

# Programmatic and Policy Accessibility Checklist

This module offers a checklist designed to assess the accessibility of an agency's programs and services.

## D1. Programmatic and Policy Accessibility Checklist

### Purpose

This checklist is designed to assess the accessibility of an agency's programs and services for people with disabilities. (To assess physical/structural barriers to accessibility, see *Tools to Increase Access. Physical Accessibility Checklist for Existing Facilities.*) It is NOT intended to determine or imply compliance with the Americans with Disabilities Act (ADA). (See *Disabilities 101. Disability Laws.*)

Agencies can use this tool to assess their use of best practices to assure equal access to services for clients with disabilities.<sup>1</sup> It can help them create more welcoming environments by identifying ways to modify policies and practices, redesign programs and enhance services to allow persons with disabilities to fully benefit. When access to services is limited, creative strategies related to programs and policies can increase accessibility outside of structural changes. Such strategies may include providing services in alternate or integrated settings; taking services to clients; adapting equipment; providing communication assistance; increasing staff capacity through training and knowledge of disability-specific resources; and including persons with disabilities in identifying barriers and strategies for increasing access. (See the *Disabilities 101* modules.)

The information gathered from this checklist can be useful when creating a plan to increase the accessibility of your agency's services. (See *Tools to Increase Access. Developing a Transition Plan.*)

In compiling this tool, the West Virginia Sexual Assault Free Environment (WV S.A.F.E.) project drew from multiple resources, as cited in the endnote section.<sup>2</sup>

### Preparation

Consider in advance of completing this checklist what your agency will do with the results. It is recommended that agencies seek qualified technical support and guidance to review their assessment results and make recommendations to increase the accessibility of their services to clients with disabilities. Inquire if a local disability agency has the capacity to provide this support. Contact the regional Disability and Business Technical Assistance Center (DBTAC)-Mid Atlantic ADA Center at 301-217-0124 (V/TTY) or go to [www.adainfo.org](http://www.adainfo.org) for recommendations of resources to provide this support. DBTAC-Mid Atlantic also sponsors the West Virginia ADA Coalition, which has members who may be available to offer this type of assistance. Contact the WV ADA Coalition at 800-946-9471 V/TTY or go to [www.wvadacoalition.org/](http://www.wvadacoalition.org/).

## PROGRAMMATIC AND POLICY ACCESSIBILITY CHECKLIST

### Assessment Information

Agency  
Name:

\_\_\_\_\_

City:

\_\_\_\_\_

County:

\_\_\_\_\_

Type of Service  
Agency:

\_\_\_\_\_

Date(s) of  
Assessment:

\_\_\_\_\_

Name of  
Reviewer(s):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 1. Policy Accessibility

*Note: "Unk" stands for "Unknown" and "N/A" stands for "Not Applicable."*

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
1A. Does the agency have a policy stating its commitment and intent to comply with the Americans with Disabilities Act (ADA Compliance Policy)? (Obtain a copy.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1A.1. Has the agency conducted a self-evaluation for compliance with the ADA?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1A.2. If "Yes" to 1A.1., has the agency developed a transition plan for compliance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1A.3. If "Yes" to 1A.2., describe in the "Comments" section the agency's stage in the process of implementing the plan. Obtain a copy of the transition plan.				

Comments:

- |  | <u>Yes</u>               | <u>No</u>                | <u>Unk</u>               | <u>N/A</u>               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1B. Does the agency require sub-contractors to comply with the ADA? A subcontractor could include individuals the agency utilizes for direct services (e.g., a psychologist who provides psychological evaluations) or for any other contractual relationship in which the agency engages. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

- |  | <u>Yes</u>               | <u>No</u>                | <u>Unk</u>               | <u>N/A</u>               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1C. Does the agency have a designated staff person (single point of contact) responsible for coordinating and providing resources and information related to the agency's ADA compliance, policies and available accommodations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1C.1. If "Yes," describe the qualifications of the staff person and their training on ADA compliance policies in the "Comments" section.   |                          |                          |                          |                          |
-

