

# NATIONAL DISABILITY Employment Awareness Month

October 2002



## NEW FREEDOM FOR THE 21<sup>ST</sup> CENTURY



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## **Preface**

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## **Scope**

The Topical Research Intern Program provides the opportunity for Service members and Departments of Defense (DoD) and Transportation (DoT) civilian employees to work on a diversity/equal opportunity project while on a 30-day tour of duty at the Institute. During their tour, the interns use a variety of primary and secondary source materials to compile research pertaining to an issue of importance to equal opportunity (EO) and equal employment opportunity (EEO) personnel, supervisors, and other leaders throughout the Services. The resulting publications (such as this one) are intended as resource and educational materials and do not represent official policy statements or endorsements by the DoD, DoT, or any of their agencies. The publications are distributed to EO/EEO personnel and senior officials to aid them in their duties. To reach the widest audience possible, the publications are posted on the Internet at: <https://www.patrick.af.mil/deomi/deomi.htm>.

**The opinions expressed in this report are those of the author and should not be construed to represent the official position of DEOMI, the military Services, or the Departments of Defense and Transportation.**

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## Background

This report has been prepared to commemorate the National Disability Employment Awareness Month beginning on October 1, 2002. The theme for this year is *New Freedom for the 21<sup>st</sup> Century*, which focuses on integrating Americans with disabilities into the workforce and equipping the current Federal disability workforce with the tools to meet and/or exceed the challenges of the 21<sup>st</sup> Century job market.

### *Overview*

Millions of Americans are affected by mental and/or physical disabilities and each year the number of individuals with disabilities escalates. Americans with disabilities are often disadvantaged and segregated from society. They encounter discrimination in many ways and are continually denied the opportunity to pursue meaningful employment, education, housing, public accommodations, transportation, health services, voting, and other services that individuals without disabilities often take for granted. In addition to millions of people with disabilities being affected by their conditions, there are millions of family members also affected. These family members provide care, aid, and assistance when needed.

Americans with disabilities should be given the same opportunities as Americans without disabilities: to live independently, to pursue meaningful careers, to graduate high school and college, to own homes, to make choices, and to enjoy complete integration into American society. Having a disability is a natural part of life and should not be treated as a life sentence of exclusion, poverty, and dependency on others. Individuals with disabilities, like most Americans, harbor the need to be productive, self-reliant, and actively involved in the mainstream of the American society.

In an effort to lead the way in improving the plight of Americans with disabilities, various laws have been established by the Federal government to enforce and encourage improvements in the employment of individuals with disabilities. Even though laws have been passed concerning improving and increasing employment opportunities for individuals with disabilities, people with a work disability are less likely to be employed than people with no disability. Of the 17.2 million people with a work disability between the ages 16 to 64, only 30.4% are employed. In contrast, of the 155.3 million people with no disability, 82.3% are employed (Stoddard, S., Jans, L., and Kraus, L., 1998).

The Federal government has taken great strides to establish processes for employing Americans with disabilities, but too often qualified applicants with disabilities are not hired. More can be done to employ, develop, promote, and maintain disabled employees in the Federal government. In addition to employment, a greater focus on career development for current and future employees with disabilities should be considered in order to meet the challenges of the 21<sup>st</sup> Century.

This report initially presents background information on people with disabilities to assist the reader in understanding core issues that affect the disabled. Equally important are the numerous acts, amendments, executive orders, and laws covered in the

report. The legal documents mentioned have played foundational roles in hiring and promoting employees with disabilities in the Federal government.

A vital legal document discussed in this report is President George W. Bush's *New Freedom Initiative*, announced in February 2001. The *New Freedom Initiative* is designed to improve the economic livelihood of disabled Americans. In addition, the booklet covers the Departments of Defense and Transportation's internal *New Freedom Initiatives*. Also presented is information on the continued need for career development programs for disabled Federal employees. There are several resources available to assist managers and employees with disabilities. A brief description of these resources is included in this report. Appendix A presents key disability definitions, Appendix B contains a short quiz which specifically deals with employment of people with disabilities, and Appendix C provides suggestions for working with people with disabilities. Other appendixes are included in this report that further highlight or explain particular items.

### *Current Facts*

*Statistical data on individuals with disabilities.* The barriers to employment, public accommodations, transportation, public service, and telecommunications that Americans with disabilities face are often transparent to those without disabilities. There is a great need to educate and inform the public on the plight of the disabled. Recognizing this need, many companies and Federal organizations have taken on the task of conducting studies and surveys in an effort to identify problems and concerns of people with disabilities in America. Although there are many issues that affect people with disabilities, this research focuses on the progress in employment, income, education, community involvement, and Internet use for people with disabilities. Appendix D details Census Bureau facts about people with disabilities.

*Employment.* Table 1 depicts the employment trends of adults with disabilities from 1986 through 2000. Harris Interactive (2000c) gathered data for the National Organization on Disability (NOD), an organization that is a strong advocate of the Americans with Disabilities Act (ADA) and represents individuals with disabilities. According to Harris Interactive, adults with disabilities under age 65 who say they are able to work and are working has increased from 46% to 56%. On the other hand, the number of people with severe disabilities has increased. The proportion of people with disabilities under 65 who say they are able to work has fallen from 71% to 57% (Harris Interactive, 2000c).

Table 1. Trends in Employment of People with Disabilities 1986-2000

<b><u>Employment Trends</u></b>	<b>1986</b> %	<b>1994</b> %	<b>2000</b> %
Proportion of all adults with disabilities aged 18 to 64 who are able to work	71	66	57
Proportion of adults with disabilities aged 18 to 64 who are able to work and are working	46	47	56
Proportion of all adults with disabilities who say that their disabilities are very or somewhat severe	52	59	60

Table 2 shows the proportion of adults ages 18 to 64 who are working in various populations. The data was collected by Harris Interactive (2000c).

Table 2. Employment of Various Populations 2000

<b>Employment Trends</b>	<b>Total %</b>
All working adults	81
All adults with disabilities	32
Adults with disabilities who say they are able to work	56
<b>Adults with different severity of disabilities</b>	
Very Severe	8
Somewhat Severe	27
Moderate	46
Slight	64

*Income.* According to the National Organization on Disability, Americans with disabilities are three times more likely to live in poverty (with an annual income of \$15,000 or less) than Americans without disabilities (29% versus 10%) (National Organization on Disability, 2002).

*Education.* Americans with disabilities are less likely to graduate from high school and further their education at institutions of higher learning than those individuals without disabilities. In the year 2000, more than 1 person out of 5 with a disability failed to graduate from high school and about 1 out of 10 people with disabilities have graduated from college. Although graduation numbers are low compared to people without disabilities, progress has been made in the area of education for people with disabilities. Almost 8 out of 10 people with disabilities (77%) have graduated from high school today, compared to 6 out of 10 (61%) in 1986 (National Organization on Disability, 2001). Table 3 provides education levels for students with disabilities compared to students without disabilities for the year 2000.

Table 3. Education Levels for Students

<b>Graduation Status</b>	<b>Students with Disabilities %</b>	<b>Students without Disabilities %</b>
Failed to complete high school	22	12
Graduated from college	9	23

*Involvement in the Community.* Americans with disabilities often feel isolated and do not participate in community events. In a nationwide survey conducted by Harris Interactive (2000a) on people with disabilities and whether they interact with their local communities, the following major findings were compiled and published in a Harris Poll on July 5, 2000 (Harris Interactive, 2000a).

Table 4. Six Indicators of Lack of Community Involvement and Isolation

	All Adults		Degree (Severity) of Disability	
	With Disabilities %	Without Disabilities %	Slight/Moderate %	Very/Somewhat %
Not at all involved in my community	35	21	29	40
Not at all satisfied with the level of my community involvement	23	11	19	27
A valuable or contributing member of my community (strongly disagree)	31	21	26	35
Isolated from others (strongly/somewhat agree)	46	23	41	51
I am left out of things (strongly/somewhat agree)	48	32	50	46
Not regularly invited to give my opinion on community issues (strongly/somewhat agree)	65	54	59	72

In response to the findings, the President of the National Organization on Disability made the following remarks, “These findings highlight the isolation felt by many people with disabilities. Since it is in the communities of America where they go about their lives, it is there that action must be taken. We ask national and local groups alike to join in helping release the potential of our citizens with disabilities,” (Harris Interactive, 2000a).

*Internet Use.* According to a survey conducted by Harris Interactive, the Internet has a positive effect on the lives of adults with disabilities. The Internet has helped to better inform and connect people with disabilities to the world around them. Usage of the Internet has increased among people with disabilities. Table 5 compares people with disabilities to people without disabilities who access the Internet to obtain information (Harris Interactive, 2000b).

Table 5. Internet Usage Among Adults with and without Disabilities

	<b>Adults with Disabilities %</b>	<b>Adults without Disabilities %</b>
Online from home	30	48
Online from work	16	30
Another location	21	21
<b>Online total</b>	<b>43</b>	<b>57</b>

Note: Many people are online from two locations.

*Transportation Barriers for Individuals with Disabilities.* According to the Department of Transportation (DoT) (2002), the Americans with Disabilities Act (ADA) has prompted significant improvements in transportation accessibility over the past decade. Over 80% of all public buses are accessible. Additionally, 359 of the 685 key stations in subway, light rail, and commuter rail systems either have been modified or are undergoing renovation to meet ADA standards. Paratransit (special one-on-one transportation service as defined in Appendix A) is available to passengers with disabilities in the same areas served by fixed-route buses, and trains are available for people who are unable to use the fixed-route system.

Although progress has been made in public transportation to accommodate customers with disabilities, challenges continue to confront the disabled. Easter Seals Project ACTION, an initiative funded by the Federal Transit Administration (FTA) to facilitate coordination between the disability and transportation communities, has identified a variety of unmet needs for accessible transportation. While Project ACTION has addressed strategies for solutions in some areas, funding has not been available to address all of these issues. In those areas where strategies have been tested, there has also been a lack of funding to implement solutions at the local level. As the DoT continues to learn more about accessible transportation, new opportunities and creative strategies need to be explored (Department of Transportation, 2002).

