

# TITLE VI NONDISCRIMINATION IN THE FEDERAL-AID PROGRAM

West Virginia Department of Transportation/Division  
of Highways Planning Conference  
October 8, 2014

# Learning Outcomes

- Title VI The Law
- Title VI The Program
- What is Discrimination
- Public Participation
- Data Collection/Analysis
- Limited English Proficiency
- Complaint Procedures

# The 1964 Civil Rights Act - Titles

- Title I – Voting Rights
- Title II – Public Accommodation
- Title III – Desegregation of Public Facilities
- Title IV – Desegregation of Public Education
- Title V – Commission on Civil Rights
- **Title VI – Nondiscrimination in Federally Assisted Programs & Activities**
- Title VII – Equal Employment Opportunity
- Title VIII – Registration and Voting Statistics
- Title IX – Intervention & Procedure after Removal in Civil Rights Cases
- Title X – Establishment of Community Relations Service
- Title XI - Miscellaneous

# What is Title VI

- Title VI of the Civil Rights Act of 1964, prohibits discrimination based upon race, color, and national origin. Specifically, 42 USC 2000d states that “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

# The Title VI Program

- FHWA's Title VI Program extends protections to:
- Disability
- Gender
- Age
- Minorities
- Low Income
- Persons displaced or property to be acquired as a result of programs & projects

# Program Authorities

- The 1970 Uniform Act (42 USC 4601)
- Section 504 of the Rehabilitation Act (29 USC 790)
- The 1973 Federal-aid Highway Act (23 USC 324)
- The 1975 Age Discrimination Act (42 USC 6101)
- Implementing Regulations (49 CFR 21 & 23 CFR 200)
- Executive Order 12898 on Environmental Justice (EJ)
- Executive Order 13166 on Limited English Proficiency (LEP)

# Nondiscrimination authorities

- **The 1970 Uniform Act** Prohibits **unfair and inequitable** treatment of persons displaced or property to be acquired as a result of Federal-aid programs & projects
- **Section 504 of 1973 Rehabilitation Act** “**No Qualified Handicapped Person** shall, solely by reason of his [her] handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity that receives or benefits from Federal financial assistance.”
- **The 1973 Federal Aid Highway Act** “No person shall on the grounds of **Sex** be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal assistance under this title or carried on under this title.”

# Authorities Cont.

- **The 1975 Age Discrimination Act** “No person shall on the basis of **Age**, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”
- **Executive Order 12898 on EJ** “Each Federal agency shall conduct its programs, policies, and activities [**including those recipients** (FHWA Order 6640.23(2)(h))] that substantially affect human health or the environment, in a manner that ensures that such programs, policies, and activities do not have the effect of excluding **persons (including populations)** from participation in, denying **persons (including populations)** the benefits of, or subjecting **persons (including populations)** to discrimination under, such programs, policies, and activities, because of their race, color, or national origin.”



# Executive Order 12898 (EJ)

- “Each Federal agency shall make achieving EJ part of its mission by **identifying**, and **addressing**, as appropriate, **disproportionately high** and **adverse** human health and environmental effects of its programs, policies, and activities on **minority populations** and **low income populations** in the United States, DC, Puerto Rico and Marina Islands.”

# Executive Order 13166 (LEP)

- Presidential directive to federal agencies to ensure people who are LEP have meaningful access to services
- Signed by President Clinton on August 11, 2000
- Directs Federal agencies to examine their services, develop and implement processes by which LEP persons can meaningfully access those services
- Prepare a plan to overcome language barriers on programs and activities

# Title VI: The Law Versus Title VI: The Program

Title VI of CRA of 1964 Coverage	FHWA Title VI Program Coverage
Race	Race
Color	Color
National Origin (LEP)	National Origin (LEP)
	Handicap/Disability
	Sex (Gender)
	Age
	Low Income & Minorities

# It's about....

- **Preventing Discrimination & Assuring Nondiscrimination**
- **We must do all we can to avoid, minimize, mitigate, or prevent discrimination**
- **If you don't make a conscious effort to include you will unconsciously exclude**

# What is Discrimination?

- That **act** (action or inaction), whether intentional or unintentional, through which a person in the United States solely because of a distinguishing **protected attribute**, is subjected to **disparate treatment** or **impact**, in any program or activity receiving Federal financial assistance from FHWA under 23 USC.

