - Temporary Assistance for Needy Families

The replacement for AFDC under welfare reform. What is typically referred to when "welfare benefits" are discussed.

TDD or TTY - Telecommunication

Device for the Deaf, Teletypewriter Electronic device that allows people who are Deaf to communicate over telephone systems.

USDOL - United States Department of Labor

VABIR - The Vermont Association of Business, Industry and Rehabilitation

VCIL - The Vermont Center for Independent Living

VR - Vocational Rehabilitation

The process of assisting individuals with disabilities to obtain and maintain employment through diverse services tailored to meet the needs of each individual. Each state has a public VR agency.

WOTC - Work Opportunity Tax Credit

A federal income tax credit that encourages employers to hire eight targeted groups of job seekers, including people with disabilities and people who receive TANF benefits.

WIA - Workforce Investment Act

Workforce legislation passed by the U.S. Congress in 1998 that replaces the Job Training Partnership Act (JTPA). It is the legislation that, among other things, establishes the One-Stop system.



Resources

Accommodations

ADA Technical Assistance

Information and guidance on the Americans with Disabilities Act.

(800) 949-4232 (Voice/TTY)
www.adata.org

Equal Employment Opportunity Commission (EEOC)

Offers general information regarding reasonable accommodations.

131 M. Street, NE
Washington, DC 20507
(800)669-4000
(800)669-6820 (TDD)
www.eeoc.gov

For publications:

(800)669-3362
(800)800-3302 (TTY)

Job Accommodation Network (JAN)

Assists employers to provide reasonable accommodations to their employees.

(800)526-7234 ((Toll Free)/TDD)
(877)781-9403 (TTY)
(800) ADA-WORK
www.jan.wvu.edu

HirePotential

Works with employers as a consultant, providing assessments and recommendations for reasonable accommodations.

(888)590-8808
www.hirepotential.com

Americans with Disabilities Act

ADA Information Line

Provides information on the Americans with Disabilities Act.

US Department of Justice
Civil Rights Division—Disability Rights Division
US DOJ, 950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section NYA
Washington, DC 20530
(800)514-0301
(800)514-0383 (TTY)
www.usjob.gov/crt

ADA Questions and Answers

22 pages of common ADA questions including issues around employment.

www.usdoj.gov/crt/ada/qandaeng.htm

New England ADA Technical Assistance Center

Information and guidance on the Americans with Disabilities Act.

180-200 Portland Street, Suite 1
Boston, MA 02114
(617) 695-1225 (Voice/TTY)
(617) 482-8099 (Fax)
www.adaptenv.org
info@HumanCenteredDesign.org (Email)

US Department of Transportation

ADA Assistance Line for regulations and complaints.

East Building - 5th Floor, TCR
1200 New Jersey Avenue, SE
Washington, DC 20590
(888)446-4511
TTY: Use Relay
www.fta.dot.gov/civilrights/ada/civil_rights_3889.html

Assistive Technology

Programs that provide equipment, appliances and assistive aids that enable people to increase their mobility and/or ability to community and live more comfortably.

Vermont Assistive Technology Project

The VATP is to effect systems change to insurance the integration of Assistive Technology within all services to Vermonter's with disabilities.

103 South Main Street, Weeks Building
Waterbury, VT 05671
(800)750-6355
(802)241-1464 (TTY)
(802)241-2174 (Fax)
www.dad.state.vt.us/atp

Computer Access Assistance

Organizations that provide assistive technology related to computer access:

Center for Augmentative & Alternative Communication

Dartmouth Hitchcock Medical Center
Rehabilitation Medicine Department
Lebanon, NH 03756
(603)650-5978
(802)650-8908 (Fax)

EASI: Equal Access to Software & Information

<http://people.rit.edu/easi>

IBM Independence Series Information Center

IBM Corporate Headquarters
1 New Orchard Road
Armonk, NY 10504
(800)426-4968 ((Toll Free))
(914)499-1900
(800)426-3383 (TTY)
www.ibm.com

Vermont Assistive Technology Computer Access Center

Vermont Assistive Technology Project
190 Asa Bloomer
Rutland, VT 05701
(800)750-6352 (Toll Free)
(802)786-5936 (Voice/TDD)
dang@dad.state.vt.us (Email)

Vermont Assistive Technology I-Team

University of Vermont
Burlington, VT 05405
(802)656-4031
mawood@zoo.uvm.edu (Email)

Communications Assistance

Organizations that provide assistive technology for communications.

E.M. Luse Center

Pomeroy Hall, 489 Main Street
Burlington, VT 05405
(802)656-2528
luse.center@uvm.edu (Email)

Vermont Facilitated Communication Network

Division of Developmental Services
103 South Main Street
Waterbury, VT 05671

Vermont Telecommunications Equipment Distribution Program, located at VCIL

Program to distribute TTY and other adaptive equipment to low income disabled Vermonters.

130 Austine Drive
Brattleboro, VT 05301
(888)254-3323 ((Toll Free))
(802)258-9549 (TTY)
(802)258-9574 (Fax)
www.vtedp.org

Vermont Telecommunications Relay Service (VTRS)

Connecting people who are Deaf, Deaf-Blind, Hard of Hearing and speech disabled with the world.