Based on a Harris poll dated July 10, 2002, people with disabilities are almost three times as likely to say that inadequate transportation is a problem than people without disabilities (30% versus 10%) (National Organization on Disability, 2002). Individuals with disabilities who live outside of a local transportation system's service area and in rural areas often encounter impediments to basic transportation.

Despite rather strict statutory eligibility requirements, complementary paratransit systems operated under the ADA often experience high demand for service and many transportation systems find it difficult to offer services that are satisfactory to users. Strategies for addressing challenges continue to be of interest to the transportation field. Another area of concern is related to operator's knowledge. Although bus drivers, train operators, and other transit personnel may receive training related to ADA requirements (e.g., including operating equipment such as lifts and ramps, providing appropriate assistance, and a general overview of service requirements) there are still gaps.

Transportation agencies are continuously seeking strategies and opportunities to ensure knowledge retention and consistent application (Department of Transportation, 2002).

While fixed route systems continue to improve their capacity for accessibility, many individuals with physical, sensory, and/or cognitive disabilities continue to encounter difficulties like simply “getting to the bus.” The reasons for these difficulties are varied, but often include a lack of sidewalks, ramps, bus stops, street crossings, curb cuts, signs, and certain skills necessary to safely navigate throughout the community. While some solutions are readily apparent, such as the installation of curb cuts and installation of bus stops, strategies to address other environmental barriers and safe navigation can be challenging. As assistive technology is enhanced, new opportunities to help individuals access transportation services can also be expected to emerge and a coordinated approach to assessing and implementing these technologies will be important. Transportation continues to be the primary barrier to employment, education, and community life for many individuals with disabilities. Therefore, it is critical that access to transportation services be addressed in the areas of engineering, technology, education, enforcement, research, and advocacy (Department of Transportation, 2002).

### Core Disability Laws

The following laws were created to ensure that all Americans with disabilities are given the opportunity to pursue careers and achieve their dreams and goals without encountering barriers of discrimination and bias.

#### *The Architectural Barriers Act of 1968, as amended*

The Architectural Barriers Act of 1968, as amended, mandates that buildings and/or facilities designed, built, altered, or leased with Federal funds must be accessible to individuals with disabilities if they were constructed or altered by the Federal government after 1968 (U.S. Access Board, 1968). The accessibility guidelines under the Architectural Barriers Act are developed and maintained by an Access Board, which consist of the Department of Defense, the Department of Housing and Urban Development, the General Services Administration, and the U.S. Postal Service. The guidelines serve as the basis for the Uniform Federal Accessibility Standards (UFAS) used to enforce the law. Federal agencies are responsible for ensuring compliance with UFAS when funding the design, construction, alteration, or leasing of buildings (U.S. Access Board, 1968).

#### *The Rehabilitation Act of 1973*

The Rehabilitation Act of 1973 was signed on October 1, 1973. The primary objectives of the Act are to put a stop to discrimination and increase opportunities for employment of Americans with disabilities, while ensuring accommodation for special needs are being met within Federal departments and agencies. The law states Federal departments and agencies in the executive branch are to provide an affirmative action program plan explaining how hiring, placement, and promotion practices for individuals with disabilities occur (Equal Employment Opportunity Commission, 1973). Federal departments and agencies are also required to include in the plan how special needs of

employees with disabilities are being accommodated on a day-to-day basis (Equal Employment Opportunity Commission, 1973).

#### *The Americans with Disabilities Act of 1990*

The Americans with Disabilities Act of 1990 prohibits discrimination of qualified individuals with disabilities by private employers, state and local governments, employment agencies and labor unions. The ADA of 1990 went into effect on July 26, 1992. The Act makes it illegal to discriminate in the areas of recruitment, pay, hiring, promotion, compensation, firing, job training and assignments, leave, employment benefits and other terms, conditions, and privileges of employment against individuals with disabilities. The ADA 1990 also further prohibits the employer from responding in a retaliatory or reprisal behavior after an individual with a disability has exercised his/her rights under the Act (Equal Employment Opportunity Commission, 1990).

#### *The Rehabilitation Act Amendments of 1992*

The Act requires that all programs, projects, and activities receiving assistance under the Rehabilitation Act administer the following principles when dealing with individuals with disabilities (A Blind Net, 1992):

- Respect for individual dignity, personal responsibility, self-determination, and pursuit of meaningful careers, based on information choice of the individual with the disability,
- Respect for the privacy, rights, and equal access (including the use of accessible formats) of the individuals,
- Inclusion, integration, and full participation of the individuals,
- Support for the involvement of a parent, family member, guardian, and advocate, or an authorized representative if an individual with a disability requests, desires, or needs such support and,
- Support for individual and systemic advocacy and community involvement.

#### *The Pregnancy Discrimination Act*

The Pregnancy Discrimination Act of 1978 amended Title VII of the Civil Rights Act of 1964 to prohibit sex discrimination on the basis of pregnancy, childbirth, or related medical conditions. This amendment requires that employers treat pregnancy and related conditions as any other short-term disability (Equal Employment Opportunity Commission, 1978).

#### *The Vietnam Era Veterans' Readjustment Assistance Act of 1974*

The Vietnam Era Veterans' Readjustment Assistance Act of 1974 ensures the furtherance of the policy promoting "the maximum of employment and job advancement opportunities within the Federal government for disabled veterans and certain veterans of the Vietnam era and of the post-Vietnam era who are qualified for such employment and advancement." This Act placed into law the provisions of the Executive Order that authorized the noncompetitive appointment of Vietnam era veterans under the Veterans' Readjustment Appointment Act (VRA). The Act also ensures that all veterans are considered for employment under merit system rules and requires a separate affirmative

action plan for hiring, placement, and advancement of disabled veterans. Please note, however, that this law does not provide any preferences to disabled veterans or to veterans of the Vietnam era (Office of Personnel Management, 1999).

*Code of Federal Regulations, Title 29, Part 1614, Section 203  
Federal Sector Equal Employment Opportunity*

This section defines an individual with a disability, addresses Federal government responsibilities as they relate to employment of people with disabilities, pre-employment requirements, reasonable accommodations, and physical access to buildings (Code of Federal Regulations Legal Information Institute, 2001).

*Code of Federal Regulations, Title 29, Part 1630, Sections 2 and 4  
Regulations to Implement the Equal Employment*

The 29 CFR 1630 was revised on July 1, 2002. The revised document states that it is illegal for employers, employment agencies, labor organizations, and joint labor management committees (Code of Federal Regulations, 2002a) to discriminate against employees with disabilities in the areas of recruitment, hiring, promotions, award of tenure, demotion, transfers, terminations, rehiring, job assignments, training, job classifications, position description, lines of progression, seniority lists, leaves of absence, and regular leave (Code of Federal Regulation, 2002b).

*Executive Order 13078*

This Executive Order established the National Task Force on Employment of Adults with Disabilities to create a coordinated and aggressive national policy to bring adults with disabilities into gainful employment at a rate that is as close as possible to that of the general adult population. The Task Force develops and recommends to the President, through the Chair of the Task Force, a coordinated Federal policy to reduce employment barriers for persons with disabilities. Policy recommendations cover a variety of areas including discrimination, reasonable accommodations, inadequate access to health care, transportation, accessible and integrated housing, telecommunications, assistive technology, community services, child care, education, vocational rehabilitation, training services, and job retention (Federal Register, 1998).

Additionally, Executive Order 13172 (Federal Register, 2000c) amended EO 13078 to improve access to employment and training for youth with disabilities. Further, Executive Order 13187 (Federal Register, 2001) amended EO 13078 and established the President's Disability Employment Partnership Board. The 15-member board provides advice and information to the President, the Vice President, the Secretary of Labor, and other appropriate Federal officials with respect to facilitating the employment of people with disabilities.

*Executive Order 13163*

The objective of EO 13163 is to increase Federal employment opportunities for individuals with disabilities. Recent evidence demonstrates that throughout the United States, qualified persons with disabilities have been refused employment despite their availability and qualifications. In addition, many qualified persons with disabilities are

never made aware of available employment opportunities. Evidence also suggests that increased efforts at outreach and increased understanding of the reasonable accommodations available for persons with disabilities will permit persons with disabilities to compete for employment on a level playing field. Based on current hiring patterns, and anticipated increases from expanded outreach efforts and appropriate accommodations, the Federal government will be able to hire 100,000 qualified individuals with disabilities over the next 5 years (Federal Register, 2000b).

*Executive Order 13164*

This Order is an important part of the government’s national policy to create additional employment opportunities for people with disabilities. Its purpose is to promote a model Federal workplace that provides reasonable accommodation for current and potential Federal government employees with disabilities. It requires Federal agencies to establish written procedures for processing requests for reasonable accommodations. Further, it helps to implement the requirement of the Rehabilitation Act of 1973 that agencies provide reasonable accommodations to qualified employees and applicants with disabilities (Federal Register, 2000a).

It is important to understand the above laws as they relate to people with disabilities and that the Federal government is required by statutes to hire, place, and advance individuals with disabilities. Guidance is provided to departments and agencies in the form of directives. These directives and their purpose are identified in Table 6.

Table 6. Guidance in the Form of Directives

<b>Agency</b>	<b>Directive</b>	<b>Title/Subject</b>	<b>Purpose</b>
Department of Defense (DoD)  (DoD, 1987)	1440.1 (May 21, 1987)	DoD Civilian Equal Employment Opportunity (EEO) Program	Establishes EEO Program, to include affirmative action programs
Equal Employment Opportunity Commission (EEOC)  (EEOC, 1983)	EEO-MD-712 (March 29, 1983)	Comprehensive Affirmative Action Programs for Hiring, Placement, and Advancement of Individuals with Handicaps	To prescribe to Federal agencies instructions, procedures, and guidance for continuing comprehensive programs to facilitate EEO for individuals with handicaps.
Equal Employment Opportunity Commission (EEOC)  (EEOC, 1987a)	EEO-MD-713 (October 6, 1987)	Affirmative Action for Hiring, Placement, and Advancement of Individuals with Handicaps	Prescribes to Federal agencies five-year instructions, procedures, guidance, and formats

Equal Employment Opportunity Commission (EEOC)  (EEOC, 1987b)	EEO-MD-714 (October 6, 1987)	Instructions for the Development and Submission of Federal Affirmative Employment Multi-Year Program Plans, Annual Accomplishment Reports, and Annual Plan Updates	Prescribes to Federal agencies instructions, policies, procedures, guidance, and formats
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### Reasonable Accommodation for People with Disabilities

Reasonable accommodation is any change or adjustment to a job or work environment that permits an employee or qualified applicant with a disability to participate in the job application process, to perform the essential functions of a job, or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities. Reasonable accommodation may include:

- Providing or modifying equipment or devices,
- Job restructuring,
- Part-time or modified work schedules,
- Reassignment to a vacant position,
- Adjusting or modifying examinations, training materials, or policies,
- Providing readers and interpreters, and
- Making the workplace readily accessible to, and usable by, people with disabilities.