# IMPLEMENTING REGULATIONS

- **USDOT Regulations (49 CFR 21)**
- **FHWA Regulations (23 CFR 200)**

# USDOT's Title VI Regulations (49 CFR Part 21)

- Issued June 18, 1970
- Requires recipients' execution of Title VI **Assurance** as condition of Federal aid
- Requires periodic compliance reviews...and
- Provides for **sanctions** in the event of noncompliance

# FHWA Title VI Regulations (23 CFR Part 200)

- Issued December 10, 1976
- Requires **assurance**
- **Compliance Reviews**
- WVDOT must institute **corrective action** to address deficiencies found by FHWA within 90 days
- Identifies **specific actions & activities** to assure compliance



# Compliance Reviews

To determine how effectively WVDOT is administering its Title VI program

To determine how effectively WVDOT is monitoring Title VI compliance of Sub-Recipients

# The review

- Public Participation Plan (How do we effectively include Title VI populations)
- Data Collection/Analysis (How do we know where our Title VI populations are)
- Limited English Proficiency Process (Four factor analysis)
- Monitoring sub-recipients
- Complaint Procedure

# Four Factor Analysis

- The number or proportion of LEP persons served or encountered in the eligible service population
- The frequency with which LEP persons come into contact with the program
- The nature and importance of the program, activity, or service provided by the program
- The resources available and costs to the recipient

# The Civil Rights Restoration Act of 1987

- The CR Restoration Act clarified the original intent of Congress, with respect to Title VI and other non-discrimination requirements (The Age Discrimination Act of 1975, and Section 504 of the Rehabilitation Act of 1973), by restoring the broad, institutional-wide scope and coverage of these requirements to include all programs and activities, so long as any portion of the program is Federally assisted.



# **Self-Evaluations and Transition Plans: Some Considerations**

**WVDOH  
Planning Conference  
October 8, 2014**

# What is it all about?

## Civil rights:

“The ADA is nothing less than an emancipation proclamation for people with disabilities.”

- Senator Tom Harkin,  
1990



# How many people are we talking about?

## Disability:

- At least 54 million people in the U.S.
  - 24% of people age 18 and older have a mental illness\*
  - 38% of people age 18 and older have some form of hearing loss\*
  - 20% of the US population has some form of vision loss\*
  - 20% of the US population has a physical limitation\*
  - Half of us are personally affected
  - And the numbers are growing...
- Veterans returning with disabilities
- Aging population

\*National Institute of Mental Health

\*American Foundation for the Blind

\*US Census Bureau



# State and Local Governments Program Access

NOT a new concept. Language can be found in:

- ❖ Title II of the ADA
- ❖ Section 504 of the 1973 Rehabilitation Act: recipients of federal financial assistance.



# The Rehabilitation Act of 1973

## Section 504

- Makes it illegal for the federal government, federal contractors, and any entity receiving federal financial assistance to discriminate on the basis of disability.
- Obligates state and local governments to ensure that persons with disabilities have equal access to any programs, services, or activities receiving federal financial assistance.

# The Americans with Disabilities Act of 1990 and subsequent Americans with Disabilities Act Amendments Act of 2008

- Takes Section 504 further to include all state and local governments, including those that receive no federal financial assistance.
- While the ADA has five separate titles, Title II is the section specifically applicable to “public entities”, and the programs, services, and activities they deliver.

# Program Access

- No qualified individual with a disability shall, *because a public entity's facilities are inaccessible or unusable,*

- Be excluded from participation
- Be denied benefits of programs
- Be subjected to discrimination

# Basic Principle is to Facilitate:

- Equal opportunity
- Integration
- Inclusion in planning
- Physical or Technological participation

# What are “Programs, Services and Activities”?

For purposes of the self-evaluation and transition plan, a “program” is a service or activity with a single purpose. It is an activity undertaken by a department that affords benefits, information, opportunities or activities to one or more members of the public.

