



National Summit on
DISABILITY POLICY 2010
ADA 1990-2010 Retrospective and Future Policy Directions

Living, Learning & Earning

Summary of Proceedings

Letter from Chairman Jonathan Young

As Chairman of the National Council on Disability I am pleased to release this report summarizing the activities that occurred July 25-28, 2010 at the *National Summit on Disability Policy 2010*. The Summit's cross-cutting theme of **Living, Learning, and Earning** provided the backdrop for launching a national dialogue on disability policies and programs in the 21st century and on what remains to be done to achieve the Americans with Disabilities Act goals of equality of opportunity, full participation, independent living, and economic self-sufficiency.

Over the course of the Summit, we heard a divergent set of viewpoints on an array of issues and topics. Summit activities included policy discussions, conversations among participants that crossed traditional program and policy silos; and identification of opportunities for improvement, collaboration, and coordination. I would like to thank our partners and sponsors who made this event possible and the over 500 individuals who took time out of their busy schedules to participate and contribute.

Deliberations from the Summit lay the foundation for the ongoing work of the Council. While this report documents the outcomes from this Summit, it represents merely the beginning of our journey. It is our challenge and responsibility in the months ahead to incorporate the summit themes into the Council's plan of action.

We look forward to continuing to work with our federal partners, advocates, stakeholders, and constituents to build on the foundation established through this Summit.

Sincerely,



Jonathan Young

Chairman

Executive Summary

The National Council on Disability (NCD) hosted the National Summit on Disability Policy 2010 on July 25-28, 2010. In addition to commemorating the 20th anniversary of the Americans with Disabilities Act (ADA), the Summit provided the venue for representatives from all disability and federal policy communities to meet, dialogue, build relationships, and explore opportunities to improve outcomes for Americans with disabilities. Over 500 representatives from 44 states plus the District of Columbia, tribal (American Indian) entities, Guam, and Puerto Rico convened for discussions around the Summit themes of Living, Learning, and Earning.

Summit objectives were: to identify emerging and cross-cutting opportunities to enhance Living Learning, and Earning for people with disabilities; to establish new mechanisms and build on existing ones to improve coordination and implementation of disability policies, programs, and practices; and to energize collaborative networks to guide future development of disability policy.

The Summit used town hall community discussions, presentations, facilitated group discussions including conversations for change (in a world café style), and topical discussions in small groups. An option to participate via Facebook was offered for people attending the Summit as well as people who could not attend.

Overarching themes emerged from the three days of deliberations and focused on inclusiveness, empowerment, partnership and collaboration, enforcement, education and awareness:

- **Inclusiveness:** The need for inclusion surfaced in two contexts. The first was to include all disability types in discussions and solutions formulated. Specifically, intellectual and cognitive disabilities, mental illnesses, chemical sensitivities, and other hidden disabilities should be included. The second context was to include people with disabilities in planning efforts at the federal, state, tribal and local levels for all infrastructure, policy, service projects, and programs to incorporate

the needs of people with disabilities from conceptual development through implementation.

- **Empowerment:** Discussion encompassed the need to increase the strength of all people with disabilities, their families, and community members to advocate and transform the community and society. During the Summit, empowerment also expanded to include the need to build the political power of the disability community through a united political force that reflects the growing numbers of people with disabilities and the economic and political power associated with such a large segment of the population.
- **Partnership and Collaboration:** Participants in multiple sessions during the Summit echoed the need for increasing partnerships and collaboration at all levels. Partnerships should reach vertically from the federal to the state, tribal and local levels to establish funding streams and programs with flexible designs needed to deliver the appropriate services and supports. Participants also recommended partnerships and collaborations that go horizontally across interest groups. Actions should include reaching out to other underserved populations (e.g., groups who may share literacy issues, and the aging population) to identify areas of common need. The combined strength in advocating for solutions to common problems could improve outcomes for all.
- **Enforcement:** Through the presentations, conversations, and discussions, participants indicated that laws and policies are only as effective as the enforcement mechanisms associated with them. Participants emphasized the need to strengthen enforcement of the ADA, the Individuals with Disabilities Education Act, Elementary and Secondary Education Act, the *Olmstead* decision, and all laws and policies designed to enhance community living for people with disabilities.
- **Education and Awareness:** There was a call for a national campaign to address attitudes and stigma associated with disability. This was coupled with the need to increase education for various professionals such as teachers, counselors,

education administrators, first responders, architects, builders, and members of the medical community on the needs and issues of people with disabilities and the value of universal design principles in meeting the needs of all Americans.

Throughout the town hall discussions, presentations, topical discussions, and Facebook comments, NCD captured an incredible amount of input to inform the development and implementation of policies, programs, and practices. This input centered around seven topics, including community living, education and lifelong learning, employment and financial security, healthy living, disability rights, veterans with disabilities, and universal design which are summarized as follows:

- **Community Living:** Comments focused on emergency preparedness, transportation, housing, community involvement, and policy. Policy and programs should address the variable needs of communities because issues and solutions differ in urban, suburban, and rural settings. It is critical that education and input from the disability community inform the development of community infrastructure to support full community inclusion. Services and supports for people with disabilities are often limited, and consumer choice is rarely available. A paradigm shift to allow innovative micro-design enterprise would be especially helpful in rural communities where transportation services are limited.
- **Education and Lifelong Learning:** This discussion focused on expectations, curriculum development, and staff development. Setting the expectation for success among students with disabilities, their family members, teachers, and support networks is critical to improving outcomes for youth with disabilities. Expanding the school curriculum to apply evidenced-based teaching techniques, using different teaching methods to accommodate varied learning styles, and offering an individualized education plan for all students would create a learning environment that best serves all students. Teaching and other education professionals also require training to increase disability awareness and broaden their competence in teaching students with disabilities. Participants recommended developing a model school environment that combines the

accessibility across the physical structure, teaching/learning tools, resources, and instructional materials that create a universally designed educational environment to better serve the entire community.

- **Employment and Financial Security:** Of paramount importance to participants was the separation of eligibility for benefits (particularly health care benefits) and the decision to work. Participants stated throughout the Summit that having to choose between health care and work was not acceptable. With regard to workforce preparation, it is important to ensure that vocational rehabilitation (VR) providers understand the available and emerging jobs. Training services offered to people with disabilities should include the skills required for the jobs employers are trying to fill. VR counselors also need training to assist entrepreneurs with disabilities with business start-up. Employer education and supports are another major component in achieving employment and financial security. Employment advocacy should be framed in business terms that will change employer practices. Using chambers of commerce, the National Federation of Independent Business, and other avenues as part of a national education campaign to educate small and growing companies will increase employment opportunities.
- **Healthy Living:** Summit participants indicated a number of gaps in access to personal assistance services and long-term services and supports. Educating the medical community is required to ensure access to facilities and medical equipment and to encourage more health care providers to welcome people with disabilities into their practices. The definition of the underserved population requires amendment to include people with disabilities so that the needs of the disability community will be included in research, programs, and evolving practices. An education campaign is needed to prepare people to facilitate the implementation of the Affordable Care Act. The benefits and intentions of the *Olmstead* decision are still not fully realized, requiring more effort to create programs that offer people with disabilities real choice regarding housing facilitated by appropriate medical and community supports. While participants hoped health care reform would address many of these issues, it will be difficult

to determine whether it does until the law is fully implemented. Participants recommended establishing a citizen advisory committee to assist in overseeing the development and implementation of policies and programs.

- **Disability Rights:** Participants suggested several concepts as alternatives or complementary perspectives to the disability movement civil rights paradigm: human rights, economic perspective, universal rights, and language rights. The discussions focused on the need to build the capacity for advocacy, an education and awareness campaign to address multiple audiences, an increased focus on enforcement, and ensuring people with disabilities are part of all discussions. Integral to taking the disability movement forward is the need to create a political action process that addresses issues affecting people with disabilities.
- **Veterans with Disabilities:** In addition to unique needs, veterans with disabilities share many needs and issues with the broader disability community. Participants recommended increasing education and awareness regarding traumatic brain injury, post-traumatic stress disorder, and the special issues facing female veterans with disabilities. Another need is for increasing the availability of services from both veteran/military sources and the civilian community. Participants recommended increasing training, communication, and referrals across these service delivery systems to improve outcomes. This includes increasing coordination and collaboration with protection and advocacy and independent living centers. Rather than a lack of services, knowledge of available services is an issue. Participants recommended improving access to information regarding existing services and supports. Participants also suggested changing policy to recognize caregivers selected by the veteran with the disability, increasing parity in services between full-time military and reservists, and improving the coordination of services between Medicaid and the Department of Veterans Affairs. Money Follows the Person for veterans and other veteran directed service models should be explored with input from veterans with disabilities.

- **Universal Design:** Principles for universal design recognize that accessibility features pose minimal burdens and costs when incorporated during design; universal design affects all aspects of living, learning, and earning; and applying universal design means greater access for all. Participants recommended using open platforms and sharing technologies, including use of emerging cloud computing as a mechanism for creating individual interfaces. Creating opportunities for greater public/private partnerships on research, design, and implementation offers another option for increasing accessibility. Participants suggested a consumer report on product disability friendliness as a means of encouraging universal design. Identifying and collecting the right data to justify universal design is also critical. Increasing affordability, tax credits, and using insurance to cover the cost of AT was recommended. Participants also urged a shorter timeline between the release of guidelines and regulations, and the onset of enforcement.

In conclusion, the Summit achieved its objectives of identifying opportunities, establishing new mechanisms to improve coordination and implementation, and energizing collaborative networks to enhance living, learning, and earning for people with disabilities. Participants raised an array of issues warranting further discussion and exploration.

Across all presentations and discussion venues, the need for a person-centered model for the design, development, and implementation of policy, programs, and services surfaced. Participants recognized that the current economic landscape presents challenges and opportunities. They also indicated that as federal, state, tribal, and local governments work to reallocate funding and redesign programs for greater efficiency, the need increases for disability representation to ensure the resulting programs and services reflect a universal design and inclusion to meet the needs of all citizens.

The Summit participants called for formal and informal collaboration, at the federal, state, tribal, and local levels, and across those levels. Collaboration also must occur within the disability community as well as with other communities. Such interactions will

support efforts to unite over issues of common interest and strengthen the voice of people with disabilities in influencing and implementing changes.

Finally, the participants recognized a unique role for the Federal Government to affect policy and programs. Participants called for a Cabinet-level position to oversee the development and implementation of disability policies and programs. They supported a national level committee and increased collaboration across federal agencies to improve the flexibility and blending of programs and services. Participants also recommended establishing think tanks and federally-hosted discussions to focus on issue resolution and updating policy to reflect a flexible person-centered approach that will meet current and future needs.

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1.0 Introduction

The programming for the *National Summit on Disability Policy 2010* was guided by a conviction that the biggest challenges in making a difference in the lives of people with disabilities relate to effective cross-silo coordination and implementation rather than a lack of clarity about the direction of disability policy.

A primary purpose of the Summit was the opportunity for relationship-building. It is often effective relationships rather than merely the merits of policies that make the critical difference in transitioning from good idea to effective practice. Many ideas and strategies do not need to be hatched anew, but instead need to be shared more broadly.

Objectives: The general objectives for the Summit were to:

- Identify emerging and cross-cutting opportunities to enhance Living, Learning, and Earning for people with disabilities;
- Establish new mechanisms and build upon existing ones to improve coordination and implementation of disability policies, programs, and practices; and
- Energize collaborative networks to guide future development of disability policy.

Overview of Summit Experience: The National Council on Disability (NCD) hosted the Summit on July 25-28, 2010, in Washington, DC. Appendix A contains a complete description of the Summit. The program comprised presentations from the field to set the stage for town hall forums, topical discussions, and world café style group discussions. NCD also hosted ongoing discussions via Facebook to allow participants and people who could not attend to provide comments and recommendations. Facebook generated 332 comments.

Summit Participation: The Summit convened a diverse group of over 500 participants from 44 states, the District of Columbia, tribal (American Indian) entities, Guam, Puerto Rico, and guests from Rio de Janeiro. This geographic representation spans urban,

suburban, and rural areas, each having its unique set of issues in implementing disability policies and programs.

On their registration forms, participants were asked to volunteer demographic information; 293 of the participants provided this information:

- 39 percent male, 61 percent female
- 65 percent have a disability
- 47 percent have a family member with a disability
- 18 percent are a member of a racial or ethnic community
- 16 percent live in an area lacking disability resources
- 10 percent are veterans
- 7 percent are students

Overview of this Report: This report summarizes the proceedings of the Summit. It is organized according to the sessions offered, capturing the major themes and recommendations that arose during each session.

Section 2. Foundations for Disability Policy: Community Town Hall Discussions – Summarizes the presentations from federal policy representatives.

Section 3. Policy Dialogue/Plenary Presentations – Summarizes major points raised by speakers and panel members during plenary sessions.

Section 4. Conversations for Change – Summarizes the themes and recommendations identified by the facilitators from the series of discussions hosted in a “world café” style group process.

Section 5. Topical Discussions – Presents the themes and recommendations identified through the topical small group discussions.

Section 6. Facebook Discussions – Summarizes the overarching themes and recommendations submitted via Facebook.

Section 7. Summit Wrap-up – Provides a summary of themes and recommendations identified during an open discussion held on the final day of the Summit.

Section 8. Conclusion – Indicates next steps for NCD and specific recommendations made during the Summit for NCD to consider in moving forward.

Based on the open discussion and participant-driven nature of this event, the sections reveal some redundancy in the comments, themes, and recommendations. The intent of this summary is to capture the proceedings as they occurred, making the information available for further analysis and synthesis according to a variety of topic areas.

2.0 Foundations for Disability Policy: Community Town Hall

Discussions

Jonathan Young, Chairman of NCD opened the Summit by acknowledging the 20th anniversary of the Americans with Disabilities Act (ADA) and people who organized the Summit. He noted that the ADA set a new standard: It is no longer permissible to exclude people with disabilities. We need to deliver on that. Policy recommendations from the 1996 NCD Summit are still spot on today. This Summit focuses on how we can better implement the policy recommendations. Chairman Young then introduced a series of town hall discussions, focused on presentations from federal representatives with responsibility for disability programs across the Federal Government. The six presentations and discussions with the audience are summarized as follows.

Living, Learning, and Earning with a Global Perspective

**Judith Heumann, Special Advisor for International Disability Rights, U.S.
Department of State**

From the passage of the ADA we learned that Congress had to first recognize the extent of discrimination to understand the need for the law and that bipartisan support

was necessary. Diverse groups (e.g., disability, civil rights, business) had to work together to gain this support. People with disabilities must continue to advocate and hold ourselves and others accountable for achieving the goals of the ADA.

There are now thriving disability rights movements in the U.S. and abroad. The Federal Government increasingly has recognized disability issues in its international work by hiring staff with expertise in disability issues, and including people with disabilities more prominently in the discourse, supporting action groups, and in overseas volunteer and exchange programs. Nongovernmental organizations advocacy organizations have spread disability rights work around the globe.

The Administration will send the United Nations Convention to the Senate for ratification. Bipartisan support will be critical to its passage. There remains a significant need to provide better education and employment opportunities around the world and to build capacity in this field.

Living, Learning, and Earning with Technology and Telecommunications

**Karen Peltz Strauss, Deputy Chief, Consumer and Governmental Affairs Bureau,
U.S. Federal Communications Commission**

The ADA triggered telecommunications access laws related to relay services, hearing aid compatibility, and others that have advanced accessibility. Emergency access issues and the need for redundant information are driving some legislative improvements. The Federal Communications Commission (FCC) is now focused on three major issues: the National Broadband Plan to support access for all, wireless access issues for people who are deaf-blind, and programs under section 504 of the Rehabilitation Act of 1973.

It is critical for the disability community to ensure that as broadband access evolves, accessibility issues are taken into account. The community must remain vigilant. Access to Internet content for people with cognitive disabilities remains a challenge, but the proposed expansion of section 255 of the Telecommunications Act to cover the Internet may help address those challenges. We are often trying to make new technology

accessible after the fact. We need to focus on the future and build international dialogue on these issues. The FCC promotes universal design as a strategy to ensure access for all. The FCC sponsors a Collaborative Dialogue initiative that includes consumers, researchers, and other stakeholders in brainstorming sessions designed to gather early insight into and solutions for potential access issues.

Living, Learning, and Earning with Health Care Reform

Henry Claypool, Director, Office on Disability, U.S. Department of Health and Human Services: The Affordable Care Act (ACA) is designed to help extend the promise of the ADA to health care. It establishes fairness in health insurance coverage and brings transparency (see healthcare.gov). It gives consumers better choices and more control. The ACA helps advance civil rights and community living by building on the *Olmstead* decision. It extends the Money Follows the Person program and supports several other community living initiatives.

Initiatives sponsored by the Department of Health and Human Services (HHS) and the Department of Housing and Urban Development (HUD) around improving the availability of accessible and affordable housing are designed to address one of the major barriers to expanding home- and community-based health services. There is a need to include people with disabilities in health disparities projects to generate better data for improving policy and services. Each state will have the option to take up the Community Choice Act. An enhanced federal match is designed to encourage this, but it will be easier in some states than in others.

Living, Learning, and Earning with Effective Emergency Management

Marcie Roth, Director, Office of Disability Integration and Coordination, Federal Emergency Management Agency, U.S. Department of Homeland Security: Federal Emergency Management Agency (FEMA) knows that 50 percent of the population needs additional help in an emergency situation, and is planning for real needs. FEMA's role is to support states, not provide direct assistance. Compliance with the ADA is not optional. FEMA is working on three initiatives: (1) developing an agreement with the

National Council on Independent Living (NCIL) to have Centers for Independent Living (CILs) open at disaster team sites and generally encouraging CILs to become more involved in emergency preparedness; (2) actively involving people with disabilities in emergency preparedness planning, evaluation of exercises, and hiring people with disabilities as team members; and (3) establishing an internal disability working group.

FEMA is sponsoring a national capacity building conference for emergency managers in September 2010. Guidance on accessible emergency shelters is coming out soon and will include faith-based community initiatives. People with disabilities must be at the planning table and special needs language (that presents barriers) must be dropped to create a more inclusive and effective emergency response.

Living, Learning and Earning with Financial Security

Kathy Martinez, Assistant Secretary, Office of Disability Employment Policy, U.S.

Department of Labor: This Administration sees disability as part of the diversity agenda and other agencies are interested in including people with disabilities in their programs and on their staffs. Financial security and employment are linked to success and integration in society. Data shows that the vast majority of people with disabilities are not even looking for jobs. Some have given up, and some believe they will lose disability benefits if they work. We need to reverse this trend and create an encouraged worker effect.

The Office of Disability Employment Policy (ODEP) at the Department of Labor (DOL) is sponsoring a new \$24 million grant initiative, called the Disability Employment Initiative, designed to build the capacity and improve the accountability of the public workforce system in serving people with significant disabilities. The initiative will encourage the use of promising practices, successful strategies, and leveraging of resources across systems, including systems that traditionally have not partnered with the One-Stops such as state agencies for intellectual and developmental disabilities, Medicaid, and Ticket to Work. Another ODEP initiative, called "Add Us In," is coming soon and will focus on increasing the capacity of business owners from diverse cultures to employ people with disabilities.

ODEP and the Employment Training Administration (ETA) have been working together to ensure that the upcoming Workforce Investment Act reauthorization strengthens the disability provisions in the law. In addition, ODEP is working to strengthen the affirmative action provisions of section 503 of the Rehabilitation Act of 1973 that require federal contractors to recruit, hire, retain, and promote people with disabilities. To improve the integration of people with disabilities into the workforce system, measures of how people with disabilities have been served must be added. What gets measured is what gets done. The system must be rewarded for serving the disability population to make it happen.

