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ADA YOUTH TRAINING

TITLE III AND THE 3 KEYS WEBINAR

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>> SIERRA ROYSTER: Well, with it being 4:00, let's give it another minute or two and then we'll get started, letting some people jump on. I know that people are leaving another call right now and might be jumping over here.

Okay, Rene, if we want to go ahead and get started. I see a few people on. Thanks for joining us today. I'm Sierra Royster, I'm the program coordinator with APRIL. This is the part VI of Americans with Disabilities Act, ADA youth training.

We have Rene, again, to walk us through Title III today and how we can be effective advocates underneath that information.

If you are on the chat, we will go back over this in a little bit, but you can answer this question, what is in your community that is part of Title III. It's a follow‑up from that call if you were on two weeks ago. Just go right ahead, for today's information, it's the same to access the webinar. You can jump into the conversation by phone. Everybody is off of mute right now. So you can jump in whenever.

We do have a question and answer point and we have a chat box that you can use as well if you are online.

If you are muted, at home, you can press star pound to do that or star #if you would like to do that from home.

And then once I start this with Rene, and there's a person at the top of the screen that has their hand raised and you can press that and let me know you have a question.

So today we are on part 6, the overview of Title III, private entities and the three keys that disability disclosure and how they all play into this. Then we only have one more and that will be May 9th.

So keep staying with us!

All right, Rene, I will go ahead and kick it over to you now.

>> RENE CUMMINS: Okay. Thank you, Sierra. As Sierra said, today, we are going to take a look at Title III of the ADA, which covers private businesses. These private businesses are sometimes referred to as maces of public accommodation, and what that means is that they are places that are offering goods and services to the public so it's not to be confused with what we already talked about under Title 2, where we talked about state and local government and public entities.

And we will look a little more closely at the difference between those public entities in our community, and these Title III private businesses in our community. First, let's look at what the ADA says the Title III private businesses have to do. In other words, what are their responsibilities under the ADA. You should recognize these because we have talked about these before. So Title III private businesses have a responsibility to remove physical barriers, provide effective communication, and modify their existing policies. These are the same responsibilities we talked about when we looked at Title II entities that are part of state and local government.

Now, that's how they are the same, but how are they different? How are Title II public entities different from these Title III private businesses? The big difference is what we talked about before in that state and local government entities have access to our public tax dollars. So they are held to a higher standard. In other words, they are expected to do more in terms of removing their physical barriers, providing effective communication and modifying their existing policies. They are expected to do more because they have a wider range of resources to draw from. And that's the big difference. Our Title III private businesses really rely solely on whatever their profits and their own resources are. So that can be their resources in terms of funds and money resources. It can also mean resources in terms of how many people do they have working at their Title III private business which might cause problems in being able to respond to a request for one of these responsibilities that they have to carry out.

So we are going to talk about that some more, but that is the big difference that our Title II public entities that are part of state and local government are held to that higher standard because they are expected to do more since they have access to public tax dollars, and any branch within, let's say, city government, that might need some more tax dollars to be able to provide what a person with a disability has requested, they might be able to move those dollars over from another area within that city government.

But that's not true of Title III private businesses. They depend solely on whatever their own resources happen to be.

So let's look at the next slide. First, let's take a look at what are some of those Title III businesses out in our community? That was the question that Sierra poised at the beginning of this training. So let's take a look at what we mean by Title III private businesses that are providing some kind of goods and services to all of us in the public. So let's just start with this slide, and consider some possibilities. It could be restaurants. It includes movie theaters, concert halls. It might be private schools. Now, let's talk about what we mean by private schools. A private school could be for the purpose of education. So it could be all of those K‑12 grades that we have in regular public school or it could even mean postsecondary education and it includes our private universities, private colleges, but it also could mean a number of other private schools tar providing other kinds of education and training. It could be a dance studio.

