ROUGH DRAFT FORMAT

ASSOCIATION OF PROGRAMS FOR RURAL INDEPENDENT LIVING (APRIL)

OVERVIEW OF TITLE IV & V AND THE 3 KEYS

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>> SIERRA ROYSTER: Hello, everybody, this is Sierra Royster. We're going to get started in about ten minutes. So if you will just hang out, we'll go ahead and get started for our last training series. Thanks for joining us!

>> SIERRA ROYSTER: Hey, everybody. This is Sierra from APRIL. We're going to start in about four minutes. Just hang tight and we'll get started then.

>> SIERRA ROYSTER: Okay, hi, everybody! It's 4:00 and we have a big call today, so we're going to go ahead and get started. My name is Sierra Royster, I work with APRIL, the Association of Programs for Rural Independent Living. We are doing this last series of the Americans with Disabilities Act [ ADA ] Youth Training, this has been done there our Youth Advocacy Committee. So as you're joining the call today, the same as usual, but if you haven't been on the last ones or this was a new one, just some tips for the webinar. We are going to be interactive today. So we ask that you join us in the conversation. There's going to be a couple ways to do that. You're going to be able to join in the conversation over the phone, and you could have done that by pressing the dial-out option or the dial-in option. Or on a microphone through your computer.

So while we're talking, I will put us in mute mode, so that way Rene, our presenter can present without background noise and then we'll open it up for question and answer period. If you have a question during that time and you are on the computer, you can go to the top of your screen you'll see a little person there, a white person, you can press that and that will let me know that you have your hand raised. And if you're on the phone, if you would press \*#, that will let me know you have a question as well. And then we will unmute if you want to at that point in time mute from home to keep down our background noise, that would be great. You can do that by pressing \*# or unmute by pressing \*# again. So with that information we'll go ahead and move forward.

So we have gone over so many things since February 14th. This series has been the most for me. We've gone over the overview of the ADA, disability disclosure, overview of Title I and reasonable accommodations, requesting an accommodation, overview of Title II, state and local government, with the three keys, the three different areas. We went over transportation. And then we also went over overview of Title III, private entities, along with the three keys and how they play together.

Today we're going to cover quite a bit of information to wrap it up, but it seems like more than what it's actually going to be. Today is overview of Title IV, telecommunication, and overview of Title V, miscellaneous provisions, and we're going to ask if you have any questions from any of the sessions we've had, today is your day to ask that. We'll try to leave some room at the end for you to have that space to be able do that.

And we definitely welcome those.

If you have missed any of those calls, please note that you can join the recordings by going back to that original email that was sent and it has at the bottom the past recorded calls. All of these calls also will be added to our website under the Youth Advocacy page, so you can check them out there if you would like to review them at any point in time.

All right, without any further ado, I'm going to hand it over to Rene. But before I do that, I am going to put everybody in mute mode. And like I said, press \*# if you have a question or press the person at the top of the screen with their hand raised. All right, Rene.

>> AUTOMATED VOICE: You have been muted.

>> SIERRA ROYSTER: I'm coming, Rene. Hold on. All right, there you go.

>> RENE CUMMINS: Okay. Thank you, Sierra, and thank you, everyone, for joining us today for our seventh and final training on the ADA. And today, like Sierra said, we're going to begin by taking a look at Title IV, telecommunications.

So Title IV, one of the really significant provisions of Title IV is that it provided for the Telecommunications Relay Services. Now, if you're not familiar with Telecommunications Relay Services, those are the services that provide two-way communication for anyone in the disability community who would have difficulty using a standard telephone. So, that includes people who are deaf or hard of hearing and it also includes people with speech limitations. So anyone that has a difficult-to-understand speech pattern, the Telecommunications Relay Services have people who are very well-trained and very proficient at understanding difficult speech patterns and they are the ones who make the two-way communication possible.

So, a lot of times people ask, how did the deaf and hard of hearing community manage to get their own title into the ADA? So a real little bit of history here quickly before we move on.