During his campaign, President Obama promised to establish a disability commission. ODEP wants this commission to address some of the laws that are in conflict with each other to more effectively promote employment.

During the discussion, a participant noted that lack of accessible and affordable transportation is a major barrier to employment for many people with disabilities. Asset building strategies help people save money and cover the costs of technology and transportation. Another participant suggested that higher education be included as partners in ODEP initiatives.

Living, Learning, and Earning with Secure Disability Rights

Mazen Basrawi, Counsel to the Assistant Attorney General for Civil Rights, U.S. Department of Justice: The Department of Justice (DOJ) priorities under President Obama have been the enforcement of the landmark Supreme Court *Olmstead* decision. The Administration declared the Year of Community Living and DOJ brought forth several enforcement actions. DOJ stepped up enforcement in Titles I, II, and III of the ADA and has also stepped up Project Civic Access agreements. These are negotiated agreements with towns, counties and other municipalities to improve their enforcement in programs and facilities.

Before the Summit convened, DOJ announced four new Advance Notices of Proposed Rule Making in the areas of Web sites, movie captioning, video description, equipment

(medical equipment, furniture, exercise equipment), and next generation 911 technology. These notices establish the agency's intent to regulate. DOJ uses the input received from the community in response to these notices to develop the regulations.

During 2010, the Department of Education (ED) and DOJ also released a letter to all colleges and universities instructing them that the use of inaccessible e-readers is a violation of Titles II and III of the ADA. DOJ does not have primary enforcement authority under the Individuals with Disabilities Education Act (IDEA) and section 504. ED must refer a concern to DOJ first. When education complaints are received directly, DOJ sends them to ED. The two agencies routinely collaborate in this area.

During the discussion, one participant noted that many people with significant disabilities are working in sheltered workshops but want to get integrated employment. Many sheltered workshops are provided for by statute, and DOJ has no enforcement authority under Title II. ODEP supports the concept of choice. Sheltered workshops could be the last resort for many people. There are other models for employment for people with significant disabilities such as customized employment and supported work that have been successful. ODEP is trying to spread the word about the approaches.

Another participant suggested that DOL and DOJ send a memorandum to employers stating that pushing people with hearing loss and other disabilities out of a job during difficult economic times is not acceptable. More public education is needed so that people with hearing loss know they are entitled to stay on the job. Better compliance with reasonable accommodation provisions is also needed.

Complex intellectual property laws sometimes prevent many innovative technologies developed under government grants do not get to the market. One participant suggested that DOJ may have some mechanisms at their disposal to ensure that such products are made available to people with disabilities.

3.0 Policy Dialogue/Plenary Presentations

These sessions focused on presentations that examined how federal policies translate into daily life, with an emphasis on cross-silo coordination, implementation challenges,

and emerging opportunities for improvement. Each presentation included discussion with the audience. This section presents highlights from each presentation and discussion.

Cabinet Secretary Dialogue Highlights

One of the objectives of the Summit was to promote coordination at all levels of government and in our communities. The participation of Department Secretaries provided an opportunity to discuss how Department and agency heads can help promote cross-silo coordination.

Secretary Ray LaHood, U.S. Department of Transportation (Introduced by Thomas Panek, Vice President, Relationship Management, National Industries for the Blind): In terms of transportation, we have made great progress, but there is more work ahead. We need to ensure that every form of transportation, from jumbo jets to rural vans, is accessible and available to everyone. The Department of Transportation (DOT) Livability Initiative is about designing roadways, streetcars, and light rail that move cars, buses, cyclists, and wheelchair users. It is about designing bus stops, train stations, and airports that are easily accessible by all and seamlessly connected to other forms of travel. It is about believing that transportation facilities can enhance neighborhoods and communities, not just run through them. A livable community is by definition an accessible community. DOT is rebuilding sidewalks, ramps, and crosswalks that have not met ADA requirements in the past. DOT is working with DOJ and others to strengthen and coordinate enforcement of all ADA provisions affecting transportation.

In aviation, DOT is looking at ways to make airport ticket kiosks and airline Web sites more accessible and provide captions for in-flight video. The Federal Aviation Administration recently agreed to allow passengers to carry portable oxygen devices on board.

In rail, DOT is working to ensure that passengers with disabilities can board any rail car they choose. Traveling by water should be free of obstacles as well. Beginning this fall,

the ferries and cruise ships will be required to provide the assistance and information that passengers with disabilities need to board and to travel with no extra fees.

DOT has appointed Richard Devylder as the first advisor for accessible transportation to coordinate accessibility programs and policies across all DOT agencies and to ensure accessibility is included in the upcoming congressional reauthorization of the federal surface transportation program.

Living, Learning, and Earning: Snapshots from the Field - Interactive Panel Discussion

This panel set the tone and backdrop for policy dialogue during the Summit. The snapshots panelists (SP) provided personal experiences about how federal policies translate into the daily lives of people with disabilities.

Marca Bristo, President and Chief Executive Officer of Access Living served as moderator. She noted that legislation is about personal stories. The values of the ADA need to be pushed into public policy. Policies need to be person-centered. The disability community needs to change the hearts and minds of the people. The *Olmstead* decision implementation is beginning to bridge the pre-ADA philosophy and the post-ADA philosophy.

SP Moderator Question 1: How does the U.S. compare with other countries in terms of livable communities?

Susan Sygall, Chief Executive Officer and Co-Founder, Mobility International USA

In all countries, people with disabilities have some rights. All countries have some good policy strategies. The United Nations (UN) Convention supports sharing of these strategies. We can learn about microcredit and entrepreneurship approaches to employment from other countries, for example. People in other countries want to learn from us. Mobility International USA offers internships and exchange programs to facilitate shared learning.

SP Moderator Question 2: What are the biggest transportation challenges to making communities accessible?

Richard Devylder, Senior Advisor for Accessible Transportation, U.S. Department of Transportation: We have challenges in principles, policies, and enforcement. We need to stop looking at transportation as medical or special. We need to focus on access and functional needs to ensure all modes of transportation are accessible. To get people out of institutions, as directed by the *Olmstead* decision, we need to have transportation and support services available. Paratransit policies must change to allow flexibility; pathways need to be accessible (no more sidewalks to nowhere); more mobility training and increased attention to safety would help people with disabilities use mainline systems.

SP Moderator Question 3: Independent living was enshrined in the ADA. How are independent living centers meeting the challenge?

Christina Curry, Executive Director, Harlem Independent Living Center: Since the ADA, Independent Living Center services have grown to encompass all people with disabilities, not just people with physical disabilities. Independent living is about assisting people to be as independent as possible and providing choice and opportunity. There are only a handful of people of color with disabilities among the leaders in the disability community. Black, Hispanic, Asian, and other nonwhite people with disabilities remain underserved. We need to understand differences among cultures with regard to the concept of disability to further our progress. Underserved populations have been fighting a long time, even longer than the disability population.

SP Moderator Question 4: How is the school experience for students with disabilities? What has been working well and what are the challenges?

Tia Holmes, Middle School Student, Cary, North Carolina: Holmes reported that she has a student aid to help carry her books, interacts with her peers, and advocates for herself. These are the things that have been working well. The barriers have been in terms of social interactions. People stare and do not know how to interact with a person with a disability. However, she has good friends who stand up for her and treat her like a normal teenager. She is also a peer mediator at school, which helped her develop leadership and self-advocacy skills. Girl Scouts taught her how to treat people and how she wants people to treat her. She wants people to approach her and ask about her disability.

SP Moderator Question 5: Are young people with disabilities learning what they need to learn to prepare for success?

Andraea LaVant, Youth Development Specialist, National Consortium on Leadership and Disability for Youth, Institute for Educational Leadership:

Success is becoming a valued, respected, and contributing citizen. Young people have gained knowledge, but three areas still present challenges: 1) access to and knowledge of resources and programs like Ticket to Work; 2) access to mentors and role models; and 3) access to internships, fellowships, and nontraditional options to enter the work world. Passing on disability history to young people is important. They can learn from past experiences of others, but also they can gain a sense of pride as a person with a disability.

SP Moderator Question 7: Are the issues for veterans with disabilities different from the issues people with disabilities face who are not veterans?

Sergeant First Class Karl Pasco, SFC U.S. Army, Activities Coordinator, Warrior Transition Brigade:

The differences are not vast. To some extent it is an artifact of how the programs and services are set up. The issues between the two communities have more to do with territory. Veterans groups think they need to advocate for wounded veterans. For veterans, the connection to the disability community is not being made. For soldiers, mentally coming to terms with the disability, which is a weakness in the military mindset, is a major challenge in transitioning to a regular life. Since many jobs focus on physical abilities, soldiers have to deal with change in their physical prowess. The hurdles for returning soldiers are slightly different, but helping them become part of both communities is important to improve transition.

SP Moderator Question 8: When did you understand yourself to be a member of a protected class?

Various panel members shared their stories in response to this question. Devylder stated that when he was six or seven, doctors were requiring him to wear prostheses that he did not want. His family supported him and that was when he realized that as a person without arms and legs he could do things his way. Holmes noted that she knew she was different when she was three or four and started wearing leg braces. She thought they were cool new shoes but people kept asking her why she was wearing them. Sygall became a wheelchair user at age 18. She could not get a job, so she went to Berkeley, CA and formed a coalition of women with disabilities, becoming loud, proud, and passionate about disability rights. LaVant became aware of her rights in high school when other people acknowledged them. Other students successfully petitioned for an elevator so she could participate in school activities held in the gym. Curry realized she had rights when a judge in divorce court said that since she was not a "deaf mute," she did not need an interpreter because she could still speak. She stopped the proceedings until she had interpreters and realized she had the right to fight back. Pasco stated that he does not think he is different and should not be treated differently. He will not accept no for an answer.

SP Moderator Question 8: How can established leaders support youth and emerging leaders?

LaVant stressed encouraging youth with disabilities. Knowledge is power, so it is important to reach out to youth and share knowledge. Sygall added that emerging leaders with disabilities need to think globally. Youth need to learn foreign languages, go on exchanges, and get international internships. Young people with disabilities should be working for USAID and the State Department, changing our policies both nationally and internationally. They are the future citizens and diplomats.

Bristo noted that when people with disabilities say no to injustice, they affirm themselves and prove the justness of their cause. They work together to lead the way to a brighter future for everyone. She offered three stories to illustrate her point.

When Berkeley told Ed Roberts he had to live in the infirmary, he said no. He ultimately converted that campus into a great place for people with disabilities. When VR told him he was too disabled to work, he said no. Then he used his entrepreneur skills to create the first center for independent living. Years later, he became the director of VR in California—the very agency that told him he was too disabled to work.

When the public school told Judy Heumann she could not go to school as a child because she was an insurance risk, she was home schooled until P.L. 94-142 was passed. As an adult, she received her Master's degree in Education and applied for a job in the New York City schools. They told her she was an insurance risk. Later, President Clinton appointed her the Assistant Secretary of the Office of Special Education and Rehabilitative Services in ED.

Rae Unzicker was locked away in a mental institution with a psychiatric disability. After 12 years of not speaking, she finally spoke. One day when they came with the pills that made her into a zombie during her time in there, she said no. She got out of that institution and went on to become the first person with a psychiatric disability appointed to serve as a Council Member for NCD.

Primer on State Policy Challenges

Although disability policy is shaped largely by federal legislation, responsibility for implementation falls to the states and tribal entities. This presentation addressed how budget challenges and an array of state policy priorities affect the delivery of services and supports to people living, learning, and earning with disabilities.

Nell Ethredge, Legislative Policy Analyst, The Council of State Governments:

State governments play an enormous role in ultimately implementing federal policies. In 1990, 17 states already had laws similar to the ADA. We needed the ADA, but state laws can represent progress as well. Some states are working on the disability policy coordination issue. For example, Washington and Iowa have memorandums of understanding between agencies to ensure system-wide coordination on disability policies. States could be doing more to allow community-based and long-term care programs to succeed.

Of critical importance to states right now is the extension of enhanced Medicaid funds from the Federal Government. Twenty-three states have included these funds in their budgets for FY 2011. However, Congress has yet to pass these matching funds. Without the extension, Pennsylvania will lose \$2 billion for public services and have to lay off over 20,000 public service workers. New Mexico is considering eliminating services under Medicaid such as personal care assistance, psychiatric care, and hospice care.

Information is also necessary for the states. The Council of State Governments will be releasing a compilation of 140 policies in over 30 states that affect people with disabilities. Please use this resource to exchange ideas and bring innovations to your state in a time of limited resources.

Sara Gelser, State Legislator, State of Oregon; Member, National Council on Disability: In June 2010, Oregon eliminated or reduced many support programs for people with disabilities. From the state legislator perspective, states cannot spend in deficit like the Federal Government, and states are limited in what they can provide because of the institutional bias in Medicaid. Institutional services are required and community-based services are an option. States cannot cut required services without risking losing their entire Medicaid budgets, so community services are cut. Oregon is the only state that has no institutions for people with developmental disabilities and does not pay other states to house its citizens with developmental disabilities. In ten years, no one has sued the state for the right to live in an institution.

Often legislators view services to people with disabilities as unfunded mandates. The disability community has to make legislators understand that these are civil rights so that services are not eliminated so easily when state budgets are short. We do not cut second grade when money is tight. We should not cut community supports when money is tight.

There is a need to use civil rights language and to talk about empowering, rather than protecting, citizens with disabilities. Teach your legislators that the civil rights of people with disabilities cannot be budgeted away and that it is not about care, it is about supports and empowerment.

New Directions in Living, Learning, and Earning - Interactive Panel Discussion

This panel on new directions provided a moderated dialogue with federal departmental leaders, advocates, and state leaders. The focus was on how to identify emerging opportunities to enhance how people with disabilities live, learn, and earn; establish mechanisms to improve the coordination of disability policies, programs, and advocacy efforts; and energize collaborative networks to guide future disability policy directions.

Christine Griffin, Deputy Director, U.S. Office of Personnel Management, served as moderator. She noted that the goal of the interactive panel (IP) was to address the long-discussed idea of the Federal Government as a model employer. The President signed the Executive Order on July 26, 2010 to implement this idea. It will have a ripple effect.

IP Moderator Question 1: How do you coordinate emergency preparedness across all agencies and levels of government, and what can we learn from that experience to better coordinate disability policy?

Craig Fugate, Administrator, Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security: States have the responsibility for emergency management. FEMA is really a support agency—it does not direct emergency response. FEMA provides assistance to states when they are overwhelmed. FEMA tries to influence state policy through grant funding and using the national pulpit, but has no authority to compel state change.

The emergency management community tends to plan for the easy half of the population. We do not plan for small children, people who are aging, people with language challenges, or people with disabilities. This happens because the workforce does not represent the diversity in the population. FEMA has a memorandum of understanding with NCIL to facilitate better planning for people with disabilities.

FEMA's mission is to change the dialogue. Fugate challenged the federal family to look across organizational structures and find ways to leverage similar activities. Delivery of services to disaster survivors needs to be considered. To get effective plans and services, we need to bring more people into the profession of emergency management who represent the whole community.

IP Moderator Question 2: How do you coordinate at ODEP?

Kathy Martinez, Assistant Secretary, Office of Disability Employment Policy (ODEP), U.S. Department of Labor (DOL): There is collaborative spirit at DOL. ODEP is becoming part of the fabric of the agency. DOL has published an Advanced Notice of Proposed Rulemaking requesting comments on section 503. Federal contractors employ 22 percent of the workforce in this country. They are required to provide affirmative action programs with regard to hiring people with disabilities. To change the regulations DOL needs input on good models and successful practices, how employers can measure disability, and how contractors can link with agencies in the disability employment business. ODEP is working with the association of federal contractors to better implement this law. ODEP provides technical assistance through the Job Accommodation Network, has developed networks through its federal hiring fair, and is working with ETA and the Rehabilitation Services Administration (RSA) in ED to get resources out there.

IP Moderator Question 3: What changes are required at the state and federal level to encourage policies that promote independent living, especially in view of current economic conditions?

Mary Lee Fay, Administrator, Office of Developmental Disability Services, Seniors and People with Disabilities, Oregon Department of Human Services: States have considerable ability to create policies that will support inclusive living. However, over the years, they have come to rely on federal funding, so that states now shape their programs to continue receiving those funds. It is critical that federal policies support inclusive communities. This is a dark economic time for states and municipalities, and many are facing the loss of their Medicaid match, but we cannot abandon our values because of the economy. Her agency is partnering with stakeholders, service recipients, and support providers and thinking creatively about core programs. If the agency has to take reductions, it will be done strategically with a view toward rebuilding. Fay has learned that training opportunities for employment are critical. Policymakers need to know this is a critical component.

IP Moderator Question 4: How do we transform parents' expectations so children with disabilities can become adults with disabilities who have high expectations for themselves?

Dan Habib, Filmmaker in Residence, Institute on Disability, University of New Hampshire and Parent of Child with a Disability: There is talk about inclusion in the classroom, but it has not often been done thoughtfully or strategically. Some parents fear loss of services for their children in an inclusive setting, yet Inclusion can benefit children with disabilities and their peers. Peers learn that disability is part of diversity and life in general.

Parents need a true choice for their children. The choice between staying in a self-contained classroom and receiving services, or choosing an inclusive setting with the risks of being ostracized and not getting accommodations and technology is not a true choice. Inclusive classrooms need to be high quality to offer a true choice.

Best practices such as positive behavioral supports, universal design for learning, response to intervention, and early intervention services are research-based practices. They need to be written into the Elementary and Secondary Education Act (ESEA) and IDEA reauthorizations. It is easier to teach good practices than [the] inclusion [concept].

Some of the issues are culture-based. Habib believes in the power of film, imagery, and media—stories that can change our culture. We can redefine normal. That is why he made a film about his son. We also have to change the expectation that the government will provide programs and services. We need to establish partnerships, allow people to control their services, and provide services and accommodations in the community.

IP Moderator Question 5: How can we better coordinate education and employment policies so that we see better outcomes?

Roberto Rodriguez, Special Assistant to the President for Education, White House Domestic Policy Council: Our charge at the Domestic Policy Council has been to convene interagency dialogue and advance the President's charge to ensure the educational pipeline prepares everyone for a successful career. The White House

believes in setting high expectations for the system. When they look at college and career-ready standards, they consider what that means for people with disabilities, how they are advancing accessibility and accommodations, and how assessments align with the standards.

The White House has dedicated \$350 million to developing new assessments that are inclusive and aligned with the standards. The White House is looking at how to make teachers more effective in creating inclusive learning environments by providing training, supports, and highlighting successful models. The White House has initiated the Invest in Innovation Fund to help schools identify and scale up what is working, and to refine, test, and develop new models. It includes a specific priority on models and solutions for students with disabilities.

They are working to better align ESEA and IDEA around standards and transition issues. Many times students with disabilities do not have work experience through internships like other students. The U.S. Business Leadership Network (USBLN) is working on toolkits for mentoring and internships to encourage businesses to include youth with disabilities in internship programs. ODEP is developing a soft skills employment curriculum for youth with disabilities to help with workplace behavior..

Moderator Question: How can we make the President's Executive Order a success?

John Kemp, Executive Director and General Counsel, U.S. Business Leadership Network: Accountability must start at the top and permeate throughout a corporation. Diversity and inclusion need to be measured goals for executives and senior staff. We need stronger enforcement of the ADA. The good companies are already doing the best work and leading in this area. The others need the motivation of enforcement.

Collaboration will be the key to success. We need to talk about accommodations for employees with disabilities as similar to accommodations employers make for employees without disabilities. ODEP and USBLN work on that. We also need a pipeline of talented people with disabilities. USBLN reaches out to RSA and Council of

State Administrators of Vocational Rehabilitation on that. The Internet must be accessible. This access is critical to the job search and USBLN will be involved in that.

