Effectively Serving Native Americans with Disabilities

Inclusion and Partnerships
May 4, 2022
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WELCOME

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PART 1: INCLUSION - GOALS

Participants will hear from grantees, participate in activities, and learn about:

• How we define disability for the WIOA program
• Accessibility
• Accommodations
INCLUSION EXAMPLE – ONEIDA NATION
ACTIVITY - I

• What stood out to you as Sean shared his customer’s experience?

• Why might it be important to learn if customers have disabilities?
HOW DO WE DEFINE DISABILITY?

Different lenses:
• Cultural
• U.S. law:
  • Americans with Disabilities Act (ADA)
  • Workforce Innovation and Opportunity Act (WIOA)
• Self-identification
DISABILITY AND CULTURE

• Each tribe has their own distinctive view of life and disability based on their own set of creation stories and doctrines.
• Acceptance and tolerance of many aspects of life, including disability, comprise core values for most American Indians.
• Many American Indian languages have no word for “disability.”

Source: American Indian Approaches to Disability Policy
DISABILITY ACCORDING TO U.S. LAW

An individual with a disability is defined by law in the Americans with Disabilities Act (ADA) as a person:

• who has a physical or mental impairment that substantially limits one or more major life activities,
• who has a history or record of such an impairment,
• or who is perceived by others as having such an impairment.
RECOGNIZING DISCLOSURE AND CUSTOMER CHOICE

- **Disclosing disability status is voluntary.**

- People with disabilities may be eligible for certain supports or participation in particular programs.

- Customers might not use the word “disability,” but instead describe symptoms or characteristics of an illness, injury, or other medical problem.

- **Disability status is confidential.**

- Program staff should not automatically refer customers with disabilities to Vocational Rehabilitation (VR) programs, and instead makes referrals based on whether the individual would benefit from such services.
REASONABLE ACCOMMODATIONS

• Any changes to program or employment policies and practices that allow people with disabilities to fully participate.
  • Physical accommodations
  • Programmatic accommodations
• “Reasonable” means they do not create an undue hardship.
ACCOMMODATIONS MAKE IT EASIER TO LEARN AND WORK

Examples:
• Repeated or Written Instructions
• Seat Preference
• Visuals (Checklists and Charts)
• Height Adjustable Desk
• Ergonomic Equipment
• Tools to Enlarge Print
• Screen Reading Software
• Video Remote Interpreting
• Hearing Amplifier
• Accessibility Apps

Source: Virginia Career Works Northern Region
COMBINE CULTURAL STRENGTHS WITH PRACTICAL ACCOMMODATIONS
INCLUSION EXAMPLE: NORTH AMERICAN INDIAN CULTURAL CENTER
ACTIVITY - II

1. **IN PERSON**: Turn to someone who works for a *different* organization/tribe. Share how disability is understood and perceived in your organization.

2. **VIRTUAL**: Using the Chat, share how people with disabilities are included or not included in your services.
INCLUSION EXAMPLE: AMERICAN INDIAN COMMUNITY CENTER
## IMPORTANT FINDING:
### DISABILITY LIKELY UNDERREPORTED

<table>
<thead>
<tr>
<th>DATA SOURCE</th>
<th>REPORTED DISABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Census*</td>
<td>AI/AN females: 16.6%</td>
</tr>
<tr>
<td></td>
<td>AI/AN males: 17.5%</td>
</tr>
<tr>
<td></td>
<td>NH/PI females: 9.5%</td>
</tr>
<tr>
<td></td>
<td>NH/PI males: 9.5%</td>
</tr>
<tr>
<td>DINAP Workforce Program</td>
<td>Overall: 5.7%</td>
</tr>
</tbody>
</table>

*2019 U.S. Census, American Community Survey: working-aged adults 16-64 year old
AI/AN = American Indian/Alaska Native
NH/PI = Native Hawaiian/Pacific Islander
# DATA COLLECTION IN GPMS - I

## Barriers

Please answer the following questions pertaining to the participant at program entry.