# Title II Basics

## Non-Discrimination Provisions

- Equal opportunity to participate in and benefit from programs, services, and activities
  - No exclusion from programs
  - No denial of benefits or services
- Integration
- Reasonable modifications to policies, practices, and procedures
- Effective communication
  - Auxiliary Aids and Services

# Title II Basics

## Non-Discrimination Provisions

- No eligibility criteria that exclude or screen out individuals with disabilities.
- Equal access to licensing and exams
  - Accessible location
  - Alternate formats
  - Auxiliary Aids
- No surcharges
  - Service animals
  - Alternate format documents
- Non-discrimination in employment

## Area to Consider

# Use of Outside Entities

- A program is liable for ensuring that any external contractors used to provide goods and services meet the requirements for ensuring accessibility of facilities, communication, transportation and modification to policies and procedures necessary for equal access by people with disabilities
- Contract language should include the requirement to ensure that all goods and services provided are accessible to people with disabilities



# ADA Title II (1991 Regulations)

## 5 Administrative Requirements

### 1. Designate a responsible employee

- Someone with sufficient authority to make decisions and take action
  - Often referred to as “ADA Coordinator”

### 2. Grievance Procedure

- Establish and publicize a procedure for addressing complaints regarding ADA Compliance

### 3. Notice to the Public

- Public statement of ADA Compliance to be made available across multiple platforms (print, auditory, website, etc.)

# ADA Title II (1991 Regulations)

## 5 Administrative Requirements

**4. Conduct a Self-Evaluation** – An assessment of all programs and services to identify any barriers to participation by people with disabilities

- Required by all entities, regardless of size
- Must be kept on file for 3 years for entities with 50 or more employees (From 1991 Regulations)

To be completed by July 26, 1993

# **ADA Title II (1991 Regulations)**

## **5 Administrative Requirements**

- 5. Develop a Transition Plan** - A plan that identifies the architectural barriers that impact access to programs and activities offered by a public entity
- Only required for entities with 50 or more employees

**To be completed by July 26, 1992 and barriers to be removed by July 26, 1995**

# Establishing the ADA Coordinator Position

When appointing an ADA Coordinator, the public entity needs to establish:

- A job description
- The amount of time given to the position: if the position is full-time or combined with other duties.
- How the ADA Coordinator fits into the administrative hierarchy. Will the ADA Coordinator report directly to the Mayor or City Manager, Human Resources, etc.
- The level of authority the ADA Coordinator has over other employees and departments.
- The level of autonomy the ADA Coordinator has in making decisions and carrying out duties.
- What level of training, resources, and administrative support will the position receive?
- Levels of communication and how and to whom the ADA Coordinator will report problems and areas of need.

The job description of the ADA Coordinator should reflect the intent of Title II regulations, which is to coordinate a state or local governments efforts to comply with and fulfill its responsibilities under Title II, including the investigation of complaints. The responsibilities of an ADA Coordinator should include:

- conducting a self-evaluation
- conducting a transition plan
- establishing and overseeing grievance procedures
- monitoring on-going progress of the transition plan
- communicating policy within the organization and throughout the community.
- coordinating activities among a number of departments.
- identifying and utilizing appropriate resources.
- establishing a working knowledge of ADA regulations and guidelines.
- assisting in development of policies and procedure

**The ADA Coordinator should be viewed as an administrative/management position rather than a technician, legal counsel, or regulatory specialist.**

**Qualifications of an effective ADA Coordinator include:**

- **familiarity with the state or local government's structure, activities, and employees**
- **knowledge of the ADA and other laws addressing the rights of people with disabilities, such as Section 504 of the Rehabilitation Act**
- **experience with people with a broad range of disabilities**
- **knowledge of various alternative formats and alternative technologies that enable people with disabilities to communicate, participate, and perform tasks**
- **ability to work cooperatively with the local government and people with disabilities**
- **familiarity with any local disability advocacy groups or other disability groups**
- **skills and training in negotiation and mediation**
- **organizational and analytical skills**

# GRIEVANCE PROCEDURE

## **The grievance procedure should include:**


- **Description of how and where a complaint under Title II may be filed with the government entity;**
- **Statement notifying potential complainants that alternative means of filing will be available to people with disabilities who require such an alternative;**
- **Description of the time frames and processes to be followed by the complainant and the government entity;**
- **Information on how to appeal an adverse decision; and**
- **Statement of how long complaint files will be retained.**

# GRIEVANCE PROCEDURE

- **Grievance procedure should be distributed to all agency heads.**
- **Post copies in public spaces of public building and on the government's website.**
- **Update the procedure and the contact information as necessary.**

**In addition, the procedure must be available in alternative formats so that it is accessible to all people with disabilities.**





- Persons with disabilities are important stakeholders in the self evaluation/transition plan process.