Executive Order (E.O.) 13163 [President Clinton (2000) establishing the Federal Government as a model employer and targeting the hiring of 100,000 people with disabilities] was an important step to improving employment outcomes. [Limited action during subsequent years prompted President Obama's 2010 re-instatement of the E.O.] It will create a mechanism and tool for accountability across federal agencies. USBLN hopes that it will lead to better pathways to employment as well, affecting education and transition programs. It is important to clarify what we are trying to accomplish to set expectations, to measure those goals, and to act on them.

IP Moderator Question 6: How will EEOC hold the Federal Government accountable?

Chai Feldblum, Commissioner, U.S. Equal Employment Opportunity Commission:

She outlined the inherent tension that we say we are all “Norm¹” on the one hand, yet say we need data identifying who has a disability for policy and accountability purposes. The ADA Amendments Act includes people with nonmanifested disabilities (e.g., epilepsy, diabetes, HIV infection). These uncounted people may be discriminated against because of those impairments. Other people with disabilities controlled by medications also may face discrimination when the medications are not working well.

Having affirmative action in sections 501 and 503 of the Rehabilitation Act of 1973 can get us to the next level. Having federal agencies and contractors report on hires of people with disabilities is necessary, but may not capture everyone. For people with disabilities, we have a law, but we still need culture change. Giving federal agencies funds to hire people with significant disabilities is a start. There is a need for accountability for efforts to hire and to provide opportunities like internships and job shadowing for people with disabilities. Law combined with culture change and money

¹ “Norm” refers to a presentation designed to remove the stigma of disability by adjusting the way society views “normal.”

puts us on the way forward. The EEOC is planning to re-examine the section 501 regulations.

Looking ahead, there will be an aging workforce that may or may not identify as having a disability, and there is a need to have the work culture in place to accommodate this population. The second phase of any civil rights movement is economic empowerment. It is about getting a job and moving up the career ladder. Retaining talent and not letting people slip off into long-term disability or retire out of the workforce is going to become a major issue.

Featured Remarks

Throughout the Summit, several key presenters provided their perspectives on issues facing people with disabilities and the policies and programs that could fulfill the intent of the ADA. The following paragraphs present a summary of these comments.

Tom Perez, Assistant Attorney General, U.S. Department of Justice: DOJ is again promulgating the most important regulation for disability rights since the initial regulation in 1991. The Executive Order on Increasing Federal Employment of Individuals with Disabilities is an important effort in light of the high unemployment rate. DOJ has the most robust mediation program it has ever had. We get a million calls a year on our help line and we help solve problems right away. We also have a docket of cases regarding the *Olmstead* decision because 11 years after that decision, too many states have moved slowly on implementation. There are cases in Georgia, Connecticut, Virginia, North Carolina, and Arkansas. DOJ has brought lawsuits on transportation issues and recognizes the interrelationships among housing, transportation, health, and employment. DOJ is working to avoid stovepipes within the Federal Government. Addressing challenges requires unprecedented levels of collaboration among agencies, business, the grassroots community, and the faith community.

Michael Astrue, Commissioner, Social Security Administration: The largest share of the Social Security Administration (SSA) program dollars goes to administering its two disability programs. Given the aging population and the slow economy, SSA handled the most disability applications in its history last year and expects that nearly 3.3 million Americans will file for disability benefits this year. States tend to cut disability determination examiners in bad economic times, which lead to delays in conducting timely reviews. SSA has proposed legislation to prohibit this practice and would like public support on this issue.

SSA is also improving the appeals process and has reduced the hearing backlog by 75,000 cases. Two years ago, the average processing time was 538 days. Today, it is 415 days and the ultimate target is 270 days. SSA is expanding its hearing officer capacity. There are five centralized hearing offices that do video hearings and 24 other offices will open across the country.

In December 2008, SSA launched an online disability application program to provide consumers more options. SSA is committed to accessibility and has streamlined the process based on feedback to make it easier and faster. SSA is also pointing people towards the HHS Web site that provides detailed information about specialized treatment centers and charities that provide free information.

The initial disability determination process takes three to four months. With the move to personalized electronic medical records, SSA can cut that time in half. For now, SSA has implemented two fast-track initiatives that allow for case decisions in an average of 10 days. This year, SSA expects to fast-track 130,000 applications for applicants with the most severe disabilities.

SSA continues to improve work incentives. With the implementation of new regulations in the Ticket to Work program two years ago, there has been a 77 percent increase in ticket use since 2007.

Much remains to be done, including simplification of work incentives and modernization of vocational tools. SSA has the best hiring record for people with disabilities among the large federal agencies, but intends to do even better.

General Norton A. Schwartz, Chief of Staff, U.S. Air Force: The military provides unmatched medical care on the battlefield. The commitment to our wounded, ill, and injured and their families extends into the recovery phase. In the Air Force, 17 recovery care coordinators are dispatched to locations across the U.S. helping our wounded warriors and their families as they adapt, rehabilitate, and reintegrate. Air Force policy has changed to offer wounded warriors an opportunity to continue serving in uniform if possible. If continued military service is not feasible, the Air Force wounded warrior program provides vital support through transition assistance, employment counseling, and job placement services so that wounded airmen can continue to be productive.

Martha Kanter, Under Secretary, U.S. Department of Education: Implementing accessibility requires vigilance and creativity. The President's vision is for the nation to become the best educated, most competitive workforce in the world. At ED, we are interested in reforming IDEA and we want input on that. We want ideas on the blueprint for the ESEA and the intersection with IDEA.

Since IDEA, high school graduation rates for students with disabilities have increased 20 percent, the rate for students going to college has more than doubled, and a majority of students with disabilities spend at least 80 percent of their day in the regular school environment. Recently, ED's Office for Civil Rights initiated eight compliance reviews related to disability and is providing technical assistance. They have set forth new guidelines for universities stating that e-readers must be accessible. Industry is responding with a more accessible product. In addition, ED has met with DOL to improve the accessibility and coordination of services for people with disabilities in One-Stops to inform the reauthorization of the Workforce Investment Act. More than \$12 billion went to IDEA under the American Recovery and Reinvestment Act.

Kareem Dale, Special Assistant to the President for Disability Policy: As the Administration looks forward, it is important to look at collaboration: how agencies can work together to ensure they are complementing each other and not working against each other. Administration initiatives are designed to work together. The new health care reform legislation is critical to better health care for people with disabilities. Last year, the President launched the Year of Community Living to ensure the right of people with disabilities to live in communities they choose. This initiative includes funding for the Money Follows the Person demonstration, creating the opportunity for health care and housing to work together. On the civil rights front, DOJ files lawsuits against cities, states and institutions violating the *Olmstead* decision. The President announced planned updates to the Title II and III regulations of the ADA. Now, civil rights, health care, and housing are working hand in hand.

To ensure the success of the Executive Order on Increasing Federal Employment of Individuals with Disabilities, the White House is requiring agencies to report regularly to the President and to post information. The Office of Personnel Management (OPM) is tasked with developing model guidelines, and agencies must submit plans to be approved by OPM and the Office of Management and Budget. The White House will maintain oversight. The Administration needs qualified candidates and needs to hear from candidates and agencies about what is and is not working. We need you to spread the word that the Federal Government doors are open.

4.0 Conversations for Change

During the Conversations for Change, participants engaged in facilitated group exercises designed to capture new issues, think creatively about the future of disability policy, and begin to form the collaborations necessary to make positive change.

Facilitators led groups of approximately nine people in discussions for approximately 20 minutes per question. The participants changed groups for each question, so people had an opportunity to interact with many other participants. Facilitators hosted discussions framed around the following questions: (1) What are the most pressing issues facing people with disabilities in the coming decade? (2) What possibilities do

you see for moving forward and who else needs to be involved? (3) What do you see as your responsibility when you return home?

A review of responses to Questions 2 and 3 revealed considerable discussion overlaps. Therefore, the responses regarding possibilities and responsibilities are combined.

Participant Responses Regarding Pressing Issues

Discussions across the multiple groups identified overarching areas of concern. Many participants indicated that poverty was the major issue, with 80 percent of people with disabilities earning less than \$18,000 per year. Housing, transportation, food, and health care require income, making employment a second major area of concern. Participants noted that the employment rate of people with disabilities is extremely low and the opportunities for suitable employment appear to be getting worse.

In addition to citing a lack of work opportunities, participants viewed work programs as barriers to work rather than mechanisms for fulfilling the promise of the ADA.

Disincentives are built into policies and programs. It is time to raise the bar for people with disabilities to complete education and skill-building programs so they are qualified and expect a work outcome.

Lack of affordable housing and transportation were also of primary interest among participants. Without access to housing and transportation, the goals of employment and community living are difficult to achieve. Community living is further impeded by an inadequate system of supports such as health care, long term care, medical support, personal assistants, and assistive technology (AT).

Finally, participants expressed several concerns regarding the theme of inclusion. They concurred that the needs of all disability types must be reflected in policy and programs. Many also expressed concern that as the movement toward inclusion grows, disability-specific knowledge, pride, and cohesiveness will be overlooked.

Conversations also raised specific issues facing people with disabilities. These are categorized under the topics of Community Living; Education and Lifelong Learning;

Employment and Financial Security; Healthy Living; Universal Design; Empowerment and Involvement; and Policy. Participant comments and recommendations for each topic follow.

Community Living: Real options must exist for people with disabilities to participate fully in community life. Options should include all people with disabilities, including hidden disabilities such as chemical sensitivity, mental health, and cognitive disabilities. Improving taxi, bus, and airline accessibility would increase community participation. While bus services are improving in some areas, there are still many places where public transit is unavailable. Fixed route systems offer few options and weekend versus weekday schedules limit transportation options when buses run once an hour and stop running at 7:00 pm. There may not be a sidewalk at bus stops further hindering accessibility.

Airlines should post information visually to benefit customers who are deaf. Many people with disabilities are no longer flying due to risks such as wheelchair damage and injury when people are lifted from a chair into a seat.

Programs should improve housing options, especially for people who are unemployed. This includes increasing affordable and accessible housing in nonsegregated communities, providing adequate funding to address residential services-waiting lists, reducing the number of people still living in institutions, and eliminating the institutional bias of the system.

Participants identified a need to promote full family support for inclusion. An insufficient and incompetent direct services workforce can lead to family burnout and increase the incidence of disability when family members serving as caregivers acquire disabilities. People with disabilities who have undocumented parents face issues of understanding, cultural adaptation, and access to care-giving and other services while parents are trying to get legal status. Sustaining community living requires supports and succession planning for parents who are aging and serving as primary caregivers. Participants also raised the issue of parents with disabilities losing their children to child welfare due to lack of support.

Participants indicated the importance of addressing the needs of all people with disabilities when conducting emergency planning and preparation. Participants noted a lack of codes and standards to cover products used in emergency evacuation; anything can be sold as an emergency evacuation chair. They also identified a need to increase training for first responders in emergency situations to help evacuate people with disabilities so neither the first responder nor the person with the disability are at risk of injury. This includes educating people with disabilities to take the initiative to engage family, friends, and first responders to ensure their safe evacuation.

Education and Lifelong Learning: Participants recognized that education equates to self-sufficiency by providing the skills and qualifications for achieving employment and community living goals. Programs should make students with disabilities better self-advocates about their educational needs, ensure access to education, promote transition from high school to higher education and/or vocational rehabilitation (VR), and provide access to standardized testing alternatives and accommodations. Programs should provide access to education that meets the needs of people with diverse cultural and linguistic backgrounds, creates, and uses appropriate testing tools that address culture and language.

Participants in multiple groups concurred that there is a need to increase expectations for achievement for all people with disabilities. Schools need to fulfill the promise of research-based interventions, performance, and outcomes by ensuring there are mechanisms in place to translate research into practice.

Employment and Financial Security: Participants indicated the importance of taking steps to improve the employment rate among people with disabilities. These steps include redefining benefit eligibility so that people with disabilities do not need to choose between work and access to health care and other supports. Participants noted that many nuanced forms of discrimination continue to exist. For example, employers can say that they cannot find people with disabilities, but are not actually targeting their recruitment to disability communities.

Participants expressed concern that moving to a more technologically based society and workplace will force out people with disabilities—especially people with intellectual or cognitive disabilities. Some participants indicated that there remains a role for sheltered workshops given the increased complexity of the workplace for people with cognitive disabilities.

Participants stated the need to continue efforts to meet the employment needs of youth with disabilities. These efforts include offering subsidized employment opportunities for youth, increasing real world experience for high school students through actual jobs, improving supports for transition from school to work, removing barriers to employment built into SSI, and making it easier to participate in Ticket to Work and Plan to Achieve Self-Support.

Participants cited the issue of determining the return on investment and economic impact of people with disabilities working versus not working and relying on entitlement programs. The Federal Government could use this data to promote changes in policies and programs. Families, teachers, counselors, and others in support networks need to raise the expectations of achieving work, examine VR policies, and establish accountability for achieving quality outcomes based on earnings.

Healthy Living: Three issues raised by participants focused on ensuring that people with disabilities are engaged in planning and implementation of health care reform at the national and state levels. First, there is a need to improve transition from pediatric medical care to adult medical care by increasing federal funding for training of adult practitioners and making health care accessible both physically and financially. Second, people with disabilities need access to insurance plans when they transition from Medicaid to private insurance. Third, all states need a voice in new health care system. There are concerns that the states with fewer people with disabilities (and thus fewer activists) will be left out.

Universal Design: Participants stated the need to leverage and promote universal design. This includes ensuring accessible campus housing, Internet, and Web sites. Participants indicated a need to establish a national policy agenda for purchasing

accessible technology which will require coordination and commitment at the national, state, and local levels.

Empowerment and Involvement: Participants recommended the disability community build its political strength. All issues depend on getting votes to pressure Congress—every major program that affects life is determined federally. The disability community should build political strength at the local level by electing candidates with disabilities and getting more advisors with disabilities. Participants also indicated the need to unite the disability community. Additional strength could come from partnerships with other groups to leverage networks to achieve social change, not just disability change.

Throughout these discussions, participants cautioned that as people become integrated, the disability community needs to guard against becoming more fragmented.

Addressing the challenges of discrimination required more community buy-in. There is not a lot of curiosity about issues related to people with disabilities. This could be resolved through an increased use of marketing to make disability a personal issue for everyone so that it becomes a natural part of the national conversation beyond disability leaders. To support this, participants expressed the need to increase the availability of information to change persistent stereotypes about who people with disabilities really are and to influence what people with disabilities bring to society as taxpayers and influencers of public policy.

Policy: Participants suggested policy, benefits, and funding improvements. Programs should establish overall accountability on the policies and programs that affect people with disabilities. Policymakers should specify who is enforcing the policy and establish appropriate measures to verify that the program uses money effectively.

There is a need to increase focus on consumer-driven programs: services based upon the person's needs, services chosen by people with disabilities, and an infrastructure where states can lower overhead and duplication by combining funding.

Participants stated a need to take steps to ensure ongoing availability of funding given current budget crises at state levels and limited federal funds available. These steps

could include exploring models to switch from categorical approaches to blended funding streams based upon functioning, providing resources based upon human needs, counting people with disabilities for funding and entitlement, and capturing disability within race, ethnicity, and other categories.

Participant Responses Regarding Possibilities and Responsibilities

This section presents the prevailing themes across the topics (Community Living; Education and Lifelong Learning; Employment and Financial Security; Healthy Living; Universal Design; Empowerment and Involvement; and Policy) that arose during the discussions about possibilities and responsibilities. Among the suggested possibilities was the need to establish and leverage diverse networks of disability advocacy organizations, both formal and informal, at the national, state, and community levels. Through these networks the community can take advantage of the vast store of diverse knowledge and scale-up successful approaches to reaching and serving people who are underserved, and to ensure that the communities know about the upcoming efforts.

Participants suggested a strategic approach to disability and disability rights by using public awareness strategies to change stereotypes and encourage universal design.

Equally importantly, participants agreed that people with disabilities needed to take action. People with disabilities need to be identified as a real political force—uniting to gain the full power of 54 million people and growing. People with disabilities need to develop skills and run for political office, identify “stickiness²” issues in a positive way, and brand our name.

Participants expressed concerns about uniting to gain political and marketplace power and the effect that unification can have. Uniting within the disability community to eliminate funding silos was viewed as positive. However, while uniting with other groups

² Term from *The Tipping Point*. Stickiness is critical to tipping because it determines retention and comprehension. It is what makes customers return to a Web site, children watch and learn from a television program, and people choose their wardrobes.

such as aging advocates could produce change, the possible negative outcome of losing the identity of the disability community remained a concern.

Discussion also centered on the current economic crisis as an opportunity to review and restructure resources and programs. Many participants indicated that the best chance for real change is through system change. The time is right to engage state and local governments in disability issues as they explore ways to re-tool programs and services to increase efficiency.

Finally, participants identified the need to develop a strategy for building new leadership and provide mentoring to promising leaders in the disability movement. Participants encouraged NCD to look at other civil rights groups and their evolution to identify and use lessons learned.

Participant Comments and Recommendations from Conversations for Change

The following comments and recommendations captured during the conversations for change are organized around the six themes of Education and Lifelong Learning; Employment and Financial Security; Healthy Living; Empowerment and Inclusion; Public Awareness; and Policy.

Education and Lifelong Learning: Participants identified several approaches to improve the education experience for all students. These include working with higher education leaders to understand all disabilities, improving general education on disability for all students, and ensuring K-12 teachers are prepared to teach children with disabilities. State-funded universities should be required to provide training on how to teach students with disabilities.

Participants recommended examining the true outcomes of special education. Does it truly benefit people with disabilities or should we mainstream students with additional services? Students with disabilities would benefit from using universally designed space and breaking down the division between general and special education. Transition from school to competitive work should include all students with disabilities. Transitioning

students with mild and moderate intellectual disabilities are not always considered eligible for VR.

Participants recommended developing a system for students with disabilities to voice complaints about school issues and for parents and teachers to build capacity to advocate for education for youth with disabilities. Parents and teachers need education on the shift from IDEA to reasonable accommodations and the ADA. Programs should teach students with disabilities to advocate for themselves, bringing youth to the table with the advocates and using technology and social media to teach self-advocacy.

Appropriate accommodations and improved accessibility tools will facilitate student success. Schools need to leverage emerging technology to increase access to educational materials.

Participants also recognized the shifting perspective of youth with disabilities. Youth have higher expectations for inclusion in a post-IDEA/ADA world. The “you versus them” conversation is now an “us” conversation. Young people with disabilities are more integrated and many do not want to be part of the disability movement. At college, some students do not take advantage of many of the disability resources as they do not consider themselves as having a disability.

Employment and Financial Security: Working with VR to eliminate biases against certain types of disability and potential job opportunities will improve outcomes for people with disabilities. Participants also indicated a need to improve communication with employers. While employers can benefit from additional education, advocates should recognize that employers know more and are more interested than some advocates expect.

In outreach to employers, participants stressed the importance of presenting a robust business case that demonstrates support to the bottom line. Establish relationships with the National Federation of Business to reach small businesses. Apply pressure to supply chains to hire people with disabilities; consider the City of Chicago’s supplier diversity mandate as an option to improve employment outcomes.

In addition to working with employers, participants suggested the need to improve workforce preparation efforts. If a state has a job placement counselor, what jobs should the counselor target? VR should include setting the expectation for independence through work and incorporating socialization skill training for people with mental disabilities.

Participants raised the need to remove SSA disincentives. This includes examining the income requirements for people with disabilities, delinking health care coverage from benefits, and encouraging people to work.