Dial 711 from any phone
(800)253-0195
(800)253-0191 (TTY)
www.vermontrelay.com

General

Organizations that provide general assistance.

ABLEDATA

National database of information of over 24,000 assistive technology and rehabilitation products.
www.abledata.com

The Caption Center

Will caption videos and/or add descriptive video service to videotapes for blind and visually impaired persons.

WGBH
125 Western Avenue
Boston, MA 02134
(617)300-3600 (Voice/TDD)
www.wgbh.org/wgbh/pages/may

Vermont Interpreter Referral Service

Provides assistance in securing interpreters.

130 Austine Drive, Suite 110
Brattleboro, VT 05301
(802)254-3920 (Voice/TTY)
(866)642-8662 (VP)
(802)639-1519 (Toll Free)
(802)258-9564 (Fax)
www.virs.org

Used Equipment

Organizations that assist in providing used assistive equipment.

ReEquipment Catalog (VCIL)
(800)639-1522 (Voice/TTY)
<http://www.vcil.org/stakeholders/PWDs/catalog-home.html>

Benefits

Social Security

There are two programs under Social Security:

1. Social Security Disability Income (SSDI)
2. Supplemental Security Income (SSI)

SSDI is based on prior work under Social Security, while SSI is based on financial need. Persons ineligible for SSDI because they lack enough prior work history may be eligible for SSI. It is also possible in certain cases to be on both programs. For general information on either program, call the local office of the Social Security Administration, which can be found in the telephone book under United States Government, Social Security Administration.

(800)772-1213 ((Toll Free))
www.ssa.gov

State of Vermont, Department for Children and Families, Economic Services Division

103 South Main Street
Waterbury, VT 05676
(800)287-0589 ((Toll Free))
(802)241-2800
dcf.vermont.gov/esd

Local PATH Offices

BARRE

5 Perry Street, Suite 150, 05641
(800)499-0113 (Toll Free)
(802)479-1041

BENNINGTON

150 Veterans Memorial Drive, Suite 6, 05201
(800)775-0527 (Toll Free)
(802)442-8541

BRATTLEBORO

232 Main Street, PO Box 70, 05301
(800)287-0589 (Toll Free)
(802)257-2820

BURLINGTON

101 Cherry Street, Suite 101, 05401
(800)775-0506 (Toll Free)
(802)863-7365

EMERGENCY NUMBER

(800)622-4776 (Toll Free)

HARTFORD

224 Holiday Drive, Suite A
White River Junction, VT 05001
(800)775-0507 (Toll Free)
(802)295-8855

MIDDLEBURY

700 Exchange Street, Suite 103, 05753
(800)244-2035 (Toll Free)
(802)388-3146

MORRISVILLE

63 Professional Drive, 05661
(800)775-0525 (Toll Free)
(802)888-4291

NEWPORT

1000 Main Street, Suite 240, 05855
(800)775-0526 (Toll Free)
(802)334-6504

RUTLAND

320 Asa Bloomer Bldg, 05701
(800)775-0516 (Toll Free)
(802)786-5800

ST. ALBANS

20 Houghton Street, Rm. 313, 05478
(800)660-4513 (Toll Free)
(802)524-7900

ST. JOHNSBURY

67 Eastn Avenue, Suite 7, 05819
(800)775-0514 (Toll Free)
(802)748-5193

SPRINGFIELD

100 Mineral Street, Suite 201, 05156
(800)589-5775 (Toll Free)
(802)885-8856

Child Care

Child Care Services

Provides information on choosing child care and a list of providers by town.

Vermont Social Rehabilitation Services
103 South Main Street
Waterbury, VT 05671
(800)540-7942 (Toll Free)
dcf.vermont.gov

Child Care/Day Care Resources

Provides list of licensed providers by city or town
www.brightfutures.dcf.state.vt.us/vtcc

National Network for Child Care

Provides information on child care for each state.
www.nncc.org/states

Vermont Association of Child Care Resource and Referral Agency (VACCRRRA)

181 Commerce Street
Williston, VT 05495
vaccrra@myfairpoint.net (Email)
www.vermontchildcare.org

Education and Training

Office of State Coordinator of Vocational Education for Students with Disabilities and the State Department of Education: Special Education Student Support Services

Department of Education
120 State Street
Montpelier, VT 05620
(802)828-3135
education.vermont.gov

Vermont Department of Labor

PO Box 488
5 Green Mountain Drive
Montpelier, VT 05601
(802)828-4000
(802)828-4203 (TDD)
labor.vermont.gov

BARRE
47 Main Street, 05641
(802)476-2600

BENNINGTON
Veterans Memorial Drive, 05201
(802)442-6376

BURLINGTON
59-63 Pearl Street, 05401
(802)658-1120

MIDDLEBURY
700 Exchange Street, 05753
(802)388-4921

NEWPORT
100 Main Street, Suite 120, 05855
(802)334-6545

RUTLAND
200 Asa Bloomer Bldg., 05701
(802)786-5837

ST. ALBANS
20 Houghton Street, 05478
(802)524-6585

Vermont Division of Vocational Rehabilitation

103 South Main Street, Osgood Bldg.
Waterbury, VT 05671
(802)241-2186
(802)241-1455 (TTY)
(802)241-3359 (Fax)
vocrehab.vermont.gov