An employer is required to provide reasonable accommodation to employees and qualified applicants with disabilities unless the employer can show that the accommodation would be an undue hardship that would require significant difficulty or expense (Equal Employment Opportunity Commission, 1997).

### Affirmative Action for People with Disabilities

Affirmative action is a set of positive steps that employers use to promote equal employment opportunity and eliminate discrimination. It includes expanded outreach, recruitment, mentoring, training, management development, and other programs designed to help employers hire, retain, and advance qualified workers from diverse backgrounds, including persons with disabilities. Affirmative action means inclusion, not exclusion. Affirmative action does not mean quotas and is not mandated by the Americans with Disabilities Act (Department of Labor, 1998).

People with disabilities should be included in affirmative action programs for the following reasons:

- To increase the pool of qualified job applicants available for hiring,
- To obtain diverse skills, viewpoints and backgrounds in the workforce that can lead to improvements in the bottom line,
- To demonstrate to customers a commitment to equal employment opportunities, and
- To comply with Federal laws that prohibit discrimination.

(Department of Labor, 1998)

### President George W. Bush's *New Freedom Initiative*

The President's *Initiative* was prepared in February 2001 and distributed to Federal departments and activities for implementation. The purpose of the President's *New Freedom Initiative* is to tear down the barriers to inequality that affect millions of Americans with disabilities, (Bush, 2001). According to the President's *Initiative*, the unemployment rate for Americans with disabilities hovers at 70%. The objectives of the President's *Initiative* are to increase access to assistive technologies, expand educational opportunities, increase the ability of Americans with disabilities to integrate into the workforce, and to increase the access of Americans with disabilities into daily community life.

The *Initiative* states that the majority of Americans will become disabled at some point in their lifetime. Today, there are millions of Americans with disabilities and almost half of the disabilities are severe in nature. The Americans with Disabilities Act (ADA) substantially improved the civil rights of disabled Americans. Although the ADA has been beneficial in improving the access to employment, public accommodations, commercial facilities, information technology, telecommunication services, housing, schools, and polling places for individuals with disabilities, challenges still exist for Americans with disabilities to fulfill the dream of equal access to mainstream America. The following barriers currently exist for individuals with disabilities:

- Americans with disabilities have a lower level of educational attainment than those without disabilities,
- Americans with disabilities are poorer and more likely to be unemployed than those without disabilities, and
- Too many Americans with disabilities remain outside the economic and social mainstream of American life.

The President's *New Freedom Initiative* has identified the following elements for implementation into businesses, organizations, and Departments in an effort to improve opportunities for Americans with disabilities to fully integrate into the mainstream of the American population:

- Increase access to assistive and universally designed technologies by Federal investment in research, development, and access to assistive technology,
- Expand educational opportunities for Americans with disabilities by increasing funding for the Individuals with Disabilities Education Act (IDEA) and focusing on reading in early grades,
- Integrate Americans with disabilities into the workforce by expanding telecommuting, swift implementation of a Ticket to Work and Work Incentive Act, (signed by President Clinton, December 17, 1999 as part of the Work Incentive Improvement Act, which lifts restrictions on health care coverage for people with disabilities) full enforcement of the Americans with Disabilities Act (ADA), expanded transportation options, and
- Promote full access to community life by promoting homeownership for people with disabilities and swift implementation of the Olmstead decision, creating the National Commission on Mental Health, and improving accessibility of organizations that are exempt from Title III of the ADA, such as churches, mosques, synagogues, and civil organizations.

*The Department of Defense's and Department of Transportation's Responses to the New Freedom Initiative*

In response to the President's *New Freedom Initiative*, the Department of Defense (DoD) and the Department of Transportation (DoT) prepared detailed plans to outline programs and processes that are currently in place or will be incorporated into their departments.

*DoD's Implementation of President's Bush's New Freedom Initiative.* The Secretary of Defense has established a DoD-wide goal to increase the employment of individuals with disabilities to 2.0% in the civilian workforce. The goal was established in 1987 and is reaffirmed each year in the Secretary's message for National Disability Employment Awareness Month (Department of Defense, 2002).

The next two tables represent individuals with disabilities within the Department of Defense. The first chart shows the number of employees with targeted disabilities by pay plan and compares those numbers with the total workforce. As shown in Table 7, 1.06% of DoD's workforce are employees with targeted disabilities; this number is slightly lower than the desired goal. Table 8 shows the number of employees who have a disability other than a targeted disability, have no disability, or whose disability status is unknown. The total workforce numbers are also presented for comparison purposes.

Employees with disabilities use Standard Form 256 (see Appendix E) to self-identify their disability. The type of individual disability is coded on the form. The DoD's 2.0% goal is for individuals with targeted disabilities. Following Tables 7 and 8, is Table 9 which identifies the various targeted disability codes.

Table 7. Targeted Disability Profile for the Civilian Workforce

**Disability Profile for the Civilian Workforce**  
 (excluding 65,847 National Guard and Reserve Technicians)  
 Report Date: Mar 2002  
 DoD Total

	Targeted Disability		Total Workforce		
	Employees	Percentage of targeted disability workforce	Employees	Percentage of total workforce	Percentage of total workforce with a targeted disability
Pav Plans/Grades					
GS/GM 1 to 4	872	13.53%	34,256	5.65%	0.14%
GS/GM 5 to 8	1,608	24.95%	115,966	19.14%	0.27%
GS/GM 9 to 12	1,673	25.96%	192,151	31.71%	0.28%
GS/GM 13 to 18	361	5.60%	72,311	11.93%	0.06%
SES	2	0.03%	1,227	0.20%	0.00%
Other White Collar	388	6.02%	65,323	10.78%	0.06%
WG/WS 1-5	575	8.92%	19,202	3.17%	0.09%
WG/WS 6-9	460	7.14%	34,176	5.64%	0.08%
WG/WS 10+	325	5.04%	46,215	7.63%	0.05%
Other Blue Collar	180	2.79%	25,097	4.14%	0.03%
Total White Collar	4,904	76.10%	481,234	79.42%	0.81%
Total Blue Collar	1,540	23.90%	124,690	20.58%	0.25%
Total Employees	6,444	100.00%	605,924	100.00%	1.06%

Source: Defense Manpower Data Center

NOTES:

- 1 Employees with targeted disabilities represent 1.06% of the DoD civilian workforce.
- 2 This is .94% below the DoD goal of 2%.
- 3 Employees with targeted disabilities are overrepresented in pay plans GS/GM 1-8 and WG/WS 1-9.

Table 8. Other/Not Disabled/Disability Unknown Profile for the Civilian Workforce

**Disability Profile for the Civilian Workforce**  
 (excluding 65,847 National Guard and Reserve Technicians)  
 Report Date: Mar 2002  
 DoD Total

	Other Disability		Not Disabled		Disability Status Unknown		Total Population	
	Employees	Percentage	Employees	Percentage	Employees	Percentage	Employees	Percentage
Pav Plans/Grades								
GS/GM 1 to 4	2,689	6.64%	29,920	5.48%	775	6.13%	34,256	5.65%
GS/GM 5 to 8	8,650	21.37%	103,542	18.95%	2,166	17.14%	115,966	19.14%
GS/GM 9 to 12	13,341	32.95%	173,013	31.67%	4,124	32.64%	192,151	31.71%
GS/GM 13 to 18	3,333	8.23%	67,193	12.30%	1,424	11.27%	72,311	11.93%
SES	47	0.12%	1,151	0.21%	27	0.21%	1,227	0.20%
Other White Collar	3,035	7.50%	60,432	11.06%	1,468	11.62%	65,323	10.78%
WG/WS 1-5	1,523	3.76%	16,661	3.05%	443	3.51%	19,202	3.17%
WG/WS 6-9	2,966	7.33%	29,971	5.49%	779	6.16%	34,176	5.64%
WG/WS 10+	3,441	8.50%	41,461	7.59%	988	7.82%	46,215	7.63%
Other Blue Collar	1,460	3.61%	23,015	4.21%	442	3.50%	25,097	4.14%
Total White Collar	31,095	76.81%	435,251	79.66%	9,984	79.01%	481,234	79.42%
Total Blue Collar	9,390	23.19%	111,108	20.34%	2,652	20.99%	124,690	20.58%
Total Employees	40,485	100.00%	546,359	100.00%	12,636	100.00%	605,924	100.00%

Source: Defense Manpower Data Center

Table 9. Targeted Disabilities Codes

<b>Hearing Impairments</b>	
<b>Code</b>	<b>Description</b>
16	Total deafness in both ears, with understandable speech
17	Total deafness in both ears, and unable to speak clearly

<b>Vision Impairments</b>	
23	Inability to read ordinary size print, not correctable by glasses ( <i>Can read oversized print or use assisting devices such as glass or projector modifier</i> )
25	Blind in both eyes ( <i>No usable vision, but may have some light perception</i> )
<b>Missing Extremities</b>	
28	One arm
32	One leg
33	Both hands or arms
34	Both feet or legs
35	One hand or arm and one foot or leg
36	One hand or arm and both feet or legs
37	Both hands or arms and one foot or leg
38	Both hands or arms and both feet or legs
<b>Partial Paralysis</b>	
64	Both hands
65	Both legs, any part
66	Both arms, any part
67	One side of body, including one arm and one leg
68	Three or more major parts of the body ( <i>arms and legs</i> )
<b>Complete Paralysis</b>	
71	Both hands
72	One arm
73	Both arms
74	One leg
75	Both legs
76	Lower half of body, including legs
77	One side of body, including one arm and one leg
78	Three or more major parts of the body ( <i>arms and legs</i> )
<b>Other Impairments</b>	
82	Convulsive disorder ( <i>e.g., epilepsy</i> )
90	Mental Retardation (A chronic and lifelong condition involving a limited ability to learn, to be educated, and to be trained for useful productive employment as certified by a State Vocational Rehabilitation agency under section 213.3102(t) of Schedule A)
91	Mental or emotional illness ( <i>A history of treatment for mental or emotional problems</i> )
92	Severe distortion of limbs and/or spine (e.g., dwarfism, kyphosis [severe distortion of the back])

Note: The targeted codes are from Standard Form 256, (Revised August 1987), Self-Identification of Handicap at Appendix E.

