

MODULE 1

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MODULE 1

Summary of Some Federal Laws

Civil Rights Act, Title VI (Services)

Title VI, 42 U.S.C. § 2000d *et seq.*, was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination based on race, color, and national origin in programs and activities receiving federal financial assistance. As President John F. Kennedy said in 1963:

Simple justice requires that public funds, to which all taxpayers of all races [colors, and national origins] contribute, not be spent in any fashion which encourages, entrenches, subsidizes or results in racial [color or national origin] discrimination.

If a recipient of federal assistance is found to have discriminated and voluntary compliance cannot be achieved, the federal agency providing the assistance should either initiate fund termination proceedings or refer the matter to the Department of Justice for appropriate legal action. Aggrieved individuals may file administrative complaints with the federal agency that provides funds to a recipient, or the individuals may file suit for appropriate relief in federal court. Title VI itself prohibits intentional discrimination. However, most funding agencies have regulations implementing Title VI that prohibits practices that have the effect of discrimination based on race, color, or national origin.

To assist federal agencies that provide financial assistance, the wide variety of recipients that receive such assistance, and the actual and potential beneficiaries of programs receiving federal assistance, the U. S. Department of Justice issued Title VI Regulations (28 C.F.R. § 42.101 *et seq.*). The regulations implement the provisions of Title VI's legal principles and standards.

Additionally, the Department of Justice published a Justice Manual (JM) that provides practical advice on how to investigate Title VI complaints.

Also available on the Federal Coordination and Compliance website are a host of other materials that may be helpful to those interested in ensuring effective enforcement of Title VI.

Statutes and Regulations:

- Title VI Statute, 42 U.S.C. §§ 2000d – 2000d-7
- Department of Justice's Title VI Regulations (28 C.F.R. § 42.401 *et seq.*)

Americans with Disabilities Act, Title II

1. Title II Public Services – State and Local Government

Prohibits discrimination based on disability by “public entities,” which are programs, service and activities operated by state and local governments:

- Requires public entities to make their programs, services, and activities accessible to individuals with disabilities.
- Outlines requirements for self-evaluation and planning, making reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination; identifying architectural barriers; and communicating effectively with people with hearing, vision, and speech disabilities.
- Regulated and enforced by the U. S. Department of Justice.

2. Title III Public Accommodations and Services Operated by Private entities

- Prohibits places of public accommodation from discriminating against individuals with disabilities. Public accommodations include privately-owned, leased, or operated facilities like hotels, restaurants, retail merchants, doctor’s offices, golf courses, private schools, day care centers, health clubs, sports stadiums, movie theaters, and so on.
- Sets the minimum standards for accessibility for alterations and new construction of commercial facilities and privately-owned public accommodations. It also requires public accommodations to remove barriers in existing buildings where it is easy to do so without much difficult or expense.
- Directs businesses to make “reasonable modifications” to their usual ways of doing things when serving people with disabilities.
- Requires that businesses take steps necessary to communicate effectively with customers with vision, hearing, and speech disabilities.
- Regulated and enforced by the U. S. Department of Justice.

3. Title IV Telecommunications

- Requires telephone and internet companies to provide a nationwide system of interstate and intrastate telecommunications relay services that allows individuals with hearing and speech disabilities to communicate over the telephone.

- Requires closed captioning of federally funded public service announcements.
- Regulated by the Federal Communication Commission.

4. Title V Miscellaneous Provisions

- Contains a variety of provisions relating to the Americans with Disabilities Act as a whole, including its relationship to other laws, state immunity, its impact on insurance providers and benefits, prohibition against retaliation and coercion, illegal use of drugs, and attorney's fees.
- Provides a list of certain conditions that are not to be considered as disabilities.

Section 504 Rehabilitation Act

The Rehabilitation Act of 1973 was the first major legislative effort to secure an equal playing field for individuals with disabilities. This legislation provides a wide range of services for persons with physical and cognitive disabilities. Those disabilities can create significant barriers to full and continued employment, the pursuit of independent living, self-determination, and inclusion in American society. The Rehabilitation Act has been amended twice since its inception, once in 1993 and again in 1998. The Rehabilitation Services Administration (RSA) administers the Act. Two sections within the Rehabilitation Act, as amended, have impact on accessible web design. These are Section 504 and 508.

Section 508 of the Act, as amended, provides for us a blueprint of just what is intended in Section 504. Thus, Section 504 provides the context of the law and Section 508 provides the direction.

