

THE CALIFORNIA PHYSICAL AND PROGRAM ACCESS SELF-ASSESSMENT PROCESS

Developed collaboratively by the Universal Access Workgroup (UAWG), a sub-committee of the California Workforce Investment Board.*

* Membership on the UAWG includes representatives from State partner entities such as the Employment Development Department, the Department of Rehabilitation, the Department of Social Services, the California Community Colleges, and the California Workforce Investment Board. The UAWG is chaired by Dr. Catherine Campisi, Director of the California Department of Rehabilitation.

The self-assessment process can be used by any facility, including businesses, that provides services to the public. The process includes checklists and strategies for setting physical/program access goals, identifying strengths and weaknesses, and developing transition plans to correct deficiencies. It also provides resources that can assist facilities in their efforts to improve access for all Californians.

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INSTRUCTIONS

The Physical and Program Access Self-Assessment Process includes the completion of a checklist that addresses both physical and program access elements, a goal planning worksheet, and a transition plan that describes deficiencies and the plan and schedule for improving them. Both training and technical assistance are available to those Local Area or One-Stop staff responsible for completing the self-assessment process.

Self-Assessment Tool

Section A of the self-assessment tool discusses universal access under the WIA, the roles that both facilities and programs play in achieving universal access, definitions of physical and program access, necessary areas of compliance, and the broader goals that compliance should help achieve. Section A contains valuable information that will assist in understanding the purpose and goals of universal access, compliance, and the self-assessment process and should be read in its entirety before conducting the self-assessment. A template and strategy for goal planning is included in Section D, as the first step in the transition planning process. The goal planning worksheet should be completed following the self-assessment.

Section B provides more detailed instructions for completing the self-assessment itself. This section discusses who, and how many, should participate in the self-assessment, how to prepare for the self-assessment, how to involve the public in the self-assessment process, and how the self-assessment relates to the transition plan.

Section C presents the physical and program access checklists. These must be completed and placed on file locally, with copies forwarded to the CRD.

Section D provides a template and instructions for goal planning, and a template and instructions for completing the transition plan.

Section E provides resources for assessment and transition planning.

SECTION A: UNIVERSAL ACCESS

Access Under the WIA

The WIA requires that both workforce investment and workforce investment-related services be provided to the public through local One-Stop service delivery systems. At a minimum, the three WIA programs (Youth, Adult, and Dislocated Workers), and some 15 other workforce programs (including Wagner-Peyser Act and Rehabilitation Act services), are required to be available through each of the local One-Stop systems. One-Stop systems must also provide universal access to the core employment-related services offered by all of these programs. “Information about job vacancies, career options, student financial aid, relevant employment trends, and instruction on how to conduct a job search, write a resume, or interview with an employer is available to any job seeker in the U.S., or anyone who wants to advance his or her career.”¹

Universal access applies to all individuals seeking employment assistance, including persons with disabilities. The WIA makes it clear that recipients of WIA funds (including One-Stop Operators and Local Workforce Investment Boards [Local Boards]) are obligated to provide physical and program access as required under both the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA) of 1990.²

Title II of the ADA took effect in 1992. It prohibits all state and local governmental agencies from discriminating against persons with disabilities and from excluding participation in, or denying benefits of programs, services, or activities to persons with disabilities. California Local Boards and One-Stop Career Centers must meet the physical and program access standards in law – typically both Title 24 of the California Building Code and the ADA Title II Accessibility Guidelines (ADAAG). The ADAAG provides scope and technical requirements for accessibility to buildings and facilities under the ADA. It gives details and measurements for making facilities physically accessible. Title 24 is part of the California Building Code that deals with access compliance and is similar to ADAAG.

If it is determined that Local Area offices or particular One-Stop centers are not in compliance with these standards, the Local Board and/or the One-Stop Operator must take actions to remove physical and program barriers in order to comply. Achieving compliance with Title 24 and ADAAG is required by law. More importantly, such compliance is an important step in fulfilling the WIA concept of universal access by creating an atmosphere in One-Stop Career Centers that is welcoming and inviting to all individuals in the community, including persons with disabilities.