Each year, during the National Disability Employment Awareness Month, the Secretary of Defense reaffirms the department's goals in support of the *New Freedom Initiative*. The following objectives are addressed in the DoD's implementation plan.

- Objective 1: Integrating Americans with Disabilities into the Workforce
- Objective 2: Increasing Access to Assistive and Universally Designed Technologies
- Objective 3: Promoting Full Access to Community Life

Note: For a broader description of the DoD's implementation plan, which provides detail on the three objectives, refer to Appendix F.

*New Freedom Initiative Expanding Transportation Options.* According to the Department of Transportation's *New Freedom Initiative* plan, the Federal Transit Administration (FTA) will work with states to establish competitive matching grant programs to support additional transportation alternatives to fulfill the work related transportation needs for individuals with disabilities. The FTA will also develop a competitive demonstration grant program to pilot innovative approaches to overcoming transportation barriers still faced by persons with disabilities (Department of Transportation, 2002). The following programs have been created to meet the requirement specified in the President's *New Freedom Initiative*.

- New Freedom Pilot Grant Program
- New Freedom Competitive Matching Grant Program

Note: For broader descriptions of the DoT's New Freedom Grant Programs, refer to Appendix G.

### The Need for Career Development for People with Disabilities

The Federal government has succeeded in breaking barriers to employ and accommodate people with disabilities, but a greater effort must be made to create and maintain a sound, diverse, and accommodating work environment. Equal opportunity in employment for all people regardless of race, color, sex, age, religion, national origin, or disability should be the common goal throughout the Federal government. However, people with disabilities are often overlooked as a source of employable talent within the Federal government (Office of Personnel Management, October 1999).

People with disabilities have made some extraordinary accomplishments throughout the years. Many famous people like Beethoven, Winston Churchill, President Franklin D. Roosevelt, Albert Einstein, and Harriett Tubman had some form of disability. People with disabilities can be and have been a valuable asset to the American culture (Straub, 1997). For a more detailed list of people with disabilities, see Appendix H.

Many successful companies like Microsoft, IBM, McDonalds, United Airlines, Woolworth, Coles-Myers, and small businesses have benefited from recognizing the value in employing people with disabilities (Microsoft, 1999). Studies conducted by major companies like E.I. Dupont and Bendix Corporation have shown that people with disabilities are some of the most productive, reliable, and valuable employees in the workplace (Benbro Electronics, Inc., 1999). The benefits of employing people with disabilities are widespread, reaching the employer, staff, employee, customer, relatives, and the community (Partnership Resources, Inc., n.d.).

### *Benefits to the Employer*

- The morale and commitment of employees increase when visible commitments are made to hire people with disabilities
- Customers respond positively to organizations that hire a diverse group of people that mirrors the community
- Organizations retain committed employees that have skills and experience
- Hiring people with disabilities projects a positive image that promotes an organization/business
- Access to financial incentives and tax credits
- Reduced employee turnover

### *Benefits to Employees with Disabilities*

- Gainful, satisfying employment
- Increased self-esteem and respect
- Opportunity to become a productive member to society
- Standards of living will improve
- Greater economic self-sufficiency and less dependent on the government and relatives for assistance

### *Benefits to the Community*

- New employment opportunities
- A diverse workforce
- Sharing and learning from people with disabilities
- Greater economic independence for community members
- Increased number of contributing community members

### Resources Available to Employers and People with Disabilities

There are many resources available to people with disabilities that provide information on disability laws, employment, and professional development. Many of these resources are just a click away if the individual has access to the Internet. The Internet is a haven for vital educational information, employment information, and other

tools to assist people with disabilities. The resources below are most commonly used by Federal organizations. A concise list of helpful resources can be found in Appendix I.

### *Educational Resources*

- *Department of Labor (DOL)* (Department of Labor, n.d.a). The website provides a shortcut to information and services provided by DOL to workers. The URL is <http://www.dol.gov>.
- *Office of Personnel Management* (Office of Personnel Management, n.d.a). This site provides a simple and straightforward mechanism to help Americans, with and without disabilities, better understand how to hire and retain persons with disabilities. The target audiences are applicants and employees with disabilities, Federal managers and supervisors, and human resources professionals. The site provides access to information that is relevant to the recruitment, employment, and retention of individuals with disabilities in the Federal government. This information includes Federal and state laws as well as other governmental and non-governmental sites. The URL is <http://www.opm.gov/disability/>.

### *Career Enhancement*

- *Federal Jobs for People with Disabilities* (Federal Jobs, n.d.). The web page, Federal Jobs for People with Disabilities explains the various hiring options for people with disabilities. The URL is <http://federaljobs.net/disabled.htm#INTRODUCTION>.
- *The Work Site*. The Work Site is a service of the Office of Employment Support Programs of the Social Security Administration (Social Security Administration, n.d.). The Work Site provides information about employing people with disabilities. Employers will find information about the Americans with Disabilities Act, tax incentives, and helpful links to the President's Committee on the Employment of People with Disabilities. The URL is <http://www.ssa.gov/work/Employers/employers.html>.
- *USAJOBS*. USAJOBS gives the maximum flexibility in performing one-stop employment information searches (Office of Personnel Management, n.d.b). It is convenient, user-friendly, accessible to persons with disabilities, and is available 24-hours-a-day, 7-days-a-week. USAJOBS can also be accessed through an automated telephone system by calling 1-478-757-3000 or TDD 1-478-744-2299. The URL is <http://www.usajobs.opm.gov>.

### *Accommodation Tools*

- *Computer/Electronic Accommodations Program (CAP)* (TRICARE, n.d.). The Computer/Electronic Accommodations Program provides assistive technology accommodations and services to persons with disabilities in the

Department of Defense (DoD) and other Federal agencies at no cost to the requesting organization. CAP's mission is to ensure people with disabilities have equal access to the information environment and opportunities in the Department of Defense and throughout the Federal government. The URL for CAP is <http://www.tricare.osd.mil/cap/>.

- *Job Accommodation Network (JAN)* (Department of Labor, n.d.b). The Job Accommodation Network is a service of the Office of Disability Employment Policy (ODEP) of the U.S. Department of Labor. JAN is one of several ODEP projects. JAN's mission is to facilitate the employment and retention of workers with disabilities by providing employers, employment providers, people with disabilities, their family members, and other interested parties with information on job accommodations, self-employment, small business opportunities, and related subjects. JAN's efforts are in support of the employment, including self-employment and small business ownership, of people with disabilities. The URL is <http://janweb.icdi.wvu.edu/>.

#### Establishing Active Mentoring Programs for Employees with Disabilities

The American Association of People with Disabilities, U.S. Department of Labor, and the Office of Disability Employment Policy have designated October 16, 2002 as National Disability Mentoring Day (American Association of People with Disabilities, n.d.). The purpose of the day is to promote career development for students and job seekers with disabilities through job shadowing and hands-on career exploration. Students and employers are brought together for informational sessions about career opportunities and one-on-one mentoring programs.

People with disabilities continue to face barriers in society and the workplace that hinder their ability to develop professionally and socially. Mentoring programs help breakdown some of these barriers by providing individuals opportunities for not only professional development and growth, but also personal growth. Participants in mentoring programs receive information, encouragement, and advice from a mentor that assists in the planning and advancement of the participant's career. The employees develop socially through positive interactions with the mentors and others in the worksites.

Mentoring programs provide opportunities for professional development, growth, and support for both the mentor and the participant in the program. Participants in a successful mentoring program receive information, encouragement, and advice from a mentor that will assist in the planning and advancing of the participant's career. Mentors assess the participant's abilities while serving as a trusted counselor. Employees who participate in mentoring programs benefit from the positive interaction between individuals involved in the mentoring process.

Establishing mentor programs in the Federal government for people with disabilities will provide managers access to new and diverse talent that can bring innovative concepts to the workforce. A mentoring program promotes education and understanding of disabilities in the workplace. Rod Holter, Director of Manufacturing for Cessna Aircraft Company, described mentoring people with disabilities as “giving someone a chance who may not have otherwise had the opportunity.” Mr. Holter also said, “It is the right thing to do,” (Department of Labor, 2000c). For more information on the National Mentoring Day, contact the Department of Labor at <http://www.dol.gov>.

The benefits to organizations that implement mentoring programs for people with disabilities are:

- Greater investment returns on current and future workforce,
- Sends a message of commitment and concern for the workforce,
- Creates positive attitude changes in the organization, and
- Opens communication between employees and management.

Mentors can provide a wealth of experience and knowledge to younger and inexperienced employees (Department of Labor, 2000a).

The mentor:

- Broadens perspectives on skills and interests, as well as future career goals,
- Motivates participants to take calculated risks,
- Gives advice on the organization’s “politics” and how to deal with various situations,
- Gives honest and constructive feedback to the participant on problem areas,
- Coaches the participant in areas such as technical, interpersonal, and management skills,
- Provides encouragement, and
- Helps to establish network contacts for the participant.

Establishing a mentoring program for people with disabilities is a positive step towards promoting the employment and advancement of people with disabilities, and it requires commitment and dedication from many stakeholders, to include the organization, management, the mentor, and the participant.

In addition to developing mentoring programs once employees are on board, careful consideration must be given prior to disabled employees joining a workforce. The Department of Labor developed the following checklist to help employers hire people with disabilities.