Comments:

- |  | <u>Yes</u>               | <u>No</u>                | <u>Unk</u>               | <u>N/A</u>               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1D. Does the agency have a written policy on how to request a policy, practice or procedure modification? (If “Yes,” obtain a copy.)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1D.1. Does the agency have a written process to determine when a policy, practice or procedure modification request would cause a fundamental alteration or undue burden on the agency? (If “Yes,” obtain a copy.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1D.2. Does the agency have a complaint or appeal process to request a revision or exception to agency policies, procedures or practices to accommodate an individual’s disability? (If “Yes,” obtain a copy.)      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

- |   | <u>Yes</u>               | <u>No</u>                | <u>Unk</u>               | <u>N/A</u>               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1E. Are there criteria for accessing services that could potentially limit participation by people with disabilities (e.g., requiring a driver’s license rather than other governmental issued I.D. as proof of identification)? (If “Yes,” identify the criteria in the “Comments” section.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

## 2. Accommodations

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
2A. Do agency staff routinely ask if clients require any accommodations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2A.1. If “No,” are clients given the opportunity to ask about or make a request for accommodations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2A.2. Are agency staff provided a list of available accommodation resources and options?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2A.3. Are agency staff trained on providing accommodations? (If “Yes,” describe which staff are trained and how often in the “Comments” section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2A.4. Does the agency have a process to follow if requests for accommodations cannot be met? (If “Yes,” describe in the “Comments” section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
2B. Does the agency assure that service animals are allowed and that staff are trained on how to handle related questions and concerns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
2C. Is there an accommodation/alternate format line item in the agency's budget?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Comments:</u>
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	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
2D. Are the following resources available <i>in an alternate format</i> for sexual violence victims with disabilities to ensure fully integrated services (e.g., is such information on file)?				
• Information about counseling/support services for the client or family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Information about how to access legal services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Information about how to access interpreters or other special services (e.g., personal attendants) for clients with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Information about how to preserve evidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contact information for advocacy groups for clients with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contact information for advocacy support services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contact information for Adult Protective Services (APS)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contact information for Child Protective Services (CPS)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contact information for law enforcement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Information about paratransit and public transportation services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contact information for personal assistant/nursing care agencies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contact information for local disability service providers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other? (If "Yes," list in the "Comments" section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2D.1. Are all materials readily accessible? (If "No," explain in the "Comments" section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### 3. Outreach, Publications and Communication

- |  | <u>Yes</u>               | <u>No</u>                | <u>Unk</u>               | <u>N/A</u>               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 3A. Does the agency make the general public aware of program accommodations to ensure equal access for persons with disabilities? (If “Yes,” describe how this is communicated in the “Comments” section.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

- |   | <u>Yes</u>               | <u>No</u>                | <u>Unk</u>               | <u>N/A</u>               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 3B. Does the agency facilitate a welcoming environment by assuring that agency publications, outreach materials and services demonstrate that the agency’s services are accessible to people with disabilities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3B.1. If “Yes,” which of the following specifically provide information regarding the availability and location of accessible communications, services and activities:  |                          |                          |                          |                          |
| • Signage and posters?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Telephone directories?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Message boards (on wall and/or electronic)?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Website?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Other media and advertisements?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Comments:

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
3C. Are all agency public informational materials and forms (including handbooks, brochures, eligibility criteria for participation, rights statement, etc.) available in alternate formats?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3C.1. If "Yes," identify the formats used:				
• Computer/electronic format?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Large print (e.g., 18 pt. and Arial or Times New Roman font)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Audio tape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Braille?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other? (If "Yes," list in the "Comments" section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
3D. Do informational materials and agency literature:				
• Take into consideration the reading and comprehension levels of clients?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contain pictures of persons with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Display the International Symbol of Accessibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide TTY, text telephone number or relay number (711) for people who are deaf or hard of hearing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