Local Offices

BARRE
5 Perry Street, 05641
(802)479-4210
(802)476-1649 (TTY)

BENNINGTON
200 Veterans Memorial Drive, 05201
(802)447-2780
(802)447-2805 (TTY)

BRATTLEBORO
28 Vernon Road, 05301
(802)257-0579 (Voice/TTY)

BURLINGTON

108 Cherry Street, 05401
(802)863-7500
(802)652-6857 (TTY)

MIDDLEBURY

282 Boardman Street, 05753
(802)388-4666
(802)388-4690 (TTY)

MORRISVILLE

63 Professional Drive, 05661
(802)888-5976
(802)888-1329 (TTY)

NEWPORT

100 Main Street, Suite 120, 05855
(802)334-6794 (Voice/TTY)

RUTLAND

190 Asa Bloomer Bldg, 05701
(802)786-5866 (Voice/TTY)

SPRINGFIELD

100 Mineral Street, Suite 308, 05156
(802)885-2279 (Voice/TTY)

ST. ALBANS

20 Houghton Street, Room 105, 05478
(802)524-7950 (Voice/TTY)

ST. JOHNSBURY

67 Eastern Avenue, Suite 3, 05819
(802)748-8716 (Voice/TTY)

WHITE RIVER JCT.

220 Holiday Drive, Suite A, 05001
(802)295-8850 (Voice/TTY)

Colleges & Universities

The following is a list of colleges and universities in the State of Vermont:
www.vtcolleges.org/vtcolleges

Bennington College

Bennington
(800)833-6845 (Toll Free)
(802)442-5401
www.bennington.edu

Burlington College

Burlington
(802)862-9616
www.burlington.edu

Castleton State College

Castleton
(800)639-8521 (Toll Free)
www.castleton.edu

Center for Cartoon Studies

White River Junction
(802)295-3319
cartoonstudies.org

Center for Northern Studies

Wolcott
(802)888-4331

Champlain College

Burlington
(800)570-5858 (Toll Free)
(802)860-2727
(802)860-2744 (TDD)
www.champlain.edu

College of St. Joseph

Rutland
(802)776-5286
www.csj.edu

Community College of Vermont

Waterbury
(800)CCV-6686 (Toll Free)
(802)241-3535
www.ccv.edu

Goddard College

Plainfield
(800)468-4888 (Toll Free)
(802)454-8311
www.goddard.edu

Green Mountain College

Poultney
(800)776-6675 (Toll Free)
(802)287-8000
www.greenmtn.edu

Johnson State College

Johnson
(800)635-2356 (Toll Free)
(802)635-1219
www.jsc.edu

Landmark College

Putney
(802)387-6718
www.landmark.edu

Lyndon State College

Lyndonville
(800)225-1998 (Toll Free)
(802)626-6413
www.lyndonstate.edu

Marlboro College

Marlboro
(800)343-0049 (Toll Free)
(802)257-4333
www.marlboro.edu

Middlebury College

Middlebury
(802)443-3000
www.middlebury.edu

New England Culinary Institute

Montpelier
(802)223-6324
www.neci.edu

Norwich University

Northfield
(800)468-6679 (Toll Free)
(802)485-2001
www.norwich.edu

Saint Michael's College

Colchester
(800)SMC-8000 (Toll Free)
(802)654-3000
www.smcvt.edu

School for International Training

Brattleboro
(802)257-7751
www.sit.edu/graduate

Southern Vermont College

Bennington
(800)378-2782 x6304 (Toll Free)
(802)447-6304
www.svc.edu

Sterling College

Craftsbury Common
(800)648-3591 (Toll Free)
(802)586-7711
www.sterlingcollege.edu

University of Vermont

Burlington
(802)656-3370
www.uvm.edu

Vermont Law School

South Royalton
(888)APPLYVLS (Toll Free)
www.vermontlaw.edu

Vermont Technical College

Randolph Center
(800)442-8821 (Toll Free)
(802)728-1000 (Phone/TDD)
www.vtc.edu

Woodbury College

Montpelier
(800)639-6039 (Toll Free)
(802)229-0516
www.woodbury-college.edu

Vermont Student Assistance Corporation (VSAC)

Providing financial assistance for higher education.
PO Box 2000
Winooski, VT 05404
(800)642-3177 (General Information)
(800)798-8722 (Loan Information)
(800)637-5860 (Higher Education Savings Plan)
www.vsac.org

Education & Training

Austine School for the Deaf / Vermont Center for the Deaf and Hard of Hearing

Statewide Deaf advocacy and education organization provides a residential and day school for Deaf students with the focus on educational excellence and the promotion of life-long learning.

60 Austine Drive
Brattleboro, VT 05301
(802)258-9500
www.vcdhh.org

Stern Center for Language and Learning

Literacy center for people of all ages to identify their individual learning difference and find solutions that promote learning and literacy.