There is a need to reduce competition between veterans and people with disabilities for federal jobs and to examine Schedule A and Federal Government responsibility. Some participants believed the Federal Government should do away with section 14(c) of the Fair Labor Standards Act, but others expressed the need to judiciously use these waivers, especially when transitioning people with severe disabilities from sheltered workshops to competitive employment.

Healthy Living: There is a need to educate health care providers, especially adult health care providers, about intellectual and developmental disabilities. Participants also indicated the need to improve supports for the transition from pediatric to adult disability health care, especially now that children with certain disabilities that were previously associated with high mortality rates are now living into adulthood. Whole-person treatment training at medical school is needed for all doctors. The national health care delivery system needs to include long term care services. Changes to the health care system need to involve all stakeholders in developing workable health care solutions. National health care policy needs to remove the bias toward institutions in Medicaid.

Empowerment and Inclusion: Participants recommended developing leadership skills and building the community. In the area of leadership development, programs need to identify people who will influence decision makers. The disability community needs to look within itself to find community leaders who can establish a dialogue between the disability community and other communities such as health care.

Participants recommended developing strategies for disability groups to avoid competing for resources and organize more cohesively around issues of mutual benefit. Leadership must unify and help dismantle the differences that divide and weaken the disability community.

People with disabilities must monitor proposed rulemaking to respond appropriately to the new opportunities. Programs are needed to organize people with disabilities to promote complete social reform at the federal, state, tribal, and local levels.

Advocacy continues to be a need. Recommendations to improve advocacy included connecting with people on a human level around issues that are meaningful to all. Youth require additional focus to build advocates for the future. Programs should educate youth to be self-advocates and raise their expectations, especially regarding employment. Changing attitudes at a young age will reduce problems as adults. Coordinated outreach to youth will engage young people in disability policy discussions and development.

Public Awareness: Comments included a need for collaboration, grassroots strategies, and a national plan to educate the public. Collaboration recommendations focused on working with other groups to increase awareness and responsiveness to needs of people with disabilities and to increase collective influence of the partnering communities. Collaboration possibilities exist with groups representing veterans, people who are aging, women, international relief organizations, and faith-based organizations. Participants also recommended establishing more partnerships between the public and private sectors and ensuring the disability community is partnering and coordinating across all disabilities.

On a national level, participants recommended undertaking a public awareness campaign which shows that disability affects everyone and is natural part of life. This campaign should include the framework of the ADA and the value of universal design and reach legislators as well as members of the public. The awareness campaign should augment a national marketing plan. Participants recommended increasing marketing and media to represent people with disabilities as part of the community. This campaign should use a variety of media and communication channels such as local public access channels, social media, and social networking.

Policy: Participants recommended reinstating think tanks and problem solving sessions bringing together federal agencies, disability community representatives, and other partners. Among the policy issues requiring attention are improving the responsiveness of the complaint process and updating terminology to reflect the shift from independence to self-sufficiency.

Participants suggested that the Federal Government facilitate financial stability to bridge gaps in benefits programs as well as to ensure access to benefits and services during economic recovery. The Federal Government needs to develop more effective enforcement processes and strategies to involve people with significant disabilities in policy discussions.

Create a cabinet level position dedicated to creating funding streams and regulations that support community needs. The federal programs should promote holistic approaches driven by individual needs and redirect funds from antiquated systems to innovations that work for people with disabilities.

5.0 Topical Discussions

NCD used small group discussions for participants to explore issues in need of cross-silo collaborations and to devise ways to foster collaboration. These discussions were held in four 30-minute segments with time allowed in between for participants to move from one topic to another. A facilitator moderated the discussion and captured participant comments and recommendations in seven topic areas, including Community

Living; Education and Lifelong Learning; Employment and Financial Security; Healthy Living; Disability Rights; Veterans with Disabilities; and Universal Design.

NCD provided a brief description of each topic and developed a set of questions to prompt discussion. The results of the each topic discussion are as follows.

Community Living

Topic Description: Satisfaction with community living throughout the lifespan means having personal options, physical and information access, and the freedom to fully participate in community life—not just here in the U.S. but around the world, and not just during “normal times” but also in the midst of emergencies and disasters. Building communities that meaningfully provide opportunities for full participation and independent living poses extraordinary coordination and implementation challenges. Failure to coordinate various elements of inclusion means that individuals with disabilities do not get the chance to have meaningful opportunities to learn and earn. Coordinated community living means maximizing people’s independence, safety and security, freedom of mobility, freedom of communication, affordable housing and transportation, access to health care and long term services and supports, and involvement in all aspects of community planning including emergency preparedness. Coordination of these efforts will have to occur across abilities and ages and across various systems at all levels of government and in the private sector.

Questions Posed: For community living, these three questions were posed:

1. How can we improve transportation services for people with disabilities so that they create truly equal opportunities to participate fully in all aspects of community living?
2. What collaborative processes can stakeholders undertake to develop communities that are fully accessible to people with disabilities?

3. What collaborations could facilitate the integration of people with disabilities into their community planning processes? Are there lessons to be learned from emergency preparedness planning?

Participant Comments and Recommendations: The results are organized around four common themes: Emergency Preparedness; Transportation; Community Involvement; and Policy.

Emergency Preparedness: Current approaches reflect an urban model. This is not applicable to all people with disabilities in varied geographic locations. Other settings must be considered. While work has occurred on emergency preparedness in elementary, middle, and high schools, work remains to be done at the college level. For example, evacuation chairs are not available at universities or many other places. People conducting disaster and emergency planning often have little or no understanding about the different needs of people with disabilities. Many professionals within the medical profession, including emergency medical groups, are not prepared to consider the needs of people with disabilities. One recommendation was to create a central clearinghouse for lessons learned and best practices emerging from events like Hurricane Katrina and snowstorms. This clearinghouse would provide a single location to review reports, obtain information, including a kit to support planning nationwide.

Transportation: People with disabilities require greater choice in transportation services. Paratransit services make people dependent rather than independent. Some localities have conditional ridership based on the person's disability. People should be able to choose between fixed route and Paratransit transportation services. Fixed route drivers require additional training to ensure they understand how to accommodate the safety and transportation needs of people with disabilities.

Accessible transportation also applies to sidewalks and curb cuts. Communities need to determine and ensure the accessibility of the environment for people boarding and exiting public transportation modalities. Cities need to repair roads and sidewalks to eliminate potholes and other dangers.

Transportation systems are not available in many areas. To move people into the workforce, transportation is a factor. The disability community needs to explore creative solutions and funding options in these areas. One option is to consider partnering with traditional civil rights organizations at the community level to increase affordable transportation options.

Community Involvement: People with disabilities need to participate in all planned major infrastructure projects. This will enable planners to consider accessibility within housing, from door to sidewalk, from sidewalk to street (curb cuts) and within the buses, taxis and other elements of the transportation system. The community needs to create policies for aging and disability across the lifespan, leveraging the reality that every one of us will be part of the disability community at some point in our lives.

Policy: Currently, building codes and accessibility codes are separate. To facilitate compliance, these codes need to be integrated into one document. Accessibility would also benefit from a paradigm shift that changes policies, rules, and systems to allow innovative micro-design enterprises to become transportation providers. This is especially important in rural or other communities that do not have public transportation systems. The Federal Government should establish oversight of the regional unified transportation programs funded by DOT to ensure program goals are being met.

Education and Lifelong Learning

Topic Description: IDEA proclaimed a right to a free, appropriate public education for all eligible students with disabilities. A whole generation of young people has grown up with an expectation of inclusion in our schools. Nonetheless, meaningful inclusion too often depends on battles relived and refought by individual families across the country due to lack of sufficient institutional permeation of inclusion principles. Consequently, students continue to face external barriers to learning and achievement. States are not meeting benchmarks for including students with disabilities in general education classrooms. Too many public schools remain physically inaccessible, and students have inadequate access to school sponsored athletics and activities. Graduation rates remain abysmally low, and far too few students with disabilities enroll in post secondary

educational opportunities. Monitoring and enforcement of special education law continues to focus on procedural compliance, rather than student success. Students with disabilities deserve access to academic curricula. They also deserve opportunities to have meaningful destinations at the end of their formal education.

Questions Posed: Three sets of questions were posed under this topic:

1. What initiatives are needed to increase access to academic instruction and achievement for students with disabilities? How might this involve curriculum development, AT, and personnel preparation? How should student success be measured?
2. How can students, educators, parents, administrators and advocates work together to combat low expectations for students with disabilities and implement strategies that help schools embrace the assumption of competence in all students?
3. How can schools promote the inclusion of students with disabilities in the life and culture of public schools? How would an inclusive school culture look? Are there schools that model these characteristics?

Participant Comments and Recommendations: Participant comments relating to education and lifelong learning centered around two primary themes: accessibility and curriculum, summarized below.

Accessibility: Universal design provides one avenue to ensure accessibility of all elements required for education. Universal design principles apply to physical structure; curriculum; internships, apprenticeships and other work-based experiences in school; tools; videos and other multi-media; testing; transportation; extracurricular activities; housing on college campuses; and educational materials that include appropriate cultural and linguistic factors. The education system should also integrate AT into educational technology development and implementation and examine best approaches for including students with disabilities in standardized testing.

Curriculum: Customized training and education opportunities would better serve all people. There is no reason why students with more significant disabilities, who need to acquire skills for independent living and may not be college-bound, should be bogged down in the same system as students heading to college.

Curriculum and training opportunities should include activities such as student leadership conferences. Students with disabilities should serve in roles as leaders in schools and as mentors to other students. Programs should train students to self-advocate so that they are prepared to obtain the supports they need for success as they transition from school to work or higher education.

Participants recommended developing a model design for schools that incorporates all aspects of inclusion and addresses physical and curriculum accessibility. Physical accessibility includes navigating the physical plant, providing AT and accommodations, and adopting universal design principles. Curriculum accessibility incorporates universal design principles and addresses varied learning styles of all students and might include options for student-directed educational approaches.

Students have different learning styles and could benefit from the Individualized Education Program (IEP). Applying the IEP to all students could also remove the stigma of the IEP. An integrated curriculum in the classroom would raise disability awareness and acceptance among tomorrow's leaders and neighbors.

Several participants shared stories regarding the use of seclusion, corporal punishment, and restraints within their school system. Participants concurred that the appropriate approach is to encourage the use of positive behavioral supports.

Staff development was another area of discussion. Participants indicated that general education preparation needs to include information regarding students with disabilities, ensure teachers can translate findings from evaluations into successful instructional methods, and train teachers in multiple teaching methods to allow all students to maximize their potential. Supporting students with disabilities to enter the teaching profession would also provide a role model and influence for other teachers. Guidance

counselors must also receive appropriate training and raise expectations for students with disabilities. Administrators who control budgets and practices need training and a commitment to a culture of inclusion. Paraprofessionals are not always well trained and often do not challenge students to achieve.

Another key element in increasing educational outcomes for students with disabilities is parental involvement. Participants suggested developing a model of effective parental involvement. This model could teach parents how to be advocates for students and how to transition the advocacy responsibility to the student. Parents need to realize that when they give students the ability to self-advocate they are giving a gift of independence. Parent support groups established within school systems provide an opportunity to assist parents with advocacy. In addition, there is a need to develop methods for parents to provide curriculum support at home, e.g., provide parents curriculum and materials in advance so they can devise strategies that best suit their children.

Developing models for effective transition was another topic of discussion. Participants encouraged increased collaborative planning to include special education, general education, and mentors. There is also a need to explore education opportunities for students aging out of the school system who still need and will benefit from education (e.g., fragile x syndrome who will continue to gain cognitive skills) since education is not a reimbursable service under Medicaid. Identifying strategies to fund disability support services on campuses and increase student awareness and utilization of these services provides another opportunity to improve outcomes. Collaboration with VR is needed to expand IEPs and provide educational and training services that VR cannot fund.

Another approach is to change the perspective of IDEA. Participants indicated that most schools currently view IDEA as an unfunded mandate and use a lack of funds as an excuse for not meeting its requirements. School systems should view IDEA as a civil rights act. Annual performance reports and state performance plans still focus on compliance, but compliance does not necessarily equate to equal rights. The focus needs to be on student outcomes and results.

The approaches for ensuring compliance have become onerous and bureaucratic. There needs to be a shift in emphasis from filling out forms to delivering supports and services. Participants suggested leveraging the referral process to DOJ as a means of enforcement and to replace to the practice of withholding money from a school system that is already under-funded.

It is time to raise the glass ceiling that students with disabilities encounter. This includes raising expectations of teachers, guidance counselors, parents, and students. All students require the basic skills of reading, writing, and basic math that is necessary for community living and employment. School systems should allow for adequate funding for student supports such as special education teachers, AT, and accommodations.

Schools should implement practices supported by evidence-based research to achieve higher academic success. Research findings are not being implemented. Expanded use of technology and social networks can offer ways to improve educational opportunities. People with disabilities should permeate all fields and academic departments to shape and structure attitudes from within (especially health care, philosophy, and bioethics). As the job market changes, the curriculum structure at all levels must remain responsive and prepare students for the jobs that will be available.

It is time to remove the financial incentives for segregating students and remove the distinction between regular and special education. Teachers in general are not equipped to teach all children. It is optimal to identify and promote best practices in a team approach to teaching rather than segregating special education from general education.

Empowering students is another avenue to improve outcomes. There is a need to establish peer-to-peer mentoring by people with similar disabilities so that one student's success inspires others.

Efforts also need to focus on dropout prevention. At the time of the Summit, around 30 percent of school dropouts were students with disabilities. Improve communication and collaboration among teachers, parents, counselors, and the student's support network.

Employment and Financial Security

Topic Description: Financial security for people with disabilities means having the resources, knowledge, and tools for living, learning, and earning. Programs and policies need to be designed to promote financial security rather than perpetuate poverty. Social Security provides a protective net for people with disabilities, but it does not always provide the incentives needed for employment. Achieving financial security also means holding high expectations for people with disabilities and their families to plan strategically and creatively to avoid the poverty trap, lay the groundwork for meaningful participation, and engage in meaningful, integrated employment. People with disabilities, despite many policy initiatives, still experience unemployment at far higher rates than their peers. Of course, employment is often a key to financial security, but a culture of saving and opportunities to accumulate and build assets more broadly, as well as awareness of opportunities to support small business, are important too. Additional challenges should be considered as our changing national demographics result in greater numbers of people with diverse cultural and linguistic backgrounds, and people who are aging into the disability community.

Questions Posed: Three employment and financial security questions were posed:

1. What partnerships should be established to break down the barriers that prevent people with disabilities from obtaining employment?
2. What collaborative efforts should be initiated to address the barriers preventing people with disabilities from receiving reasonable accommodations, including flexibility in work schedules, job reassignment, or AT?
3. What steps are needed to change existing systems so that the receipt of disability-related benefits is not contingent on dependence and poverty?

Participant Comments and Recommendations: This section summarizes the discussion around the themes of partnerships, employer outreach, workforce preparation, and policy.

Partnerships: RSA could do a better job of partnering with VR agencies and measuring success based on whether the system generates a job placement. One participant described the success achieved by hosting a summit about collaborative effort that included Workforce Investment Act partners and members of the disability community. Participants also suggested establishing stronger partnerships between VR and school systems to advocate for high school IEPs that prepare for a transition to VR to reduce the barriers to employment and prevent the loss of health care.

Participant discussions identified potential partners to consider in addressing the full range of disability issues as summarized according to Transportation and housing; Businesses creating jobs and connecting these businesses to people with disabilities has been successful; Social investors, a growing number of corporations and individuals who want to invest in social outcomes; Economic development to help project employment opportunities, educate the business community and coordinate transition from school to work; The Office of Federal Contract Compliance Programs and its six regional offices to leverage connections to employers; Medicare/Medicaid and HUD to explore ways to better manage benefits offsets and encourage employment outcomes; Poverty community to work to resolve common issues; and Public-private partnerships at the research level, to include supporting research and development, and bringing new technology to the marketplace.

Employer Outreach: Critical to this issue is understanding the needs of the business community and educating the business community. Participants advocated for a national project educating chambers of commerce. A pilot project experienced success by conducting disability awareness and training through local chambers of commerce. These events opened business leaders' eyes to potential contributions of employees with disabilities and provided the starting point for increasing job placements.

Outreach needs to include all business types. There is a need to connect with the National Federation of Independent Businesses to try and overcome their resistance to ADA by leveraging small business success stories.

Effective outreach to employers nearly always involves a relationship between an employer and a service provider who develop a trusted partnership. The partnership circle may include educational systems, parents, caregivers, and others with consistent messaging that reinforces the opportunities for success. One participant described achieving an 80 to 90 percent placement rate through a job developer with a disability and business experience. This developer served as an example of success but also speaks the employers' language thus building the trust necessary for success.

Employer education needs to cover topics including disability awareness training, guidance on how to recruit and accommodate employees with disabilities, accommodations, telework, using internships as a means of introducing employees with disabilities to the workplace, and using of Schedule A to increase federal hiring. Retention presents another education opportunity. Over 700,000 workers with disabilities have left the labor force in the last two years. It is necessary to engage and educate businesses, retirement boards, unions, and workforce systems to improve retention.

There is a need for a national campaign (such as Think Beyond the Label) to increase awareness and reduce stigma by changing the image of people with disabilities in the workplace. Participants felt strongly that this campaign should leverage social media, video, and online video. Part of this campaign could establish a national database of job seekers with disabilities to generate an applicant pool for employers.

It is important to identify ways to help employers recruit, hire, and retain workers with disabilities. One approach suggested was to increase the partnerships available to support employers through business-to-business mentoring, establishing internal employee resources and affinity groups, and identifying models for efficiently providing accommodations. Programs could be established to remove the obligations of employers to pay for accommodations by using government funds instead.

Workforce Preparation: Participants also recognized that it is critical for the supply side (VR and others in the workforce preparation system) to understand what jobs are available, removing the barrier of businesses saying VR is not sending qualified candidates. Knowing the needs of business—through community and economic development connections—and preparing people to meet those needs will garner success. For youth, participants suggested a team approach to transition could be more effective than existing efforts in bringing the right services to the table. Participants suggested a social enterprise model as a means for nonprofit organizations to build workforce skills for people with disabilities while generating income to support service delivery.

A representative from a Disability and Business Technical Assistance Center has received calls from applicants seeking help in finding jobs. Many callers were not aware of services available through the One-Stop centers, others were “not disabled enough” for state VR services, and others encountered waiting lists.

In addition to educating people with disabilities on job searching techniques and resources, participants said that training should include: How applicants can advocate for their rights; How to best present themselves as an asset to the employer; and How job seekers can effectively respond to employer questions.

It is important to begin preparing students for employment at an early age. Expanding internship opportunities for students with disabilities also build skill sets and resumes.

Vocational rehabilitation needs to better understand and support entrepreneurs with disabilities seeking to start their own businesses. Identifying key community organizations that can facilitate the start-up, bringing them together, and developing a strategy for success would improve outcomes. Partners in this process might include Social Security, the local small business development center, and other entrepreneurs in the area, the person’s support network, and workforce investment. In this process VR should identify roles and funding contributions from each participating agency and establish a shared responsibility in the entrepreneur’s success.

Policy: VR should collaborate more at the federal and state levels to promote coordination of both disability support services and career placement personnel within community colleges and universities. According to participants, this requires sufficiently funding VR to serve the growing population, including funding ongoing employment supports beyond job placement services. Losing access to support services can drive people back to unemployment. The Federal Government should consider additional research and demonstration projects to identify the employment supports that work. Funding should be increased to meet the unique needs of rural, frontier, and tribal communities.