- Including them means:

- A more realistic or practical view of accessibility and priorities
- Decisions are more likely to address serious unseen problems

When stakeholders are truly part of the process they are more likely to take ownership and help further implementation.



The ADA is over 20 years old. Think about all that has changed in the last 20 years.

- How have the times changed?
  - Technology?
  - Web sites?
- How has your disability community changed?
- Do you have the same programs?
- Has there been updates to your facilities?

# Title II Compliance: For Old Time's Sake

- Self-evaluation of policies and practices by January 26, 1993
- Transition plan (for physical modifications) by July 26, 1992 (if 50 or more employees)
- Physical modifications complete by January 26, 1995, “...but in any event as expeditiously as possible.”

## What if we have less than 50 employees?

Public entities with **less** than fifty employees are **not required** to appoint an ADA Coordinator and establish a grievance procedure, but they are **strongly encouraged to do so** to effectively facilitate ADA compliance.

# What if we already did a plan?

- Reassessment... Has anything changed?
  - New programs?
  - Remodeled or new facilities?
  - Has our web based presence/activities changed?
  - Staffing changes?
  - Have we “privatized” anything?
  - Have the regulations changed (local or federal)?
- If we have a plan, are we following it?
  - Is it current?

## Considerations as you start:

- Consider your “culture”
  - How does your entity work?
  - How does change happen?
  - How does disability compliance fit within the compliance structure?
- Consider your constituency
  - Input from people with disabilities: when, who, how
  - Input from program managers, facilities, ADA/504 coordinator
  - Input from the public

# Actions before you begin

- Secure support from the top management
- Build your Internal team – who “owns” it?
- Finalize the breadth and depth of analysis
- Establish the method of information gathering, analysis
- Establish the method/level of how you will report findings
- Determine access to public input – when and how
- Determine when to start and how to implement changes (immediate -when barrier has been identified? Or, after the self evaluation is finished?)
- Finalize what the internal resources are in terms of time, money, expertise (will people be “assigned” or will we seek “volunteers”)
- Determine if you will require outside consultants and how they will be used

# Make Some Initial Decisions

- What will we assess?
  - ❖ Each physical structure?
  - ❖ Each individual program?
  - ❖ A combination of both?
- Some public agencies, by their nature, may be best suited to one method over the other method.
- What works is what works – design an approach the best fits your own structure and needs. Don't forget what has already been done – build upon it.



# Questions to Ask (and Answer)

- Understand your agency's programs, activities and services:
  - ❖ What are they?
  - ❖ What are they intended to do?
  - ❖ Why are they carried out or delivered in the manner they are?
  - ❖ What is the underlying purpose of them?
  - ❖ What, if any, eligibility requirements exist for each program? Are they necessary?

# More Questions to Ask

- Review original (1990s) self-evaluation and transition plans. Do you know where they are - both in terms of physical location AND content?
- How current are the self-evaluation and transition plan?
- What has changed or no longer exists?
- What is new?

# More Questions to Ask

- What do you need to address now that you didn't before?
- Know who has responsibilities for program access, policy, and facilities issues?
- Do you have an ADA Coordinator?
- Do you have a grievance procedure?



All public entities subject to Title II of the ADA must complete  
a self-evaluation by  
**January 26, 1993**

(One year from the effective date of the Department's regulation)

# Self-Evaluation

## DOJ directive

“If a public entity has already complied with the self-evaluation requirement of a regulation implementing section 504... then the requirements [about self-evaluation] apply only to those policies and practices that were not included in the previous self-evaluation.”

# Self Evaluation

- Need to look at all program policies, as well as, assess how they are practiced.
  - Look at all “*we’ve always done it this way*” scenarios.
  - Written and unwritten policies.


