

ON-SITE REVIEW
FAIR HOUSING AND EQUAL OPPORTUNITY

Grantee Name:	Program Year:	<input type="checkbox"/> CDBG	<input type="checkbox"/> CDBG-DR	<input type="checkbox"/> HOME	<input type="checkbox"/> ESG
Grantee Staff Consulted & Contact Information:					
Name(s) of Reviewer(s):		Date of Review:			

NOTE: All questions that address requirements contain the citation for the source of the requirement (statute, regulation, NOFA, or grant agreement). If the requirement is not met, DCED must make a finding of noncompliance. All other questions (questions that do not contain the citation for the requirement) do not address requirements, but are included to assist the reviewer in understanding the Grantee’s plan, policy and/or procedures more fully and/or to identify issues that, if not properly addressed, could result in deficient performance. Negative conclusions to these questions may result in a "concern" being raised, but not a "**finding**."

Instructions: This Exhibit is designed to review visually or through interview, the State federal program participant’s policies or procedures on the civil rights-related program requirements (CRRPRs) of the specific federal program. This limited review will be conducted while grant managers are in the field conducting on-site monitoring of the grantees. It will be used in conjunction with a more thorough, detailed remote monitoring of records pertaining to the grantee’s civil rights-related certifications and the procedures to assure compliance with CRRPRs conducted by the compliance division. Failure to maintain records is an indication of noncompliance with the State federal program regulations governing record keeping. While a lack of documentation may not imply discrimination because the State’s or unit of local government’s data are a basis for further investigating compliance with nondiscrimination requirements, it may be an indication of a lack of capacity to administer the federal programs in accordance with the regulations and affect future funding. This review is a generalized overview of the major components of FHEO and will be used to provide further technical assistance by DCED’s compliance staff.

Questions: (To be used by grant manager, to relay potential FHEO issues found while in the field to the compliance staff.)

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I. EDUCATIONAL OUTREACH FOR FHEO

What type of outreach is being used by the grantee to attract specifically persons of any of the protected classes , which are race, color, national origin, religion, sex, disability, familial status, age, ancestry, or use of guide or support animals because of the blindness, deafness or physical handicap of the user or because the user is a handler or trainer of support or guide animals or those with limited English proficiency to the activities being offered by the grantee?

Give a brief summary of key elements of their process.

Ask the administrator to describe the outreach for informing the protected classes of public hearing, activities, and/or programs. List any specific items used.

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II. ANALYSIS OF IMPEDIMENTS TO FAIR HOUSING CHOICE

<p>Are Fair Housing and Equal Opportunity in Employment information available where applicants, recipients or employees may read or access them? Examples: Fair Housing posters posted in the lobbies of the administrator’s office, entrance to the county courthouse, lobbies of municipal buildings, where intake for direct benefit activities are being conducted, easily readable by residents and applicants. If LAP is in place are these in the identified languages. Are the Fair Housing Officer, Section 504 Officer (if the grantee has more than 15 employees) names and contact information and the grievance procedures for both, prominently displayed where residents receiving direct assistance may be able to see them and are they in the identified LEP languages for the grantee. Can the Equal Housing Opportunity logo be readily seen by the public in the administrator’s offices, municipal offices, where applications are being taken?</p>	<p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> Yes No </p>
<p>List locations where you saw them.</p>	<p>Visually observe any FHEO posters, pamphlets or other material that is easily accessible by the general public and employees. Should be able to be seen without staff directing the public to it.</p>
<p>Is the Resolution Furthering Fair Housing of the Unit of Local Government Housing posted in a prominent spot where citizens may see it without assistance?</p>	<p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> Yes No </p>
<p>List location where you saw it.</p>	
<p>Are the documents in languages other than English available and posted if required?</p>	<p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> Yes No </p>
<p>If yes, Please list other Languages:</p>	<p>Visually observe the</p>



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	various examples of documents in the required languages where they are posted.
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III. LIMITED ENGLISH PROFICIENCY/LANGUAGE ACCESS PLAN

<p>Ask staff member(s) doing intake for direct assistance projects; housing rehabilitation, public services, lateral assistance to describe the process in place for providing communication needs of someone that has limited English proficiency. What method of determining what language a person may understand does the grantee/agency use? Flash cards, interpreter, ask the applicant to bring in a relative?</p>	<input type="checkbox"/> <input type="checkbox"/> Yes No
<p>List the type of services the grantees provide for persons with LEP.</p>	<p>Listen to the process and gather any documentation they may use or the contact information for the interpreter or transcriber.</p>

IV. SECTION 504

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<p>Ask staff member (s) doing intake for direct assistance projects; housing rehabilitation, public services, lateral assistance to describe the process in place for providing information for a person with disabilities and providing intake assistance, especially for the sight and hearing impaired. Does the grantee have a TDD number, fax machine, or website? If so, what is the number or address?</p>	<p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> Yes No </p>
<p>List the type of services the grantee provides for persons with disabilities.</p>	<p>Listen to the process and gather any documentation they may use.</p>

<p>Is the municipal building, bathrooms, meeting rooms, parking lot accessible to persons with disabilities including visual and hearing difficulties? Are braille signage available to the common areas of the municipalities main facilities (applies to county buildings)? Does the grantee use a interpreter and/or person doing sign language at its public meetings? Examples: Is the meeting room too small for a person in a wheelchair to navigate through, so they have to be seated in the back or out in a hall. Are there signs directing a person with a disability from the parking lot, to the building, to the meeting room on their own or does there have to be an escort?</p>	<p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> Yes No </p> <p>Visually view the premises where citizen participation is taking place or intake offices for direct access activities.</p>
<p>If NO, have the administrator describe the process to provide assistance to these residents.</p>	<p>Listen to the process and gather any documentation they may use or the contact information for the interpreter or transcriber.</p>
<p>What are the plans to correct the situation? When will it be completed? Have they included this in their Self-Evaluation and Transitional Plans?</p>	<p>Just ask the questions and write down the responses. FHEO staff will verify during the remote monitoring.</p>

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Is/Are the activity(ies) being monitored accessible to persons with disabilities?	<input type="checkbox"/> <input type="checkbox"/> Yes No
List any activities that are not accessible.	On-site visually confirm the project, access, signage and parking are available for persons with disabilities.

Comments by Reviewer:

Recommendations or Actions to be Taken by Compliance: