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| **ELEMENTS of an Inclusion Revolution** | | | | | |
| **Environment: Spirit of Inclusion** | **Gonna’ start a revolution!** | **We only just begun** | **Almost there** | | **Full Speed Ahead** |
| * Are participants with disabilities full participants in the program and service activities? |  |  |  | |  |
| * Are they treated as peers? |  |  |  | |  |
| * Are the expectations for participants with disabilities the same as for other participants? |  |  |  | |  |
| * Are service descriptions clear in outlining the essential functions? |  |  |  | |  |
| * Are events planned with accessibility and accommodations considered? |  |  |  | |  |
| * Are there opportunities for advancement for individuals with disabilities? |  |  |  | |  |
| * Are individuals with disabilities found at all levels of the organization, including the management and board? |  |  |  | |  |
| Evidence/Notes: |  |  |  | |  |
| **Environment: Architecture** | **Gonna’ start a revolution!** | **We only just begun** | **Almost there** | | **Full Speed Ahead** |
| * Is an accessibility survey conducted at least annually? |  |  |  | |  |
| * Is there an action plan to remove barriers in place? Is it considered whenever plans are made to change locations, renovate, or reorganize space? |  |  |  | |  |
| * Do all service sites also conduct accessibility surveys on an annual basis? |  |  |  | |  |
| * Do all events, including retreats, trainings, and celebrations take place in barrier-free locations? |  |  |  | |  |
| **Evidence/Notes:** | | | | | |
| **Environment: Communication** | **Gonna’ start a revolution!** | **We only just begun** | **Almost there** | | **Full Speed Ahead** |
| * Are accommodations to ensure communication access provided? |  |  |  | |  |
| * Do program staff know how and where to secure interpreters, assistive listening devices, or real-time captioning? |  |  |  | |  |
| * Are staff and participants comfortable with Relay calls? |  |  |  | |  |
| * Do staff and participants know how to use TTY/TDDs? |  |  |  | |  |
| * Is training in basic American Sign Language (ASL) provided for staff and participants when appropriate? |  |  |  | |  |
| * If appropriate, is there someone on your staff who knows basic American Sign Language (ASL)? |  |  |  | |  |
| **Evidence/Notes:** | | | | | |
| **Environment: Alternate Formats** | **Gonna’ start a revolution!** | **We only just begun** | **Almost there** | | **Full Speed Ahead** |
| * Are all staff and participants familiar with the different kinds of alternate formats? |  |  |  | |  |
| * Does staff know how to provide documents in alternate formats? |  |  |  | |  |
| * Does staff know how to get documents printed in Braille when requested? |  |  |  | |  |
| * Are all staff and participants familiar with the program's procedures to handle requests for accommodations? |  |  |  | |  |
| **Evidence/Notes:** | | | | | |
| **Environment: Requests and Modifications of Policies, Procedures, and Practices** | **Gonna’ start a revolution!** | **We only just begun** | **Almost there** | | **Full Speed Ahead** |
| * Are staff and participants familiar with your ability to handle requests for accommodations and modifications of policies, procedures, and practices? |  |  |  | |  |
| * Are decisions about whether or not to honor requests made at a management level? |  |  |  | |  |
| * Are decisions made in a short timeframe, in a matter of days, not weeks or months? |  |  |  | |  |
| * Are participants with disabilities actively engaged in a discussion about their needs for accommodations? |  |  |  | |  |
| **Evidence/Notes:** | | | | | |
| **Administration & Management** | **Gonna’ start a revolution!** | **We only just begun** | **Almost there** | | **Full Speed Ahead** |
| * Is all information related to an individual’s disability (including medical records and accommodations) confidential and kept in a secure file separate from all other records? |  |  |  | |  |
| * When interviewing, are the same questions asked of all applicants? |  |  |  | |  |
| * Is regular training on disability awareness and sensitivity provided? |  |  |  | |  |
| * Is regular training on Equal Opportunity Employment policy provided? |  |  |  | |  |
| **Evidence/Notes:** | | | | | |
| **Collateral Material (brochures, flyers, applications, and websites)** | **Gonna’ start a revolution!** | **We only just begun** | | **Almost there** | **Full Speed Ahead** |
| * Are there images of persons with disabilities in brochures and other materials, including your website? |  |  | |  |  |
| * Is your website accessible to persons with disabilities? |  |  | |  |  |
| * Is disability included in your statement of non-discrimination? |  |  | |  |  |
| * Are there clear instructions on how to request accommodations? |  |  | |  |  |
| * Are materials routinely available in alternate formats? |  |  | |  |  |
| * Are individuals from the disability community asked to review your materials? |  |  | |  |  |
| * Have you implemented policies that allow applications to be completed and submitted in different ways, such as online? |  |  | |  |  |
| **Evidence/Notes:** | | | | | |
| **Recruitment** | **Gonna’ start a revolution!** | **We only just begun** | **Almost there** | | **Full Speed Ahead** |
| * Do you track the number of questions you receive regarding the inclusion of persons with disabilities in your program? |  |  |  | |  |
| * Do you ask applicants to voluntarily self-disclose a disability on your application form? Is this information immediately separated and filed separately upon receipt of the application and used solely for statistical purposes? |  |  |  | |  |
| * Do you track the percentage or number (not the name) of applicants who voluntarily self-disclose disability? |  |  |  | |  |
| * Do you track the number of national, state, and local referral networks or sources you contact to reach applicants with disabilities? |  |  |  | |  |
| * Do you track the number of participants with disabilities in your program that you can directly relate to your outreach efforts? (Remember this information must be self-disclosed, and you must ensure the confidentiality of all information relating to an individual's disability.) |  |  |  | |  |
| * Do you use specific recruitment strategies to attract and support veterans? |  |  |  | |  |
| **Evidence/Notes:** | | | | | |
| **Accommodations** | **Gonna’ start a revolution!** | **We only just begun** | | **Almost there** | **Full Speed Ahead** |
| * Do you track the number of requests you receive for accommodations? |  |  | |  |  |
| * Do you track the number of individuals making such requests? |  |  | |  |  |
| * Do you track the satisfaction of participants with disabilities who receive accommodations? |  |  | |  |  |
| * Do you measure the satisfaction of participants with disabilities with their service experience? |  |  | |  |  |
| * Do you track the number and cost of formal requests that you receive for accommodations? |  |  | |  |  |
| * Do you track the number of participants with disabilities who successfully complete service? |  |  | |  |  |
| * Do you track the number of participants who do not complete service? Do you then evaluate their reasons for non-completion? |  |  | |  |  |
| * Do you evaluate the satisfaction of participants with the program and with the level of inclusion that they experienced? |  |  | |  |  |
| **Evidence/Notes:** | | | | | |
| **Collaboration** | **Gonna’ start a revolution!** | **We only just begun** | **Almost there** | | **Full Speed Ahead** |
| * Have you developed relationships with disability organizations for the purposes of recruitment, technical assistance, or training? |  |  |  | |  |
| * Have you asked leaders with disabilities in your community to assist you in evaluation efforts? |  |  |  | |  |
| * Do you conduct service activities in conjunction with disability organizations? |  |  |  | |  |
| * Can you identify areas of collaboration with a range of organizations? |  |  |  | |  |
| **Evidence/Notes:** | | | | | |