### Homeless or Runaway Youth at Program Entry? *
- [ ] Yes
- [ ] No

### Ex-Offender? *
- [ ] Yes
- [ ] No
- [ ] Participant did not disclose

### Low Income? *
- [ ] Yes
- [ ] No

### Single Parent at Program Entry? *
- [ ] Yes
- [ ] No
- [ ] Participant did not self-identify

### English Language Learner? *
- [ ] Yes
- [ ] No

### Substance Abuse? *
- [ ] Yes
- [ ] No
- [ ] Unknown

### Displaced Homemaker? *
- [ ] Yes
- [ ] No

### Basic Skills Deficient/Low Levels of Literacy? *
- [ ] Yes
- [ ] No

### Long-Term Unemployed? *
- [ ] Yes
- [ ] No

### Individual with a Disability? *
- [ ] Yes
- [ ] No
- [ ] Participant did not self-identify

- Yes - The participant indicates that he/she has any ‘disability’, as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a ‘disability’ is a physical or mental impairment that substantially limits one or more of the person’s major life activities.
- No - The participant indicates that he/she does not have a disability that meets the definition.
- Participant did not self-identify - The participant did not self-identify.
DATA COLLECTION IN GPMS - II

Individual with a disability?*

○ Yes
○ No
○ Participant did not self-identify

Yes - The participant indicates that he/she has any disability, as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a disability is a physical or mental impairment that substantially limits one or more of the person’s major life activities.

No – The participant indicates that he/she does not have a disability that meets the definition.

Participant did not self identify – The participant did not self-identify.
PROMISING INCLUSION PRACTICES

• Provide social, emotional, intellectual, and spiritual inclusion practices
• Welcome everyone
• Be receptive to anyone who comes through the door
• Work with customers as a “whole person”
• Use intake as an opportunity to build trust
• Provide confidentiality
PART II: PARTNERSHIPS - GOALS

Participants will hear from grantees, participate in activities, and learn about:

• Collaboration to increase services for people with disabilities
• Funding sources and dedicated resources for people with disabilities
PARTNERSHIP EXAMPLE: AMERICAN INDIAN COMMUNITY CENTER AND COEUR D’ALENE TRIBE VR
AMERICAN INDIAN COMMUNITY CENTER - VR PARTNERS VISIT THE CENTER

• Couer D’Alene Tribe VR – once a week

• Spokane Tribe VR – twice a month

• State VR – once a month

• Colville Tribe VR – as needed/quarterly

• Kalispel Tribe VR – quarterly

• Yakima Tribe VR – quarterly
AMERICAN INDIAN COMMUNITY CENTER AND COMMUNITY PRESENCE
PARTNERSHIP EXAMPLE: NORTH AMERICAN INDIAN CULTURAL CENTER AND STATE VR
ACTIVITY - III

• What types of programs serving people with disabilities have you heard about in your area?
PROMISING PARTNERSHIP PRACTICES

- Leverage other programs’ resources
  - Pro-actively seek other services and programs for customers
- Co-enroll customers in other programs when it makes sense
- Both programs share positive performance outcomes
- Stay connected to the local and/or state workforce board

- Create formal MOUs with partners
  - Don’t depend only on current staff relationships
- Document referral processes
- Use customer release of information form between systems/programs
- Consider the interests of potential partnering agencies
- Center the best interests of the client
RESOURCES - I

- **Reasonable Job Accommodations** - Job Accommodation Network
- **AIVRTTAC** – Provides technical assistance and training for Tribes with Vocational Rehabilitation grants
- **Understanding Disabilities in American Indian and Alaska Native Communities** – toolkit
- **Serving Individual with Disabilities – A Day in the Life of an American Job Center** – online training
RESOURCES - II

• Vocational Rehabilitation agencies can be found in 86 tribes and all states.
• Centers for Independent Living support empowerment and self-determination for people with disabilities. Find a center near you.
LEAD CENTER WEBSITE

http://leadcenter.org/

Sign up for information & notifications
CONNECT WITH US

• Follow the LEAD Center on…

  Facebook: [www.facebook.com/LEADCtr](https://www.facebook.com/LEADCtr)

  Twitter: [https://twitter.com/LEADCtr](https://twitter.com/LEADCtr)

  LinkedIn: [http://www.linkedin.com/company/odep-lead-center/](http://www.linkedin.com/company/odep-lead-center/)

  YouTube: [https://www.youtube.com/user/LEADCtr](https://www.youtube.com/user/LEADCtr)
THANK YOU!

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