The language that showed up in the ADA when it was first passed into law on July 26, 1990, all of that language had to be written in the late '80s. So the thing that was also happening in the late '80s was the Deaf President Now movement at Gallaudet University in Washington, D.C. in 1988. So, the fact that the Deaf community was already very well-organized and coalesced around this Deaf President Now movement, where they were advocating for having a president at Gallaudet University, which is a university that was created to serve people who are deaf and people who are hard of hearing, and they had never had a president who represented their community. All of their presidents up until then had been people from the hearing community. So they raised the issue that they wanted a Deaf President Now. They were successful and they were also very well-organized. And this is a terrific example of effective advocacy, that they came to the table and they were able to give input on crafting the language that they wanted to go into Title IV. So therefore that's kind of a little history about how all of this came to be.

Let's look at the next slide and look at what else showed up originally under Title IV Telecommunications.

Title IV also provided for closed captioning. Now, in the beginning this was on a very limited basis, but it in time has certainly grown. Originally Title IV provided that all public service announcements that were funded in part or in whole with any federal funds had to be provided with closed captions, so the people in the deaf and hard of hearing community who were not able to hear these public service announcements over television would be able to follow along with the closed captions.

And now I'm sure almost all of us are very well aware that there is a lot of captioning on television, there's captioning in movie theaters, there's captioning on DVDs, and all we have to do is turn on the captioning using our remote for our televisions or when we're looking at a DVD at home on a flat screen or whatever, and in the movies there are a lot of times equipment that makes it possible for someone who can't hear the dialogue in that movie to be able to follow along with the captions.

So that has really grown since the ADA and Title IV were passed into law, and one of the reasons for that is because the next point, in the Title IV of the ADA is a provision for the development of improved technology. So as improved technology comes along, it's also automatically covered under Title IV of the ADA. One example of that is that we now have video relay services. In 1988 and the early -- late 1980s, when this language was being crafted that eventually was passed into law in 1990, we didn't have such a thing as video relay, but now that we do, it comes in under Title IV because of the provision that it covers the development of any improved technology that will make possible these Telecommunications Relay Services and the improvement of providing such services as the closed captioning.

And the other point that is included and that has been all along in Title IV, is the recovery of costs for providing these services. And what that means is that all of us who use telephones, whether it's a standard landline telephone or a cell phone, we all have on our phone bill, if you look at where it's broken down into the different itemized costs that make up your total phone bill, there is a charge for Telecommunications Relay Services. It's right in there with your taxes and things that are added to your phone bill. So in essence, it was built in from the very beginning, how all of us were going to help to pay for these telecommunications services in order that everyone could have access to phone services. And now it's access that is equal to anyone in the hearing community. It's 24/7. It's not just at particular times. And it's 365 days a year. So that is truly an accomplishment that went from the advocacy from the deaf and hard of hearing community into crafting Title IV under the ADA.

So now let's look at the next slide and move into Title V, which is appropriately called miscellaneous provisions. Now, what does that mean?

It means everything that any of the senators and the congressmen who were going to have to vote in favor of this law, anything that they absolutely demanded had to be in this law or they were not going to support it. A lot of that was thrown into Title V, and I'm going to cover some highlights for you just to show you that it is indeed miscellaneous. There's a lot of different issues that are covered under Title V. So let's start with the relationship to other laws.

Our laws have to work together. So the provision for the Americans with Disabilities Act is that any other law that also speaks to the areas that the ADA covers, in those cases, what it says in any other law is valid if it is equal or better in its protection from what is offered by the ADA. So what that means is that you cannot have -- you cannot apply a lesser standard. You can do better, you can go above the ADA, but at no time can you do less than the requirements in the ADA. You cannot have and apply a lesser standard.

So, that's really one of the important things about how this law works with other laws. And it also named who was going to come up with those guidelines and those standards, and that is the Access Board. So that is our federal agency that studies different requirements and formulates what shows up then in the guidelines and standards that say, what is required under the ADA?

And then the last point on this slide that the Title V provides for -- and this is very important -- there is a prohibition against retaliation and coercion. So what does that mean?

It means that no one can retaliate against you for exercising your rights under this law and by the same means no one can coerce you to not exercise your rights.

So, for example, an employer cannot try to talk you out of requesting an accommodation that you think that you might need or that same employer cannot apply pressure on you to try to coerce you or to get you to change your mind and maybe accept something else in terms of an accommodation that you think might not really work for you, or try to talk you out of requesting an accommodation at all.

There is a provision in this law that says anyone that is helping you to exercise your rights under this law, helping you to carry out your rights, cannot try to retaliate against you because you're doing so, or cannot coerce you and try to get you to change your mind or talk you out of that.

So, let's look at the next slide.

Let's look at the next point that is provided. And this is an area that I find a lot of confusion in. Historic sites and properties. A lot of times people think that historic sites and properties are not covered under the ADA because of the fact that they existed before the ADA. And sometimes people think that any structure or any building that existed before the ADA is not covered. That is incorrect. There is no grandfathering. If you hear someone use that term, that is incorrect.

This law is civil rights -- it's a civil rights law. And when you pass a civil rights law, it applies across the board. So think of it this way. The Civil Rights Act of 1964 did not mean that if you were born before 1964 you do not get your civil rights. And if you were born after 1964 you do get your civil rights. That's not the way civil rights laws work.

And this is the same thing when we talk about structures or buildings. Just because something existed before the law went into effect on July 26th of 1990, that does not mean that those guidelines and those standards do not apply. They do.

So, let me give you an example. Many of you have maybe been to Washington, D.C. and you might have seen the Jefferson Memorial, which is a little ways off of the Smithsonian Mall, but a lot of people, when they are tourists in Washington, D.C., they go there.

Well, that Jefferson Memorial opened up in 1943. And that is a considerable amount of time before 1990 when the ADA was passed.

Now, when the Jefferson Memorial opened, it still had that long cascading set of steps that lead up to it and it still does. But, it also, on the east side of the memorial, it has a wonderful set of switchback ramps that take you up a considerable am of elevation to get back to where you can enter the main part of the Jefferson Memorial, and you can actually get up there. Now, because it is a historic site, much like other historic sites and properties, we do not want to alter the fundamental nature of what makes it historic. So that's why we would not have wanted to put that ramp on that entrance that was originally there with all those steps. Because that's part of the historic nature of that memorial. But it does not mean that we don't make it accessible. Because it is accessible today. And that's true of other historic sites and historic properties.

These standards do apply. One more quick example. A lot of historic structures and historic properties in the south have these wonderful curving stairways that go up to a main entrance. One will be on the left side and one on the right, and they curve out and back in and they come to the same entrance. That's because historically, one side was for ladies to go up the stairs and one side was for gentlemen.

They did not go up the same set of stairs because you would not want to have a gentleman behind a lady and, perhaps, see a glimpse of her ankles. That was not acceptable.

Now, that's the part of the fundamental nature of those historic structures. And we would not want to alter that. But that does not mean that we do not make an accessible entrance. A lot of times I have seen great examples of how there's signage that points to and says accessible entrance around the corner, or accessible entrance from, you know, Elm Street or whatever, but it gives you very clear directions that there is an accessible entrance and it tells you how to find it.

So that's very important when we think about historic sites and historic properties. They are covered by the standards of the ADA, but we do not want to alter the fundamental nature of that particular historic site or property.

Another provision under these miscellaneous provisions is the implementation of the titles. What that means is how are we going to apply all of these various titles that we've covered under this law, and how are we going to require the public out there, all the entities and the employers and everyone we've talked about, how are we going to require them to actually comply with this law? And it very clearly says in these miscellaneous provisions that a failure to receive assistance is no excuse. So, in other words, a failure to get the accurate and correct information and find out what your obligations are, in other words, "I just didn't know" is no excuse. And the reason why they put that in there and put that in there forcibly is because this provision also created ten ADA centers across the country for providing that technical assistance, for getting that information out there, for answering those questions about, what do you have to do as an employer, what do you have to do as part of state and local government, what do you have to do as one of the private businesses in the community, or the transportation systems that we've talked about. Those ten ADA centers, one of which serves anyone in any of our states and our territories, no matter where you are, and they are there to provide all of that information. They provide training and technical assistance. So if a business or some entity in your community says, hey, I just didn't know... that is no excuse. So if you hear that, you can come back in a very tactful way, and not an insulting or combative way, and say, Well, this information is readily available, and if you would contact the ADA Center, you would be able to find out all the information and answer any of your questions, and then I'll come back and we need to make a plan on how you're going to address removing this barrier, or whatever the problem happens to be.

But it's really important to note that in miscellaneous provisions under Title V, it clearly says that failure to get that information or failure to receive technical assistance is no excuse.

Okay. And then the last point on this slide is that this provision, miscellaneous provisions, encourages the use of Alternative Dispute Resolution. So, what that means is rather than having people immediately file lawsuits and go to the step of litigation, start suing one another, becoming adversarial, this Title V provisions encourages the use of mediation, provides for mediators, encourages people to get together and try to use conciliation to come to an agreement between you, to in some way try to resolve the issue and come to an agreement that both of you feel comfortable with, that you can move forward with, and that you don't in any way feel like that you've made an enemy or that you're adversarial or that you've alienated a business or some entity in your community. So the miscellaneous provisions have a lot of language there that encourages various Alternative Dispute Resolution so that people don't immediately have to start being -- going into court and filing lawsuits and being adversarial to one another.

Okay, the last slide... let's take a look at the next slide. This is an example what happens when you try to pass legislation and you have some senators or congressmen who out-and-out say, I am not going to sign the ADA unless you put this in it. And so there is a provision in Title V that says, clearly, the term "disability" shall not include... and then it makes a list we're going to look at in a minute. But first I wanted to say, the word "shall," whenever that turns up in any kind of language in legislation that results in the laws, that "shall" means there is no choice. You must do what this says. It's not a choice. You shall... that means you have to do it.

So the term "disability" as it was incorporated into the ADA as passed in 1990 includes a list of what the term "disability" cannot mean. And that's what we have on this list here.

So I'm just going to run through a few examples and then I want to say a few things about this. Someone obviously insisted that it could not include compulsive gambling. So that shows up.

By the same means, anyone that was involved in current illegal use of drugs, it cannot -- that cannot be used as a reason to say that I'm covered because I'm a person with a disability. However, if you are in a rehabilitation program or any kind of a substance abuse program or any similar programs and you are not currently abusing drugs, then you are or can be covered under this law.

Also, it lists anyone that is engaged in exhibitionism, kleptomania, pedophilia, pyromania, voyeurism, that is not consensual, what do persons do that is consensual and in the privacy of wherever they happen to be, that is not what we're talking about. But this simply says that you cannot use any of these categories to say, because I have X, I am a person with a disability and therefore I'm covered under the ADA.

But now let's look at the right side of this slide. Because I want to make sure we understand what this means. Here it mentions gender identification, and various sexual orientations. Let me make sure that you understand that this does not mean that any person who has a specific gender identification or any person who identifies with a specific sexual orientation therefore cannot be covered under the ADA. That's not what it means. It means that this would not be the reason for you to say that you are a person covered under the ADA.

For example, if I'm a person who is transgendered, but I also have a mental or physical condition that substantially limits me in a major life activity, then that is the definition of disability, and that is the way you are most definitely covered under the ADA.

In my case, I could say, I'm covered under the ADA because I'm substantially limited in the major life activity of driving. I have low vision. I do not drive. Or I could say the major life activity of reading standard print... whatever I wanted to say, it's my choice, when we talked about disclosure, it's my choice, and I might relate that choice to whatever applies to the situation, and the reason why I am disclosing that I am a person with a disability. But I wanted to make sure that we don't confuse that a person with a specific gender identification or a person with a specific sexual orientation therefore is not covered under the ADA. That is not what it means. It just means that those terms cannot be the basis of saying that this is the definition of disability and the reason I am covered under the ADA. Because these terms for disability shall not be included. But please do not confuse that with thinking these people cannot be covered. It's just that you are covered by the fact that you are substantially limited in a major life activity.

And then we have also provided on this slide a link that you can go to from the Equal Employment Opportunity Commission if you want to find more information on that subject. But I just want to make sure that we do not in any way confuse those, because those are two separate matters, and you indeed still can be covered under the ADA if you meet that definition of substantially limited in one or more major life activities.

Okay. That was a lot for today. And before we move into the Q&A, unlike the previous six sessions, I want to pose a question for all of you, and you can either come on the phone or type into the chat box your own question, or you can think about the question I'm going to ask.

So my question is: What is one way that you can think of that you might use this information that you have gained from these sessions on the ADA?

Just thinking back of one way that you can think of that what you have learned you definitely know that you will apply and that you can use that information in some way in your life. So, I'm going to turn it back to Sierra to see if we have questions or if we have answers for the question I posed for all of you.

Thank you, Sierra.

>> SIERRA ROYSTER: Thank you, Rene. That was really good, thorough information. So thank you for that.

We did have some questions come in. So Joe R. asked "Does each state have a council/committee that receive cases that have involved retaliation or..."

I can't say the word.

>> RENE CUMMINS: Coercion?

>> SIERRA ROYSTER: Thank you, that's a hard word for me.

And how can you protect individuals who are seeking injustice.

>> RENE CUMMINS: Remember, this is a federal law. Your state can pass a law that... what I said about how does this law relate to other laws. Your state, in order to make the ADA stronger can pass a state level, and as long as they are equal to or provide better protection than in the ADA, they can do that. But if you have a problem with your rights under the ADA, the enforcement agencies are all at the federal level. So it depends on the particular title. And at any time if you don't know exactly which federal agency to go to, you can always contact your ADA center and ask them, or you can contact the Department of Justice. And let's say your problem was with employment and your employer and you feel like your rights have been denied as an employee, that would be enforced by the Equal Employment Opportunity Commission. But let's say that you didn't know that and you called the Department of Justice. That's okay. They would channel you to the right agency. But each of the titles is enforced by a different federal agency, and in many cases it is the Department of Justice. So I would recommend that if you're not sure, contact your ADA Center that serves your area, one of those ten ADA Centers is serving you, no matter where you are. Or if you were to contact the Department of Justice, they would be able to tell you exactly where that particular problem should be channeled to and they would help you out.

>> SIERRA ROYSTER: Thank you, Rene. One of the other comments is from Scott. Regarding Alternative Dispute Resolution, there have been a lot quote/unquote drive-by lawsuits in my community. It motivates businesses to become accessible but it also neglects to actually educate people on why accessibility is important.

>> RENE CUMMINS: I totally agree with you. And that is a problem. That and the fact that it makes people in your community adversarial, and the other problem with that is that it takes a long time generally for a lawsuit to actually get into court, be heard by the courts and have a decision, and a long time before that you can get companies and businesses and other entities to maybe come to the table and negotiate. I know I've done that in the past when we worked on the issue of talking ATMs at banks. And instead of having that issue, go into court and be tied up in the court for a long, long time, we instead did Alternative Dispute Resolution. We went to the major headquarters of the large banks and got them to sit at the table and negotiate with us. And that way we moved that issue along a lot faster and got those ATMs to roll out with the capability of talking and having a little phone jack to put your ear buds in so that you can hear the information privately and be able to independently conduct your own banking if you can't read those ATM screens.

So I agree with you. In a lot of cases it is much better to see if you can enter into some kind of Alternative Dispute Resolution rather than have lawsuits, and that's one of the major problems with those drive-by lawsuits. It is totally making the disability community and the private businesses and in some cases even state and local government entities very adversarial, and we all have to live together in the same community, so this provision for Alternative Dispute Resolution is very important in that Title V Miscellaneous Provisions. That's a great question.

>> SIERRA ROYSTER: And I think Joe had a comment on it too. One way is knowing businesses and public sectors have a responsibility to provide reasonable accommodations as long as they receive any federal money.

And then the CIL in Miami, I'm going to go ahead and unmute you.

So you can ask your question now.

>> Hello, Sierra, this is Patrick.

>> SIERRA ROYSTER: Hi, Patrick!

>> PATRICK: I have Marcos here, and David, they have a question for you.

>> SIERRA ROYSTER: Perfect.

>> PATRICK: And Rene. Do you want to go next, Marcus? And then you'll go David. Come over here to the phone.

>> RENE CUMMINS: While we're waiting for this question... oh, go ahead. I'm sorry. Go ahead.

>> MARCOS: Going back to the part about the pyromania, I know it's not included in the term disability, but I want to know what the pyromania is.

>> RENE CUMMINS: I'm not going to go into all of those terms, but I'll address the one you just asked about, and if anyone wants to look them up or, you know, we can take a look at those when we're not quite so pressed for time, but that means that a person has a history of starting fires. And I don't mean just starting fires in your fireplace but actually starting fires to do damage, like setting houses on fire or, you know, something along that line. Fires that cause and are purposely intended to cause damage and destruction. And that's what it means.

Now, if a person has that in their background or history, that just means that that's not the reason that you want to exercise your rights under the ADA. You might also be a person, like I said, that has something else that substantially limits you in one or more major life activity, but there are with senators and congressmen who were just very forceful about saying this law has to say this or I'm not going to sign it.

>> There's another question about the closed captioning.

>> RENE CUMMINS: Yes.

>> The oral communications, is that like funded by the public? Because I understand if it's --

>> RENE CUMMINS: Go ahead.

>> Federal funds, like how does it work?

>> RENE CUMMINS: Okay. Originally the law was passed with the language that only spoke to public service announcements that were funded in whole or in part with federal funds. Now, if you fast-forward to where we are with almost 28 years under the ADA -- it will be on July 26, this summer, 28 years, we have expanded that closed caption capability a lot. And a lot of that is funded by the resources that a state and local government entity has, so that they can do what is readily achievable for them and by the private businesses who do what is readily achievable for them.

So, for example, a movie theater that is an independent movie theater, let's say, and only has resources in terms of its private sales, ticket sales and the profits on what it does during the year, and it only has a certain amount of staff to be able to have enough administrative people, they would be able to show what is readily achievable for them to be able to get movies in and have the captioning equipment so that people could go to that movie theater and be able to share that movie using the closed captions.

Now, let's say an auditorium that is part of city government, city, state and local government, they would have a far wider net of resources to draw from to be able to do what is readily achievable for them.

So now we've gone way beyond the original provisions in Title IV of the ADA and closed captioning is available on our TV sets, on a lot of DVDs that you might rent, and in a lot of movie theaters. And the requirement for them no longer has anything to do with the federal funds. It is what is readily achievable for them. So that's the funding that comes into play, except for what we talked about on the Telecommunications Relay Services, all of us who are subscribers of phone services -- and that's the services they're talking about there -- all of us who have phones, we all help to pay for that service. So does that answer your question?

>> Yes, that covers it.

>> RENE CUMMINS: Great! And actually...

>> Hello?

>> RENE CUMMINS: Patrick, what I was going to say about what was readily achievable I actually was able to address that in answering that question, but I wanted to point that out, that we no longer are talking about just the use of federal funds, because the Rehabilitation Act of 1973 had that specification about federal funds, but when you fast-forward to 1990 and the passage of the Americans with Disabilities Act, now we've gone beyond the federal funds. Now it's what is readily achievable.

Okay, Patrick, go ahead.

>> Sorry, Rene. I have here now David, who would like to ask a question for you.

>> DAVID: Hi, Rene.

>> RENE CUMMINS: Hi.

>> DAVID: On the historic sites and properties, they say that the fundamental nature of historic sites, does that mean that if people have, like... does that mean that they cannot plan ramps, if people have, like... if they cannot make alterations to the historic sites to make it accessible, some people who are physically handicapped?

>> RENE CUMMINS: Okay, I think I understand your question. And I'll go back to the example I used of the Jefferson Memorial that is very close proximity to the Smithsonian Mall in Washington, D.C. Because that structure was built with this long cascading set of steps, that is part of the historical nature of that monument. But it does not mean that we can't make it accessible. We can still make that historical site or that historical property accessible. It's just that we wouldn't want to alter the fundamental nature of what makes it historic. So in a lot of cases, the way something was built, it reflects the architecture and the way that structures were designed and built at that particular point in time in our history, and it's important to maintain that fundamental nature of that historic site or that historic property. But that does not mean that you don't have to address how to make it accessible. So, let me give you another example. You could have a historic site such as George Washington's mansion out in Virginia, and where he had his plantation and all, that particular home historically would not have had an elevator in it. That doesn't mean that we can't take some sites and some monuments and put in an elevator, but in houses that are supposed to be examples of how structures and particular buildings actually existed in that time period, we might want to make, let's say, the second floor, we might want to make it accessible in a number of different ways. We could have, like, a camera that is taking pictures of the different rooms up there and broadcasting those down to a closed circuit flat screen so that you more or less could take a tour of that second floor even though you physically might not be able to climb the stairs and get up there. That would be one way you could do it. We have to come up with some way. And in some cases, if a foundation or whoever is maintaining a historic site or historic property, if they decide, well, you know, we could add an elevator on the exterior of the building, because that would not in any way alter the fundamental nature of what existed inside that particular building at the time. That would be one way that they might decide to do it. But they're never required to alter the fundamental nature of what makes that historical, but that does not mean that they have an excuse for not addressing accessibility. You just have to be a little more creative and think outside the box and figure out, okay, how are you going to make it accessible so that everyone gets equal access and full participation of whatever is available at that historic site.

So that's the bottom line.

Oh, and I was going to mention, in the Lincoln Memorial in Washington, D.C., which is at the far end of the Smithsonian Mall from the capitol, they did indeed figure out a way to very low-key integrate an elevator into that monument. And so today you can get up into the Lincoln Monument where the big statute of Lincoln sitting on his chair is, and you can get there by way of an elevator, and it's very low-key, integrated into the monument, did not in any way alter the historic nature of that monument. So accessibility is the bottom line. How you address that is a kind of a "think outside the box" problem, and it can be addressed in many, many ways, but it is no excuse to say, oh, this is a historical site, so we don't have to do anything. That is never correct.

Well, thank you all for all those questions. Sierra, do we have anyone who is answering my question?

>> SIERRA ROYSTER: Nope, not at this point.

Kathleen did make a comment about the elevator at the Lincoln Memorial is frequently broken, though.

>> RENE CUMMINS: Oh, now, see, there's another part of the law. And this is a good reason to have the training that you all have had and to go back, because I know this was a lot of information, but to go back and kind of as a refresher look it over. Because at one point I know I said that when you put in access features, you are also required to maintain those access features. So that elevator, once it's in there, they are required to maintain that elevator. So I don't know what the problem is, but I think the Access Board maybe needs to hear from you, if you find that it is frequently out of operation. Because that should not be the case. They have an obligation to maintain all of their access features, and that certainly is covered under that.

And you and I pay for it, because all of those monuments, everything that is free to the public in Washington D. C., the reason why all the Smithsonian Museums and all the things you can do if you can get to D.C. and they're free, it's because we all pay for it in our tax dollars. So we're all paying for that elevator to be maintained, so let them know that you would really like to see that done.

>> SIERRA ROYSTER: And Kathleen commented, when I visited with my friend last August it had been broken since June and was not sure who to contact. Hopefully that gives you insight, Kathleen.

>> RENE CUMMINS: Also there's a Center for Independent Living in D.C. and they are the advocates right there on the scene, and if you brought this issue to their attention and told them that you're going to be checking back and finding out how it progressed, so the next time you're there you do not find a broken elevator. So I would recommend that you contact them and hopefully their advocates will jump right on that and see what they can do.

>> SIERRA ROYSTER: And then Scott just posted a great link. This is a good training on historic buildings, www.accessibilityonline.org, and there's a back slash with archives. If you need that or on here, or if you would like it emailed to you, that would be the best way to access that.

>> RENE CUMMINS: Thank you so much, because that is an area often quite confused, that people think that historic sites and historic properties have no obligations under this law. And that is definitely not true. And you've even come up with a great resource to further go into that for anyone who wants to delve deeper in that issue, that's great. Thanks.

>> SIERRA ROYSTER: And, Rene, if you'll ask your question. We have about nine minutes left or eight minutes left and it looks like all the questions are done that I'm seeing on screen, so if you could ask your question, we would really like to know how this has impacted you, how you plan on using the material.

>> RENE CUMMINS: Okay, I will repeat the question.

What is one way that you can think of that you might use what you have gained from these sessions on the ADA? One way you can think of that you might use this information in your own life and your day-to-day life and interacting in your community. I know we covered a lot of ground with these seven sessions, so hopefully you have an idea of at least one or more ways that you think that even if you don't use the information today that you are quite sure that you might use this information sometime in the future.

>> SIERRA ROYSTER: What I'm going to do is go ahead...

>> AUTOMATED VOICE: Your microphone has been turned on.