Participants advocated removing the link between health care and welfare that forces people with disabilities to choose between health care and work. It is necessary to develop a return on Investment of people with disabilities working versus not working to provide justification for program changes. Include these program changes:

- Eliminate the two-year wait for Medicaid benefits as individuals secure their Social Security.
- Raise the Substantial Gainful Activity level to encourage more beneficiaries to work.
- Combine benefits of Social Security, Medicaid, and housing to create one earning offset.
- Ensure people can access personal care services.
- Re-examine an appropriate resource limit for eligibility (Canada raised the limit to \$200,000 in recognition that people with disabilities have higher living expenses).
- Conduct more promotion of the Ticket to Work program.
- Ensure that independent living centers partner with One-Stop services to improve job placements services and supports.

Finally, participants suggested that DOL should explore creative ways to use section 14(c) of the Fair Labor Standard Act to employ people with the most severe disabilities in the competitive workforce. Include exploring the option of combining these waivers with the Ability One program.

Healthy Living

Topic Description: People with disabilities face numerous and complex barriers to health and health care. Recent studies indicate that people with disabilities experience both health disparities and specific problems in accessing appropriate health care, which can certainly limit efforts to live, learn, and earn. People with disabilities comprise the largest and most important health care consumer group in the United States, yet the Institute of Medicine and others have warned that federal agencies, policymakers, and health care systems have not yet responded to the broad-ranging implications, for individuals and for society, of the demographic increase in disability as the population ages. Given the rapidly approaching demographic shift to an aging population, the increase in the incidence of disabilities that will ensue, and the impact of the current economic crisis on people with disabilities, federal agencies and policymakers should now be establishing the policy directions to respond to the broad-ranging implications of this increase in disability for individuals and for society. The passage of the Patient Protection and Affordable Care Act provides an opportunity to achieve many of the longstanding goals for people with disabilities involving access to health care and long-term services and supports. As we create new systems and modify existing ones to implement health care reform, we need to focus on coordinating these systems with other aspects of living, learning, and earning.

Questions Posed: The three sets of questions on healthy living were posed as follows:

1. To what extent do the health reform efforts underway address the needs of people with disabilities? What is the best way to monitor and influence implementation of health care reform to ensure people with disabilities get the maximum benefit, and who should be involved?

2. What health reform needs (as yet) are unaddressed, and what will it take to finish the job? Who should be engaged?
3. What steps are needed to expand the integration mandate, established for states by the *Olmstead* decision, into the private health insurance and long-term care insurance markets? Medicare?

Participant Comments and Recommendations: A significant amount of time in each session included educating participants about the content of health care reform and Affordable Care Act. These discussions yielded the following comments and recommendations regarding the themes of access; the Affordable Care Act; community based services; health disparities; consumer choice; data collection and research; policy; and education and awareness.

Access to Required Health Care: It is hard to predict how well health care reform will meet the needs of people with disabilities until the provisions are fully implemented. However, it appears that health care reform does not fully meet the needs of people with disabilities. Participants indicated a number of concerns including inadequate coverage for personal assistance services and lack of attention to the needs of people transitioning out of nursing facilities. Health care reform appears to ignore the issues of working people with disabilities and provides no solution to the lack of health care during the extended period of time it takes to get on Social Security. A national health care program should create a new threshold for people with disabilities to work below in order to keep critical health care benefits.

Participants raised another area of concern: that health care does not include people with disabilities in programs that cover medically underserved populations. This also affects researchers who cannot include people with disabilities when conducting research to improve services for underserved populations. Health care reform does not appear to adequately address access to durable medical equipment for various situations and conditions. It also ignores the gap that exists if a person becomes disabled and is not eligible to buy the insurance that you can buy from Medicare if you are 65 or older.

Support the Affordable Care Act (ACA): Summit participants saw as positive that the ACA would separate Social Security benefits from health care benefits for a large number of people with disabilities. An educational campaign is important.

Provide Community Based Services: There is a need for additional support to fully realize the *Olmstead* decision. Community based services should be the federal entitlement; hospitals and nursing homes should be on the waiver and funded at a lower match rate as a disincentive to states. There is a need to develop better ways to plan for transition under *Olmstead* to ensure medical needs are met and to find a medical home.

Participants expressed an ongoing concern about de-institutionalizing people without building a community-based system of care to accommodate them. There are no planning programs, research programs, health surveillance programs, or specialty care readily available to support people who are transitioning. Participants encouraged funding the clinical leaders who will build that infrastructure. It is important to increase incentives for states to build strong home and community-based services. Community First Choice Option and section 1915 of the Social Security Act attempt to do this, but in the current fiscal climate there is no incentive for states to address this issue.

Additional effort to improve and ensure adequate benefits remains critical. CMS needs to provide stronger guidance on the benefits package. As states attempt to save money, participants cited a greater trend toward moving people with disabilities into mandatory Medicare/Medicaid care. There is no clear CMS readiness standards before these waivers are approved. Therefore, people are forced into these plans without any assurance of quality or equal access. People with disabilities need to be part of the discussion to define the benefits package.

Another recommendation was to remove barriers to care based on lifetime caps on services. For example, the \$5,000 cap on speech therapy over the lifetime of a person with significant disabilities prevents him or her from receiving care at various points when it can be critical to community living. It is time to look at rehabilitation not as a long-term service but as an acute care service and define it as acquiring, restoring, maintaining, and preventing deterioration of functioning.

How can we use the health care bill to compel risk adjusted funding to health plans and to primary care providers? Increasing co-pays adds financial burden to people with disabilities and their families—in some cases, people must choose whether to obtain services. For people with developmental disabilities health care coverage needs to be based on a functional assessment and with a clarification of coverage from pediatric to adult coverage.

Address Health Disparities: Decision makers should be aware of how disparities affect vulnerable sub-populations within the disability community, e.g., people with intellectual disabilities, women, and veterans. There is a need to simplify systems by wrapping them around needs and providing them in a human scaled service delivery system. Discussions should involve all stakeholders including the private health care industry, pharmaceutical companies, bio-medicine, AT, and nursing homes.

Facilitate Consumer Choice: Health care systems should ensure consumer choice. There is a need to create more medical/legal partnerships so that people can get the information they need about how to access Medicaid, Medicare, food stamps, or other benefits. It is also necessary to ensure that people truly have a choice of long term care and that they are not limited in their options of providers. Choice is a mechanism for quality assurance, yet choice is not meaningful in an environment where providers are competing to serve people with disabilities as poorly as possible so they will go somewhere else. Choice as a mechanism for assuring quality may not serve people with intellectual or cognitive disabilities who may have problems with communication and self-direction.

Improve Data Collection and Research: There is a need to improve and increase data collection and research. Data is critical to policy and quality of care. Participants suggested increasing research targeted on disabilities and chronic conditions. Identifying best practices requires defining disability correctly and collecting systematic data on disability usage, needs, and outcomes.

People with intellectual and some other disabilities are not identified in administrative data and the level of functional status is not well identified. People with intellectual and

developmental disabilities also are told they cannot get resources appropriated or policies enacted because there is insufficient supporting data, yet they are excluded from research and health surveillance.

Policy: Participants suggested creating a citizen advisory committee to examine the effectiveness of health policy in meeting the needs of people with disabilities and others. This committee could review policy, implementation, complaints, and data, and offer solutions.

Once policy is developed, enforcement ensures compliance. Enforcement agencies should offer corrective action rather than admonishments and threats to disqualify. There is a need to expand investigations of fraud and abuse into skilled nursing facilities. Every Medicare provider is required to submit cost reports to comply with all laws. This includes the ADA and the new guidelines when implemented two years from now. DOJ should enforce those guidelines.

Education and Awareness: Education and training are essential. Durable medical equipment providers are already threatening to drop people with Medicare coverage because they do not know how health care reform will affect reimbursement. The medical community should make available continuing medical education credits consistently across all states to provide opportunities to educate the medical providers about advancements and opportunities to better serve people with disabilities. Doctors need more education about specific conditions. This education should include cultural competency in medical school curriculum so that residents better understand various disabilities. Pediatricians need training to support transition from youth to adult services.

Ensuring access to care is critical. Medical offices must be accessible to people with disabilities. This is especially important in rural areas. In some areas, there are entire counties without a doctor. Generally, health care accessibility is determined by getting information from the health care provider. It would be more effective to have people with disabilities as a source or involved in determining accessibility and developing access guidelines.

The medical disease model in mental health creates a stigma and a barrier to certain essential services that are not tied to diagnosis.

The medical community should increase focus on health promotion, including nutrition and physical activity for people with disabilities. This includes increasing access to fitness centers for people with mobility, visual, and other disabilities. More evidence-based research is required about the effectiveness of a range of interventions that promote health and function as opposed to addressing only diagnosed conditions.

Health care should include a focus on self-reliance and assure that training and supports are available to prepare for emergencies.

Disability Rights

Topic Description: The ADA is just one major part, albeit a critical and uniquely symbolic one, in a patchwork of state, local, and federal nondiscrimination statutes, regulations, and practices. Unfortunately, the piecemeal development of disability policies and programs over time has created a confusing maze of government policies that often conflict with one another, and too many promises remain unfulfilled.

Sometimes laws and policies can have unintended consequences that undermine the original purpose of such laws and policies. Nonetheless, the disability rights framework plays a critical dimension in Americans' with disabilities ability to live, learn, and earn.

Discussion of disability rights becomes even more meaningful in light of U.S. signature of the UN Convention on the Rights of Persons with Disabilities (CRPD). Adoption of the CRPD was a watershed moment in international disability rights, and U.S. signature provides a meaningful opportunity to mark our progress in disability rights. In a society deeply affected by centuries of neglect and sometimes outright hostile exclusion, meaningful opportunities to live, learn and earn mean enforcing these as rights.

Questions Posed: The two sets of disability rights questions were posed:

1. Given that numerous federal laws address a patchwork of disability civil rights, how can we fill the gaps and maximize the intended benefits of these laws on the lives of all citizens with disabilities?

2. Looking ahead, is the civil rights paradigm the best approach for advancing disability policy? Is there a more effective model for enforcement than a primarily complaint-driven process?

Participant Comments and Recommendations: Participants recognized that laws are by nature fragmented for everyone and the best way to deal with it is to build community at all levels. An overarching theme in the discussions was that of inclusion—not just including people with disabilities in the major policy and planning discussions that shape programs, but also inclusion within the disability community to fully represent all people with disabilities. This includes seeking better ways to engage people with intellectual disabilities, chemical sensitivities, people who live in poverty, who are illiterate, or who have language barriers. The following section presents the comments received during the disability rights discussions organized according to the following themes: redefining the disability movement paradigm; building capacity for advocacy; awareness; education; enforcement; partnerships and networking; policy; and political empowerment.

Disability Movement Paradigm: As one participant remarked, the ADA originated in an anti-civil rights environment, framed as equal opportunity and standard setting legislation. Through discussions, several options emerged regarding the appropriate paradigm for the today's disability movement:

- Keep ADA in the civil rights paradigm. The fear of a complaint is an important strategy for compliance. We need the ability to file complaints and lawsuits. That's the only thing that business listens to—negotiating with them does not work.
- Move to a Human Rights Paradigm. The international world sees disability issues as human rights issues. This approach is more inclusive. The civil rights approach is too limiting.

- Consider an economic paradigm. If you do not have money, you cannot enjoy the benefits of accessibility. Poverty prevents people from exercising their rights and experiencing the benefits of the ADA.
- Take a universal rights direction. Bring disability issues along with the issues of everyone else. By recognizing that these are issues that everyone cares about and shares, they are not separate or special.
- Address language rights. Receiving a sign language interpreter should not be relegated to a disability related issue. Sign language is another language and should be addressed in the same manner as access to any language. There should be legislation establishing language rights so that sign language is not caught up in a civil rights context.
- Civil Rights. This paradigm feels right, but it should be clear that the paradigm does not require an adversarial relationship.

Building Capacity for Advocacy: People with disabilities need to know about the tools that are available to them to protect their rights. Local communities should be encouraged to seek and accept input from people with disabilities. The Community Choice Act requires more local support. Self-Advocacy training is needed starting at a very young age so that students know their rights and can take an active role in their own education. Parents need more education regarding teaching self-advocacy skills to their children. The culture of self-advocacy should change so that people with disabilities do not fear losing their benefits if they invoke their rights.

Awareness: Much work is needed to win the hearts and minds of the public regarding people with disabilities and the ADA. Create a campaign that brands the ADA across communities to better educate the public about the ADA. Evoke a similar campaign as “no texting while driving” which presents messages across many media to raise awareness. This should be a long-term process so that people are constantly confronted with the messages and images. Media should be engaged so that they can make disability more familiar and help people appreciate the issues. Underserved

populations require more outreach. To be effective, this means more training and information delivered in different languages to meet the needs of people for whom English is a second language.

Education: Teachers and administrators need more information and training about working with students with different disabilities to ensure effective integration into the classroom. Higher education entities need to have more stipulations tied to their federal funds that obligate them to include content regarding the rights of people with disabilities in their curricula.

Enforcement: Federal agencies should be required to report annual data regarding their activities related to technical assistance and enforcement of ADA. A grade should be assigned to their efforts and they should be monitored yearly on their progress. This would increase accountability and transparency of their efforts.

Participants stated that DOJ settlements and conciliations are too similar. DOJ should do more in the area of enforcement with a wider variety of venues and look at more creative methods for reaching compliance and setting compliance standards.

The foreign diplomacy programs should be held accountable for upholding the ADA. This includes embassies which are not accessible in many countries. People from the U.S. traveling abroad must be assured that they will not face discrimination if they need the services of the embassy.

Establishing more stringent enforcement requires sufficient resources. While the ADA is a complaint-driven law, the process of enforcement is not effective because there is not enough money to support the enforcement needed from the federal agencies.

Participants recommended that federal agencies engage in more proactive compliance monitoring. Most businesses and government entities do not respect the complaint process because they do not see enough enforcement. The complaint process will always serve as a way to identify problems or discrimination, but establishing incentives for compliance may make entities more likely to comply.

Local enforcement is the best way to achieve compliance. Inclusion of people with disabilities during the planning process to monitor and identify potential accessibility problems will achieve greater accessibility at reduced costs by identifying inaccessible design issues before a facility is built.

Partnerships and Networking: Collaborative approaches would address the issues facing the disability community. Working with other groups that experience similar issues will increase the likelihood of success. A recent Harris Poll showed shrinkage in the education gap has shrunk, attributing this to the organization of parents around education rights and how to advocate in the schools. Take this model, learn from what parents have done, and apply it to other areas. The ADA and IDEA issues need to be coordinated with the changes to the ESEA.

Policy: Participants suggested the need for more information to clarify that the *Olmstead* decision calls for choice with regard to community living. This does not mean closing all institutions since there are people who are best served in institutions. The parents and guardians of people with disabilities should receive attention in determining the best placement for their family members. They may determine that an institutional setting is the best setting. The community should not criticize these parents and guardians for this decision. Protection and Advocacy Organizations (P&As), ADAPT, and other advocates should not be the only people respected on this issue.

Historically, environmental sensitivities have been overlooked in policy. People with environmental sensitivities need integration into the disability community. Federal agencies should coordinate better on this issue.

Military families also have specific issues requiring attention. Laws have unintended consequences, limiting access for military families with children with disabilities. Many state programs such as Medicaid waivers are unavailable because families move around so much and encounter long waiting lists for services. Often family members live in different states to meet the needs of a family member with a disability. There should be a system that permits taking services along when relocating.

In all sectors, there should be guidelines and standards for professions and systems. For example, better access to the court system requires guidelines and training for courtroom accommodations and lawyer-client interaction.

Political Empowerment: People with disabilities should get more involved in the political process by running for office and serving on committees and councils. Participants indicated a need to create a political action process and to lobby for disability community issues and to elect candidates who support disability issues. The U.S. should ratify the International Convention on the Rights of Persons with Disabilities. Other countries that have not been constrained by the civil rights paradigm have been more creative in addressing disability issues and the U.S. could learn from them.

Veterans with Disabilities

Topic Description: Veterans with disabilities face multiple issues during transition efforts to re-establish their lives. Ongoing military engagements (in Iraq and Afghanistan) have increased the number of veterans returning to military and civilian life with disabilities and additional health care needs. For veterans and their families, questions about living, learning, and earning are tied to issues affected by how successfully transition occurs. While some federal initiatives have begun to address issues of stigma associated with mental illnesses and homelessness among veterans with disabilities, more work remains to be done. Many veterans with combat-related disabilities—and family members—need professional help during their transition periods to deal with unemployment and limited or lack of training for careers primarily in the noncombat workforce. Picture a 23-year old veteran with five years of military service who is discharged from military to civilian life based on disability status. His peers matriculate in college or trade school training opportunities that he misses while at war for our country. The issues selected as discussion starters for this topic can be associated with access to community programs and services and to veterans making a full return to military and/or civilian community living.

Questions Posed: Questions about veterans with disabilities were as follows:

1. What steps should be taken to address the shortage of service providers for veterans with disabilities and their families? What additional initiatives are needed to aid in the successful transition from military to civilian life?
2. How can we improve access for disabled veterans to community-based programs and services for civilians with disabilities, such as centers for independent living, protection and advocacy services, and private, nonprofit organizations?
3. How can we promote policies that ensure adequate and effective disability benefits for veterans returning from the current conflicts? What collaborations are needed?

Participant Comments and Recommendations: Participants raised several veteran-specific considerations, including the reality that veterans with disabilities include a much larger population than just people returning from current service. Veterans with disabilities must be included in policy and program discussions to ensure meeting their specific needs. The following presents the comments and recommendations from these discussions focused on the themes of special populations; facilitating access to services; coordination and collaboration; policy; and other comments.

Special Populations: Within the population of veterans with disabilities, there exist conditions with specific needs, such as traumatic brain injury (TBI) and post traumatic stress disorder (PTSD). Participants recommended increasing training and education regarding these conditions for general practitioners who may be the community doctors that veterans see in their home towns. Female veterans have specific needs that should be considered in designing service delivery systems. For example, female veterans experience a high rate of sexual assault and hazing, therefore coed services and sessions may not be appropriate.

Facilitating Access to Services: Orientation about available services for veterans starts with the Transition Assistance Program and the Disabled Transition Assistance

Program. The difficulty in knowing when and how to provide the information to the service member complicates the facilitation of access to services. Studies to identify the appropriate touch points for communicating with veterans could improve access. It may also require multiple outreach attempts to reach veterans at a time when they are ready for the information and services offered. Including family members and caregivers in outreach strategies is a critical step for success.

Participants recommended simplifying the process whereby veterans can locate the service providers they need. Multiple Web sites and toll free numbers add to confusion among veterans regarding where to turn to for assistance. Veteran service organizations should be a communication channel.

Participants also suggested establishing mechanisms to gather input from and for veterans with disabilities. For example, through a Web site, veterans could identify resources themselves, rate resources, and share them with others.

Coordination and Collaboration: The military philosophy of “taking care of their own” hinders the opportunities for coordination and collaboration among services providers. Service providers outside the military have difficulty getting training and an understanding of the veteran experience that is essential to providing appropriate services. Rules and regulations do not allow outside groups to assist. One option suggested improving coordination of services and care was to explore using the P&A groups, ILCs, and other providers as a tier of services to support veterans. Increasing communication between the disability community and veterans’ organizations to include veterans with disabilities in job development and career activities in the disability community offers an opportunity to improve outcomes.

Joint training in which the Department of Veterans Affairs (VA) representatives sit down with representatives from P&As, CILs and other providers to learn from each other could improve communication across these service delivery systems. This training could address questions like: What does each system offer? How does each system work? What potential outreach, services, and resources can be shared? and Do community agencies have access to training on military culture?