# Core topics


- Participation requirements
- Tests
- Policies and practices that may discriminate
- Separate programs/services
- Effective Communication, website, print media, video access, face to face.
- Infrastructure (Transportation, Pedestrian access)
- Emergency preparedness
- Outside entities (vendors, contractors)
- Furniture, equipment, purchasing
- Applications

# Components of a Self-Evaluation

- **Examine the entities programs, services, activities and information technology**
- **Evaluate how people with disabilities receive benefits and services and participate in programs and activities**
- **Develop a set of priority-driven recommendations to make these programs, services, and activities accessible to people with disabilities**



- 
- Look at each program or program component – how do people participate generally?
  - Identify locations in specific geographic areas – county by county, town by town, or neighborhood by neighborhood.
  - What services or programs are offered at each location?  
Who is the intended audience/customer base?

- 
- Which locations are accessible and to what extent?
  - How well dispersed are the accessible locations? How convenient are they?
  - What are existing barriers to participation?



## The Self-Evaluation

Must examine each program to determine whether any physical barriers to access exist and identify steps to be taken to enable these programs to be made accessible (Transition Plan).

# Self Evaluation

- Perform access surveys on all facilities to determine if any barriers exist
- Record this information in your database to be prioritized and used in the transition plan

# Site Surveys

- Entity may contract this out or perform themselves.
- Needs to be thorough and accurate
- Should be organized to aid in prioritization
- Existing technical standards should be applied to the greatest extent feasible
- Physical barriers found when performing access surveys need to be assessed to determine a time table for removing them.

# ADVISORY COUNCIL

In addition to *surveying department programs*, an advisory council should be established. The advisory council should:

- Consist of members representing the disability community
- Provide entity information about programs and services
- Be included in determining priorities for transition plan

# Developing the Transition Plan

- Involve your community
- Keep regulatory changes in mind
- Develop usable databases
- Establish priorities and limits
- Get public comment
- Post on the web

# Transition Plan

- The Transition plan shall, at a minimum –
  - ❖ **Identify** physical obstacles in the public entity's facilities that limit the accessibility of its programs or activities to individuals with disabilities;
  - ❖ **Describe** in detail the methods that will be used to make the facilities accessible;
  - ❖ **Specify** the schedule for taking the steps necessary to achieve accessibility compliance.
  - ❖ **Indicate** the official responsible for implementation of the plan (ADA Coordinator).



# Transition Plan

- **Make a Plan.** *In the event that structural changes to facilities will be undertaken to achieve program accessibility, a public entity that employs 50 or more persons shall develop.... a transition plan setting forth the steps necessary to complete such changes.*
- **Seek Input.** A public entity shall provide an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the development of the transition plan by submitting comments.
- **Let the Public Know.** A copy of the transition plan shall be made available for public inspection.

# Achieving Success

- **Success**
  - Identify policies, practices and procedures that make your programs, services and activities inaccessible to people with disabilities
  - Reporting each one accurately and completely
- **Tips**
  - Every entity has opportunities for improvement
  - The purpose of the self-evaluation process is not to point fingers, but to spot problems so they can be fixed
  - If you identify all areas of non-compliance you can improve



# EDUCATE

Ascertain whether measures have been taken to ensure that employees of a public entity are familiar with the policies and practices for the full participation of individuals with disabilities

Make sure employees have been trained on ADA practices and procedures

# Where Do I Go From Here?

- Understand the requirements of the ADA. Don't be afraid to ask and use resources. There are NO unimportant questions.
- Develop your own support network. Developing relationships is important:
  - ❖ With the people at this conference and in this room. Chances are they have experienced what you are dealing with and have some good suggestions. You don't have to feel alone.
  - ❖ Reach out and develop relationship with the disability community in your area. They can identify priorities, help to develop a realistic compliance plan, and provide other valuable input.
  - ❖ Contact and develop relationships with designated Federal agencies — they can be your friend.
  - ❖ Keep DOJ and the ADA Network on speed dial.

# Where Do I Go From Here?

- Respond to inquiries, complaints, or compliments (they will come!) in a timely manner - even if you don't know what the answer is. Outline realistic, clear, and measurable steps, including time lines, in your grievance procedure and adhere to them.
- Don't EVER be afraid to ask questions or say you don't know the answer.
- Seek out resources and guidance available

# Just Do It

- The entire purpose of a self evaluation/transition plan is to:
  - Improve your community
  - Eliminate discrimination
  - Comply with the ADA
- A Plan Requires Action
  - Execution, Execution, Execution

# Why is this important?

- To meet the needs of a growing and aging population
- To achieve the entities goal to make their programs and services accessible to it's citizens and visitors
- To provide equal access to people with disabilities seeking to use the entities facilities and services
- To educate and empower government personnel about the importance of providing access
- It's the Law