Physical and Program Access

Two terms that are commonly used when discussing the accessibility of services are “physical access” and “program access.” Neither of these terms, however, has commonly accepted definitions. In order to assist State- and local-level policymakers in better understanding One-Stop access issues for persons with disabilities, the Physical

¹ 20 CFR, Background, page 49294.

² 20 CFR, 667.275, page 49429

and Program Access Self-Assessment Process uses the following definitions of these two terms:

- *Physical access is the act or opportunity of approaching or entering a physical space or area, including a site, building, or facility, or parts thereof.*
- *Program access is the act or opportunity of participating in and benefiting from programs and services.*

These terms are not mutually exclusive. For instance, special devices and auxiliary aids, as well as other forms of assistive technology, might reasonably fit under either definition. Physical access generally refers to both the physical space, and the physical equipment necessary for an individual to approach or enter the physical space, in which the program or service activity is available. Examples of building elements that can have physical access issues include areas from the point of arrival through the interior of the facility and encompass parking, passenger drop-off and loading zones, exterior routes of travel, entrances and exits, walks and sidewalks, curb ramps, ramps, stairs, elevators, access lifts, doors and gates, access to and through rooms and spaces, restrooms, signs, alarms, and possibly equipment such as computer desks or tables or the placement of chairs.

Program access generally refers to the ways in which information, programs, and services are presented and delivered, allowing individuals to interact with and fully benefit from them. Printed information, computer systems and programs, telephone devices for persons with hearing impairments, and the oral delivery of instructions or information are all program access items.

Physical and Program Access Goals

Achieving compliance with Title 24 and the ADAAG is the first step towards barrier removal in the One-Stops. In California, however, the One-Stop centers should establish physical and program access goals at a level above minimum compliance as required in law. Preferred goals are enhancements or improvements to building and service features that go beyond the minimum standards required by law. Setting such goals should help the One-Stop centers achieve important quality of life upgrades to facilities and services that will result in universal benefit to all of their customers, providing truly welcoming and easily accessible facilities and services for any customer seeking their services.

For planning purposes, facilities should establish goals for the different elements of both physical and program access. In order to facilitate that process, the facility may use the included template entitled "Preferred Access Goals for California One-Stop Career Centers." A sample of this template is provided at the beginning of *Section D: Transition Plan* as a guide for goal planning, which should occur as the first step in the transition planning process. Local Areas and One-Stop facilities should submit their goals for physical and program access along with their completed transition plans.

SECTION B: PHYSICAL AND PROGRAM ACCESS SELF-ASSESSMENT PROCESS AND INSTRUCTIONS

The purpose of the self-assessment process is to assist Local Areas and One-Stop centers in determining whether or not they are in compliance with physical and program access requirements and whether or not the environment for all members of the community who may wish to access services is comfortable and welcoming. The self-assessment process allows providers to monitor their own progress towards true universal access and to report that progress to the State. The process also provides guidelines for compliance, as well as training and technical assistance that may be necessary in order for providers to achieve their goals.

The Physical and Program Access Self-Assessment tool is designed to assist the Local Areas and One-Stop centers in making these determinations by incorporating the access requirements of Title 24 and the ADAAG. The self-assessment tool is not a detailed or necessarily comprehensive survey, but is a general guideline to follow in determining and reporting the level of compliance and in identifying barriers. This tool not only aids in documenting compliance, but should help Local Boards and One-Stop Operators in becoming aware of what access problems may exist in their facilities, report those problems to the State, and develop Transition Plans in order to correct deficiencies and improve access.

Local Area Equal Opportunity Officers (EOs) are responsible for completing the self-assessments at the Local Area level, and responsible for ensuring that each of the One-Stop centers and other WIA providers identify persons responsible for completing the self-assessments for their individual facilities. The State will provide training to local EOs and One-Stop staff responsible for doing the self-assessments. The training provides detailed instructions for completing each section of the self-assessment tool and staff will have the opportunity to ask questions and raise issues concerning their particular facilities. The State will also make technical assistance available for Local Areas and One-Stop centers during the time in which they complete self-assessments and develop Transition Plans. Finally, this Guide contains a suggested list of resources in Section E that Local Areas and One-Stop centers may use in seeking advice and additional help in completing both the self-assessment and the Transition Plan.

Public Input from the Persons with Disabilities

Title II regulations require public entities to involve persons with disabilities, and other interested persons or organizations, in the self-assessment process and in the development of Transition Plans. Local Areas and One-Stop centers should, therefore, provide opportunities to allow interested persons or organizations to participate in both the self-assessment and the transition planning. The experience of many communities confirms that cooperation between persons with disabilities and governmental entities can lead to creative problem solving, improved communications, and mutual understanding. In addition, involving persons with disabilities in decision-making will strengthen the accountability of the process and ensure wise use of limited public resources.

Some suggestions for identifying community members to assist with providing input are:

- Placing notices in local newspapers or on the radio asking local individuals or organizations to participate;
- Publishing information in handbooks, manuals, and pamphlets that are distributed to the public to describe programs and activities;
- Displaying informative posters in the One-Stop centers and other public places;
- Contacting independent living centers in the areas to request participants;
- Contacting the California State Department of Rehabilitation, ADA Training and Technical Assistance Unit, (916) 263-8674 voice, 263-8672 TTY, 263-8671 fax; and
- Contacting the regional Disability and Business Technical Assistance Center located at 2168 Shattuck Avenue, Suite 301, Berkeley, CA 94704 ([510] 848-2980 voice, [510] 848-1840 TTD, or [510] 848-1981 fax.)

Note that any solicitation for public input from persons with disabilities should comply with the Title II requirements for effective communication, which include providing the information in alternate formats.

The Physical and Program Access Checklists

Section C is a pullout section that contains the checklist for both physical and program access. This section should be “pulled out” and duplicated so that it can be used throughout the facility as the self-assessment is conducted. The left-hand column contains access elements that include legal citations and questions that must be answered in various, general review areas. The right-hand column contains possible solutions for any questions with negative responses. It should be noted again that conducting this self-assessment is only a first step in a facility’s efforts to comply with the law and to provide a protected, welcoming, universally accessible, and easy-to-navigate environment. When the self-assessment and the checklists are completed, then any deficiencies can be easily transferred into the Transition Plan.

In preparing to conduct the self-assessment, staff should start by reviewing the building floor plans. During the self-assessment itself, if plans are not available, graph paper can be used to sketch the layout of all interior and exterior spaces in the facility. Notes should be made on the sketch or plan while the self-assessment is being conducted. It will be necessary to bring multiple copies of the checklists, along with a flexible steel tape measure. As many as three or more people may have to work as a team to conduct the self-assessment, with one person responsible for numbering key items on the floor plan to match with the field notes, another to write the field notes, and another to take the necessary measurements. However many people conduct the self-assessment, they must possess the necessary expertise and knowledge regarding both physical and program access. Two or three additional people, with various disabilities, should be invited to assist in the self-assessment process to help identify barriers, develop solutions for removing these barriers, and set priorities for implementing improvements.

If the survey is performed and severe or complex physical accessibility problems are found, then the facility may want to consult with a facilities expert, architect, or expert in assistive technology. At that point, the expert would have to conduct a more in-depth

assessment in order to deal with multiple or difficult issues, but this would not necessarily effect the completion of the two checklists.

When the checklists are completed, they must be signed by the EO officer or other person responsible for completing the self-assessment. The checklists will then be submitted, along with the completed goal planning worksheet and a Transition Plan, if necessary, to the CRD for Local Area offices, and to the Local Area itself for One-Stop centers and other WIA providers.

Additional Comments on Program Access

When customers of a One-Stop center enter the facility, they reasonably expect that all programs and services will be available to and accessible by them, regardless of who they are or what barriers to participation they may have. For instance, customers who are blind anticipate that written materials provided to all customers will be made available in alternate formats such as Braille, electronic text, or audiocassette.

Full access to programs and services is a dynamic process that requires ongoing, proactive assessment, change, and modification as needed. The guidelines listed below are not meant to be comprehensive. Instead, they are intended to serve as a starting point when addressing issues related to program accessibility in the subject facility. Staff who are responsible for ensuring compliance in the Local Area offices or a One-Stop center should continually evaluate and revise these guidelines and should consult with customers, community partners, and the general public for input.

- When and where possible, subject facilities should pursue alternatives to structural changes in order to achieve program accessibility. Nonstructural alternatives include acquisition or redesign of equipment, assignment of facility staff to customers, and provision of services at alternate, accessible sites.
- When choosing methods of providing program access, facilities should give priority to the ones that result in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities.
- Facilities, particularly One-Stop centers, should develop a desktop community resource manual for staff to use when attempting to determine how best to meet the needs of customers with disabilities. The manual should include information on local Braille Translation services, interpreter services for the deaf, and speech communication service providers (voicers) for customers whose disabilities effect their ability to communicate orally with others. Additional resources should be considered to address the needs of all disability categories.
- Emergency evacuation plans should be provided to customers in their preferred language and preferred communication medium: e.g., Braille, audio cassette, videotape with closed captioning, etc.
- Local Area and One-Stop center staff should receive training at regular intervals on disability awareness and sensitivity to promote a welcoming environment

Public Transportation Drop-Off Points

If a public transportation drop-off point is in the vicinity of the facility and has the potential to bring disabled customers to the building to receive services, accessibility

from these points should be reviewed. The person designated responsible for the self-assessment should conduct this review. Attention should be given to areas within $\frac{1}{4}$ of a mile radius between the public transportation drop-off points and the facility being assessed. These areas include but are not limited to public sidewalks, streets, crosswalks, and curbs. Persons with disabilities should assist in this review to help identify barriers.

If problems are found that are outside the facility's realm of responsibility, such as public sidewalks or streets, the Local Board or the One-Stop Operator should submit a letter to the local city or county entity responsible for the public walkways. The letter should contain an explanation of the services provided by the facility to persons with disabilities and should include both a listing (including location) and photographs of the barriers. In addition, the letter should include a request to the local governmental entity to repair or remove the barriers. The Local Area or the One-Stop Operator should retain a copy of the letter along with the transition plan in order to show that a good faith effort was made to resolve barriers affecting the path of travel to the facility in question.

If the local governmental entity responsible for the public walkways is unable or refuses to correct the barriers, other alternatives can be considered such as:

- Offering an equivalent facilitation, which may include bringing the services provided by the facility to the client (other options may be meeting the client at the public transportation drop-off point and assisting with access into the building, or advising the client to use another facility in the area);
- Working with the local jurisdiction in an attempt to improve the situation (e.g., asking that buses be rerouted so stops are closer to the building or are on a more accessible path of travel to the building);
- Developing an exemption process or claiming an unreasonable hardship for inaccessible public walkways (an equivalent facilitation should still be available to the persons with disabilities using the facility and every attempt should be made to work towards accessibility); and
- Relocating the facility to a more accessible site.

SECTION C: COMBINED PHYSICAL/PROGRAM ACCESS CHECKLIST

This checklist combines both physical and program access elements that the Local Area offices and One-Stop facilities must assess. This may only be the first step in the effort to make the facilities and programs universally accessible by all potential customers. Where deficiencies are found, further review and exploration, with architects and other experts, may be required in order to fully understand and respond to specific, detailed requirements. Also, other, more detailed checklists may be used to supplement the Physical and Program Access checklist. The resource list in Section E provides information about other, more detailed checklists that are available.

The checklist is divided into nine broad access elements that cover the basics of both physical and program access requirements. Each element is broken down into one or more sub-elements, or specific factors that must be addressed.

The first column lists all of these elements and sub-elements, as well as where the element and sub-element requirements can be found in law. The sub-elements are listed as questions, which require simple “yes” or “no” answers. To the right of the sub-element, in the second column, the checklist provides possible solutions if the answer in column one is a “no.” In completing the checklist, all questions should be answered and the “possible solutions” checked off as appropriate.