## Employment Checklist for Hiring People with Disabilities

- | <b><u>DO!</u></b>   | <b><u>DON'T!</u></b>   |
|---|--|
| <b>Do</b> learn where to find and recruit people with disabilities.   | <b>Don't</b> assume that persons with disabilities are unemployable.   |
| <b>Do</b> learn how to communicate with people who have disabilities.   | <b>Don't</b> assume that persons with disabilities lack the necessary education and training for employment.   |
| <b>Do</b> ensure that your application and other company forms do not ask disability related questions and that they are in formats that are accessible to all persons with disabilities.         | <b>Don't</b> assume that persons with disabilities do not want to work.  |
| <b>Do</b> consider having written job descriptions that identify the essential functions of the job.  | <b>Don't</b> assume that alcoholism and drug abuse are not real disabilities, or that recovering drug abusers are not covered by the ADA.  |
| <b>Do</b> ensure that requirements for medical examinations comply with the Americans with Disabilities Act (ADA).  | <b>Don't</b> ask if a person has a disability during an employment interview.  |
| <b>Do</b> relax and make the applicant feel comfortable.  | <b>Don't</b> assume that certain jobs are more suited to persons with disabilities.  |
| <b>Do</b> provide reasonable accommodations that the qualified applicant will need to compete for the job.  | <b>Don't</b> hire a person with a disability if that person is a significant risk to the health or safety of the public and there is no reasonable accommodation to reduce the risk or the harm. |
| <b>Do</b> treat an individual with a disability the same way you would treat any applicant or employee, with dignity and respect.   | <b>Don't</b> hire a person with a disability who is not qualified to perform the essential functions of the job even with a reasonable accommodation.  |
| <b>Do</b> know that among those protected by the ADA are qualified individuals who have AIDS, cancer, who are mentally retarded, traumatically brain injured, deaf, blind, and learning disabled. | <b>Don't</b> assume that you have to retain an unqualified employee with a disability.   |

- Do** understand that access includes not only environmental access, but also making forms accessible to people with visual or cognitive disabilities and making alarms/signals accessible to people with hearing disabilities.
- Do** develop procedures for maintaining and protecting confidential medical records.
- Do** train supervisors on making reasonable accommodations.
- 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 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 the applicant's disability.
- Don't** assume that you don't have any jobs that a person with disability can do.
- Don't** make medical judgments.
- Don't** assume that a person with a disability can't do a job due to apparent and non-apparent disabilities.
- Don't** assume that your workplace is accessible.

(Department of Labor, 1996)

## Conclusion

People with disabilities are the same as other employees: they can be good employees that want to do a good job, maintain good time and attendance records, appreciate constructive feedback from their supervisor, enjoy new challenges, and want to further their careers through promotions and recognition. Although the Federal government has succeeded in breaking down some barriers that people with disabilities face, a greater effort must be made to destroy the many barriers that still exist. As Federal organizations, the Department of Defense and the Department of Transportation must take an aggressive role in recruiting, hiring, developing, and retaining people with disabilities while ensuring that reasonable accommodations are available. History has proven that businesses that take an active part in recruiting, developing, empowering, and retaining qualified people with disabilities maintain a competitive edge. The challenge to every organization, after employing qualified people, is to take additional measures to retain qualified and experienced employees through career cultivation and promotion.

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## Appendix A Key Disability Definitions

*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) (Department of Labor, 2000b).

*Affirmative Action.* Affirmative action is a policy to encourage equal opportunity and to level the playing field for groups of people who have been and are discriminated against. According to the Equal Employment Opportunity Commission, affirmative action “is considered essential to assuring that jobs are genuinely and equally accessible to qualified persons, without regard to their sex, racial, or ethnic characteristics” (Jennings, 1995).

*Disability.* As identified on Standard Form 256, Self-Identification of Handicap, a person is disabled if he or she has a physical or mental impairment, which substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment. Those disabilities that are to be reported are speech impairments, hearing impairments, vision impairments, missing extremities, partial paralysis, complete paralysis, and other impairments (U.S. General Services Administration, n.d.)

*Employee.* An individual employed by an employer, except that the term “employee” shall not include any person elected to public office in any State or political subdivision of any State by the qualified voters thereof, or any person chosen by such officer to be on such officer’s personal staff, or an appointee on the policy making level or an immediate adviser with respect to the exercise of the constitutional or legal powers of the office. The exemption set forth in the preceding sentence shall not include employees subject to the civil service laws of a State government, governmental agency, or political subdivision. With respect to employment in a foreign country, such term includes an individual who is a citizen of the United States (A Blind Net, 1992).

*Employer.* A person engaged in an industry affecting commerce who has 15 or more employees for each working day in each of 20 or more calendar weeks in the current or preceding calendar year, and any agent of such a person, but such term does not include (1) the United States, a corporation wholly owned by the United States government, an Indian tribe, or any department or agency of the District of Columbia subject by statute to procedures of the competitive service (as defined in section 2102 of Title 5 [of the United States Code]), or (2) a bona fide private membership club (other than a labor organization), which is exempt from taxation under section 501 (c) of Title 26 [the Internal Revenue Code of 1954], except that during the first year after March 24, 1972 [the date of enactment of the Equal Employment Opportunity Act of 1972], persons having fewer than 25 employees (and their agents) shall not be considered employers (A Blind Net, 1992).

*Equal Employment Opportunity.* 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 (Department of Labor, 2000b).

*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 mental retardation (Office of Personnel Management, 1999).

*Labor organization.* A labor organization engaged in an industry affecting commerce and any agent of such an organization, and includes any organization of any kind, any agency, or employee representation committee, group, association, or plan so engaged in which employees participate and which exist for the purpose, in whole or in part, of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours, or other terms or conditions of employment and at any conference, general committee, joint or system board, or joint council so engaged which is subordinate to a national or international labor organization (A Blind Net, 1992).

*Lisping.* To pronounce the sibilant letter s imperfectly; to give s and z the sound of th; -- a defect common among children. To speak with imperfect articulation; to mispronounce, as a child learning to talk. To speak hesitatingly with a low voice, as if afraid (Web Knowledge Online, n.d.).

*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 (Department of Labor, 2000b).

*Mentoring.* Mentoring is an educational process where 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 (Department of Labor, 2000b).

*Paratransit.* Paratransit is a specialized, curb-to-curb service for people with disabilities who are not able to ride fixed-route public transportation, including lift-equipped buses. It is also available for people with disabilities who cannot get to boarding/alighting locations (Maryland Transit Administration, n.d.).

*Qualified individual with a disability.* A qualified person with a disability is a person with a disability who, with or without reasonable accommodation, can perform the essential functions of the position in question (Office of Personnel Management, 1999).

*Reasonable Accommodation.* Reasonable accommodation is any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions. Reasonable accommodation also includes adjustments to assure that a qualified individual with a disability has rights and privileges in employment equal to those of employees without disabilities (Department of Justice, 2001).

*Supported Employment.* An employment option that facilitates competitive work in integrated work settings for individuals with the most severe disabilities (i.e., psychiatric, mental retardation, significant learning disabilities, traumatic brain injury) for whom competitive employment has not traditionally occurred, and who, because of the nature and severity of their disability, need ongoing support services in order to perform their job. Supported employment

provides assistance such as job coaches, transportation, assistive technology, specialized job training and individually tailored supervision (Department of Labor, 2000b).

*Targeted disabilities.* Targeted disabilities, as defined by the Equal Employment Opportunity Commission (EEOC), are disabilities “targeted” for emphasis in affirmative action planning. These are: deafness, blindness, missing extremities, partial paralysis, complete paralysis, convulsive disorders, mental retardation, mental illness, and genetic or physical condition affecting limbs and/or spine. Additional explanations of targeted disabilities and their codes can be found on Standard Form 256, Self-Identification of Handicap (for a copy of the form, refer to appendix E). Although the list of targeted disabilities is meant to include those who are most likely to suffer job discrimination, the EEOC recognizes that some disabilities that are not targeted are nevertheless just as severe or more severe than some of the targeted disabilities (Office of Personnel Management, 1999).

Appendix B  
The Disability Test (Q&A)

1. Is an employer required to provide reasonable accommodation when a person with a disability applies for a job?  
Yes        No
  
2. Should an employee with a disability tell his/her employer that they have a disability?  
Yes        No
  
3. Can an employer establish specific attendance and leave policies?  
Yes        No
  
4. Can an employer maintain existing performance standards for an employee with a disability?  
Yes        No
  
5. When can an employer lower the salary of an employee with a disability?
  - A. When the employer needs to pay for the reasonable accommodation required by the employee.
  - B. When the organization has not budgeted for the accommodations and the employee really needs the change in order to do his or her job.
  - C. A and B
  - D. Never
  
6. If an employer has several qualified applicants for a job, which applicant must he or she select if two of the applicants have a disability?
  - A. The best qualified applicant.
  - B. Select one of the applicants with the disability.
  - C. Select both applicants with the disability and create a new position.
  - D. Do not select any of the applicants and re-announce the position to get a new group of applicants.
  
7. Where can an employer find the best source of information, on reasonable accommodations, for an employee with a disability?
  - A. A human resource specialist.
  - B. Another supervisor.
  - C. The employee with the disability.
  - D. The Equal Employment Opportunity manager.

The Disability Test (Q&A)  
(Answers)

1. **Yes.** Applicants, as well as employees, are entitled to reasonable accommodation. For example, an employer may be required to provide a sign language interpreter during a job interview for an applicant who is deaf or hearing impaired, unless to do so would impose an undue hardship.
2. **Yes.** Employers are required to provide reasonable accommodation only for the physical or mental limitations of a qualified individual with a disability of which they are aware. Generally, it is the responsibility of the employee to inform the employer that an accommodation is needed to include during the application process.
3. **Yes.** An employer can establish attendance and leave policies that are uniformly applied to all employees, regardless of disability, but may not refuse leave needed by an employee with a disability if other employees get such leave. An employer also may be required to make adjustments in leave policy as a reasonable accommodation. The employer is not obligated to provide additional paid leave, but accommodation may include leave flexibility and unpaid leave.

A uniformly applied leave policy does not violate the ADA because it has a more severe effect on an individual because of his/her disability. However, if an individual with a disability requests a modification of such a policy as a reasonable accommodation, an employer may be required to provide it, unless it would impose an undue hardship.

4. **Yes.** An employer can hold employees with disabilities to the same standards of production/performance as other similarly situated employees without disabilities for performing essential job functions, with or without reasonable accommodation. An employer also can hold employees with disabilities to the same standards of production/performance as other employees regarding marginal functions unless the disability affects the person's ability to perform those marginal functions. If the ability to perform marginal functions is affected by the disability, the employer must provide some type of reasonable accommodation such as job restructuring, but may not exclude an individual with a disability who is satisfactorily performing a jobs' essential functions.
5. **D.** An employer cannot make up the cost of providing a reasonable accommodation by lowering the salary of a employee with a disability or paying less to an employee with a disability, than other employees in similar positions.
6. **A.** The ADA does not require that an employer hire an applicant with a disability over other applicants because the person has a disability. The ADA only prohibits discrimination on the basis of disability. It makes it unlawful to refuse to hire a qualified applicant with a disability because he or she is disabled or because a

reasonable accommodation is required to make it possible for the person to perform essential job functions.

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

(Equal Employment Opportunity Commission, 1997; Department of Justice, 2001; and Department of Labor, 2001)

## Appendix C Working with People with Different Disabilities

### **People Who are Blind or Who Have Vision Impairments**

The terms “blindness” and “vision impairment” may mean either a complete or partial loss of vision. With many, only the edges or a part of the visual field may be obscured, or there may be no central vision although side or peripheral vision still exists. A person’s visual acuity may also change under different light conditions. Many people who are blind get around on their own by using a guide dog or cane. People with vision impairments may or may not use these or other mobility aids.

### **People Who are Deaf or Hard of Hearing**

Individuals may be deaf or hard of hearing and be able to speak clearly. They may be placed in almost any type of position, except those for which acute hearing is a legitimate safety requirement. Even in those circumstances, an individualized assessment should be performed. Extra time may be required in settings where there is a lot of verbal communication, such as interviews and meetings. Communication difficulties should not be regarded as indicative of more extensive impairments and should not be allowed to obscure an applicant’s knowledge, skills, and abilities.

### **People with Invisible (Hidden) Disabilities**

There are many invisible disabilities such as asthma, arthritis, heart disease, environmental illness, AIDS, chronic fatigue, psychiatric, or mental illnesses, attention deficit hyperactivity disorder, learning disabilities, and mild mental retardation. If an applicant brings the condition to the prospective employer’s attention, one may ask whether the condition might have an impact on his or her work and if there are any necessary accommodations.

### **People with Mental Retardation**

Many people with mental retardation have average or superior abilities in some respects. While it is true that some people with mental retardation may not be able to think, reason, or remember as well as others, it is important to remember that, like others, they have their own strengths and weaknesses. Mental retardation should not be confused with mental illness or behavioral and emotional problems. The effect of the disability can be lessened, and skills and abilities increased, through rehabilitation, education, and experience on the job.

People with mental retardation, like others, may want to be independent and responsible for their own support. The objective should be to reduce the need for learning details, exercising judgement, and finding new solutions to problems.

### **People with Psychiatric Disabilities**

Psychiatric disabilities are diverse and include anxiety disorders, depression, mania, schizophrenia, and other conditions. One may wish to consider the following suggestions when interacting with individuals who have a psychiatric disability:

- Talk to the individual as one would to anyone else. Integrate the person as fully into office activities as other employees. Do not ostracize him or her due to their psychiatric condition,
- As many psychiatric medications cause extreme thirst, upon request, allow the person to have access to beverages even where food and drink are normally prohibited, and
- Consider offering a flexible schedule to allow the person to attend medical appointments and therapy sessions and to deal with medication issues, insomnia, fatigue, or other conditions that often accompany psychiatric disabilities.

### **People with Muscular or Neurological Limitations**

Muscular or neurological disabilities may affect motor ability and/or speech. Intelligence is not affected. Some involuntary or halting movement or limitation of movement in one or more than one appendage may be observed, as well as some lisping, indistinct speech or flatness of tone due to lack of fine motor control of the tongue and lips. The severity and functional effects of the disability vary from person to person. Unless the person has a significant disability, or has the involvement of other disabilities, no accommodation may be needed during an interview setting or meeting.

If the person's speech is difficult to understand, ask him or her to repeat what was said. Some people who have significant cerebral palsy or other muscular or neurological disabilities may communicate by writing, typing, or using a communication board or other electronic device.

(Office of Personnel Management, October 1999)

Appendix D  
Statistics of People with Disabilities

The Disabled

- 33 million people have some form of severe disability
- 53 million people have some level of disability
- 1.9 million people have Alzheimer's disease, senility, or dementia
- 2.2 million people use an ambulatory aid, such as a wheelchair
- 3.5 million people have a learning disability
- 6.4 million people use a cane, crutches, or a walker
- 7.2 million people are limited as to the kind of work they could do
- 7.7 million people, age 15 and over, have difficulty seeing the words and letters in ordinary newspaper print (even with glasses)
- 9.7 million people, age 16 to 64, have a disability that prevents them from working
- 14.3 million people, age 15 and over, have a mental disability
- 18 million individuals, age 15 and over, have difficulty lifting and carrying a 10 pound bag of groceries or grasping small objects
- 25 million people, 15 and over, have difficulty walking a quarter of a mile or climbing a flight of 10 stairs
- 48% of people, 25 to 64 years old, that are severely disabled have health coverage
- The poverty rate among the population 25 to 64 years old with no disability is 8%, compared with 10% for people with a non-severe disability and 28% for people with a severe disability

(U.S. Department of Commerce, 1997)

Appendix E  
Standard Form 256  
Self Identification of Handicap  
(U.S. General Services Administration, n.d.)  
Actual form is next two pages, E2-E3.

# SELF-IDENTIFICATION OF HANDICAP

(See instructions and Privacy Act information on reverse)

Last Name, First Name, Middle Initial	Birth Date (Mo./Yr.)	Social Security Number	ENTER CODE HERE →
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**DEFINITION OF A HANDICAP:** A person is handicapped if he or she has a physical or mental impairment which substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment. Those handicaps that

are to be reported are listed below (codes in bold numbers 13 through 94). In the case of multiple impairments, choose the code which describes the impairment that would result in the most substantial limitation.

**TO THE EMPLOYEE:** Self-identification of handicap status is essential for effective data collection and analysis. The information you provide will be used for statistical purposes only and will not in any way affect you individually. While self-identification is voluntary, your cooperation in providing accurate information is critical.

**01** I do not wish to identify my handicap status. (Please read the employee note above and the reverse side of this form before using this code.) (Note: Your personnel officer may use this code if, in his or her judgment, you used an incorrect code.)

**05** I do not have a handicap.

**06** I have a handicap but it is not listed below.

## SPEECH IMPAIRMENTS

**13** Severe speech malfunction or inability to speak; hearing is normal (Examples: defects of articulation [unclear language sounds]; stuttering; aphasia [impaired language function]; laryngectomy [removal of the "voice box"])

## HEARING IMPAIRMENTS

**15** Hard of hearing (Total deafness in one ear or inability to hear ordinary conversation, correctable with a hearing aid)

**16** Total deafness in both ears, with understandable speech

**17** Total deafness in both ears, and unable to speak clearly

## VISION IMPAIRMENTS

**22** Ability to read ordinary size print with glasses, but with loss of peripheral (side) vision (Restriction of the visual field to the extent that mobility is affected—"Tunnel vision")

**23** Inability to read ordinary size print, not correctable by glasses (Can read oversized print or use assisting devices such as glass or projector modifier)

**24** Blind in one eye

**25** Blind in both eyes (No usable vision, but may have some light perception)

## MISSING EXTREMITIES

**27** One hand

**28** One arm

**29** One foot

**32** One leg

**33** Both hands or arms

**34** Both feet or legs

**35** One hand or arm and one foot or leg

**36** One hand or arm and both feet or legs

**37** Both hands or arms and one foot or leg

**38** Both hands or arms and both feet or legs

## NONPARALYTIC ORTHOPEDIC IMPAIRMENTS

(Because of chronic pain, stiffness, or weakness in bones or joints, there is some loss of ability to move or use a part or parts of the body.)

**44** One or both hands

**47** One or both legs

**45** One or both feet

**48** Hip or pelvis

**46** One or both arms

**49** Back

**57** Any combination of two or more parts of the body

## PARTIAL PARALYSIS

(Because of a brain, nerve, or muscle problem, including palsy and cerebral palsy, there is some loss of ability to move or use a part of the body, including legs, arms, and/or trunk.)

**61** One hand

**67** One side of body, including one arm and one leg

**62** One arm, any part

**63** One leg, any part

**64** Both hands

**68** Three or more major parts of the body (arms and legs)

**65** Both legs, any part

**66** Both arms, any part

## COMPLETE PARALYSIS

(Because of a brain, nerve, or muscle problem, including palsy and cerebral palsy, there is a complete loss of ability to move or use a part of the body, including legs, arms, and/or trunk.)

**70** One hand

**76** Lower half of body, including legs

**71** Both hands

**77** One side of body, including one arm and one leg

**72** One arm

**73** Both arms

**74** One leg

**78** Three or more major parts of the body (arms and legs)

**75** Both legs

## OTHER IMPAIRMENTS

**80** Heart disease with no restriction or limitation of activity (History of heart problems with complete recovery)

**81** Heart disease with restriction or limitation of activity

**82** Convulsive disorder (e.g., epilepsy)

**83** Blood diseases (e.g., sickle cell anemia, leukemia, hemophilia)

**84** Diabetes

**86** Pulmonary or respiratory disorders (e.g., tuberculosis, emphysema, asthma)

**87** Kidney dysfunctioning (e.g., if dialysis [Use of an artificial kidney machine] is required)

**88** Cancer—a history of cancer with complete recovery

**89** Cancer—undergoing surgical and/or medical treatment

**90** Mental retardation (A chronic and lifelong condition involving a limited ability to learn, to be educated, and to be trained for useful productive employment as certified by a State Vocational Rehabilitation agency under section 213.3102(t) of Schedule A)

**91** Mental or emotional illness (A history of treatment for mental or emotional problems)

**92** Severe distortion of limbs and/or spine (e.g., dwarfism, kyphosis [severe distortion of back])

**93** Disfigurement of face, hands, or feet (e.g., distortion of features on skin, such as those caused by burns, gunshot injuries, and birth defects [gross facial birthmarks, club feet, etc.])