# What if we don't do this?

- Possibility of harsher mandates from litigation
- Possibility of “bad press”
- Project Civic Access “subject”
- Settlement agreements or lawsuit outcomes can dictate your compliance level
- You lose control of the process



# How is Title II Enforced?

ADA provides three methods of enforcement:

1. File a complaint under the public entity's grievance procedure
2. File a complaint with a designated federal enforcement agency (EEO, DOJ, FCC, DOT)
3. File a lawsuit

# Resources

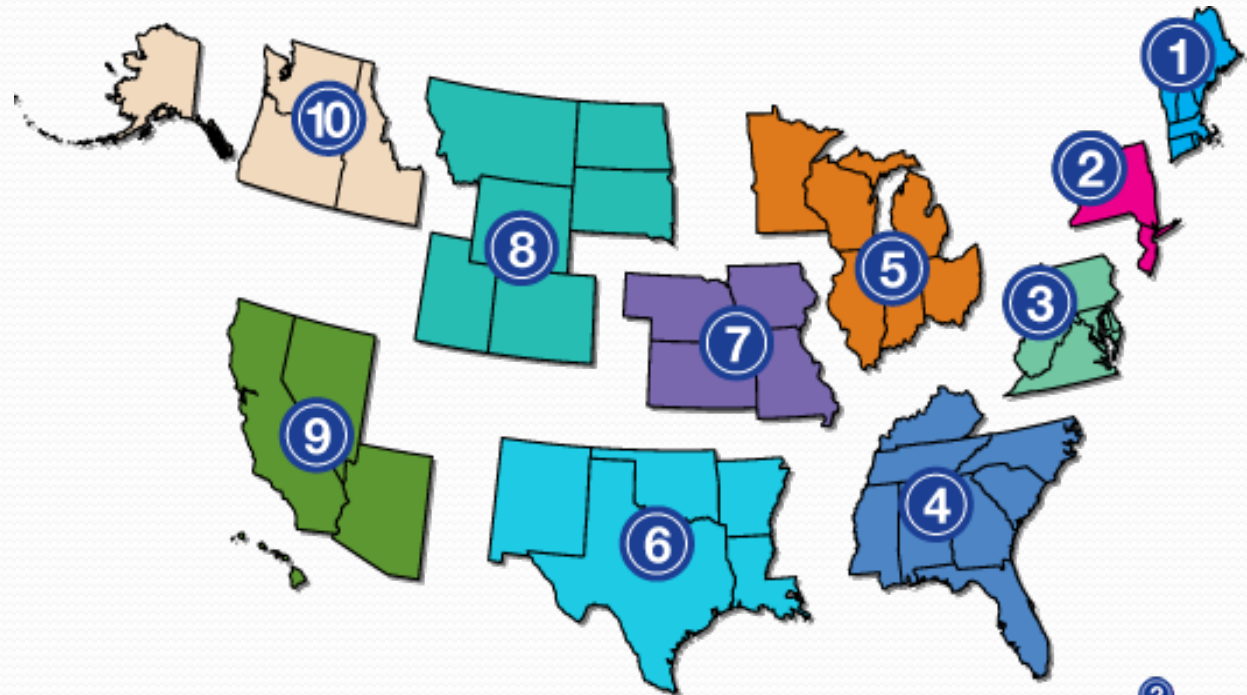
- Title II Technical Assistance Manual
- 2010 Standards for Accessible Design
- Title II Action Guide
- ADA Best Practices Toolkit
- Title II Regulations
- Title II Statute
- State Laws

All may be found at your regional ADA Center

# Utilize your Regional ADA

1-800-949-4232

[www.adata.org](http://www.adata.org)



# Passages From Religious & Other Belief Systems

- **Christianity:** “Do unto others as you would have them do to you” - Jesus Christ, Matthew 7:12
- **Islam:** “Hurt no one so that no one may hurt you” – Muhammad (PBUH) Last Sermon in Uranah Valley of Mt. Arafat
- **Hinduism:** “This is the sum of the Dharma [duty]: do naught unto others which would cause you pain if done to you.” – The Mahabharata 5:1517
- **Buddhism:** “Do not hurt others with that which hurts yourself.” – Buddha
- **Judaism:** “What is hateful to you, do not do to others.” – Rabbi Hillel
- **Baha’i Faith:** “He should not wish for others what he does not wish for himself.” – Baha’u’llah, Epistle to the Son of the Wolf