135 Allen Brook Lane
Williston, VT 05495
(802)878-2332
www.sterncenter.org

George Washington University HEATH Resource Center

2134 G. Street, NW
Washington, DC 20052
www.heath.gwu.edu
askHEATH@gwu.edu (Email)

Vocational-Technical Centers in Vermont

www.GuideToCareerEducation.com

Addison County Vocational Training Center
Barre Regional Academy Training Center
Bellows Free Academy Training Center
Brattleboro Vocational Education Center
Burlington Vocational Center
Enosburg Falls Vocational Training
Essex Jct. Vocational Technical
Training Center
Hartford Vocational Education Center
Lamoille Training Center
Mt. Anthony Vocational-Technical
Education Center
North Country Training Center
Oxbow Educational Training Center
Randolph Regional Training Center
Rutland Training Center
St. Johnsbury Vocational Technical Center
Springfield Vocational Education Center

Additional Programs

Center for Technology

Provides training in automotive, computer/business, construction/welding, dental/medical, and professional foods.

3 Educational Drive
Essex Jct, VT 05452
(802)879-5563
www.skilltech.org

Northland Job Corps / Vermont Job Corps

100A Macdonough Drive
Vergennes, VT 05491
(802)877-2922
northlands.jobcorps.gov

Lake Champlain Workforce Investment Board (WIB)

60 Main Street, Suite 100
Burlington, VT 05401
(802)863-3489
www.vermont.org/business/wib/wib.aspx

Employment & Disability Employment Agencies

Vermont Association of Business, Industry & Rehabilitation (VABIR)

75 Talcott Road, Suite 30
Williston, VT 05495
(802)878-1107 (Voice/TDD)
(802)288-9697 (Fax)
www.vabir.org

Local Offices

BARRE

5 Perry Street, Suite 100, 05641
(802)476-4441
(802)476-1649 (TTY)

BENNINGTON

200 Veterans Memorial Drive, Suite 15, 05701
(802)447-6962
(802)447-2805 (TTY)

BRATTLEBORO

28 Vernon Road, 05301
(802)257-2845
(802)257-0579 (TTY)

BURLINGTON

108 Cherry Street, Suite 201, 05401
(802)651-1842
(802)652-6857 (TTY)

63 Pearl Street, 05401
(802)651-1878

Burlington Community Justice Center
125 College Street, 2nd Floor, 05401
(802)865-7574

Division for the Blind and
Visually Impaired – Burlington
108 Cherry Street, Suite 202, 05401
(802)657-4238

MIDDLEBURY

282 Boardman Street, 05753
(802)388-4669
(802)388-4690 (TTY)

MORRISVILLE

63 Professional Drive, 05661
(802)888-0543
(802)888-1329 (TTY)

NEWPORT

100 Main Street, Suite 120, 05855
(802)334-4809
(802)334-4807 (TTY)

RUTLAND

190 Asa Bloomer Bldg, 05701
(802)786-5875
(802)786-5866 (TTY)

SPRINGFIELD

100 Mineral Street, Suite 308, 05156
(802)885-8952
(802)885-2279 (TTY)

ST. ALBANS

20 Houghton Street, Rm 105, 05478
(802)527-5441
(802)527-5542 (TTY)

ST. JOHNSBURY

67 Eastern Avenue, Suite 3, 05819
(802)748-2771
(802)748-6668 (TTY)

WHITE RIVER JCT.

220 Holiday Drive, Suite A, 05001
(802)295-8853
(802)295-8850 (TTY)

Vermont Division of Vocational Rehabilitation

103 So. Main Street, Weeks 1A
Waterbury, VT 05671
(866)VR-WORKS (Toll Free)
(802)241-2186
(802)241-1455 (TTY)
(802)241-3359 (Fax)
vocrehab.vermont.gov

Local Offices

BARRE

5 Perry Street, Suite 100, 05641
(802)479-4210
(802)476-1649 (TTY)

BENNINGTON

200 Veterans Memorial Drive, Suite 15, 05701
(802)447-2780
(802)447-2805 (TTY)

BRATTLEBORO

28 Vernon Street, 05301
(802)257-0579 (Voice/TTY)

BURLINGTON

108 Cherry Street, 05401
(802)863-7500
(802)652-6857 (TTY)

MIDDLEBURY

282 Boardman Street, 05753
(802)388-4666
(802)388-4690 (TTY)

MORRISVILLE

63 Professional Drive, 05661
(802)888-5976
(802)888-1329 (TTY)

NEWPORT

100 Main Street, 05855
(802)334-6794
(802)334-4807 (TTY)

RUTLAND

190 Asa Bloomer Bldg, 05701
(802)786-5866 (Voice/TTY)

SPRINGFIELD

100 Mineral Street, 05156
(802)885-2279 (Voice/TTY)

ST. ALBANS

20 Houghton Street, 05478
(802)524-7950
(802)527-5542 (TTY)

ST. JOHNSBURY

67 Eastern Avenue, 05819
(802)748-8716
(802)748-6668 (TTY)

WHITE RIVER JCT.

220 Holiday Drive, 05001
(802)295-8850 (Voice/TTY)

Vermont Department of Labor

PO Box 488
5 Green Mountain Drive
Montpelier, VT 05601
(802)828-4000
labor.vermont.gov

Local Offices – Resource Centers

BARRE

5 Perry Street, Suite 200, 05641
(802)476-2600

BENNINGTON

150 Veterans Memorial Drive
Suite 2, 05701
(802)442-6376

BRATTLEBORO

232 Main Street, 05301
(802)254-4555

BURLINGTON

59-63 Pearl Street, 05401
(802)863-7676

MIDDLEBURY

1590 Route 7 South, Suite 5, 05753
(802)388-4921

MORRISVILLE

63 Professional Drive, 05661
(802)888-4545

NEWPORT

100 Main Street, Suite. 120, 05855
(802)334-6545

RANDOLPH

50 Randolph Avenue, 05060
(802)476-2600

RICHFORD

53 Main Street, 05476
(802)848-3815 x30

RUTLAND

200 Asa Bloomer Bldg, 05701
(802)786-5837

ST. ALBANS

20 Houghton Street, 05478
(802)524-6585

ST. JOHNSBURY

1197 Main Street, Suite 101, 05819
(802)885-2167

WHITE RIVER JUNCTION

220 Holiday Drive, Suite 28, 05001
(802)295-8805

Facility Accessibility

Vermont Guide to Accessible Sites

A statewide list of meeting sites that are ADA accessible.

www.dad.state.vt.us/DVR/adasites/accessiblesites.htm

Architectural & Transportation Barriers Compliance Board

Provides information and technical assistance regarding the Architectural Barriers Act of 1968 and the ADA Accessibility Guidelines.

1331 F. Street, Suite 1000, NW
Washington, DC 20004
(800)872-2253 (Toll Free)
(800)993-2822 (TTY)
www.access-board.gov

Center for Universal Design

Provides information on the design and construction of accessible buildings (business and residential), remodeling of existing buildings, and publish a free newsletter.

North Carolina State University,
School of Design, Box 8613
219 Oberlin Road
Raleigh, NC 27695
(800)647-6777 (Toll Free)
(919)515-3082 (Voice/TTY)
(919)515-8951 (Fax)
www.design.ncsu.edu/cud

Department of Justice, Code of Federal Regulations, 28 CFR Part 36

Nondiscrimination on the Basis of Disability by Public Accommodations and in Commercial Facilities. Available through the Department of Justice, Washington, DC.

www.usdoj.gov

Rehabilitation Engineering Society of North America

Provide information regarding adaptations for educational and workplace settings.

1700 North Moore Street, Suite 1540
Arlington, VA 22209-1540
(703)524-6686
(703)524-6639 (TTY)
(703)524-6630 (Fax)
www.resna.org

Universal Design, a home modification program through VCIL

11 East State Street
Montpelier, VT 05602
(800)639-1522 (Voice/TTY)
www.vcil.org
vcil@vcil.org (Email)

Funding

“How Do I Pay For It?” a funding guide provided by the Vermont Assistive Technology Project

(800) 750-6355 (Toll Free)
(802) 241-1464 (TTY)
emma.cobb@ahs.state.vt.us (Email)

Resources the Disabled Can Use to Acquire & Fund Computers, by Helen Hecker

Disability Bookshop (available for \$5.00)
Twin Peaks Press
PO Box 129
Vancouver, WA 98666
(800)637-2556

Sue Williams Freedom Fund, available through VCIL

A flexible spending program for disability-related equipment and services.

(800)639-1522 (Voice/TTY)
vcil@vcil.org (Email)

“What About AAC?” an augmentative and alternative communication resource guide provided by the Vermont Assistive Technology Project

(800)750-6355 (Toll Free)
(802)241-1464 (TTY)
emma.cobb@ahs.state.vt.us (Email)

General Disability Resources

Blind and Visually Impaired Assistance

National Federation of the Blind

100 Johnson Street
Baltimore, MD 21230
(410)659-9314
www.nfb.org

Franklin Shiner, President
One Mechanic Street, Apt. 214
Montpelier, VT 05602
(802)229-0748
fshiner@myfairpoint.net (Email)

Vermont Association for the Blind & Visually Impaired (VABVI)

BURLINGTON
37 Elmwood Avenue
Burlington, VT 05401
(800)639-5861 (Toll Free)
(802)863-1481 (Fax)
www.vabvi.org

BRATTLEBORO
38 Park Place, Suite 2, 05301
(877)350-8840 (Toll Free)
(802)254-8761

MONTPELIER
10 Main Street, 05601
(877)350-8838 (Toll Free)

RUTLAND

10 Burnham Avenue, 05701
(877)350-8839 (Toll Free)

Vermont Division for the Blind & Visually Impaired

Department of Disabilities, Aging and
Independent Living (DAIL)
103 South Main Street
Waterbury, VT 05671
(802)241-2211
www.dad.state.vt.us/dbvi

Developmental Disabilities

State Developmental Disabilities Planning Council

Vermont Developmental Disabilities Council
103 S. Main Street
Waterbury, VT 05671
(802)241-2612 (Voice/TTY)
ddc.vermont.gov