#### 4. Agency Website and Telecommunications Accessibility

- |   | <u>Yes</u>               | <u>No</u>                | <u>Unk</u>               | <u>N/A</u>               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 4A. Does the agency have its own website? (If “No,” skip to question 4D.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

- |  | <u>Yes</u>               | <u>No</u>                | <u>Unk</u>               | <u>N/A</u>               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 4B. Does the agency’s website provide an e-mail contact link directly to the agency?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4B.1. If “Yes,” is a warning noted on the website that such links provide no confidentiality for the client? (Describe in the “Comments” section.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

**Yes**    **No**    **Unk**    **N/A**

4C. Does the agency’s website incorporate the following elements:

- Accessible for people who use a screen-reader (e.g., clear menus screens; free of flash graphics and pop-ups; contrasting color schemes accessible to people with color-blindness and people who have low vision; use of Alt Text for conversion of graphics/images to text, etc.)?
- Appropriate grade-level of written information?
- Pictures of people with disabilities?
- The International Symbol of Accessibility?
- TTY or text telephone number for persons who are deaf or hard of hearing?
- Information on how to access services and accommodations?

Comments:

**Yes**    **No**    **Unk**    **N/A**

4D. Does the agency provide 24/7 services?            

Comments:

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
4E. Does the agency use an automated answering system or service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4E.1. If “Yes,” is the answering system message short, easy to understand and have few navigation options?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4E.2. If “Yes,” does the automated answering system include an option to talk with a person immediately (e.g., press “0” option)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4E.3. If “Yes,” is there 24/7 access to on-call staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4E.4. If “Yes,” is the automated answering system accessible using a TTY machine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**5. Services for People Who Are Deaf or Hard of Hearing**

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
5A. Do agency staff offer <i>callers</i> alternative communication choices regarding which form of communication would be most effective for them (e.g., TTY or access to the relay system)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
5B. Does the agency offer qualified interpreters for participants who are deaf or hard of hearing? (If “No,” skip to question #5C.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5B.1. Is anyone on staff (staff or volunteer) trained in American Sign Language (ASL) for simple communication?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5B.2. Does the agency have a list of qualified sign language interpreters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5B.3. Is there a clear and easy procedure for contacting qualified ASL interpreters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5B.4. Is there a clear mechanism for paying for qualified ASL interpreter services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5B.5. Is there a plan on how to provide ASL interpreter service during <i>all</i> hours of operation; including access to ASL interpreters outside of normal office hours for agencies providing 24-hour services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5B.6. Does the agency have procedures to address confidentiality concerns regarding interpreters who are acquaintances of clients who are deaf or hard of hearing? (If “Yes,” describe in the “Comments” section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
5C. Does the agency have a TTY or text phone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5C.1. If “Yes,” is the TTY available after normal working hours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5C.2. If “Yes,” is the staff trained in using the TTY?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5C.3. If “Yes,” is signage posted above public telephones to either indicate the presence and location of the TTY?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
5D. Are all staff and volunteers (including answering services) trained on using West Virginia Relay?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## 6. Staff Training and Competency Development

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
6A. Does the agency’s mandatory staff/volunteer training include a section on disability awareness/etiquette? (If “Yes,” obtain a copy of the curricula.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6A.1. If “Yes,” disability awareness/etiquette training is provided in the following formats:				
• Formal face-to-face training environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Self-paced/on-your-own reading material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• DVD, video or audio cassette?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other? (If “Yes,” describe in the “Comments” section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6A.2. If “Yes,” which of the following staff receive disability awareness/etiquette training:				
• New staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Outreach staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |  | <u>Yes</u>               | <u>No</u>                | <u>Unk</u>               | <u>N/A</u>               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| • Reception staff?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Volunteers?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Other? (If “Yes,” list in the “Comments” section.)                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6A.3. If “Yes,” do staff/volunteers receive disability awareness/etiquette training via: |                          |                          |                          |                          |
| • New staff orientation?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • In-service training?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Other? (If “Yes,” describe in the “Comments” section.)                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

6B. Mandatory staff training pertaining to clients with disabilities is provided (check one):

- Never
- Once
- Annually
- More than once per year
- Unknown
- Other (Describe in the “Comments” section.)

6B.1. If training is provided, describe in the “Comments” section *who* provides the training.

Comments:

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
6C. Besides disability awareness and etiquette training, does the agency provide training for staff and volunteers to increase their skills and knowledge for working and communicating with a client with a specific disability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6C.1. If “Yes,” does the training address working and communicating with individuals with:				
• Cognitive disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Mental illnesses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Sensory disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Physical disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
6D. Does the agency assure a welcoming environment through:				
• Annually evaluating staff service skills and performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Soliciting and utilizing client feedback for quality of service improvement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Incorporating the concept of inclusive and welcoming client service within the agency’s mission?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Implementing regular client service training for staff and volunteers who interface with the public?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other? (If “Yes,” describe in the “Comments” section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
6E. Does the agency provide referral information and training for staff and volunteers on other community resources and supports available to clients with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6E.1. If “Yes,” are the referral resources/lists updated regularly? (Indicate how often and the date of the last update in the “Comments” section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6E.2. If “Yes,” are those resources/lists available in alternate formats?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6E.3. If “Yes,” does the agency regularly and actively communicate or collaborate with those referral agencies? (Describe in the “Comments” section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### 7. Emergency Procedures

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
7A. Does the facility have an emergency evacuation procedure that addresses the needs of individuals with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7A.1. If “Yes,” do staff members and volunteers receive training on emergency evacuation procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

	<u>Yes</u>	<u>No</u>	<u>Unk</u>	<u>N/A</u>
7B. Does the facility have visual as well as auditory alarms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

***Thank you for your important work and your efforts to make your services more accessible for people with disabilities.***

Project partners welcome the non-commercial use of this module to increase knowledge about serving sexual violence victims with disabilities in any community, and adaptation for use in other states and communities as needed, without the need for permission. We do request that any material used from this module be credited to the West Virginia Sexual Assault Free Environment (WV S.A.F.E.) project, a partnership of the West Virginia Foundation for Rape Information and Services, the Northern West Virginia Center for Independent Living and the West Virginia Department of Health and Human Resources (2010). Questions about the project should be directed to the West Virginia Foundation for Rape Information and Services at [www.fris.org](http://www.fris.org).

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<sup>1</sup>Partnering agencies refer to the persons they serve as “clients,” “consumers” and “victims.” For convenience, the term “clients” is primarily used in this module to refer to those individuals who access the agency’s services and programs.

<sup>2</sup>Resources drawn from to compile this tool: Adaptive Environments Center, Inc., *ADA Title II action guide for state and local governments* (Horsham, PA: LRP Publications, 1992), 71–120; S. Caprioli, *The women with disAbilities empowerment project: Family Services and Taconic Resources for Independence*, Incorporated (Poughkeepsie, NY: 2008); Hardesty, Gaffney, Rosenfeld & Mandel, *Accessing safety project: Promising practices in serving sexual violence survivors with disabilities* (Southern Arizona Center Against Sexual Assault, 2005); Institute on Disabilities at Temple University: Center for Excellence in Developmental Disabilities, Education, Research and Service, *Rape crisis/domestic violence comprehensive victim services, physical and programmatic accessibility survey* (Philadelphia, 2001), 4–16; Washington State’s Collaboration to Improve Domestic and Sexual Violence Advocacy for People with disAbilities and Deaf Individuals, *Universal design/welcoming environments*, 29-50; Wisconsin Coalition for Advocacy, Wisconsin Coalition Against Domestic Violence, Wisconsin Coalition Against Sexual Assault and Independence First, *Accessibility guide for domestic violence and sexual assault service providers* (Violence Against Women with Disabilities Project, 2004), 73-85; and WV S.A.F.E., *Rape crisis center accessibility survey* (Unpublished, 2007), 12–21.