# Passages From Religious & Other Belief Systems Contd.

- **Confucianism:** “Do not do to others what you do not want them to do to you” – Analects 15:23
- **Humanism:** “Don’t do things you wouldn’t want to have done to you” – British Humanist Society
- **Jainism:** “...we should regard all creatures as we regard our own self” – Lord Mahavira, 24<sup>th</sup> Tirthankara
- **Native American Prayer:** “Great Spirit, grant that I may not criticize my neighbor until I have walked a mile in his [or her] moccasins”
- **Sikhism:** “Don’t create enmity with anyone as God is within everyone.” - Guru Arjan Devji 259
- **Scientology:** “Try to treat others as you would want them to treat you.” - #20 of the 21 moral precepts in L. Ron Hubbard’s The Way to Happiness

# Passages From Religious & Other Belief Systems Contd.

- **Taoism:** “Regard your neighbor’s gain as your own gain, and your neighbor’s loss as your own loss.” – T’ai Shang Kan Ying P’ien
- **Unitarianism:** “We affirm and promote respect for the interdependence of all existence of which we are a part.” – Unitarian principles
- **Wicca:** “Do what ever you will, as long as it harms nobody, including yourself.” – Wiccan Rede
- **Yoruba Proverb:** “One going to take a pointed stick to pinch a baby bird should first try it on himself [or herself] to feel how it hurts.”
- **Zoroastrianism:** “Whatever is disagreeable to yourself do not do unto others.” – Shayast-na-Shayast 13:29

# Passages From Religious & Other Belief Systems Contd.

- **'Ohana (Family):** *Ike aku, 'ike mai, kokua aku kokua mai; pela iho la ka nohana 'ohana* (Know and help others as they will know to help you) -- Hawai'ian Belief

# Question and Answer





ADA Trainer Network  
Module 5e

# Supplemental Resources

Provided at the Planning Division Conference  
October 8, 2014

Raymond Patrick  
WVDOH ADA Coordinator



Cornell University



**National Network**  
*Information, Guidance and Training on the  
Americans with Disabilities Act*

# Disclaimer

Information, materials, and/or technical assistance are intended solely as informal guidance, and are neither a determination of your legal rights or responsibilities under the ADA, nor binding on any agency with enforcement responsibility under the ADA.

The Mid-Atlantic ADA Center is authorized by the National Institute on Disability and Rehabilitation Research (NIDRR) to provide information, materials, and technical assistance to individuals and entities that are covered by the ADA. The contents of this document were developed under a grant from the Department of Education, NIDRR grant number H133 A110020. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

## **Department of Justice**

<http://www.usdoj.gov/><http://www.ada.gov/> The Department of Justice (DOJ) enforces the business services and local & state government regulations of the ADA.

## **Equal Employment Opportunity Commission**

[www.eeoc.gov](http://www.eeoc.gov) The Equal Employment Opportunity Commission (EEOC) enforces the employment regulations of the ADA.

## **Department of Transportation**

[http://www.fta.dot.gov/civilrights/civil\\_rights\\_2360.html](http://www.fta.dot.gov/civilrights/civil_rights_2360.html)

The Department of Transportation Federal Transit Administration works to ensure equal access to transportation systems for individuals with disabilities.

**Access Board** <http://www.access-board.gov/> Access Board is a federal agency that develops guidelines to ensure that buildings, transportation, and telecommunications technology are accessible to individuals with disabilities.

## **ADA Portal**

<http://www.adata.org/ada-document-portal> The ADA Portal is a searchable database of over 7,000 documents on the ADA that cover both legal and practical issues. The documents can be searched by search terms or topic.

## **Fact Sheets developed by the ADA National Network.**

[http://adata.org/factsheets\\_en](http://adata.org/factsheets_en) (English)

[http://adata.org/newregs\\_II\\_III\\_sp](http://adata.org/newregs_II_III_sp) (Spanish)

# Mid-Atlantic ADA Center

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Web	<a href="http://www.ADAinfo.org">www.ADAinfo.org</a>

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