University Centers for Excellence in Developmental Disabilities

Center on Disability and Community Inclusion
University of Vermont
101 Cherry Street, Suite 450
Burlington, VT 05401
(802)656-4031 (Voice/TTY)

Hearing and/or Speech Assistance

E.M. Luse Center
Pomeroy Hall, 489 Main Street
Burlington, VT 05405
(802) 656-2528
luse.center@uvm.edu

General

Governor's Information and Referral

109 State Street
Montpelier, VT 05602
Governor's Office: (802)828-3333
(800)649-6825 (Toll Free)

Governor's Committee on the Employment of People with Disabilities

Melita De Bellis
(802)434-6600
melita@gcepd.org (Email)
www.hireus.org

Mental Health

State Mental Health Agency

Department of Developmental and
Mental Health Services
Agency of Human Services
103 S. Main Street, Weeks Building
Waterbury, VT 05671
(802)241-2610
ddc.vermont.gov

For local community mental health
centers contact:

Vermont Association for Mental Health
PO Box 165
Montpelier, VT 05601
(800)639-4052 (Toll Free)
(802)223-6263
(802)828-5252 (Fax)

National

Disabilities and Business Technical Assistance Centers

Provides technical assistance and training
to businesses and people with disabilities.
(800)949-4232
www.adata.org

National Business & Disability Council (NBDC)

Resource for corporations that are hiring,
working with and marketing to people
with disabilities.
www.nbdc.com

National Resource Center on Aging & Injury

Refers readers to journal articles, publications, video and Web sources on injury prevention.

www.safeaging.org

The Job Accommodation Network

Provides statistics on the disabled population in the U.S.

www.jan.wvu.edu

Independent Living

Department of Aging & Independent Living and Adult Protective Services

103 South Main Street
Waterbury, VT 05671
(800)564-1612 (Toll Free)
(802)241-2345
(802)241-2358 (Fax)

Vermont Center for Independent Living

11 East State Street
Montpelier, VT 05602
(800)639-1522 (Voice/TTY)
(802)229-0501 (Voice/TTY)
(802)229-0503 (Fax)
www.vcil.org

Local Offices

BENNINGTON COUNTY
324 Main Street, Bennington, VT 05201
(802)447-0574 (Voice/TTY)

WINDHAM COUNTY
28 Vernon Street, Brattleboro, VT 05301
(802)254-6851 (Voice/TTY)

CHITTENDEN COUNTY
145 Pine Haven Shores Road
Shelburne, VT 05482
(802)985-9841 (Toll Free)

Vermont Department of Disabilities, Aging and Independent Living (DAIL)

Listing of residential care homes in Vermont.

dad.state.vt.us/ltcinfo/RCH/list.html

Vermont Division of Advocacy and Independent Living

103 South Main Street
Waterbury, VT 05671
(802)241-2214
ddas.vermont.gov

Emergency: (800)642-3100

Vermont Home Health Agencies

Addison County Home
Health and Hospice
(802)388-7259

Bennington Area Home
Health and Hospice
(802)442-5502

Caledonia Home Health and Hospice
(800)924-8116 (Toll Free)
(802)748-8116

Central VT Home Health and Hospice
(802)223-1878

Chittenden/Grand Isle
Visiting Nurse Association
(800)833-6111 (Toll Free)
(802)658-1900

Dorset Nursing Association
(802)867-5922

Franklin County Home
Health and Hospice
(802)527-7531

Lamoille Home Health and Hospice
(802)888-4651

Manchester Health Services
(802)362-2126

Orleans/Essex Visiting Nurse Association
(802)334-5213

Rutland Area Visiting Nurse Association
(802)775-0568

Southern VT Home Health and Hospice
(802)257-4390

Southwestern Vermont Health Care
(802)442-5502

Visiting Nurse Association of VT & NH
(603)298-5744
www.vnavt.com

Vermont Statewide Independent Living Council
c/o Division of Vocational Rehabilitation
103 South Main Street
Waterbury, VT 05671

Law & Advocacy

Client Assistance Program

Vermont Legal Aid
An independent advocacy program for people receiving
services funded under the federal Rehabilitation Act (VR,
DBVI, VABIR, VABVI, VCIL).
www.vtlegalaid.org

ORLEANS, ESSEX, CALEDONIA, WASHINGTON,
LAMOILLE, CHITTENDEN, FRANKLIN,
GRAND ISLE COUNTIES
264 North Winooski Ave
Burlington, VT 05401
(800)889-2047 (Toll Free)

ADDISON, RUTLAND, BENNINGTON, ORANGE,
WINDHAM, WINDSOR COUNTIES
57 North Main Street
Rutland, VT 05701
(800)769-7459 (Toll Free)
(802)775-0021 (Voice/TTY)

Disability Law Project

Provides legal assistance, without charge
to people with disabilities whose legal
problems arise from their disability.
www.vtlegalaid.org

ALL COUNTIES:
(800)889-2047 (Toll Free)

CHITTENDEN, FRANKLIN,
GRAND ISLE COUNTIES
264 North Winooski Avenue
Burlington, VT 05401

LAMOILLE, WASHINGTON,
ORANGE COUNTIES
5-7 Court Street
Montpelier, VT 05602

ORLEANS, ESSEX,
CALEDONIA COUNTIES
177 Western Avenue, Suite 1
St. Johnsbury, VT 05819

ADDISON, BENNINGTON,
RUTLAND COUNTIES
57 North Main Street
Rutland, VT 05701

WINDHAM, WINDSOR COUNTIES
56 Main Street, Suite 301
Springfield, VT 05156

Equal Employment Opportunity Commission (EEOC)

To be automatically connected with the
nearest EEOC Field Office, call:
(800)669-4000
(800)669-6820 (TDD)
www.eeoc.gov

Vermont Coalition for Disability
Rights (VCDR)
73 Main Street, Room 402
Montpelier, VT 05602
(802)223-6140

Vermont Human Rights Commission
14-16 Baldwin Street
Montpelier, VT 05633
(800)416-2010 (Voice/TTY)
(802)828-2481 (Fax)
www.hrc.vermont.gov

Vermont Protection and Advocacy, Inc.
141 Main Street, Suite 7
Montpelier, VT 05602
(800)834-7890 (In VT)
(802)229-1355
www.vtpa.org

Support Groups, Associations & Foundations

Alzheimer's Association
(800)272-3900 (Toll Free)
www.alz.org

American Diabetes Association
(800)DIABETES (800-342-2383)
www.diabetes.org

American Foundation of the Blind
(800)232-5463 (Toll Free)
www.afb.org

ARC of Vermont
(802)846-7295
www.arcvermont.org

Association for Cerebral Palsy
(800)4-MYCHILD (Toll Free)
(802)223-5161
www.ucp.org

Autism Society of America
(800)3-AUTISM (Toll Free)
www.autism-society.org

Cystic Fibrosis Foundation
(800)344-4823 (Toll Free)
www.cff.org

Epilepsy Foundation of Vermont
PO Box 6292
Rutland, VT 05702
(802)775-1686

Friends of Recovery
(802)229-6103
drupal.friendsofrecoveryvt.org

Immune Deficiency Foundation
(800)296-4433 (Toll Free)
www.primaryimmune.org

International Dyslexia Association
(410)296-0232
www.interdys.org

Learning Disabilities Association
of Vermont
(802)244-5988
www.yellowpagesforkids.com

Lupus Foundation of America,
VT Chapter
(802)244-5988
National Website: www.lupus.org
VT Chapter: central-vt.com/web/lupus

National Alliance for the Mentally Ill
(800)950-NAMI (Toll Free)
www.nami.org

National Attention Deficit Disorder
Association
(800)939-1019 (Toll Free)
www.add.org

National Mental Health Association
(800)969-6642 (Toll Free)
www.nmha.org

National Multiple Sclerosis Society
Vermont Chapter: (802)864-6356
www.mssociety.org

North Central VT Family
Support Network
(802)229-2353

Spina Bifida Association of Vermont
RFD 1 Box 278
Castleton, VT 05735

Stuttering Foundation of America
(800)992-9392 (Toll Free)

Tourette's Syndrome Association
(718)224-2999
www.tsa-usa.org

Vermont ARC
(802)658-2221

Vermont Federation of Families for
Children's Mental Health
(800)639-6071 (Toll Free)
(802)244-1955
www.vffcmh.org

Vermont Head Injury Foundation
(802)446-3017

Vermont Psychiatric Survivors
(800)564-2106 (Toll Free)
vpsinc@sover.net (Email)

Vermont Speech-Language-Hearing Association
president@vsha.us (Email)
www.vsha.us

Contact your local hospital for support groups
closest to you:

Brattleboro Memorial Hospital
(802)257-0341
www.bmhvt.org

Brattleboro Retreat
(802)257-3705
www.bratretreat.org

Central VT Medical Center
(802)371-4100
www.cvmc.hitchcock.org

Copley Hospital
(802)888-8888
www.copleyhealthsystems.org

Fletcher Allen Health Care
(802)847-0000
www.fahc.org

Gifford Medical Center
(802)728-7000
www.giffordmed.org

Grace Cottage Hospital
(802)365-7357
www.gracecottage.org

Mt. Ascutney Hospital
(802)674-6711
www.mtascutneyhosp.org

North Country Hospital
(802)334-7331
www.nchsi.org

Northeastern VT Regional Hospital
(802)748-8141
www.nvrh.org

Northwestern Medical Center
(802)524-5911
www.northwesternmedicalcenter.org

Porter Medical Center
(802)388-4701
www.portermedical.org

Rutland Regional Medical Center
(802)775-7111
www.rrmc.org

Southwestern VT Health Care
(802)442-6361
www.svhealthcare.org

Springfield Hospital
(802)885-2151
www.springfieldhospital.org

Vermont State Hospital
(802)241-1000

Veterans Affairs Medical Center
White River Junction
(866)OUR-VETS (Toll Free)
(802)295-9363
www.whiteriver.va.gov

Out-Patient Clinics:
Bennington - (802)447-6913
Colchester - (802)655-1356
Rutland - (802)770-6713

Transportation

Municipal Services

Addison County Transit Resources

Operates shuttle service between Middlebury, Bristol and Vergennes. Also offers ride-match program, rideshare, medicaid transportation and service for Champlain Valley Agency on Aging.