**94** Learning disability (A disorder in one or more of the processes involved in understanding, perceiving, or using language or concepts [spoken or written]; e.g., dyslexia)

The Rehabilitation Act of 1973 (P.L. 93-112) requires each agency in the Executive branch of the Federal Government to establish definite programs that will facilitate the hiring, placement, and advancement of handicapped individuals. The best means of determining agency progress in this respect is through the production of reports at certain intervals showing such things as the number of handicapped employees hired, promoted, trained, or reassigned over a given time period; the percentage of handicapped employees in the work force and in various grades and occupations; etc. Such reports bring to the attention of agency top management, the Office of Personnel Management (OPM), and the Congress deficiencies within specific agencies or the Federal Government as a whole in the hiring, placement, and advancement of handicapped individuals and, therefore, are the essential first step in improving these conditions and consequently meeting the requirements of the Rehabilitation Act.

The handicap data collected on employees will be used only in the production of reports such as those previously mentioned and not for any purpose that will affect them individually. The only exception to this rule is that the records may be used for selective placement purposes and selecting special populations for mailing of voluntary personnel research surveys. In addition, every precaution will be taken to ensure that the information provided by each employee is kept in the strictest confidence and is known only to the one or two individuals in the agency Personnel Office who obtain and record the information for entry into the agency's and OPM's personnel systems. You should also be aware that participation in the handicap reporting system is entirely voluntary, **with the exception of employees appointed under Schedule A, section 213.3102(t) (Mental Retardation); Schedule A, section 213.3102(u) (Severely Physically Handicapped); and Schedule B, section 213.3202(k) (Mentally Restored).** These employees will be requested to identify their handicap status and if they decline to do so, their correct handicap code will be obtained from medical documentation used to support their appointment. No other employees will be required to identify their handicap status if they feel for any reason it is not in their best interest to have this information officially recorded outside of medical records. We request only that anyone not wishing to have this information entered in the agency's and OPM's personnel systems indicate this to their Personnel Office, rather than intentionally miscoding themselves, since false responses will seriously damage the statistical value of the reporting system.

[In those instances where the employee is or was hired under Schedule A, section 213.3102(t) (Mental Retardation), the Personnel Director or his/her designee (a Vocational Rehabilitation Counselor may also be helpful) **will assist the individual in completing this form and ensure that the employee fully understands the meaning of the form and the options available to him/her, as noted above.**]

Employees will be given every opportunity to ensure that the handicap code carried in their agency's and OPM's personnel systems is accurate and is kept current. They may exercise this opportunity by asking their Personnel Officer to see a printout of the code and definition from their record, by notifying Personnel any time their handicap status changes, and by initiating action in either of these cases to have the necessary changes made to their records. The code carried on employees in their agency's system will be identical to that carried in OPM's system, and any change to the agency records will result in the same change being made to OPM's records.

Your cooperation and assistance in establishing and maintaining an accurate and up-to-date handicap report system is sincerely appreciated.

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### PRIVACY ACT STATEMENT

Collection of the requested information is authorized by the Rehabilitation Act of 1973 (P.L. 93-112). The information you furnish will be used for the purpose of producing statistical reports to show agency progress in hiring, placement, and advancement of handicapped individuals and to locate individuals for voluntary participation in surveys. The reports will be used to inform agency top management, the Office of Personnel Management (OPM), the Congress, and the public of the status of programs for employment of the handicapped. All such reports will be in the form of aggregate totals and will not identify you in any way as an individual.

Solicitation of your Social Security Number (SSN) is authorized by Executive Order 9397, which requires agencies to use the SSN as the means for identifying individuals in personnel information systems. Your SSN will only be used to ensure that your correct handicap code is recorded along with the other employee information that your agency and OPM maintain on you. Furnishing your SSN or any other of the requested data for this collection effort is voluntary and failure to do so will have no effect on you. It should be noted, however, that where individuals decline to furnish their SSN, the SSN will be obtained from other records in order to ensure accurate and complete data.

Employees appointed under Schedule A, section 213.3102(t) (Mental Retardation), Schedule A, section 213.3102(u) (Severely Physically Handicapped), or Schedule B, section 213.3202(k) (Mentally Restored) are requested to furnish an accurate handicap code, but failure to do so will have no effect on them. Where employees hired under one of these appointments fail to disclose their handicap, however, the appropriate code will be determined from the employee's existing records or medical documentation submitted to justify the appointment.

Appendix F  
Department of Defense (DoD)  
Implementation of President Bush's *New Freedom Initiative*

Objective #1: Integrating Americans with Disabilities into the Workforce

- *The 2.0 Percent Goal.* The Secretary of Defense has established a DoD-wide goal to increase employment of individuals with targeted disabilities to 2% of DoD's civilian workforce. The goal was established in 1987 and is reaffirmed each year in the Secretary's message for National Disability Employment Awareness Month.
- *Summer Hire Program.* Each year the Office of the Secretary of Defense provides salaries and work years to fill approximately 200 summer jobs in the DoD through the Workforce Recruitment Program (WRP) for College Students with Disabilities, a national initiative co-chaired by the Department of Defense and the Department of Labor. DoD experience shows that a high proportion of students with disabilities who have summer jobs with DoD subsequently join DoD's permanent workforce. The DoD summer hire program is now funded at \$1.7 million per year.

As of May 2002, DoD had hired 210 WRP students for summer jobs at DoD activities nationwide, and the total was expected to grow. The previous year, there were 359 hires government-wide, including 223 in DoD. That year, 1,305 students were referred for employment, with a placement rate of 27%. For information about the government-wide program, please visit the WRP web site at <http://www.dol.gov/dol/odep/public/programs/workforc.htm>.

- *Annual Awards Ceremony.* Each year, the Secretary of Defense awards trophies to the DoD components that make the best progress toward the 2% goal and certificates of achievement to outstanding DoD employees with disabilities. These awards are highly prized, and the annual ceremony is standing-room-only.
- *Annual Disability Forum.* To keep key personnel at headquarters and in the field abreast of DoD policy and initiatives, the Department sponsors a DoD Disability Forum each year in conjunction with the National Symposium on Employment of People with Disabilities cosponsored by DoD and a consortium of other Federal agencies.
- *Ongoing Assessment of Data.* The Defense Manpower Data Center posts quarterly statistical profiles of individuals with disabilities in the DoD civilian workforce on the World Wide Web. Managers use this resource to track progress toward the 2% goal.
- *Flexiplace and Telecommuting.* DoD encourages flexiplace and telecommuting as options for employees with disabilities. Target groups include employees considering disability retirement and those who receive workers' compensation. The DoD Computer/Electronic Accommodations Program (CAP) supports teleworkers with disabilities by purchasing hardware, software, and assistive technology for use in the individual's telework location off-site. For details, please visit the CAP web site at <http://www.tricare.osd.mil/cap>.

## Objective #2: Increasing Access to Assistive and Universally Designed Technologies

- *Accommodations Program.* The DoD Computer/Electronic Accommodations Program (CAP) provides assistive technology and services to DoD employees and activities around the world at no cost to the requesting organization. The CAP has filled over 20,000 requests for accommodations since its inception in 1990. Legislation in the fall of 2000 authorized the CAP to serve Federal agencies outside the Department of Defense, particularly small agencies that have no similar programs of their own. The CAP now has partnership agreements with more than 40 other Federal agencies. For details, please visit the CAP web site at <http://www.tricare.osd.mil/cap>.

In June 2001, President George W. Bush visited the Pentagon to tour CAP's technology evaluation center with Secretary of Defense Donald Rumsfeld. The President praised CAP as a cutting-edge program providing real solutions for real needs. For details, see press release at [http://www.defenselink.mil/news/Jun2001/n06202001\\_200106201.html](http://www.defenselink.mil/news/Jun2001/n06202001_200106201.html).

## Objective #3: Promoting Full Access to Community Life

- *The Access Board.* The Assistant Secretary of Defense (Force Management Policy) represents the Department of Defense on the U.S. Access Board, which establishes standards for access to Federal and other facilities under the Architectural Barriers Act and the Americans with Disabilities Act. The Board is now in the process of updating minimum guidelines and requirements under both laws. For additional information, please see the Board's web site at <http://www.access-board.gov>.
- *Section 508.* The Assistant Secretary of Defense (Force Management Policy) represents the Department of Defense on the Executive Steering Committee or government-wide implementation of Section 508 of the Rehabilitation Act. This law requires that computers, websites, software, and other electronic and information technology purchased, leased, maintained, or used by the Federal government be usable by individuals with disabilities. Section 508 was amended recently and new regulations became effective in June 2001. For additional information, please see the General Services Administration website at <http://www.section508.gov>.

(Department of Defense, 2002)

## Appendix G

### *DoT's New Freedom Initiative Expands Transportation Options*

#### *New Freedom Pilot Grant Program*

The purpose of the New Freedom Pilot Grant Program is to demonstrate *innovative approaches* to overcoming transportation barriers that Americans with disabilities continually encounter. The Federal government has proposed \$45 million to fund pilot projects in urban and rural areas run by state and local governments, non-profit organizations, and public and private transportation providers to promote innovative transportation solutions for persons with disabilities. The following areas have been identified as potential topic areas under the New Freedom Pilot Grant Program:

- Real Time Transportation Services – Helps to decrease the complexity and frustration in making travel arrangements for individuals with disabilities.
- Electronic Customer Information Systems – Gives individuals with disabilities the ability to select the most effective trip strategies and gain real-time information on how services are functioning.
- Mobility Planning Services – Serves as a centralized one-stop center for people with a disability that provides information systems to coordinate and connect with all transportation services.
- Shared Use Vehicles – Energy efficient public vehicles are made available to individuals with disabilities for a variety of trips either not served by public transit or as a means of getting to and from public transit.
- Telecommuting – Creating telecommuting centers that are tailored to the needs of the disabled that offers access to a wide range of information technology jobs.
- Signage – The development and implementation of new strategies to more comprehensively address accessibility requirements for people with hearing, vision, and cognitive disabilities.
- Equipment Improvement – Continue improving access and ease of equipment and vehicles to accommodate individuals with disabilities.
- Infrastructure Improvement – Continue improving access and ease of transportation facilities and vehicles to accommodate individuals with disabilities in all weather conditions.
- System Performance Measures – Modifying performance measures to address accessibility and service for individuals with disabilities.