Participants recommended changing policies to remove barriers to referrals and information in the referral. Legal limitations on how the Department of Defense (DOD) and the VA can refer individuals to organizations in the community may impede coordination across systems.

Participants stressed that a shortage of services is less an issue than access, information, and collaborative training on working with each other at the community level. There are some models that like the Wounded Warrior Program in Virginia that integrates rehabilitation and mental health services.

These issues underscore the need to increase communication and coordination among DOD, VA, military families, and providers serving veterans. A council that deals with long term services for veterans could be effective in promoting coordination. Participants suggested convening the various organizations that could be supportive and have a history of working on these issues.

Policy: Participants suggested re-evaluating policies regarding caregivers to ensure that all caregivers are considered. For example, a fiancée was not recognized as a caregiver because the veteran was not yet married. Participants also identified a need to consider parity in services and benefits given the large number of returning service members with disabilities who are reservists rather than full-time military.

Work should continue to solve the Medicaid-VA conflict of who is the payer of first resort versus last resort and require state Medicaid agencies to exempt any veteran from licensed doctor requirements. This would allow a veteran with a disability to use a VA prescription for Medicaid services and for services that Medicaid covers and VA does not.

VA and veterans should consider the Money Follows the Person policy as something to apply across the board. Veterans have access to a number of benefits and options offering flexibility. Considering a home-based community-service waiver program for veterans would empower veterans to make personal choices regarding services and care. Another option is to establish a veteran-directed service model to allow veterans

to choose their service providers. A peer mentoring system to encourage veterans to explore all of their community living options might also improve outcomes. Ultimately, system design should include the participants who use it—veterans with disabilities and their providers.

Other **(non-categorical comments)**: Participants raised concerns about the need to teach transition and college credit courses in the VA centers for people who want them. This training should include the opportunity to learn about AT and accommodations. There is a mentoring model in a community college system in California placing AT in veterans' centers on college campuses and using veterans to train other veterans.

The level of services provided to a veteran varies because of staff turnover and attitudes of the provider. A result can be poorly-managed transitions, whether back to military service or civilian life. Developing and providing tools, resources, and support services to allow veterans to identify and describe their transferrable skills would assist with transition to employment.

Universal Design

Topic Description: One of the founding principles of the ADA is that many accessibility features pose minimal burdens and costs when incorporated at the design stage.

Universal design refers broadly to a framework for design elements in the built environment as well as various electronic, information and communications technology (EICT). Rather than focus on developing alternative systems and technologies that are specifically target to accessibility needs, universal design emphasizes building accessibility into mainstream design. Adopting universal design has an impact on all aspects of living, learning, and earning. For instance, communities built with universal design principles mean greater access to affordable housing and less need for relocation or modification due to later onset of disability. Universal design can also improve mitigation of and response to emergencies and disasters because accessible infrastructures mean people can move and communicate more freely in times of emergency more now than ever before. Access to technology is also increasingly necessary to make it possible for people with disabilities to have the opportunity to

attain employment, engage in social interaction, pursue education, engage in commerce, and many other facets of what typically comprise a full life. Despite legislation requiring disability access to certain technologies, and the pervasiveness of technology in everyday life, EICT or AT access is a continual struggle for people with disabilities.

Questions Posed: Three universal design questions were posed under this topic:

1. How can we systematically increase the accessibility of mainstream technologies?
2. How can we increase the public and private investment in an accessible and inclusive environment that promotes independent living and mobility for people with disabilities?
3. How can we lower the costs to develop, distribute, and support AT?

Participant Comments and Recommendations: The universal design discussions raised comments and recommendations in the areas of maintaining pace with advancing technology; accessibility; data collection; and policy.

Maintaining Pace with Advancing Technology: Participants recommended using open platforms and sharing technologies. This includes leveraging the emerging capacity of cloud computing to create individualized interfaces. There is also a growing use of electronic books, kiosks, and point-of-sale machines that are largely inaccessible to people with vision impairments. It is necessary to connect mainstream and AT developers to close the accessibility gap in an environment of rapidly evolving technology. Public/private partnerships for research on technology could close this gap. Participants indicated a need to ensure that Internet content is captioned and audio described.

Accessibility: Participants noted there is a lack of compliance with Fair Housing Act standards for accessibility in new construction. Improving compliance would require training and educating architects, homebuilders, and owners on building in accessibility to accommodate the disabilities of current home buyers as well as the disabilities that

may come with age. Systematic data collection and establishing a housing registry could identify affordable and accessible housing. Housing accessibility issues extend beyond the physical structure of the home and include well-maintained sidewalks and streets, sufficient curb cuts, and access to public transportation. With regard to transportation, work is still required to improve accessibility of taxicabs. Also, announcements in airports, bus terminals, and transit stations are audible but not visual.

More consumer electronics are using technology that is not accessible, affecting products such as televisions and household appliances. Participants recommended convening executives from the consumer electronic products community to convey the importance of universal design.

Participants encouraged making accessibility part of accreditation and curriculum for electrical engineering, computer science, and other disciplines influencing product design. Participants also suggested establishing a consumer report on product disability friendliness as well as educating across disability segments to ensure that changes made to assist one group do not negatively affect another group.

Data Collection: Data collection represented an opportunity for improving the use of universal design. First, by defining and collecting the right data, the disability community could strengthen its argument and justification for universal design. Second, businesses are asking for baselines, benchmarks, and metrics to measure the accessibility.

Policy: The definition of universal design is still very loose and needs to be strengthened. It is also important to reconcile differences between federal and state regulations.

Participants recommended a tax break or subsidy for religious institutions making modifications to increase accessibility. They also recommended extending tax credits for ramps and improvements to physical accessibility and to include Web site and product accessibility.

To increase access to AT, participants suggested exploring opportunities for increasing the affordability of AT for people with disabilities. This could include insurance covering

items such as an iPod that can be used as AT and health accounts that support use of AT.

There is a need to improve the time interval between implementation of Access Board guidelines and DOJ regulatory activity, as well as a need to focus more on enforcement.

6.0 Facebook Discussions

NCD established a Facebook page for providing comments and suggestions. The page was available to Summit participants and people who could not attend. NCD received over 322 comments through July 31, 2010. There were numerous posts from people describing themselves and their work to facilitate connections with others. Many identified resources and programs. Post-Summit comments offered kudos on an exciting and productive event. The Facebook discussions included postings to the wall as well as topic-driven online discussions. The following section presents the major themes of the comments and recommendations received.

Facebook Wall

The main themes focused on education, employment, community living, and housing. Other comments discussed the value of spirituality, importance of promoting universal design in technology, and the need to improve access to coordinated health care.

Education: Comments in this area emphasized the need for better and more widespread inclusion practices in the entire education system. There were several calls for NCD to collaborate with the ED and include all stakeholders in revising IDEA. In addition, participants suggested that several disability advocates serve on the new ED bipartisan commission to examine and advance educational equity in the nation's K-12 schools. One participant offered a specific suggestion to incorporate disability history in school curricula.

Employment: Comments in this area suggested that discrimination in hiring still exists. However, most comments focused on tools and strategies to improve employment outcomes for people with disabilities. For example, participants suggested including

disability as part of diversity programs, encouraging business ownership and entrepreneurship, and encouraging telecommuting. There was some concern expressed by participants about the complexities of negotiating Social Security's financial safety net and the amount of income it would take for a person with a severe disability to live without government support.

Community Living: Comments in this area covered a range of topics. Physical access in the community is still limited. One participant wanted to be sure that new jetliners are designed with accessible restrooms as required. They noted a need for improvements in the provision of accommodations for people with invisible disabilities and for parents with disabilities. They stated that access to personal assistance services, long-term services, and supports to facilitate community living is a critical policy issue. One participant noted that services for the American Indian and Alaska Native population, which has a disability rate of 26 percent but are only one percent of the overall population, are inadequate.

Housing: Comments in this area highlighted the nature of the housing crisis for people with disabilities. There is a short supply of accessible and affordable homes. Participants reported that programs to support community living are being cut because of financial problems and people are going back to institutions. However, they noted that it is much less expensive to serve people in the community than to serve them in institutions, and it is much less expensive to keep people housed than to wait until they are homeless. Several people viewed the new collaboration between HUD and HHS to increase affordable housing opportunities for people with disabilities as a positive development.

Strategies to Continue the Conversation: Participants generated a number of ideas to continue the conversations started at the Summit and influence policy in a positive direction. Participants agreed that it is important to maintain connections with communities. One person suggested that NCD establish an education/advocacy program on the local level that would help address issues in the states and keep NCD up-to-date on needs. Another participant suggested that NCD generate and regularly

distribute a series of focus area surveys in various formats to stakeholders that would provide data on priority issues. Another suggested empowering constituent communities with the social networking infrastructure necessary to organize themselves and share information.

Some people expressed a need for more in-depth discussion on hidden disabilities and on severe intellectual and developmental disabilities, and that these groups need to be better represented at cross-disability meetings and on NCD.

Facebook Discussion Groups

NCD established discussion groups around the following six topics: ADA/IDEA Implementation; Independence During a Disaster; Housing; Military Families; Politics; and Universal Design. The following summarizes the themes that surfaced under each of these topics.

Topic 1: ADA/IDEA Implementation

In their comments participants agreed that access to the rights provided in ADA and IDEA remains a battle. One participant reported having a difficult experience getting accommodations at a university; another noted that employers try to do the very minimum when it comes to accommodations.

Commenters observed that there is no accountability for implementation of these laws. For example, one participant stated that without repercussions for failure to follow the laws, there is little reason for communities to focus on compliance. Another noted that school districts use the social maladjustment loophole to avoid serving students with serious emotional disorders.

Topic 2: Independence During a Disaster

Several comments were about emergency management professionals being unfamiliar with the needs of people with disabilities in an emergency. One participant suggested creating a central clearinghouse for materials on this topic to avoid duplicating efforts. A few discussants noted that people with disabilities must plan for their emergency

contingencies, get involved in community planning, and share existing resources before a disaster takes place.

Topic 3: Housing

Commenters agreed that affordable, accessible housing is a major challenge. Several participants identified successful programs and strategies. For example, they described a county-level partnership between social services and housing authorities to provide supports and housing vouchers; building relationships with landlords to increase the availability of accessible units to people with disabilities; initiatives to build visitable homes; and using building codes to increase access to housing.

Topic 4: Military Families

Commenters reported that veterans returning with TBI and PTSD are having a difficult time maneuvering through the Tricare system and finding other supports. One participant suggested finding ways to allow civilian experts to collaborate with Tricare. Commenters also reported that military families have a difficult time getting services for their children with disabilities. They reported that it is difficult to set up services with all of the moves required of a family and that children are at risk of regressing; nursing coverage is not adequate; and services are not always available for children with complex medical needs.

Topic 5: Politics

Commenters observed that people with disabilities think expense is a barrier to participation in politics. One participant suggested that people with disabilities can write letters and opinion pieces in local papers as lawmakers pay attention to local media. Another participant remarked that a political action committee to help disability-friendly candidates may be useful.

Topic 6: Universal Design

Commenters agreed that most barriers to accessible mainstream and assistive technologies are implementation issues, not design. They reported that users are not

aware of accessibility features that are available and that there is no way to report barriers encountered. One participant suggested that we could increase the accessibility of mainstream technologies through better education of designers and engineers and through broadcasting evidence that accessibility can be profitable. Another commenter put forth the need for data on how many people with a given functional limitation cannot operate any given technology independently. Such data could clarify the nature of inaccessibility itself and stimulate better policy.

7.0 Summit Wrap-Up

The final day of the Summit was convened in two parts. The first part, presented by Karen Flippo who oversaw the facilitated group activities during the event, provided a brief summary of facilitators' observations about the Summit. The second part, moderated by NCD Chairman Jonathan Young, provided an open forum for participants to reflect on Summit activities and make final observations and contributions to the proceedings. This section summarizes the Summit wrap-up.

Lead Facilitator Observations

The lead facilitator noted that the participants represented nearly every state, disability, and age.

What we heard:

1. The ideas for consideration can be viewed vertically (e.g., disability, age, gender, and type) and horizontally (e.g., community locality, culture, racial disparity, and economic and social status within the community). Each of these categories carries with it specific characteristics that are not always addressed in policy or practice. The changing demographics of our country call for immediate attention. Although we have been talking about systems, the most important value for consideration is the person within his or her community. The person in the context of the environment (community, home, school, and workplace) should be the guiding principle in determining the required supports and services.

2. Twenty years post-ADA, there is recognition that the disability rights movement is moving to the next stage of community involvement and maturity. While rights are often flagrantly ignored, the community can begin to build on its successes. This includes working consistently to have an economic power base. A focus on post-secondary education leads to life-long learning particularly because people are working much longer as they age. Skills requirements are rapidly changing, calling for attaining and updating expertise. We also need to ensure that people who acquire disabilities are able to maintain employment. A complete and responsive review of Social Security and work incentives is needed because they have not alleviated poverty or made significant inroads in improving the employment status of people with disabilities.

3. There is recognition that most states are in an economic crisis and cannot be the primary source for system change. However, the current economic situation provides the opportunity to begin a dialogue among the disability community, state agencies, and federal leaders. This discussion should focus on restructuring funding and services to achieve a more responsive and collaborative system that contributes to full and productive lives in the community.

4. While wanting inclusive lives, many people with disabilities noted that they are proud of the disability movement and their identity within it and did not want to lose that identity either in the community or within their respective coalitions.

5. There were many comments about universal design as the value that should be promoted in future policy development.

6. Most funding is still built around silos, specialness, and inefficiencies that perpetuate the complexity of navigating rules, regulations, and policies; the SSI marriage penalty is an example.

7. While there are services in the community, people with disabilities still face the daunting task of locating services, understanding the eligibility requirements, making their way to Social Security, understanding rights under the IEP, and having the time

and the skills to advocate. A community compilation of supports, funding availability, and resources in a format that is understandable to users would be very helpful.

8. Even when jobs are available, often there is disconnection between the employer and the job seeker. The connection from transition to VR and from VR to employers should be strengthened. A common language is needed regarding employment. Now is the time to prepare for the implementation of the President's Executive Order: removing hiring barriers to federal employment and establishing a pipeline to colleges and vocational schools to ensure accessibility.

9. We need to continue to address stigma and attitudinal barriers that are still prevalent in living, learning, and earning.

10. Participants indicated the continuing need for community services for both aging and new veterans with disabilities.

11. It is important to build youth leadership to carry on the next generation of policy and advocacy work, and to transition youth with disabilities into work experiences, paid employment with benefits, or post secondary education as soon as they complete high school.

12. Policies are in place, but the Federal Government needs to support full implementation. It is important to ensure the quality implementation of policies and regulations rather than rely on a complaint process that is reactive and not necessarily helpful because of time and income loss, adjudication, and other negative processes that position the person against the system. We need a standards-driven process and a balanced approach to making change.

13. Some participants requested that future NCD efforts consider the perspectives of people with chronic illness, mental illnesses, traumatic brain injury, intellectual disabilities, epilepsy, and other hidden disabilities.

14. Individuals should assume personal responsibility for advocacy.

15. The community requires continuing reminders that inclusion equals return on investment.

16. Reduce silos but do not lose the importance of the supports, characteristics, and ideals of people. Avoid arbitrarily throwing people who are aging and people with disabilities together into a system that is not attentive to their distinctions.

17. Enhance international exchange and ensure full implementation of the U.N. Convention on the Rights of Persons with Disabilities.

18. Communications are vitally important: both person to person, and person to community. Marketing and branding are important to share the message of universal rights and universal advocacy.

Key Themes Identified by the Lead Facilitator

1. Individual characteristics include disability, cultural, community, and age; systems and policies should address all aspects of the person.
2. As the movement matures, shifting from rights to community inclusion, what does this mean? Do people with disabilities lose specialness? There is a need to emphasize the importance of universal design in education, employment, housing, and transportation.
3. While in time of fiscal crisis, we have an opportunity to reflect, consider, and make substantial changes. As new industries emerge out of the economic recovery, people with disabilities should be part of the supporting workforce.

The objective of the interactive breakout sessions was to promote networking and future collaboration, and to bring forth ideas for NCD to consider in future policy development in its role as an advisor to the President and Congress. We believe this objective was achieved.

What did we do right? The lead facilitator summarized the participant response to the Community Input Questionnaires.

Participant Responses about what was done right included:

- Diversity among participants
- The right mix of panel presentations and discussion
- Augmenting personal experience with Facebook opened more channels for contributing
- Logistics were handled well

What did we miss?

Participant Responses revealed observations that:

- Not enough time was given for discussion with the federal representatives
- Panels presentations were too long
- More time was needed for dialogue and discussion
- Needed More opportunity to network with other participants from the same state was desired to build connections and networks to leverage upon returning home
- The pace was fast and presented challenges for some participants

Who are some of the others from whom we need to hear?

Participant Responses included CMS, people with the most severe disabilities, and private industry and businesses.

Chairman's Discussion

The Chairman focused discussion on maintaining communication. Among key questions were: How can we get more input? From whom is input required? How can we keep the dialogue going? Participants offered the following comments and recommendations.

Increased the use of various media, ensuring all mechanisms, including media are accessible. These media include Facebook, Twitter, other social networks, coupon mailers, and mailing lists for people who do not use Facebook. The disability community needs to influence the design of social marketing tools. Use employ boycotting and collaborating with vendors to achieve compliance. Create and leverage tools to enhance communication and use open source software to better enable communication across communities; not another disability portal, but provide a venue for members of the community provide knowledge.

Participants also recommended conducting proactive listening session by community, in person, by phone, and using social media. The sessions can maximize the return from public interaction and increase communication within the disability community. Much work needs to occur at the grassroots level where extensive support also is needed, with one participant asking all participants to interview 10 people to increase input.

Increase inclusiveness, tailoring events to the special needs of specific population segments and establishing working groups from Summit participants to examine specific topic areas.

Leverage and strengthen ADA coordinators to increase compliance and accountability and reach out to all agencies that advocate with a deliberate effort to partner.

Participants continued to emphasize the need to implement an awareness and outreach campaign. This could include developing a public service announcement with a toll-free number to solicit input. This would reach people without Internet access, especially in rural and tribal settings and people low on the socio-economic scale.

Participants indicated that NCD can add value by facilitating efforts to boost the empowerment of advocates at the local level to play a key leadership role and collaborate on tools, models, and best practices. This includes using experts on collaboration and establishing a group to serve as a liaison for regional office people who may not be aligned with what agencies professed during the Summit. NCD can add value by working across government agencies to re-tool policies and programs so people with disabilities benefit from economic recovery activities and the workforce emerges with increased participation by workers with disabilities.

NCD should establish communication channels and forums to bring issues to federal agencies. NCD should reinstate advisory committees (e.g., youth, cultural, international) with clear mandates and establish a diversity advisory committee to leverage a corporate perspective that values diversity and incorporates disability.

Participants suggested that NCD should identify and resolve needs specific to historically underserved segments of the disability community including people who are deaf-blind and people with chemical sensitivities. NCD should also increase outreach to people from diverse cultures with disabilities, particularly Hispanic and African Americans who compose approximately 30 percent of the population.

NCD could collaborate with other entities improve communication with voters and improve the perception that people with disabilities are a voting bloc. Work also needs to continue on changing the definition of disability for medical benefits. The change can improve the effectiveness of work incentives in supporting employment outcomes and self-sufficiency.

8.0 Conclusion

The Summit objectives included identifying opportunities, establishing new mechanisms to improve coordination and implementation, and energizing collaborative networks to enhance living, learning, and earning for people with disabilities. The following categories—opportunities, mechanisms to improve coordination and implementation, collaborative networks, and the federal role--are summary recommendations from the

Summit for each objective and overall suggestions for improving the Federal Government's role in enhancing living, learning, and earning for people with disabilities.