It could be a driving school that's helping people to prepare to pass the test at the motor vehicle department in order to get a driver's license. It could be a soccer academy. All of these come in under private schools. So that's how it differs from our regular public schools that we attend in order to graduate from high school and perhaps go on to postsecondary education.

It also includes day care facilities. So even before children are old enough for going to public schools or a private educational school, it includes those day care facilities. It covers doctor's offices, dentist's offices, retail stores, of which there are many, many retail stores in our community. It covers fast food places, sports stadiums, private hospitals and, again that differs from if you have hospitals that are part of your state and local government.

For example, if you have a county hospital that is being funded through tax dollars that go to your county to cover services, then that's covered under Title II. But all the hospitals that are operating from the proceeds that they bring in and operating off the administrative staff and other staff that they have available, within their own private hospital, they are covered under Title III.

It also includes shopping centers and malls, and it includes banks. Let's look at the next slide and we'll look at a few other examples before we move on.

Title III private businesses covers all of our barber and beauty shops. It covers our pharmacies. It includes hotels, grocery stores, convenience stores. These are all private businesses that are operating with the proceeds that they can bring in and operating with the staff, whether it's administrative or other staff that they have available in order to meet any kind of a request from a person with a disability to remove those physical barriers or provide effective communication or modify their existing policies.

It also includes insurance offices, laundromats and dry cleaners and an assortment of recreation facilities. So that could be an arcade. It could be a miniature golf course. It could be an amusement park. It could mean a bowling alley. Any of these recreational facilities, places that we go to have fun and participate in recreation and leisure, if they are not a part of your city parks and recreation, for example, which would be under Title II because that's part of state and local government, when they are private business, a private arcade that somebody has opened, a private miniature golf course, a private bowling alley, whatever it happens to be, that is part of Title III private businesses that are offering goods and services to the public.

Okay. Let's look at the next slide so that we can once again look at how do these private businesses that are under Title III of the ADA differ from the Title II entities that we looked at previously that are part of our state and local government?

Remember, I said that they are sometimes referred to as places of public accommodation because they are offering some kind of goods or some kind of services to the public, but do not confuse that with what we talked about under Title II. These are Title III private businesses.

So on this slide, it says that the ADA requires these Title III private businesses to do what is readily achievable and that's the key. That's what I'm talking about when I said that the Title II entities, who are part of state and local government are held to a higher standard because they can access a wider range of resources. Now we are looking at Title III private businesses who rely solely on what they have in terms of resources. They are expected to do what is readily achievable.

What do we mean by readily achievable? The two bullets under this means, readily achievable is something that is not too costly to achieve. So that business would be able to do it, because it's not too costly for that business.

It also means that it's not too difficult to achieve. So that private business would be able to do what is requested because they have the resources and they would be able to do what is being requested. So it's not too difficult to achieve.

Now, the last point on that slide is very important, because it says that the ADA does not require these Title III private businesses at any time to do what would be an undue burden.

So what does that mean? Anything that is too costly, or anything that is too difficult, that would be an undue burden.

Now this does not mean that if they have a request and they can't do it right now because it costs too much or they can't do it right now because it's too difficult, with the staff that they have, that would be able to be involved in providing that accommodation, it does not mean that they simply do nothing. It means that they have to come up with a plan for how at some point in the future, they will be able to do that. So let's talk about a couple of examples.

If a business ‑‑ let's say it's a retail store and it does not have a no step entrance. So maybe they are located in a building that is a rather old building and it has a couple of steps that when you come from the sidewalk to enter that particular business, you would have to be able to navigate those two steps. A request might come in for them to add a ramp or in some way create a no step entrance. And the business may take a look at what resources that they have right now and can they come up with the money or is it going to be too costly? Or can they come up with what they need to make it not too difficult for them, and they may say right now this is an undue burden. And they have to point to why it's an undue burden. Which of those can they say can too difficult for them to achieve at this time?