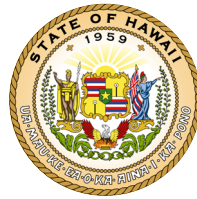
Section 504 of the Rehabilitation Act is a civil rights law. It was the first civil rights legislation in the United States designed to protect individuals with disabilities from discrimination based on their disability status. The nondiscrimination requirements of the law apply to employers and organizations that receive federal financial assistance. This statute was intended to present intentional or unintentional discrimination based on a person's disability. Included as an amendment to the Rehabilitation Act of 1973, the message of this section is concise; Section 504, 29 U.S.C. § 794, states:

“No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...”

Therefore, programs receiving federal funds may not discriminate against those with disabilities based on their disability status. All government agencies, federally funded projects, K-12 schools, postsecondary entities, state colleges, universities, and vocational training schools) fall into this category.

Hawai'i has one of the highest per-capita rates of limited English proficient persons (LEP) in the nation. In 2006, to ensure meaningful access to services, programs and activities by LEP persons, Hawai'i became the first state in the nation to pass a comprehensive language access law that removes language barriers to State and State-funded services. Hawai'i's law mirrors a similar federal law.

The same law also established the Office of Language Access (OLA). OLA works to ensure that persons who do not speak, read, write, or understand English are able to access services, programs and activities provided by: State government agencies, courts, and schools; and State-funded organizations, including medical and social service providers. OLA also provides oversight and central coordination to State agencies, as well as technical assistance to State and State-funded entities in the implementation of the law.



FOR MORE INFORMATION

State of Hawai'i
Office of Language Access
830 Punchbowl Street, Room 322
Honolulu, Hawai'i 96813
Telephone: (808) 586-8730
Toll Free: 1(866) 365-5955
<http://www.health.hawaii.gov/ola/>

U.S. Department of Justice
Civil Rights Division
Coordination and Review Section – NYA
950 Pennsylvania Avenue, N.W.
Washington, DC 20530
Hotline: 1-888-848-5306

Limited English Proficiency (LEP)
Federal Interagency Website
<http://www.lep.gov>



STATE OF HAWAII

LANGUAGE ACCESS & THE LAW

*What State Agencies and
State-funded Entities Need
to Know About Providing
Services to Limited English
Proficient (LEP) Persons*

LEGAL AUTHORITY

Title VI of the 1964 Civil Rights Act

“No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal funding.”

Executive Order 13166 and Implementing Regulations

The Executive Order and its implementing regulations require Federal agencies to: examine the services they provide; take reasonable steps to ensure meaningful access to their programs and activities by LEP persons; and develop and implement a Language Access Plan to ensure effective communication with LEP persons.

Hawai‘i Revised Statutes, Chapter 321C

This law requires State and State-funded agencies to: examine the services they provide; take reasonable steps to ensure meaningful access to their programs and activities by LEP persons; and develop and implement a Language Access Plan to ensure effective communication with LEP persons.

Where meaningful language access is not provided, OLA is authorized to eliminate the language barrier through informal means, or through a formal opinion letter where informal means are unsuccessful.

Denial of language access is a form of national origin discrimination. Where the denial is intentional, a lawsuit may also be filed in a federal or state court.

LANGUAGE ACCESS OBLIGATIONS

Four Factor Analysis

Federal and state government agencies, as well as non-government agencies, that receive state or federal funding, have an obligation to ensure meaningful access by LEP persons to services, programs, and activities. An analysis that balances the following four factors is the starting point to assess compliance with state and federal language access laws:

1. The number or proportion of LEP persons eligible to be served or encountered by the program;
2. The frequency with which LEP persons come into contact with the services, programs, or activities;
3. The nature and importance of the program, activity, or service provided by the program;
4. The resources available and costs to the recipient.

Develop and Implement a Language Access Plan

Agencies must develop and implement a Language Access Plan (LAP) that should :

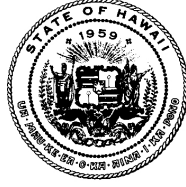
- Utilize census data and assure consultation with stakeholders to help identify LEP persons who need assistance;
- Identify how oral language assistance will be provided;
- Identify vital documents to be translated;
- Provide for staff training;
- Identify different ways to provide notice to LEP persons about language accessible services;
- Include a plan to monitor and adjust services to assure meaningful access.

Important Considerations in the Development and Implementation of a Language Access Plan

- Free and competent oral interpretation services should be offered to LEP persons. A competent oral interpreter is able to: communicate effectively in English and the other language; knows specialized terms in both languages; and follows interpreter code of ethics and confidentiality guidances.
- Written translations of vital documents should be done for frequently encountered languages. Vital documents include: written notices of rights, applications for services, hearing notices, consent forms, notices of denials or changes in benefits, and important information included in agency brochures, websites, or other social media platforms.
- Use the safe harbor requirement as a starting point to assess written translation compliance. Under state and federal safe harbor laws, agencies are required to provide written translation of vital documents for each eligible language group that constitutes 5% or 1,000 persons, whichever is less, of the population eligible to be served, or likely to be affected or encountered. If there are less than 50 people in a language group, LEP persons must be provided written notice of the right to receive free oral interpretation of written materials.

For more information, visit our website:

www.health.hawaii.gov/ola



EXECUTIVE CHAMBERS
HONOLULU

NEIL ABERCROMBIE
GOVERNOR

December 18, 2012

ADMINISTRATIVE DIRECTIVE NO. 12-06

TO: All Department and Agency Heads

SUBJECT: Accessibility to State Government by Persons with Disabilities

This Administrative Directive supercedes, consolidates, and updates the previous Administrative Directives (AD) and Executive Memorandum (EM) relating to accessibility and persons with disabilities as listed below:

- AD 97-01 Responsibilities for Americans with Disabilities Act Coordination and Implementation,
- AD 97-02 Communication Access for Persons with Disabilities to Programs, Services, and Activities of the State of Hawaii,
- AD 97-03 Non-Discrimination to Programs, Services, and Activities of the State of Hawaii on the Basis of Disability,
- AD 98-01 Reasonable Accommodation for Persons with Disabilities,
- AD 98-02 Facility Access, and
- EM 06-02 Access to State Government by Persons with Disabilities.

The State of Hawai'i, as an employer and an operator of government programs, services, and activities, is committed to the needs and civil rights of individuals with disabilities through compliance with the Americans with Disabilities Act (ADA), Public Law 101-336, and the ADA Amendments Act (ADAAA), Public Law 110-325. As stated in the aforementioned Administrative Directives and Executive Memorandum, we remain committed to our legal obligation to provide equal access to employment, programs, services, and activities of State government for persons with disabilities in the State of Hawai'i. On September 15, 2010 and March 25, 2011, the U.S. Department of Justice (DOJ) and the U.S. Equal Employment Opportunity Commission (EEOC), respectively, issued new federal administrative rules relating to the ADA. The rules related to ADA Titles II and III became effective on March 15, 2011. Other portions of

the rules relating to the 2010 ADA Standards for Accessible Design went into effect on March 15, 2012. The EEOC rules for the ADA became effective on May 24, 2011. This directive reaffirms the State's commitment to accessibility for individuals with disabilities set forth under the ADA, the previous directives, and highlights the changes found in the new administrative rules promulgated by the DOJ and EEOC.

Although the following sections summarize portions of the ADA, the ADA provides the broad framework for equal opportunity and access to agency programs, services and activities, including state government, for individuals with disabilities. This memorandum focuses on the following topics:

- a. Facility Access;
- b. Access to State Programs, Services, and Activities;
- c. Communication Access;
- d. Employment; and
- e. ADA Coordination.

Facility Access

Facility accessibility involves new construction and alteration of buildings, facilities, and sites by the State (or on behalf of the State), existing state facilities, state agencies occupying space in leased facilities, and a state facility that is leased to a private entity. Each type of facility shall be fully accessible to and usable by individuals with disabilities.

For new construction and alteration, the State of Hawai'i adheres to legal requirements set forth under §103-50, Hawai'i Revised Statutes (HRS) that provides for the review of state and county construction projects by the Disability and Communication Access Board (DCAB) as well as the issuance of interpretive opinions. The Americans with Disabilities Act Accessibility Guidelines (ADAAG), Federal Fair Housing Amendments Act Accessibility Guidelines (FHAG), and DCAB interpretive opinions are the guidelines reviewed under §103-50, HRS.

Each department and agency shall ensure that all plans and specifications are submitted to DCAB for timely review prior to construction consistent with Hawai'i Administrative Rules (HAR), Title 11, Chapter 216, *Disability and Communication Access Board Rules of Practice and Procedure*.

If a department or a state agency plans to lease an existing facility from a private entity for office space, the responsible party should contact the Department of Accounting and General Services (DAGS). DAGS has a checklist that will assist the agency to select a site that is accessible to individuals with disabilities. A copy of the checklist can be obtained from the DAGS, Public Works Division, Leasing Branch at (808) 586-0508.

Access to State Programs, Services, and Activities

Policies and practices of the State of Hawai'i departments and agencies shall be non-discriminatory and inclusive of the whole community (including individuals with and without disabilities). This right includes not only the opportunity to participate, but an opportunity that is equally effective as that provided to individuals without disabilities. Policies, practices, and procedures of departments and agencies shall be modified to provide equal access to individuals with disabilities, unless doing so would fundamentally alter the nature of the program, service, or activity or create undue administrative or financial burden to state government.

Programs, services, and activities of the State of Hawai'i shall be delivered in the most inclusive setting appropriate to the individual's level of need. The inclusion of individuals with disabilities is the goal of the ADA and the goal of the State of Hawai'i. In the delivery of programs, services, and activities, the State of Hawai'i departments and agencies shall not use eligibility criteria that screen out or tend to screen out individuals with disabilities unless such eligibility criteria are a necessary provision for the program, service, or activity. Access shall also be provided to ongoing programs as well as periodic events such as conferences, workshops, public hearings, and all events sponsored or co-sponsored by the state.

Departments and agencies shall not charge individuals with disabilities a fee to offset the costs associated with providing access.

State websites provide access to information about programs, services, and activities to the public twenty-four hours a day, seven days a week (24/7). Departments and agencies shall ensure such information is accessible to everyone, including individuals with disabilities by complying with the DAGS, Information and Communication Services Division (ICSD) policy for accessibility of state department and agency websites in Comptroller's Memorandum (CM) 2010-28. Creating and maintaining accessible websites allows individuals with disabilities access to information 24/7, similar to anyone in the general public using a State website.

Guidance regarding access to programs, services, and activities of State government is available in the *Programs and Services Manual for Persons with Disabilities* published by DCAB.

Communication Access

To ensure that all individuals with disabilities be they consumers, companions, or family members have equal opportunity to participate in programs, services, and activities of the State of Hawai'i, auxiliary aids and services shall be provided upon request of the qualified individual with a disability. Auxiliary aids or services may be for individuals who are deaf, hard of hearing, deaf-blind, blind, have low vision or have speech

disabilities. When the department or agency chooses an auxiliary aid or service, preference should be given to the request of the individual with a disability.

State agencies shall reference the guidelines set forth in the *Communication Access Services for Persons who are Deaf, Hard of Hearing, and Deaf-Blind*, pursuant to HAR Title 11, Chapter 218, as adopted by DCAB to follow when hiring sign language interpreters and communication assistants for persons requesting such services.

State agencies shall also ensure that all contact points where the agency interacts with the public are accessible to persons with communication access needs.

State agencies may establish reasonable timeframes for individuals to request auxiliary aids or services in order to fill those requests. For a list of Communication Access Providers (i.e., American Sign Language (ASL)/English interpreters, real-time captioners, or computer-assisted notetakers), contact DCAB at (808) 586-8121.

Employment

As a major employer, the State of Hawai'i will provide equal opportunity in State employment to qualified individuals with disabilities. This commitment includes a legal obligation to provide reasonable accommodation to facilitate the employment of qualified individuals with disabilities. Reasonable accommodation is a logical adjustment made to the application process, in the work environment to enable the person to perform the essential functions of the job, or to receive benefits of employment.

The ADAAA of 2008 expanded the definition of "disability," so that the determination about whether or not an individual has a disability does not require extensive analysis. The expanded definition adds two non-exhaustive lists to clarify the meaning of "major life activities," as well as a list defining "major bodily functions." The expanded definition overturns previous Supreme Court decisions that narrowly construed the definition of disability.

When a person with a disability is an applicant or employee of the State of Hawai'i, the department or agency with the job vacancy has the primary responsibility to provide and pay for a requested accommodation. Guidance on the provision of reasonable accommodation for State job applicants and employees is available in the *Reasonable Accommodation for State Employees with Disabilities Manual* published by DCAB.

ADA Coordination

The State of Hawai'i reaffirms its commitment to equal opportunity for individuals with disabilities by designating DCAB to coordinate ADA compliance efforts for the Executive Branch.

Each department and agency head shall continue its responsibility and effort to provide equal opportunities to individuals with disabilities in the provision of programs and services, equal access to employment, and effective communication in all aspects of State government. Each department shall designate an ADA coordinator/liaison to work with DCAB to effectuate this directive.

A handwritten signature in black ink that reads "Neil Abercrombie". The signature is written in a cursive, flowing style.

NEIL ABERCROMBIE

MODULE 1

Disability Defined and Explained

An individual with a disability has 1) a permanent or temporary physical or mental impairment that substantially limits one or more major life activities; or has 2) a record of such an impairment; or 3) is regarded as having such an impairment. (Source: Hawaii Disability and Communication Access Board, December 2016) The Americans with Disabilities Act Amendments Act (ADAAA) construes this definition broadly. Disabilities are not to consider mitigating measures when assessed (except for eyeglasses).

“Qualified” means meeting the “essential eligibility requirements” of a program, service, or activity. Individuals deemed qualified must meet the broad definition of individual with a disability.

Protections under Title II of the ADAAA are specifically afforded to qualified individuals with disabilities. Not every person with a disability is a “qualified” individual with a disability. First, the entity must determine whether the person meets the definition of individual with a disability. Then a determination must be made regarding eligibility requirements. Is the individual with a disability qualified for the program, service, or activity being sought?

Many state programs, services, or activities do not have specific eligibility requirements.

Example: If someone calls an office to ask for information about services, it doesn't matter whether or not the person has a disability. The information will be provided.

Example: A woman, who is hard of hearing, applies to a program for single parents. Although she is a person with a disability, she is not a parent. She is not a qualified individual with a disability for the purposes of this program.

Example: A man has a visual impairment and has two children, applies to the program. He is a qualified person with a disability under Title II.

Example – Physical Impairment: Orthopedic impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, HIV disease or AIDS, tuberculosis, mental retardation, emotional illness, specific learning disabilities, drug addiction, alcoholism.

Example – Mental Impairment: A person who cannot read due to dyslexia is an individual with a disability because dyslexia, which is a learning disability, is an impairment. However, a person who cannot read because he or she dropped out of school is not an individual with a disability because lack of education is not an impairment.

Example – Record of an Impairment: An individual was diagnosed with cancer. The person underwent radiation and chemotherapy and was severely incapacitated for a year. Although the person has recovered and the cancer is in remission, this person has a record of an impairment.

Example – Regarded as having an Impairment: An individual has a prominent facial scar. The scar does not impact any major life activity, although it is disfiguring. If this person is not selected for participation in a program because of this perception of an impairment, the person may qualify as a person who was “regarded as having an impairment.”

Example – Association: Participation may not be denied to any person based upon his or her association with an individual with a disability. Association can be with family members, friends, or any other person.

For example: A single parent (with a child with cerebral palsy) is denied services because the eligibility worker knows this parent has a child with a disability. The worker is concerned that the single parent will be unreliable because of the needs of her child. The parent is protected under the ADAAA.

MODULE 1

Accessibility Policy

If you use assistive technology and the format of any material on our website interferes with your ability to access the information, please email DHSCivilRightsBox@dhs.hawaii.gov or call the Human Resources Office, Civil Rights Compliance Staff, at (808) 586-4955. In your message, please indicate the nature of your accessibility problem, the preferred format in which to receive the requested material, the web address of the requested material, and your contact information so that we may best serve you. The Department of Human Services wishes to ensure access to e-government is available to all individuals. The Hawaii Relay Service (dial 711) is also available to hearing impaired and deaf individuals.

In 1998, Congress amended the Rehabilitation Act to require federal agencies to make their electronic and information technology accessible to people with disabilities. Inaccessible technology interferes with an individual's ability to obtain and use information quickly and easily. Section 508 was enacted to eliminate barriers in information technology, to make available new opportunities for people with disabilities, and to encourage development of technologies that will help achieve these goals.

This standard was recently refreshed to include Web Content Accessibility Guidelines (WCAG), a globally recognized voluntary consensus standard for web content and information communication technology created by the World Wide Web Consortium (W3C). The WCAG 2.0 Level AA standard and the Web Accessibility Initiative Accessible Rich Internet Application Suite (WAI-ARIA) 1.0 techniques for web content, shall be used to measure accessibility and functionality of on-line content. The Department of Human Services looks to this standard for reliable guidance on meeting accessibility commitments and compliance for portal architecture sites. This site has been designed to be compatible with a wide variety of browsers and with assistive technologies in mind. Our goal is to continue to work to make access available to all individuals. Improving access to citizens with disabilities is one of our top priorities and any suggestions or comments are welcome.

MODULE 1

Post Review Questions (True or False)

1. People with disabilities should have the same opportunity to participate equally as people without disabilities in accessing programs, services, and employment opportunities.
2. Public entities that receive federal funds are subject to the requirements by both the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act, amended.
3. A person who cannot read due to dyslexia is an individual with a disability, but a person who cannot read because he or she dropped out of school is not an individual with a disability.
4. A woman, who is hard of hearing, applies to a program for single parents. She is a qualified individual with a disability for purposes of this program?
5. A man who is a single parent who has a visual impairment and has children, applies to a federally funded program. He is a qualified person with a disability under Title II of the American with Disabilities Act Amendments Act.
6. A person who is deaf is discussing medical treatment and needs to understand options and proper use of medication. This person does not need an interpreter because these are privacy issues.
7. A client, who becomes deaf later in life, requests a real-time captioner for an administrative hearing. The client's first language is Tagalog so providing a captioner is appropriate.
8. State agencies and their service providers, contractors, and vendors are responsible to provide devices for personal use by individuals with disabilities.
9. Hawaii has a relay service for use by hearing impaired clients.

MODULE 1

Post Review Preferred Answers (True or False)

1. True. We can only provide the same opportunity to a level playing field.
2. True. Service providers, contractors, and vendors (public or private) who receive federal funds through a state agency (public entity) must comply with requirements of both Acts.
3. True. Dyslexia, which is a learning disability, is an impairment. A disability because of lack of education is not an impairment.
4. False. Although she is a person with a disability, she is not a single parent.
5. True. He has a qualifying disability (visual impairment) and is a single parent with children.
6. False. The importance of the material being communicated indicates that an interpreter is needed.
7. False. Providing a captioner would be appropriate only when the first language is English. A Tagalog interpreter as well as real-time captioning would most likely be needed.
8. False. Devices or services of a personal nature, such as wheelchairs, hearing aids, or eyeglasses are not required; unless such services are customarily provided to all individuals, such as a day care environment.
9. True. Hearing impaired clients may communicate using Hawaii Relay Service call **711**.

MODULE 1

Disclaimer and Information

Disclaimer: Sources and resources used in Module 1 are all in the public domain and included but were not limited to websites, public presentations, federal and state laws, and implementing regulations.

Information:

Websites: <http://www.doj.gov>
<http://www.hhs.gov/ocr>
<http://www.hhs.gov/ocr/listserve/index.html>
<http://www.lep.gov>
<http://www.usda.gov>
<http://www.federalregister.gov>

Case Law: Lau v. Nichols, 414 U. S. 563, 568 (1974)
Plyler v. Doe, 457 U. S. 202 (1982)
Mathews v. Diaz, 426 U. S. 67 (1976)
Thomas v. Washington Cty. Sch. Bd., 915 F. 2d 922, 926 (4th Cir. 1990)

Statutes and Regulations Title VI Statutes, 42 U.S.C. §§ 2000d – 2000d-7
Department of Justice Title VI Regulations (28 C.F.R. § 42.101 *et seq.*
U. S. Department of Agriculture, FNS 113 Implementing Regulations
Section 504 Rehabilitation Act U.S.C. § 794
Section 1557 Affordable Care Act, 2010 and USHHS Final Rule 2016

Resources: <https://www.w3.org/WAI/WCAG21/quickref/?versions=2.0>
<https://webaim.org>
<https://www.section508.gov/content/sell/vpat>
<http://www.itic.org/policy/accessibility/>

Civil Rights Awareness – Module 1
Training Confirmation for
DHS Service Providers, Contractors & Vendors

I confirm that my supervisor and I have reviewed this Civil Rights Awareness Training.

SERVICE PROVIDER'S NAME (please print)

SERVICE PROVIDER'S SIGNATURE

DATE

SUPERVISOR'S NAME (please print)

SUPERVISOR'S SIGNATURE

DATE

Service Providers, please send signed confirmations ELECTRONICALLY to [DHSCivilRightsBox @dhs.Hawaii.gov](mailto:DHSCivilRightsBox@dhs.Hawaii.gov)
no later than _____.

SERVICE PROVIDER/CONTRACTOR/VENDOR NAME (please print)

DATE