Opportunities

This Summit raised a number of issues warranting further discussion and exploration. Across all presentations and discussion venues, the need for a person-centered model for the design, development, and implementation of policy, programs, and services surfaced. Examining the needs of the person across the areas of living, learning, and earning to ensure that policies, programs, and services operate efficiently, effectively, and with the flexibility required in the community is critical to advancing self-sufficiency.

Participants in all venues indicated a number of opportunities that continue to require attention. These include improving accessibility of transportation and housing, establishing an expectation of self-sufficiency that permeates education and employment strategies, and improving self-advocacy.

Opportunities exist to strengthen the disability community by uniting and reflecting the needs of all types of disabilities. The community could increase political strength and impact by joining with other underserved or underrepresented groups with similar issues and needs.

Finally, the participants recognized that the current economic landscape presents challenges and opportunities. As federal, state, tribal and local governments work to re-allocate funding and re-design programs for greater efficiency, participants indicated the need for disability representation to ensure the resulting programs and services reflect a universal design and meet the needs of all citizens. Participants also indicated that enforcement of laws and policies require greater attention to strategies that establish corrective actions leading to solutions, not just identify noncompliance.

Mechanisms to Improve Coordination and Implementation

The participant discussion generated a number of recommendations for improving coordination and implementation. Participants throughout the Summit suggested the

developing and implementing a national public awareness campaign. This campaign would target the public and employers with a focus on creating opportunities for success in the community.

Hand-in-hand with the need for a national awareness campaign, participants suggested establishing an expectation for self-sufficiency. Participants advocated for self-sufficiency to start during early education; include parents, teachers, counselors, administrators, and others in the support networks; and encompass not only the education system but also job preparation and employment.

Participants recognized the need for education and training across multiple disciplines to support successful outcomes for people with disabilities. This includes educating medical professionals regarding how best to accommodate people with disabilities; educational professionals on universal design of curriculum, team approaches, and evidence-based teaching methods; and employers regarding accommodations and the business case for recruiting, hiring, and retaining employees with disabilities.

Participants recommended increasing the capacity for advocacy among people with disabilities, their caregivers, and family members. This includes focusing on improving the capacity for advocacy among youth with disabilities. Participants also suggested increasing representation by people with disabilities in political circles, in planning activities, and in the community to ensure an equal voice as another mechanism for increasing coordination and implementation.

Collaborative Networks

The Summit participants called for both formal and informal collaboration. They recommended that collaboration should occur not only at the federal, state, tribal and local levels, but across those levels so that resulting policies and programs would be efficient and effective at the point of delivery.

Participants also indicated that collaboration needed to occur within the disability community to ensure that policies and programs reflect the needs and issues of all people with disabilities and to build a stronger voice in changing policies and programs.

Participants indicated a need to collaborate with other communities to unite over issues of common interest.

Federal Role

Participants recognized a unique federal role for influencing policy and programs. Participants called for a Cabinet-level position to oversee the development and implementation of disability policies and programs. They supported the need for a committee and increased collaboration across federal agencies to improve the flexibility and blending of programs and services. They recommended establishing think tanks and federally-sponsored discussions to focus on issue resolution and updating policy to reflect a person-centered approach that is flexible enough to meet current and future needs.

Appendix A: National Summit on Disability Policy 2010 Program

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Welcome from the Chairman

July 26, 2010

Dear Friends:

Welcome to the National Summit on Disability Policy! My fellow Members of the National Council on Disability and I are honored to convene this historic gathering on the occasion of the 20th anniversary of the Americans with Disabilities Act (ADA). We are delighted you could join us and we look forward to learning from you.

The Summit's cross-cutting theme of **Living, Learning & Earning** is designed to launch a national dialogue on disability policies and programs in the 21st century and on what remains to be done to achieve the ADA's goals of equality of opportunity, full participation, independent living, and economic self-sufficiency.

All of us have witnessed the profound impact the ADA has had on society and people with disabilities over the last 20 years. We also know well that much more work remains to be done. That is why this Summit is so important. Although we will not complete the journey ahead while gathered for only a few days, the Summit marks an opportunity to evaluate our progress and begin to chart a new course for the future of disability policy.

Our main objectives for the Summit are to:

- Identify emerging and cross-cutting opportunities to enhance **Living, Learning & Earning** for people with disabilities;
- Establish new mechanisms and build upon existing ones to improve coordination and implementation of disability policies, programs, and practices; and
- Energize collaborative networks to guide future development of disability policy.

We are depending on your hard work and dedication to achieve these objectives. The disability rights movement is about more than just laws — it is about having our voices heard and incorporated into decisions that affect our lives. It is about sending the world a message that we belong. It is about building the network of relationships we need to put ideas into action.

We are delighted that you decided to participate in this history-making event. It is an important milestone, but it is a beginning not an end. We therefore look forward to working with and learning from you — not just during the Summit but in the years ahead as we seek to build on the foundation we will develop together over the next few days.

I am proud to issue the charge of one of our greatest leaders, and former Members of the National Council on Disability: “Lead on! Lead on!”

Sincerely,

A handwritten signature in black ink, appearing to read 'Jonathan Young', with a long, sweeping horizontal line extending to the right.

Jonathan Young
Chairman

Program Agenda

Sunday, July 25, 2010

What: Welcome Reception
Time: 5:00 PM – 7:00 PM
Location: Congressional Hall
Renaissance Washington, D.C. Downtown Hotel
Who: Invited Summit Participants
Food: Light Food and Cash Bar

****Registration opens at 3:00 PM****

Confirmed Special Guests:

- **Kareem Dale**, Special Assistant to the President for Disability Policy
- **Chai Feldblum**, Commissioner, U.S. Equal Employment Opportunity Commission
- **Christine Griffin**, Deputy Director, U.S. Office of Personnel Management
- **Judith Heumann**, Special Advisor for International Disability Rights, U.S. Department of State
- **Kathy Martinez**, Assistant Secretary, Office of Disability Employment Policy, U.S. Department of Labor
- **Karen Peltz Strauss**, Deputy Chief, Consumer and Governmental Affairs Bureau, U.S. Federal Communications Commission
- **Marcie Roth**, Director, Office of Disability Integration and Coordination, Federal Emergency Management Agency, U.S. Department of Homeland Security
- **Lynnae Ruttledge**, Commissioner, Rehabilitation Services Administration, U.S. Department of Education

Monday, July 26, 2010

What: ADA Celebration, Foundations for Disability Policy – Community Town Hall
Location: Renaissance Ballroom
Renaissance Washington, D.C. Downtown Hotel
Who: Invited Summit Participants
Food: Continental Breakfast
Box Lunch

8:30 AM – 9:00 AM	U.S. Marine Band Armed Forces Color Guard United States Military District of Washington
9:00 AM – 9:30 AM	Welcome & Opening Remarks <i>Jonathan Young, Chairman, National Council on Disability</i>
9:30 AM – 10:00 AM	Living, Learning, and Earning with a Global Perspective <i>Judith Heumann, Special Advisor for International Disability Rights, U.S. Department of State</i>
10:00 AM – 10:30 AM	Living, Learning, and Earning with Health Care Reform <i>Henry Claypool, Director, Office on Disability, U.S. Department of Health and Human Services</i>
10:30 AM – 10:45 AM	Break
10:45 AM – 11:15 AM	Living, Learning, and Earning with Technology and Telecommunications <i>Karen Peltz Strauss, Deputy Chief, Consumer and Governmental Affairs Bureau, U.S. Federal Communications Commission</i>
11:15 AM – 11:45 AM	Living, Learning, and Earning with Effective Emergency Management <i>Marcie Roth, Director, Office of Disability Integration and Coordination, Federal Emergency Management Agency, U.S. Department of Homeland Security</i>
11:45 AM – 12:00 PM	Instructions for Lunch, Preview of Next Two Sessions
12:00 PM – 2:00 PM	Box Lunches / Informal Discussions
2:00 PM – 2:30 PM	Living, Learning, and Earning with Financial Security <i>Kathy Martinez, Assistant Secretary, Office of Disability Employment Policy, U.S. Department of Labor</i>

2:30 PM – 3:00 PM	Living, Learning, and Earning with Secure Disability Rights <i>Mazen Basrawi, Counsel to the Assistant Attorney General for Civil Rights, U.S. Department of Justice</i>
3:00 PM – 4:00 PM	Break
4:00 PM – 6:00 PM	Simulcast of White House ADA event, if possible

The following Congressional ADA anniversary event is taking place on July 26. While not part of the official NCD summit programming, summit participants are very welcome to join this event. However, space is limited.

Congressional Event:

10:00 AM – 12:00 PM	Senate ADA Celebration <i>(Organized by Sen. Tom Harkin (D-IA)) Russell Caucus Room Russell Senate Office Building (accessible entrance on Delaware Ave.)</i>
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Participants who wish to attend this event in person are strongly encouraged to allow adequate time to navigate the Metro system during rush hour (Union Station, red line) and go through security at the Russell Senate Office Building. Space is limited.

Tuesday, July 27, 2010

What: Policy Dialogue
Location: Renaissance Ballroom *(and other rooms as the day progresses)*
Renaissance Washington, D.C. Downtown Hotel
Who: Invited Summit Participants
Food: Continental Breakfast
Box Lunch

8:30 AM – 8:31 AM	Opening Doors & Minds: Celebrating 20 Years of the ADA (Public Service Announcement) <i>The Alliance for Women in Media Foundation and The Academy of Television Arts & Sciences, in partnership with the Loreen Arbus Foundation</i>
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8:31 AM – 8:45 AM

Welcome

*Jonathan Young, Chairman,
National Council on Disability*

8:45 AM – 9:00 AM

Kickoff Message

*Tom Perez, Assistant Attorney General,
U.S. Department of Justice*

9:00 AM – 9:30 AM

Cabinet Secretary Dialogue

MODERATOR: *Jonathan Young, Chairman,
National Council on Disability*

*Secretary Ray LaHood,
U.S. Department of Transportation
(Introduced by Thomas Panek,
Vice President, Relationship Management,
National Industries for the Blind)*

9:30 AM – 10:30 AM

**Living, Learning, Earning:
Snapshots from the Field**

MODERATOR: *Marca Bristo,
President & CEO, Access Living*

*Richard Devylder,
Senior Advisor for Accessible Transportation,
U.S. Department of Transportation*

Tia Holmes, middle school student, Cary, NC

*Susan Sygall, CEO and Co-Founder,
Mobility International USA*

*Sergeant First Class Karl Pasco, SFC U.S. Army,
Activities Coordinator, Warrior Transition Brigade*

*Andraéa LaVant, Youth Development Specialist,
National Consortium on Leadership and Disability
for Youth, Institute for Educational Leadership*

*Christina Curry, Executive Director,
Harlem Independent Living Center*

10:30 AM – 10:45 AM

Break

10:45 AM – 11:00 AM	Featured Remarks <i>Michael Astrue, Commissioner, Social Security Administration</i> <i>Kareem Dale, Special Assistant to the President for Disability Policy</i>
11:00 AM – 11:15 AM	“Including Samuel” Film Excerpt
11:15 AM – 11:30 AM	Primer on State Policy Challenges <i>Nell Ethredge, Legislative Policy Analyst, The Council of State Governments</i> <i>Sara Gelser, State Legislator, State of Oregon; Member, National Council on Disability</i>
11:30 AM – 11:45 AM	Instructions for Breakout Sessions
11:45 AM – 12:00 PM	Move to Breakout Locations
12:00 PM – 2:45 PM	Breakout Sessions & “Conversations for Change”

“Conversation for Change” Session

Session 1	12:00 PM – 1:15 PM	Congressional Hall A&B
Session 2	1:30 PM – 2:45 PM	Congressional Hall A&B

Small Group Discussions

	Topic	Location
12:00 PM – 12:30 PM	Community Living	Meeting Room 16
	Education & Lifelong Learning	Meeting Room 2
	Employment & Financial Security	Meeting Room 4
	Healthy Living	Meeting Room 3
	Disability Rights	Meeting Room 12
	Veterans with Disabilities	Meeting Room 15
	Universal Design	Meeting Room 10

	Topic	Location
12:45 PM – 1:15 PM	Community Living	Meeting Room 16
	Education & Lifelong Learning	Meeting Room 2
	Employment & Financial Security	Meeting Room 4
	Healthy Living	Meeting Room 3
	Disability Rights	Meeting Room 12
	Veterans	Meeting Room 15
	Universal Design	Meeting Room 10
	1:30 PM – 2:00 PM	Community Living
Education & Lifelong Learning		Meeting Room 2
Employment & Financial Security		Meeting Room 4
Healthy Living		Meeting Room 3
Disability Rights		Meeting Room 12
Veterans		Meeting Room 15
Universal Design		Meeting Room 10
2:15 PM – 2:45 PM		Community Living
	Education & Lifelong Learning	Meeting Room 2
	Employment & Financial Security	Meeting Room 4
	Healthy Living	Meeting Room 3
	Disability Rights	Meeting Room 12
	Veterans	Meeting Room 15
	Universal Design	Meeting Room 10

Impromptu Networking

Participants may also utilize Congressional Hall C from 12:00 PM to 2:45 PM for networking or other impromptu meetings. Space is limited.

2:45 PM – 3:00 PM **Reconvene as Plenary Session
(Renaissance Ballroom, Ballroom Level)**

3:00 PM – 3:15 PM **Featured Remarks**
*Martha Kanter, Under Secretary,
U.S. Department of Education
(Introduced by Tia Holmes, middle school
student, Cary, NC)*

3:15 PM – 4:45 PM

New Directions in *Living, Learning, Earning*

MODERATOR: *Christine Griffin, Deputy Director,
U.S. Office of Personnel Management*

*Ray Jefferson, Assistant Secretary,
Veterans Employment and Training,
U.S. Department of Labor*

*Chai Feldblum, Commissioner,
U.S. Equal Employment Opportunity Commission*

*Roberto Rodriguez, Special Assistant to the
President for Education, White House Domestic
Policy Council*

*Mary Lee Fay, Administrator, Office of
Developmental Disabilities Seniors and People
with Disabilities, State of Oregon*

*John Kemp, Executive Director and General
Counsel, U.S. Business Leadership Network*

*Dan Habib, Filmmaker in Residence, Institute on
Disability at the University of New Hampshire*

4:45 PM – 5:15 PM

**Discussion Wrap Up / Closing Remarks /
Preview of July 28th**

Wednesday, July 28, 2010

- What:** Summit Wrap-Up / Next Steps
*Facilitator team summarizes stakeholder input; NCD Members lead
discussion based on summit participant feedback from community input
questionnaire*
- Time:** 9:00 AM – 1:00 PM
- Location:** Renaissance Ballroom
Renaissance Washington, D.C. Downtown Hotel
- Who:** Invited Summit Participants
- Food:** Continental Breakfast

Description of Panels

July 27, 2010

9:15 AM – 10:15 AM

Living, Learning, Earning: Snapshots from the Field

This panel will set the tone and backdrop for the conversations that will occur throughout the rest of the summit. We are committed to beginning policy dialogue with honest conversations about how federal policies translate into the daily lives of people across the country.

10:30 AM – 11:00 AM

Cabinet Secretary Dialogue

One of the core objectives of the Summit is to promote coordination at all levels of government and in our communities. The participation of Secretaries of Cabinet departments presents an opportunity to hear how heads of departments that have a significant impact on people with disabilities are doing their part to realize the objectives of the ADA and, particularly, to have an opportunity to discuss how department and agency heads can help promote cross-silo coordination.

11:00 AM – 11:30 AM

Primer on State Policy Challenges

Although disability policy is largely shaped by federal legislation, responsibility for implementation falls to the states. This brief presentation will address how budget challenges and a diversity of state policy priorities impact the delivery of services and supports to individuals living, learning and earning with disabilities.

3:15 PM – 4:45 PM

New Directions in Living, Learning, Earning

This panel will create a venue for Departmental leaders, advocates, and state leaders to have a moderated dialogue about how to identify emerging opportunities to enhance how people with disabilities live, learn, and earn; establish mechanisms to improve the coordination of disability policies, programs, and advocacy efforts; and energize collaborative networks to guide future disability policy directions.

Description of Breakout Sessions

July 27, 2010

12:00 PM – 2:45 PM

Overview

The programming for the National Summit on Disability Policy 2010 has been guided by a conviction that our biggest current challenges in making a real difference in the lives of people with disabilities relate to effective cross-silo coordination and implementation rather than lack of clarity about disability policy objectives. Accordingly, the mid-day Conversations section is designed to move beyond silos and address a variety of issues with a deliberate focus on coordination and implementation. Our goal is to focus on recommendations that feature “how to” steps, rather than reaffirm longstanding recommendations such as increasing enforcement or increasing work incentives.

There are two parts of the breakout period of programming:

- “Conversations for Change” session (repeated twice); and
- Small group discussions (each repeated 4 times)

Participants will have the opportunity to attend one “Conversations for Change” session (in Congressional Hall A&B) and two of the small group discussions in the breakout rooms on the Meeting Room Level.

Relationship-Building

Aside from the substantive content of the breakout sessions, a primary objective is the opportunity for relationship-building. It is often effective relationships rather than merely the merits of policies that make the critical difference in transitioning from good idea to implementation. Furthermore, it is important to recognize that many great ideas and strategies do not need to be hatched anew but instead need to be shared more broadly. Accordingly, the rapid movement and close engagement of diverse stakeholders during the breakout period is designed to facilitate the relationship-building that can help bolster efforts toward meaningful implementation.

“Conversations for Change” Session

During the “Conversations for Change” session, participants will engage in facilitated exercises designed to establish new connections, think creatively about the future of disability policy, and begin to form the collaborations necessary to make positive change. Employing a “World Café” model of facilitated discussion, conversations will build around meaningful questions in order to discover and build on the collective voice, wisdom and knowledge of participants.

Times	Location
Session 1 – 12:00 – 1:15 PM	Congressional Hall A&B
Session 2 – 1:30 – 2:45 PM	Congressional Hall A&B

Small Group Discussions

During these small group discussions, participants will explore issues in need of “cross-silo” collaborations and will devise ways to make the collaborations happen.

Topic	Location (Meeting Room Level)
Community Living	Meeting Room 16
Education & Lifelong Learning	Meeting Room 2
Employment & Financial Security	Meeting Room 4
Healthy Living	Meeting Room 3
Disability Rights	Meeting Room 12
Veterans with Disabilities	Meeting Room 15
Universal Design	Meeting Room 10

Times

12:00 PM – 12:30 PM

12:45 PM – 1:15 PM

1:30 PM – 2:00 PM

2:15 PM – 2:45 PM

Below are brief overviews of the content area for the seven small group discussions. Each 30-minute session will be rapid-paced. The format is designed to promote rapid identification of ideas regarding coordination and implementation that will be consolidated at the conclusion of the day and presented for further evaluation on the morning of July 28. These ideas in turn will inform the foundation for NCD’s work in the years ahead as the Council determines how best it can be an agent of effective coordination amidst a sea of disparate and fragmented programs and policies. Participants are particularly encouraged to focus energy on how policies and programs can be coordinated not just at the federal level but with states and localities in mind, where policies and programs need to be implemented to make a meaningful difference.

Each of the breakout descriptions below is intended to be suggestive rather than limiting. We will not discuss at length every potential substantive content area within each section. However, if we can succeed in framing better ways to coordinate across various silos in some areas, it will help lay the groundwork for applying implementation strategies in other substantive content areas.