And so they can say right now, it's an undue burden, but then they also have to say what are they going to do about achieving this in the future? So they may say, each year we're going to set aside X amount of money that is going to allow us to do a renovation and then we're going to add a ramp or we're going to add a no‑step entrance in whatever way that makes sense for that location.

So right now, it's an undue burden, but they have a plan for how they are going to eliminate that barrier in the future.

And that's what Title III institutions are required to do.

Let's look at one more example. Let's say a person who is deaf wants to attend mays and different performances at a little privately owned theater company and that theater company sometimes has different events on different nights and then they have some regularly scheduled improvisation companies that come in, improv companies and some nights they have mays that run for maybe a week. And the person who needs a sign language interpreter says, look, I want to buy a ticket and come to all the plays that you are doing this season, but I need a sign language interpreter. And that small, private theater company might look at their resources and decide, okay, right now it's too costly for us to be able to have a sign language interpreter at each and every one of our five plays that we are having for the whole season, but we could have a sign language interpreter at one play this season and then next year, we're going to work on setting aside more of our budget so that we can increase that and hopefully do two or more plays and then we're going to keep doing that and every one of our annual budgets until we get to the point where we can have one night where the performance for each of our plays will have a sign language interpreter. So it's an undue burden right now, and unfortunately, if you are that person, that requested that sign language interpreter and you wanted to attend all of the plays, the five plays that they have in their season for this year, they could say that right now it's an undue burden. This is what we are able to do right now, and this is our plan for what we will put into place in the future so that we can expand and provide effective communication at a far more frequent rate than we are able to do right now.

So for Title III entities, this is the key that is very important. They can prove that right now, it's an undue burden. It's going to be too costly to achieve or it's going to be too difficult to achieve, but they came one an accessibility plan of how they are going to work toward removing any kind of physical barrier or providing more effective communication or modifying their existing policies in the future, and they have to have that written down. They have to have a plan. They have to have a document that shows evidence that they have thought that through, that they recognize that right now they have an undue burden, but they have a plan for how they are going to move forward in the future and be able to address removing these barriers to people with disabilities so that people with disabilities will be able to be more included and will be able to participate more fully in whatever they are providing to the public.

So this is the key to how these Title III private businesses differ from the Title II public entities that we talked about other state and local government. Even though there are three areas of responsibility are the same, they are all supposed to be addressing removing physical barriers, providing effective communication and modifying their existing policies so that people with disabilities are not being excluded or not being discriminated against.

But the difference is that they can prove that something is an undue burden right now and the standard that they are held to for making those accommodations that you or I might request of them, that standard is lower for these Title III entities because they are depending solely on their own resources and what they can bring in in terms of actual money revenue, money resources and funding, as well as number of people that they have on their staff or working in their retail store in order to be able to have a person that they could dedicate to possibly working with a person with a disability to remove a barrier, like having a sighted guide for someone with low vision so they can find their way around the store, or some other kind of service that they can provide that would eliminate a barrier for someone that may not be as possible for these Title III public accommodations that are providing our goods and services to the public in the way of private businesses.

So that is the big difference between Title II, our state and local government public entities, and Title III, our private businesses.

But our private businesses, these Title 3 entities are a lot of what is out there in our communities.

So now I will pass it back to Sierra to see if we have any questions on what we covered today about private businesses and responsibilities under Title III.

Go ahead, Sierra.

>> SIERRA ROYSTER: Hey, actually, Joe and Ariel have a question about what are some examples that private businesses can consider a minimum attempt at readily achievable?

>> RENE CUMMINS: Actually, it's always on a case‑by‑case basis. So that's an excellent question. Because every instance of considering if a Title III business is meeting their responsibilities under the ADA, every instance is considered on a case‑by‑case basis. So you would have to look at that particular business. What do they have in terms of resources, their funding and money resources and also in some cases, do they have enough staff to be able to provide what I may be asking in terms of an accommodation so that I can more easily navigate around their store or particular place of business. Let's say I'm coming into a doctor's office or a dentist's office. Some kind of healthcare office that is a private business, and I'm coming for the first time and they have all of these pages of my history and information about me, but they can't read it.

So I need somebody to act as my reader and my scribe in order to ask me the questions and then write down the answers I'm giving them. It's a case‑by‑case basis as to can I have somebody assist that with me or would it be taking the one and only person away from the front desk, where they are also answering the telephone and greeting other people coming in and checking them in. And they are checking those people in at the front desk. That would be an example how on a case‑by‑case basis, it may an undue burden for them to do that for me. So in reality, we may have to negotiate what we are going to do, and it might be, we'll give you the paperwork and you can take it home and have someone help you fill it out and bring it back.

Or I can say, may I take this home. I may want the doctor to have all the information about me, before I see that doctor, so that in case there's something there that they should have known. So we would have had to that you can about that and it would be a case‑by‑case basis in terms of how are we going to handle that because I need somebody to assist me to provide effective communication in that instance. So your question is a good one and it's always on a one at a time, case‑by‑case basis. So every Title III private business has to be considered just solely on its own and by itself.

So let me know if that addressed your question.

>> SIERRA ROYSTER: I don't see them typing back anything. Joe or Ariel, you let us know.

Kathleen had a question. Do businesses have to have a written plan towards addressing barriers that are currently an undue burden proactively or only when a person with a disability approaches them about the carrier?

>> RENE CUMMINS: That's also a very good question. Whenever I do an ADA training with a private business, I highly recommend that they think this through and have a plan that they put in place, before they actually have a request or have a complaint from a person with a disability who is pointing out that they have a barrier.

In other words, they should think through their own accessibility plan and they should show that they are aware of barriers that we might have, and that they know that they have these barriers, and they are doing something about them.

And the reason why I always recommend this to Title III private businesses is because someone coming in from the public, who encounters a barrier may not want to sit down and very calmly and very peaceably discuss it with them. Instead, they might just get upset and decide they are going to file a complaint with the Department of Justice, and then this could be a situation that could have been prevented if the Title III private business would have been able to say, look, I want to show you what our accessibility plan is.

We are aware that we have a barrier. Like let's use the example I used of a no‑step entrance. We are aware that we need to create a no‑step entrance so that we don't have a barrier for people that have mobility limitations or that really presents a problem for anybody because anybody can miss a step and it could be a liability issue for you. So if they say, we are aware of it and we are working on it, and we have a man, we are going to add a ramp and here's what we are doing towards working to get that done, and then that way, it totally diffuses having someone get angry with them and filing a complaint because they ‑‑ they know, okay. That business is not only aware, but they have also taken it seriously and they have a plan of what they are going to do.

So the same way with the example I used of providing a sign language interpreter, if I wanted to go to more are lectures and performances and things that happen at a private museum or a private theater in the community, and they tell me that they want to be able to provide more of their events accompanied by a sign language interpreter but at this point in time, this is what they are able to do. And this is what they have in terms of a plan to be able to expand that in the future, to be able to do more. Then they diffuse my being angry about the fact that I can't come and participate to the level that I would like, to but they have a man that includes me because they want to increase the times when I can come and participate more fully.

So I always recommend that the best thing is for any Title III private business to go through and do like an assessment of your own business and think of it in terms of what kind of barriers do you have in these areas where you know you have a responsibility to he will these barriers. Are they physical barriers? Are they communication barriers? Are they attitudinal barriers because you have certain policies?

So the best thing that a Title III private business can do, is to do an assessment on themselves, figure out what they need to dress, come up with a plan, and then they can share that plan with the public whenever it's necessary.

Like if you or I would come in and say, this is what I want, this is what I'm requesting in terms of an accommodation that I need. So I highly recommend to all private businesses that they don't wait until they have a complaint from the public because that can very quickly escalate to someone filing a complaint.

So that's my best advice, and I would pass that along to advocates in the community to also suggest that to any of your private businesses in your community.