#### *New Freedom Competitive Matching Grant Program*

The purpose of the New Freedom Competitive Matching Grant Program is to help individuals with disabilities gain and retain employment by developing additional transportation services by non-profit, government, and private for profit transportation providers to help individuals with disabilities reach jobs and employment support services.

- Service Outside ADA Paratransit Boundaries – Can provide services to individuals who are unable to use the accessible fixed-route service and live or work outside of the ADA paratransit service area.
- Service Outside Job Access Transportation Service Areas – A transportation service that meets the needs of low income individuals with disabilities who live widely dispersed throughout various communities. The service would provide individuals with disabilities greater access to the workplace.
- Service Provided by Private Sector Taxi Companies – Assist taxi companies in acquiring additional wheelchair accessible vehicles in order to provide transportation services to individuals with disabilities in rural and suburban communities that may have limited or no public transportation services.

(Department of Transportation, 2002)

Appendix H  
Famous People who had Disabilities

Alexander Graham Bell	Had a learning disability.
Sarah Bernhardt French Actress	Disabled by a knee injury, her leg was amputated in 1914; she continued starring on stage until just before her death. She is regarded as France's greatest actress – "The Divine Sarah".
Thomas A. Edison	Had a learning disability. He could not read until he was twelve years old and had a very difficult time writing even when he was older.
Goya Spanish Painter	At age 46, an illness left him deaf. He went on to create the most famous Spanish art of the 19 <sup>th</sup> century.
John Milton English Author/Poet	He became blind at age 43. He went on to create his most famous epic, "Paradise Lost."
George Patton	A World War II General had a learning disability.
Nelson Rockefeller Former Vice President	He had a learning disability called dyslexia.
George Washington	Had a learning disability. He could barely write and had very poor grammar skills.
Woodrow Wilson	U.S. President from 1913-1921. Had a learning disability – was severely dyslexic.

Additional famous people who have learning disabilities: Cher, Tom Cruise, Whoopi Goldberg, Greg Louganis, Bruce Jenner, and deceased author, H.G. Wells. People who are known or are thought to have had epilepsy include: Charles Dickens, Neil Abercrombie, Danny Glover, Margaux Hemingway, Alexander the Great, Julius Caesar, Napoleon, Byron, Handel, and Vincent Van Gogh.

Famous people who have Attention Deficit Hyperactivity Disorder (ADHD): Robin Williams and "Magic" Johnson.

(Straub, 1997)

Appendix I  
Additional Career Development Resources

<b><u>Educational Programs</u></b>		
<u>Company/Organization</u>	<u>Topic</u>	<u>Link/Publication</u>
AT&T	Reference Links	<a href="http://www.att.com/resourcecenter/reference.html">http://www.att.com/resourcecenter/reference.html</a>
Access Board	Accessibility Enforcement Links	<a href="http://www.access-board.gov/enforceindex.htm">http://www.access-board.gov/enforceindex.htm</a>
Access Board	Publication Links	<a href="http://www.access-board.gov/indexes/pubsindex.htm">http://www.access-board.gov/indexes/pubsindex.htm</a>
Bureau of Labor and Industries	State & Federal Contact Numbers	<a href="http://www.boli.state.or.us/technical/taontac.html">http://www.boli.state.or.us/technical/taontac.html</a>
Coordinating Council on Access & Mobility	Access & Mobility	<a href="http://www.fta.dot.gov/CCAM/www/whatsnew.html">http://www.fta.dot.gov/CCAM/www/whatsnew.html</a>
Department of Justice	ADA Home Page	<a href="http://www.usdoj.gov/crt/ada/adahom1.htm">http://www.usdoj.gov/crt/ada/adahom1.htm</a>
Department of Justice	ADA Information Services	<a href="http://www.usdoj.gov/crt/ada/agency.htm">http://www.usdoj.gov/crt/ada/agency.htm</a>
Department of Justice	Web Resources Related to Programs for People with Disabilities	<a href="http://www.usdoj.gov/jmd/ps/memweb-dis-02.htm">http://www.usdoj.gov/jmd/ps/memweb-dis-02.htm</a>
Department of Labor	EEO/Disability	<a href="http://www.dol.gov/dol/topic/discrimination/disabilitydisc.htm">http://www.dol.gov/dol/topic/discrimination/disabilitydisc.htm</a>
Department of Labor	E-Laws (Employment Laws Assistance for Workers and Small Businesses)	<a href="http://www.dol.gov/elaws/">http://www.dol.gov/elaws/</a>
Department of Labor	Helpful Government & Additional Information Links	<a href="http://www.dol.gov/dol/audience/aud-government.htm">http://www.dol.gov/dol/audience/aud-government.htm</a>
Department of Labor	Personal Assistance Services in the Workplace	<a href="http://www.dol.gov/odep/pubs/ek97/personal.htm">http://www.dol.gov/odep/pubs/ek97/personal.htm</a>
Department of Labor	Publications	<a href="http://www.dol.gov/odep/pubs/publicat.htm">http://www.dol.gov/odep/pubs/publicat.htm</a>
Department of Transportation	Disability Resource Center (DRC) Services	<a href="http://drc.dot.gov/services.html">http://drc.dot.gov/services.html</a>
Disability Resource Directory	Disability Magazines, Publications, and Newsletters	<a href="http://www.kansas.net/~cbaslock/mags.html">http://www.kansas.net/~cbaslock/mags.html</a>
Equal Employment Opportunity Commission (EEOC)	EEOC Homepage	<a href="http://www.eeoc.gov/">http://www.eeoc.gov/</a>

Federal Transit Administration (FTA)	DoT Implementing Regulations	<a href="http://www.fta.dot.gov/library/legal/adar.htm">http://www.fta.dot.gov/library/legal/adar.htm</a>
Federal Transit Administration (FTA)	Toll-Free FTA ADA Assistance Line [Voice]	<a href="http://www.fta.dot.gov/library/social/wwwline.htm">http://www.fta.dot.gov/library/social/wwwline.htm</a>
FedStats	Federal Agencies with Statistical Programs	<a href="http://www.fedstats.gov/agencies/index.html">http://www.fedstats.gov/agencies/index.html</a>
FirstGov	Free Government E-Mail Newsletters	<a href="http://contacts.gsa.gov/listgov.nsf/FirstGovEmailListDistribution?Openform">http://contacts.gsa.gov/listgov.nsf/FirstGovEmailListDistribution?Openform</a>
Housing & Urban Development (HUD)	People with Disabilities	<a href="http://www.hud.gov/groups/disabilities.cfm">http://www.hud.gov/groups/disabilities.cfm</a>
InfoUse	Disability Magazines, Publications, and Newsletters	<a href="http://www.kansas.net/~cbaslock/mags.html">http://www.kansas.net/~cbaslock/mags.html</a>
International Center for Disability Information	Untangling the Web (Disability Resource Menu)	<a href="http://www.icdi.wvu.edu/Others.htm">http://www.icdi.wvu.edu/Others.htm</a>
Institute on Disabilities Temple University	Technical Assistance	<a href="http://www.temple.edu/inst_disabilities/iop/programs/Tech%20Assist.htm">http://www.temple.edu/inst_disabilities/iop/programs/Tech%20Assist.htm</a>
The Public Policy Association of Senior Human Resource Executives	Human Resources Links	<a href="http://www.lpa.org/lpapublic/policy/hr_connections.htm">http://www.lpa.org/lpapublic/policy/hr_connections.htm</a>
Office of Personnel Management (OPM)	Federal Employment of People with Disability	<a href="http://www.opm.gov/disability/">http://www.opm.gov/disability/</a>
Project ACTION	Project ACTION Phase IV Demonstrations	<a href="http://www.projectaction.org/inserts/pactn2b.htm">http://www.projectaction.org/inserts/pactn2b.htm</a>
Social Security Administration (SSA)	SSA Disability Programs	<a href="http://www.ssa.gov/disability/">http://www.ssa.gov/disability/</a>
Vocational Economics Inc.	Helpful Links	<a href="http://www.vocecon.com/link.html">http://www.vocecon.com/link.html</a>
<b><u>Career Enhancement Programs</u></b>		
CareerBuilders.com	Jobs Link	<a href="http://www.careerbuilder.com/JobSeeker/Index.htm?siteid=google&amp;lr=cbnh_gg">http://www.careerbuilder.com/JobSeeker/Index.htm?siteid=google&amp;lr=cbnh_gg</a>
DISSERV	Employment Resources for People with Disabilities	<a href="http://www.disserv.stu.umn.edu/TC/Grants/COL/listing/disemp/">http://www.disserv.stu.umn.edu/TC/Grants/COL/listing/disemp/</a>
Federal Jobs Net	Federal Jobs Net Career Center	<a href="http://federaljobs.net">http://federaljobs.net</a>
Federal Jobs Net	Jobs for People with Disabilities	<a href="http://federaljobs.net/disabled.htm">http://federaljobs.net/disabled.htm</a>
Jobs.com	Jobs Link	<a href="http://www.jobs.com/">http://www.jobs.com/</a>
Jobs.net	Jobs Link	<a href="http://www.jobs.net/">http://www.jobs.net/</a>
Lambuth University	Links for Career Exploration	<a href="http://www.lambuth.edu/campuslife/careersvc.html">http://www.lambuth.edu/campuslife/careersvc.html</a>

Northeastern Illinois University	Career Planning Resources on the Internet	<a href="http://www.neiu.edu/~counoff/careerweblinks.htm">http://www.neiu.edu/~counoff/careerweblinks.htm</a>
School of Industrial & Labor Relations	Disability Accessibility and Accommodation	<a href="http://www.ilr.cornell.edu/ped/daa/fed.html">http://www.ilr.cornell.edu/ped/daa/fed.html</a>
Social Security Administration (SSA)	Office of Employment Support Programs	<a href="http://www.ssa.gov/work/Employers/employers.html">http://www.ssa.gov/work/Employers/employers.html</a>
University of the West of England	Jobs and Careers	<a href="http://www.uwe.ac.uk/careers/equality.htm">http://www.uwe.ac.uk/careers/equality.htm</a>

<b>Online Tools for Employees with Disabilities</b>		
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Social Security Administration (SSA)	Benefit Eligibility Screening Tool (BEST)	<a href="http://best.ssa.gov/">http://best.ssa.gov/</a>
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