Descriptions of Small Group Topics

Community Living

Satisfaction with community living throughout the lifespan means having personal options, physical and information access, and the freedom to fully participate in community life—not just here in the United States but around the world, and not just during “normal times” but also in the midst of emergencies and disasters. Building communities that meaningfully provide opportunities for full participation and independent living poses extraordinary coordination and implementation challenges. As millions of people with disabilities know all too well, failure to coordinate various elements of inclusion means that we don’t get the chance to have meaningful opportunities to learn and earn. Coordinated community living means maximizing people’s independence, safety and security, freedom of mobility, freedom of communication, affordable housing and transportation, access to health care and long term services and supports, and involvement in all aspects of community planning, including emergency preparedness. Coordination of these efforts will have to occur across abilities and ages and across various systems at all levels of government and in the private sector.

Subject Matter Expert: Bob Liston, Rural Institute, University of Montana

Disability Rights

The ADA is just one major part, albeit a critical and uniquely symbolic one, in a patchwork of state, local, and federal nondiscrimination statutes, regulations, and practices. Unfortunately, the piecemeal development of disability policies and programs over time has created a confusing maze of government policies that often conflict with one another, and too many promises remain unfulfilled. Sometimes laws and policies can have unintended consequences that undermine the original purpose of such laws and policies. Nonetheless, the disability rights framework plays a critical dimension in Americans’ with disabilities ability to live, learn, and earn. Discussion of disability rights becomes even more meaningful in light of U.S. signature of the United Nations Convention on the Rights of Persons with Disabilities (CRPD). Adoption of the CRPD was a watershed moment in international disability rights, and U.S. signature provides a meaningful opportunity to mark our progress in disability rights. In a society deeply affected by centuries of neglect and sometimes outright hostile exclusion, meaningful opportunities to live, learn and earn mean enforcing rights to live, learn and earn.

Subject Matter Expert: Lex Frieden, Director,
Independent Living Research Utilization

Education and Lifelong Learning

The 1975 Individuals with Disabilities Education Act (IDEA) proclaimed a right to a free, appropriate public education for all eligible students with disabilities. A whole generation of young people has grown up with an expectation of inclusion in our schools. Nonetheless,

meaningful inclusion too often depends on battles relived and refought by individual families across the country due to lack of sufficient institutional permeation of inclusion principles. Consequently, students continue to face external barriers to learning and achievement. States are not meeting benchmarks for including students with disabilities in general education classrooms. Too many public schools remain physically inaccessible, and students have inadequate access to school sponsored athletics and activities. Graduation rates remain abysmally low, and far too few students with disabilities enroll in post secondary educational opportunities. Monitoring and enforcement of special education law continues to focus on procedural compliance, rather than student success. Students with disabilities deserve access to academic curricula. They also deserve opportunities to have meaningful destinations at the end of their formal education.

Subject Matter Expert: Sara Gelser, State Legislator, State of Oregon;
Member, National Council on Disability

Employment and Financial Security

Financial security for people with disabilities means having the resources, knowledge, and tools for living, learning, and earning. Programs and policies need to be designed to promote financial security rather than perpetuate poverty. Social Security provides a protective net for persons with disabilities, but it does not always provide the incentives needed for employment. Achieving financial security also means holding high expectations for people with disabilities and their families to plan strategically and creatively to avoid the poverty trap, lay the groundwork for meaningful participation, and engage in meaningful, integrated employment. People with disabilities, despite many policy initiatives, still experience unemployment at far higher rates than their peers. Of course, employment is often key to financial security, but a culture of saving and opportunities to accumulate and build assets more broadly, as well as awareness of opportunities to support small businesses, are important too. Additional challenges should be considered as our changing national demographics result in greater numbers of people with diverse cultural and linguistic backgrounds, and people who are aging into the disability community.

Subject Matter Expert: Lynnae Ruttledge, Commissioner,
Rehabilitation Services Administration

Healthy Living

People with disabilities face numerous and complex barriers to health and health care. Recent studies indicate that people with disabilities experience both health disparities and specific problems in accessing appropriate health care, which can certainly limit efforts to live, learn, and earn. People with disabilities comprise the largest and most important health care consumer group in the United States, yet the Institute of Medicine and others have warned that Federal agencies, policymakers, and health care systems have not yet responded to the broad-ranging implications, for individuals and for society, of the demographic increase in disability as the population ages. Given the rapidly approaching

demographic shift to an older population, the increase in the incidence of disabilities that will ensue, and the impact of the current economic crisis on people with disabilities, federal agencies and policymakers should now be establishing the policy directions to respond to the broad-ranging implications of this increase in disability for individuals and for society. The passage of the Patient Protection and Affordable Care Act provides an opportunity to achieve many of the longstanding goals for people with disabilities involving access to health care and long-term services and supports. As new systems are created and modified to implement health care reform, we need to focus on coordinating these systems with other aspects of living, learning, and earning.

Subject Matter Expert: Henry Claypool, Director, Office on Disability,
U.S. Department of Health and Human Services

Universal Design

One of the founding principles of the ADA is that many accessibility features pose minimal burdens and costs when incorporated at the design stage. Universal design refers broadly to a framework for design elements in the built environment as well as various electronic, information, and communications technology (EICT). Rather than focus on developing alternative systems and technologies that are specifically targeted to accessibility needs, universal design emphasizes building accessibility into mainstream design. Adopting universal design has an impact on all aspects of living, learning, and earning. For instance, communities built with universal design principles mean greater access to affordable housing and less need for relocation or modification due to later onset of disability. Universal design can also improve the mitigation and response to emergencies and disasters because accessible infrastructures mean people can move and communicate more freely in times of emergency more now than ever before. Access to technology is also increasingly necessary to make it possible for people with disabilities to have the opportunity to attain employment, engage in social interaction, pursue education, engage in commerce, and many other facets of what typically comprise a full life. Despite legislation requiring disability access to certain technologies, and the pervasiveness of technology in everyday life, it is a continual struggle for people with disabilities to access EICT and assistive technology (AT).

Subject Matter Expert: David Capozzi, Executive Director,
U.S. Access Board

Veterans with Disabilities

Veterans with disabilities face multiple issues during transition efforts to re-establish their lives. Ongoing military engagements (in Iraq and Afghanistan) have increased the number of veterans returning to military and civilian life with disabilities and additional health care needs. For veterans and their families, questions about living, learning, and earning are tied to issues affected by how successfully transition occurs. While some federal initiatives have begun to address issues of stigma associated with mental illnesses and

homelessness among veterans with disabilities, more work remains to be done. Many veterans with combat related disabilities—and family members—need professional help during their transition periods to deal with unemployment and limited or lack of training for career primarily in the non-combat workforce. Picture a 23 year old veteran with 5 years of military service who is discharged from military to civilian life based on disability status. His peers matriculate in college or civilian trade school training opportunities which he misses while at war for our country. The issues selected as discussion starters in this breakout group can be associated with the access to community programs and services and to making a full return to military and/or civilian community living.

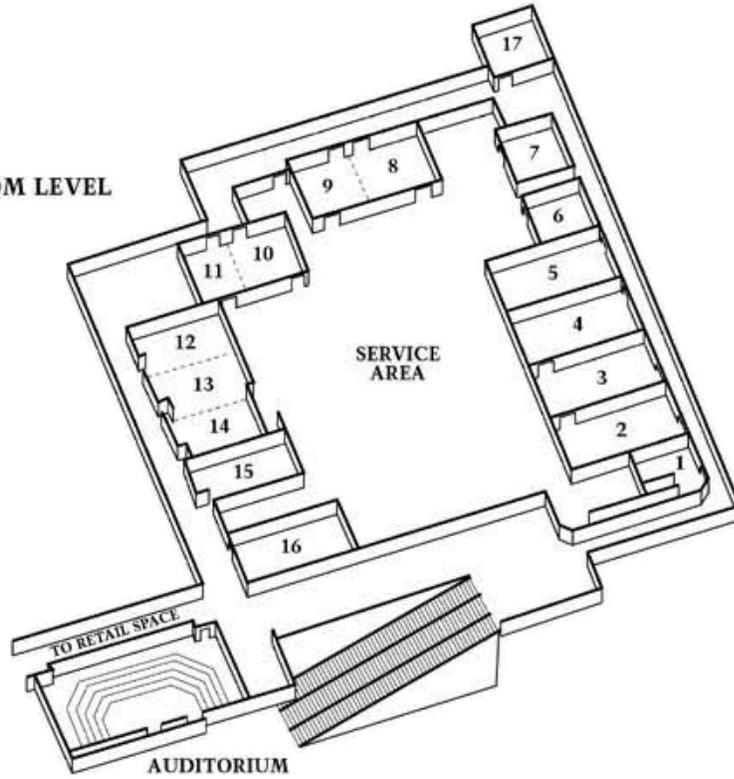
Subject Matter Expert: Lonnie Moore, Program Analyst,
Army Warrior Transition Office;
Member, National Council on Disability

Impromptu Networking

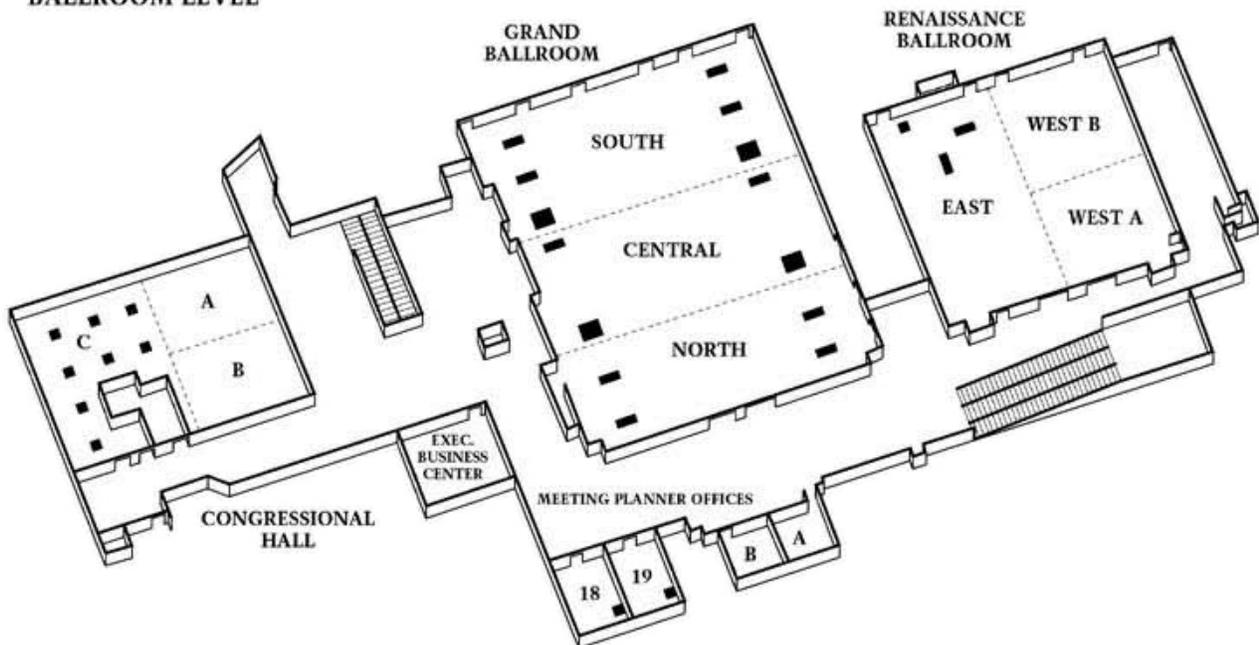
Participants may also utilize Congressional Hall C from 12:00 PM to 2:45 PM for networking or other impromptu meetings. Space is limited.

Hotel Floor Plan

MEETING ROOM LEVEL



BALLROOM LEVEL



General Summit Information

Registration Location and Hours of Operation

(Elevator buttons read BR for ballroom level rooms, which includes Congressional Hall)

Sunday, July 25

Congressional Hall 3:00 PM – 7:00 PM

Monday, July 26

Renaissance Ballroom 7:00 AM – 6:00 PM

Tuesday, July 27

Renaissance Ballroom 7:00 AM – 5:15 PM

Wednesday, July 28

Renaissance Ballroom 7:30 AM – 3:00 PM

Welcome and Reception

On Sunday, July 25 starting at 5:00 PM, we cordially invite summit participants to join us for a welcome reception in Congressional Hall located on the ballroom level of the hotel.

Please Remember...

Environmental Factors

To ensure the comfort of all conference participants, we ask that you not wear perfumes or scented personal care products while participating in the summit.

Summit Attire

Meeting room temperatures are often cool. We suggest that you wear a jacket or layers of clothing for added comfort. Please note also that the “typical” Washington, DC weather in July is hot, humid, and hazy.

Receipt of Calls

Attendees may retrieve telephone messages at the Summit registration desk during registration hours. Outside callers can leave a message by phone at 202-898-9000 or by fax at 202-289-0947 and instruct the hotel operator to deliver the message to the “NCD Summit” registration desk.

Food Provided at the Summit

Monday, July 26 Continental Breakfast	7:00 AM – 8:30 AM Renaissance Ballroom Foyer, Ballroom Level
Monday, July 26 Box Lunch	12:00 PM – 2:00 PM Renaissance Ballroom Foyer, Ballroom Level
Tuesday, July 27 Continental Breakfast	7:00 AM – 8:30 AM Renaissance Ballroom Foyer, Ballroom Level
Tuesday, July 27 Box Lunch	12:00 PM – 1:30 PM Meeting Room Foyer, Meeting Room Level Congressional Hall Foyer, Ballroom Level
Wednesday, July 28 Continental Breakfast	7:30 AM – 9:00 AM Renaissance Ballroom Foyer

Disability-Related Accommodations

Accessible Restrooms (Renaissance Hotel)

Accessible restrooms are located on the Ballroom and Meeting Room levels. Restrooms equipped with stalls that measure approximately 5' by 5' are located on every level.

Service Animal Relief Area

A public park located approximately one block from the hotel on the corner of 9th and New York Avenue can be used as a relief area for service dogs. Exit the main entrance of the hotel on 9th Street, walk to the right until you reach the corner of 9th and New York Avenue, NW. Cross New York Avenue. The park will be directly in front of you.

Accessible Transportation

In Washington, DC: Battle Transportation – 202- 462-8658
In Northern Virginia: Red Top – 703-522-3333

Wheelchair/Scooter Rentals

(Please check with the various companies in advance of your travel date to determine if they are open on Sunday for business.)

- Lenox Medical Supply
202-387-1960 or 888-474-4356

- DC Tours
888-878-9870
www.dctours.us
- Scootaround Mobility Solutions
888-441-7575
www.scootaround.com
- Express Medical Supply Inc.
866-691-3511

Local Information

The Renaissance Washington DC Hotel is conveniently located near restaurants, shopping and the Metro rail or bus.

A Metro rail basic fare card costs \$1.95 to enter the system. Carry coins, one dollar, and five dollar bills as the largest to use the fare card machines in the Metro rail stations and plan to purchase a round trip card. For more details on costs for rail and bus check online at <http://www.wmata.com/>. Additional information about how to use the Metro system follows.

Please inquire at the hotel's Concierge Desk for additional information or recommendations about specific places to visit.

How to Access and Navigate the Metrorail System

Fares and Service Hours

- **Opens:** 5:00 AM weekdays, 7:00 AM weekends
- **Closes:** 12:00 AM, Midnight on Sunday-Thursday and 3 AM on Friday-Saturday.

Fares

- Fares are based on distance traveled. The average fare is between \$3-4.
- A 1-Day Pass costs \$9 and is good for 1 day of unlimited Metrorail travel on weekdays after 9:30 AM or all day on Saturdays or Sundays
- Transfers are free within Metrorail.
- You can buy either a farecard or a 1-Day Pass at the fare machines located at all Metro stations.

How to Ride Metrorail

- Metro stations are marked by large brown columns throughout the city. The colored strips indicate the lines served by the station.
- To find out if certain elevators or escalators at stations are in service, call (202) 962-1212.
- You can bring your service animal on Metro.
- You need a farecard or pass to ride Metrorail. Farecards can be bought before getting on any train. Use the fare maps at each station to find out the cost of your trip. Fare cards can be bought with cash or credit card at Metro station fare machines.
- A pass or farecard cannot be shared with another person.
- Once your farecard is purchased, access the trains by entering through the faregates with the green and white arrows.
- Insert your farecard (face up with the arrow pointed toward the gate) into the slot on the front panel of the faregate.
- Take your farecard from the slot to open the gate. The card will come out on top of the faregate. If you are going through a wide faregate, the card comes back from the slot you put it into.
- Follow the signs to your train's platform.
- Read station signs to learn which train platform to use for your destination
- Flashing lights at the platform's edge let you know a train is coming.
- Stand behind the bumpy tiles along the platform's edge.

- Stand away of the train car doors and let riders get off before you get on.
- The train's destination is shown over the train's front and side windows. The line color is shown on the front and back of the trains.
- Use the same fare card you used to enter the system when you exit the system.
- Carry your farecard in a wallet, purse or elsewhere to keep it safe and clean and dry.

Metrorail Accessibility Features

Stations

- All Metrorail stations and rail cars are accessible.
- Accessible parking spaces are near the rail station entrance and are reserved for vehicles showing permits or license plates.
- Outside of rail stations, there are signs to the station's accessible entrance and elevator.
- Outside of each Metro station is information in Braille and raised alphabet on a post.
- Most escalators in stations have bright paint at the edge of each step.
- Each rail station has an accessible fare vending machine with instructions in Braille and raised alphabet; there is also a button to press for audio..
- Each station entrance has an extra-wide, accessible faregate for wheelchairs, scooters, and other mobility devices. The farecard is returned at the entry slot.
- An accessible TTY is located on the main level of each station.
- The Passenger Information signs are on each platform and main level of every rail station. These displays can let you know:
 - When the next trains are coming;
 - About train delays;
 - About elevator outages; and
 - How to make free shuttle plans when elevators are out of service.
- All key and new stations have bumpy tiles to alert you that you are close to the edge of the platform.
- Flashing lights at the edge of the platforms alert customers that a train is approaching.

Elevators

- Metro has elevators at all of its rail stations.
- There is an alert system to let you know about elevator problems. If you need to use an elevator, call 202-962-1212 (TTY 202-638-3780) to learn about elevator outages. To get free shuttle service in case of an elevator

outage, call 202-962-1825 (TTY 202-638-3780).

- Elevator accessibility and security includes:
- Emergency intercoms;
- Chimes and announcements for each floor; and
- Security cameras at street level.
- In each rail station, signs directing you to the elevators can be found on the train platform posts and on wall. They include the International Symbol of Accessibility and an arrow in the direction of the elevator.

Rail Cars

- Gap reducers are on all rail cars.
- Barriers between rail cars alert you so you do not mistake this space for the door to the inside of the rail car.
- Priority seating for people with disabilities is located in all rail cars near the center doors.
- Emergency intercoms are at both ends of each rail car. Intercom information is in both raised alphabet and Braille. A call button is accessible for wheelchair users.

Important Contacts

- Customer Information (including Trip Planning assistance) - 202-637-7000 (TTY 202-638-3780)
- Elevator Status and Service Disruptions - 202-962-1212 (TTY 202-638-3780)
- Elevator Outages/Metrorail Shuttle Service - 202-962-1825 (TTY 202-638-3780)
- Lift-Equipped Metrobus Service - 202-962-1825 (TTY 202-638-3780)
- Office of ADA Programs - 202-962-1100 (TTY 202-962-2033)
- Bus and Rail System Orientations - 202-962-1558 (TTY 202-962-2033)

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A hearty thank you to each participant who came from near and far to contribute their voices to this national dialogue. The collection of your voices represents the past, the present, and most certainly the future of the disability community. As Justin Dart said so many times, Lead on! Lead on!