>> SIERRA ROYSTER: Great. I don't see any other questions at this time. I will give it one more minute if somebody wants to ask a question or has a comment.

Rene, I would ask you, as young people in the community, what is our best path to work on more accessible communities with these public entities and private businesses? What's best path to ensure accessibility? That you would recommend?

>> RENE CUMMINS: I highly recommend that you go to places that you frequent or that you would like to frequent, so that you can make the argument that, you know, the disability community has money to spend in their particular place of business, whatever those private businesses happen to be. And that you would like to bring your friends there and you would like to bring your family there and pass it along to other people with disabilities that this is a nice place to go because they really welcome people with disabilities and they want to be inclusive of people with disabilities.

So if you can approach any private business in terms of being a partner with them, and say, you know, we can help you. I can get some of my friends in the disability community and we can come and we can do that kind of an assessment that I just talked about, that they need to know what their barriers are. If they are not sure, okay, how do I walk through my store? Or how do I walk through my arcade? Or how do I walk through my whatever my Title III private business is, and look for barriers so that I can put those down in my accessibility plan. And you could say, I can get people with disabilities and we could come and we can help you with that. We can walk through your business with you and point out those barriers and talk to you about the communication barriers that we would encounter in your business, or talk to them about how their policies may be screening out what people with disabilities or having a negative impact on people with disabilities.

So if you can approach any Title III private business in terms of, we could be partners with you. So you are suggesting a partnership, because in reality, when everything is said and done, we all exist together in the same community and we don't want to make enemies. We don't want to have a private business out there who had a bad experience with people with disabilities and so from that point on, they have, like, really bad attitudes about serving people with disabilities, because now we are kind of clashing and we are on opposite sides.

We want to be able to come together and be partners and continue to work together because we are all going to exist and live together in the same community. So that's what I recommend if you can approach, especially the businesses where you might frequent them and your friends and family may frequent that business and maybe even they know you from being in and out of your business. And you might be able to just propose the subject about how we would like to help you to become more accessible and more inclusive of people with disabilities.

And people with disabilities would like to come here, if you addressed removing some of these barriers. So make it kind of a win/win situation.

>> SIERRA ROYSTER: Great. And I see Kathleen had a comment. Although I enjoy advocating, it is not the responsibility of the marginalized group to be constantly educating, providing free consultant to businesses. So I would also encourage them to do their own research too.

>> RENE CUMMINS: That's very true. You know, to what extent do you want to be a partner with these Title III businesses, that varies. You do not want them to take advantage of you. So in other words, instead of hiring people that know the ins and outs of doing a site review and coming up with the barriers and all for them, you do not want to be their labor that they get for free. That's a good point.

It all depends on a case‑by‑case basis to what extent do you want to offer to be a partner with these businesses in your community, and I agree that you don't want to go to the extreme of allowing them to take advantage of people in the disability community to do like an in‑depth site review of their business and be able to point out all of the physical barriers and all. This may be something that you concentrate on in terms of an accommodation request that you have and you might want to give them some feedback on how they might be able to make your accommodation request readily achievable for them.

But at any time when a place of business that is a Title III private business just comes to a ‑‑ a standstill and will not listen or will not respond or will not work with you, you certainly have the right to file a complaint with the Department of Justice, because that is your right under the ADA, along with the right to request that accommodation.

But if you feel like you are at a standstill, you are getting nowhere and you have tried, because the Department of Justice will want to know that at first ‑‑ that at least you tried and this business has not responded at all to what you are asking, in terms of a request for an accommodation. So that you can be included, that you can have access to their goods and services or you can participate fully in the services they are providing to the public.

And if you have come to a standstill and you feel like you are getting to where, you certainly have a right to file a Title III complaint against that particular private business, because they are covered under Title III. So you want to make sure that you are filing the right complaint with this business that's covered by Title III, but that certainly is your right under the ADA as a person with a disability.

>> SIERRA ROYSTER: Okay. I agree completely.