282 Boardman Street
Middlebury, VT 05753
(802)388-1946
(802)388-1888 (Fax)
www.actr-vt.org

Advance Transit Inc.

Services Hartford, Hartland, Norwich, VT.
PO Box 635
Billings Commerce Park
Wilder, VT 05088
(802)295-1824
www.advancetransit.com

American Red Cross, Green Mountain Chapter

Offers a wide variety of fixed route, demand response, ride-match and coordinated transit services to residents of Bennington County.

240 North Street
Bennington, VT 05201
(800)288-3554 (Toll Free)
(802)442-9458
(802)447-2550 (Fax)
www.gmcarc.org

Another Way Out

Free transportation for elderly and disabled for any occasion.

Wallingford, VT 05773
(802)446-3341

Champlain Islanders Developing Essential Resources (CIDER)

Two fully accessible vans offering transportation in Grand Isle County.

PO Box 13
South Hero, VT 05486
(802)372-6425
www.cidervt.org

Chittenden County Transportation Authority (CCTA)

Offers fixed route bus services, a parking shuttle, a ridesharing program, transportation for Medicaid recipients and contracts para-transit services for people with disabilities.

PO Box 609
15 Industrial Parkway
Burlington, VT 05402
(802)864-0211
(802)264-1033 (TTY)
(802)864-5564 (Fax)

Deerfield Valley Transit Association (DVTA)

Free bus transportation in the towns of Wilmington, Dover, Whitingham, Wardsboro and Readsboro and a ride share program. Offers special transportation Monday through Friday by reservation to residents of these towns.

West Dover, VT 05356
(802)464-8487
(802)464-0164 (Fax)
www.moover.com

Good News Garage

Provides second hand automobiles for individuals needing transportation to get or keep a job.

331 North Winooski Avenue
Burlington, VT 05401
(877)448-3288 (Toll Free)
www.goodnewsgarage.com

Interfaith Caregivers

Assisting the elderly and persons with disabilities in the Gifford Community Health Service area in Orange and Windsor Counties.

PO Box 2000
Randolph, VT 05060
(802)728-3773

Marble Valley Regional Transit District

Provides services including carpool and rideshare options. Fleet of vehicles are lift equipped and fully accessible. Offers transportation options to eligible Medicaid and Reach Up recipients.

158 Spruce Street
Rutland, VT 05701
(802)773-3244
www.thebus.com

Northwest Vermont Public Transit Network (NVPTN)

Coordinates services of Vermont Rideshare, Reach UP, Fair Hearing, medicaid and Champalin Agency on Aging throughout Franklin and Grand Isle counties.

319 South Main Street
St. Albans, VT 05478
(802)527-2181
(802)527-5302 (Fax)
ed@nvptn.com (Email)
www.nvptn.com

Rides Unlimited

Provides transportation services for people with disabilities from Windham County.

91 Buck Drive, Suite 101
Westminster, VT 05158
(888)869-6287 (Toll Free)
(802)722-4770

Rural Community Transportation (RCT)

Provides transportation for shopping, movies, social events, visiting friends and medical appointments.

www.riderct.org

ST. JOHNSBURY
492 Bay Street, 05819
(802)748-8170
(802)748-5275 (Fax)

NEWPORT
5 Logan Drive, 05855
(802)334-0243

MORRISVILLE
197 Harrel Street, 05661
(802)888-6200

SSTA

Offers transportation for people with disabilities in Chittenden County.

2091 Main Street
Colchester, VT 05446
(802)878-1527

Stagecoach Transportation Services, Inc.

Provides fixed route, demand-responsive and social service transportation, and rideshare/ride referral.

PO Box 356
Randolph, VT 05060
(802)728-3773
(802)728-6232 (Fax)
www.stagecoach-rides.org

Town of Brattleboro BeeLine

Offers bus service within Brattleboro town limits and ADA paratransit services for individuals with disabilities.

230 Main Street, Suite 202
Brattleboro, VT 05301
(802)254-4541, ext. 137
(802)251-8137
(802)257-2322 (Fax)
www.brattleboro.org

Town of Stowe

Offers a fixed route public transportation system serving the greater Stowe area.

6088 Route 12
Berlin, VT 05602
(802)223-7287
www.gmtaride.org

Vermont Department of Transportation

One National Life Drive
Montpelier, VT 05601
(802)828-2657
aot.state.vt.us

Vermont Public Transportation Association

Program that provides information for people to travel together in private automobiles and vans during busy commuting hours.

212 Holiday Drive, Suite 1
White River Junction, VT 05001
(800)877-5RIDEVT (Toll Free)
(802)296-2143
(802)296-2153 (TTY)
(802)296-3103 (Fax)
www.vpta.net

Commercial Bus Service

Vermont Transit Lines

Providing service to Boston, MA; Albany, NY; New York, NY; and Montreal.

(800)552-8737 (Toll Free)

Greyhound Lines, Inc.

Service to communities throughout Vermont.
(800)229-9424 (Toll Free)