>> SIERRA ROYSTER: ... unmute everybody so you can join in the conversation as well. Sara said, "it is nice to understand the historical background of the ADA, which I already use at work."

Fantastic. That's great. And I see other people typing to that too.

Joe said, "To become a more knowledgeable advocate for my consumers regarding any daily struggles."

>> RENE CUMMINS: That's great.

>> SIERRA ROYSTER: Remember, if you're on the phone or have a microphone, your line is open, so you can just join in the conversation as well.

>> PATRICK: Hello, Sierra, this is Patrick.

>> SIERRA ROYSTER: Grow right ahead.

>> PATRICK: I would like to say from this training in general I have gained a lot of knowledge with it, and I also can use this information to pass it on to our youth consumers who are the ones who will be transitioning into adulthood, and with this information, they'll know how they can use this to defend themselves, like once they're out there in the community to see if there's anything wrong, that it's against the ADA law.

>> SIERRA ROYSTER: Definitely.

>> RENE CUMMINS: Fantastic!

>> PATRICK: We have Marcos coming here.

>> SIERRA ROYSTER: Okay.

>> MARCOS: This is Marcos again. This is a very -- like a good learning experience, you know, what are the rights of a person with disabilities, and kind of gained some -- a lot of knowledge towards -- once we're in the training. So pretty much it's a good learning experience.

>> RENE CUMMINS: Great!

>> SIERRA ROYSTER: And then Kathleen online said, "I am sharing with my university's social justice education department and with my friends who are interested in disability issues."

That's fantastic as well!

>> RENE CUMMINS: Yes, it is!

>> DAVID: This is David again. I feel that this training has been educational and helps me understand what our rights are, that people with disabilities and what's right and what's wrong and to help people with disability.

>> RENE CUMMINS: Thank you, David.

>> SIERRA ROYSTER: Aerius is typing as well.

While Aerius is typing, I want to go ahead and invite everybody...

We do have our Youth Advocacy Committee Calls, that is who prompted this study, our training, and so we still are meeting. We meet the second Friday of every month at 4:00 Eastern Time. So you may have to adjust to your time zone. Our next call if you want to join that committee and learn how they're using this information, and then discussing, when you get in a tough situation and you don't know you know, how to navigate it, that's one of the things we work through as a committee as well.

So our next call is actually this Friday, May 11th at 4:00. So you definitely can join in that. And then bouncing back to Aerius, he stated "One way I think I'll use this information to educate the city officials about why it's important to maintain city sidewalks, streets, for all power chair and chair users and continue to work the university's architecture to push forward universal design.

That's fantastic!

>> RENE CUMMINS: That's great! Thank you!

>> SIERRA ROYSTER: All right, well, I don't see any more coming in. Did anybody have comments or thoughts about any part of these seven series that you would like to share or ask at this point? The lines are open and you can also jump in the chat box if you would like to do that as well.

>> PATRICK: I really don't have much comment, but all I can say, it has been helpful a lot because it has opened my eyes to things I didn't even know about the ADA.

>> RENE CUMMINS: That's good to know.

>> PATRICK: Because at least with this, I mean, I would gain -- I gained more knowledge and, like... how can I say this to you? I know that every title, what it means, but this has more details and more precise, the whole training itself.

>> RENE CUMMINS: That's great. Thank you.

>> SIERRA ROYSTER: Fantastic!

So with that, guys, I'm going to say, everybody have a great afternoon and we will talk to everybody soon.

Joe has one more comment. "I just want to thank everyone involved in this training and to those who have taken the time to share their insight."

Thank you, Joe. I think that's a great way to wrap this up. Rene, thank you to you. You have stuck with us seven sessions and taught us so much. I want to thank Yolanda for joining in and for helping us out with the activities. So thank you all for joining us and we hope to have everybody join our call on Friday, May 11th. I'll send out the information if you're interested, and then if you can't join that, just let me know through email.

Also, don't forget to fill out the evaluation that is attached to your original email. That is a post evaluation that goes over all the sessions and lets us know how effective the training is and where we can improve going forward and what information you would like to see in future trainings as well. So if you could fill that out, that would be great. But we look forward to talking to everybody soon.

Have a great afternoon!

>> RENE CUMMINS: Thank you, everyone!

>> PATRICK: Bye, thank you!