I think we are all at different places as advocates as well. So, you know, some of us do want to figure out how we can jump in and be more involved and educate more of the businesses around us, and some of us at a place where we would just like to be able to use different places in the community, access different places and that's ‑‑ and all of those places could be okay. And I think that's what makes this a community as well. We all come from different places and are at different points in our life and our advocacy as well.

So I second, I guess what Rene is saying.

I see Kathleen is typing now. One thing, as Kathleen is typing, I do want everybody to start brainstorming. Where ‑‑ what was this past weekend for you? Where did ‑‑ we're starting at Friday at 5:00 in the afternoon. And we're going until Sunday, let's say at 8:00 at night. Where did you visit? Where did you go that's going to ‑‑ so sorry, Kathleen just commented. Speaking of Title III very glad HR 620 was defeated.

[ Chuckles ]

>> RENE CUMMINS: Me too.

>> SIERRA ROYSTER: Part one, we were talking about HR 620 because it was such a pressing matter at the time through the House and it did get passed up fortunately through the House, but the Senate is too scared to pick it up, from what I understand. So that bill died. Which is very fantastic.

>> RENE CUMMINS: And the important thing about that bill is that speaks to the question that was asked about disability community shouldn't have 9 sole responsibility and rather heavy burden to go to all of these businesses and having to educate them one by one, until we work completely through our community, which just looking at the list of what we talked about ‑‑ and that's not an exhausting list of all the things there are out there in the community, that are Title III entities, and that business, that house bill HR 620, that's exactly what it was saying, is that nobody needs to do anything until and if someone who has the disability that is actually directly affected by that, that particular barrier, and can quote the section of the law that speaks to that barrier. Until that happens, no business has no do anything.

So that question, about having to educate, that would have been an incredible burden on all of us in the disability community if HR 620 passed. I echo the sentiment that it didn't go anywhere in the Senate.

>> SIERRA ROYSTER: I think all of us are.

Well, so as ‑‑ I don't see anything else coming in. I'm going to go ahead and move us to kind of just a reflection today. It's not so much of an activity, bust I want us all to do some reflection on this past weekend. As I was talking a minute ago, what did you do? From 5:00 Friday to all the way until Sunday at 8:00 at night, where did you go? What maces did you eat? What places did you bank? What places did you shop? All of those different things.

So if you are online, drop those into the box, the chat box if you would like. I can open the line as well.

Let me see here. I unmuted the callers. The reason I want to think about this, we are talking about creating your own trail mix. Where was your trail this weekend? You know, we ‑‑ it's important to know about employment. It's important to know about state and local government, and it's important to know about public entities, but what we find ourselves mostly at are public entities, because as Rene said, she had a list of places but that probably doesn't include everywhere and every place that we will go. Usually private entities are more and you have to be stronger advocates in those locations.

I saw some people typing. While we are waiting, for me, I went shopping at Walmart this weekend which I tried to avoid at all costs, bit I always end up there.

I had to ‑‑ let's see, I went to church. I went to a bounce house. Not the whole house was bouncing but they have little bounce houses inside.

Let's see... I had it written down and then I couldn't find the paper of everywhere I went. I went out to eat. I went to grocery shopping. So I went to the grocery store. So those are at least five places and for me, as you can see on the screen, on the slide that's on the screen, I went to five places. So if I was making a trail mix, I could not have them without almonds. I cannot have it without M&Ms, and I would have ‑‑ I will do raisins. I feel like they should be in there.

And then, I would probably do a cashew, and banana chips. So I had five places. So I picked five ingredients for my trail mix. And it looks like Joe, he went to the movie theater.

Joe, what kind of ingredient would you throw inside your trail mix bowl?

And then Ariel has a weekend that I'm very jealous of. She stayed home for the most part, which is rare, once in a lifetime opportunity nowadays. What's funny is time quite jealous of you Ariel.

Rene, can you share with us maybe some of those places that were public entities that you may have visited this weekend?

>> RENE CUMMINS: Oh, the private businesses that I went? Okay. Movie theater, and a restaurant and a dry cleaner. That was not a lot of fun, but ‑‑ and a retail store. And another coffee shop that would be kind of like a restaurant. But coffee shop. I think those five places.

>> SIERRA ROYSTER: Okay. And Rene, if you could make up five things to make a trail mix ‑‑ I know you love a good trail mix and a nut variety. What would you put in your trail mix?

>> RENE CUMMINS: I would have almonds, cashews, peanuts, raisins and probably the banana chips.

>> SIERRA ROYSTER: Okay. And then Kathleen has commented that she visited Walgreen's, McDonald's an ice cream shop and her volunteer job at a crisis nursery. So as you can see, we visit a lot of these places. And that was more so I wanted you all to start thinking about where are you going every day? How many places are you entering that fall into this category. With we hear a lot about employment that's so important and vital and we hear a lot about state and local government, but we also want to make sure that we realize that there are other places that we are visiting and that we are frequenting daily, and how important that is.

Then Kathleen says, oh, and my office. Yes.

So that was just an idea for us to think about, where has your trail led you this week and what kind of advocacy would you want to look at? As Kathleen was mentioning, would we want to go back and educate any of those places we have been to maybe some accessibility issues that you noticed? Is that done in a letter that you may send in? Is that done by sending some information about the certain area that they could improve on? Is that by stopping by and talking to the manager as a customer?

Or is that referring to the center and saying, your local center is there any way that you can reach out there or have you reached out to them at all and those types of things?

So definitely as you were thinking about these different places, think about the accessibility there. We can only be as strong as our local store are, restaurant, or place in the community that we want to have recreation or enjoyment or entertainment.

So in saying that I think we are going to wrap up a little bit early, but I want to open it up for anybody that has any other questions.

And really since we have already done our Q & A about this specifically, let's open it up for the last several calls that we have had. So we talked about Title I employment, Title II, state and local government and now we are on Title III, public entities.

So I want to give us some time to be able to reflect on where we are at. We have one more going forward. And then we'll wrap it up.

Ariel said, honestly, I don't have any questions. The whole presentation, to me was very thorough. Well to me it was.

Thank you. That's good to hear, Ariel. Did anybody have any thoughts or questions about the other places or titles that we have covered?

Remember, if you are on the phone, you can join in. Everybody is unmuted.

Ariel is typing now.

>> SIERRA ROYSTER: While we are waiting on that question to come in, Sierra I just want to say that this series has gone by really fast and we only have one more session and the last session will be a little different in that we are going to cover the last two Titles IV and Title V pretty quickly, but I hope everyone will come back to get the information to kind of out the whole ADA. And we'll also have an opportunity to come back to kind of reviewing what Sierra has been talking about and reminding us about, about our three keys and how we disclose our disabilities and our needs and request accommodations. Hopefully everybody will join us again in two weeks when we actually wrap up the ADA! So I will give it back to you, Sierra.

>> SIERRA ROYSTER: Yes, definitely. Thank you. And so like Rene was saying our next training is May 9th. Ariel has commented. She said, thank you for this presentation.

But our next training will cover Title IV, telecommunication and Title V, miscellaneous provisions and then we'll do a little review of where we have gone where do we go from here, what opportunities do you have to be a stronger advocate in the community to use this new knowledge that you may have strengthened or grown from this presentation, and then, you know, what other opportunities are available that can even you involved.

So we look forward to having you join us. In the chat box, you can see that I put the survey gizmo for this training. That is up and running now. So you can click on that and that will also link you to the survey and at the end it will link you if you want a certificate for a completion of this series and that way I can put those together for you at the end of that, if that's something that you are interested in.

So without anything else, thank you all for joining us and we'll talk to you on our last training day, which is May 9th. Thank you all.

>> RENE CUMMINS: Thank you, everyone.

(end of session)