The full checklist is available electronically as a Microsoft Word table that Local Areas and One-Stop centers may duplicate for their own use. Although this checklist must be completed and submitted, along with the goal planning worksheet and the Transition Plan (see Section D), Local Areas and One-Stop centers may use other, more detailed checklists as working documents during their self-assessments (see resource list in Section E).

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>Are all staff aware that it may be necessary to provide a reasonable accommodation to enable individuals with disabilities to participate in and benefit from the program?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><i>Requesting Accommodations</i> Do you have a process to offer reasonable accommodations in order to provide accessibility to programs and services?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><i>Right to Refuse</i> Do your policies and practices allow an individual with a disability to choose not to accept a reasonable accommodation or benefit?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><i>Surcharges and Additional Requirements</i> One-Stops may not impose extra charges upon individuals with disabilities to cover the costs of effective communication, reasonable accommodations or access features, and may not impose any additional requirements or burdens on individuals with disabilities that they do not require of all other participants in the program.</p> <p>Are there any circumstances in which an individual with a disability would be asked to pay a fee or meet any other requirements not imposed on other program participants?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> If NO, the policy and practices will be developed and implemented by: _____</p> <p>(date)</p> <p><input type="checkbox"/> If NO, the policy and practices will be developed and implemented by: _____</p> <p>(date)</p> <p><input type="checkbox"/> If NO, the policy and practices will be developed and implemented by: _____</p> <p>(date)</p>

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>2. ACCESSIBLE APPROACH & ENTRANCE People with disabilities should be able to arrive on site, approach a building, and enter as freely as everyone else. At least one route of travel should be safe and accessible to everyone.</p> <p>Route of Travel (Title 24 1114B.1.2, 1120B) Is there a route of travel that does not require the use of stairs?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the route stable, firm and slip-resistant?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the route at least 48 inches wide? Width: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Can all objects protruding into circulation paths more than 4 inches be detected by someone with a visual disability using a cane?</p> <p>Distance from wall: _____ Height: _____</p> <p>(To be detected with a cane, an object must be within 27 inches of the ground. Objects hanging or mounted overhead must be higher than 80 inches to give clear headroom.)</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Add a ramp</p> <p><input type="checkbox"/> Add an alternative route on level ground</p> <p><input type="checkbox"/> Repair uneven paving</p> <p><input type="checkbox"/> Fill small bump/breaks with beveled patches</p> <p><input type="checkbox"/> Replace gravel with hard top</p> <p><input type="checkbox"/> Change/move landscaping, furnishings or other features</p> <p><input type="checkbox"/> Widen route</p> <p><input type="checkbox"/> Move/remove protruding objects</p> <p><input type="checkbox"/> Add a cane-detectable base that extends to the ground</p> <p><input type="checkbox"/> Place a cane-detectable object on the ground underneath as a warning barrier</p>

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>Do curbs on the route have cut outs at drives, parking, and drop-offs?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Install curb cut</p>
<p>Is the cross slope no higher than 1:50 or 2.0%?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>Ramps (Title24 1133B.5) Are slopes of ramps no greater than 1:12 (8.33%)? (Slope is a ratio of height to length. 1:12 means for every 12 inches along the base of a ramp, the height increases 1 inch. For a 1:12 maximum slope at least one foot of ramp length is needed for each inch of height.)</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Add small ramp up to the curb</p> <p><input type="checkbox"/> Lengthen ramp to decrease slope <input type="checkbox"/> Relocate ramp <input type="checkbox"/> If space is limited, reconfigure ramp to include switchbacks</p>
<p>Do all ramps longer than 6 feet have railings on both sides? [where rise is more than 6" or run is longer than 72"]</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>Are railings sturdy and between 34 and 38 inches? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>Is the width between railings and curbs at least 48 inches? Width: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>Are ramps non-slip?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Add railings</p> <p><input type="checkbox"/> Adjust height of railing if not between 34 and 38 inches <input type="checkbox"/> Secure handrails in fixtures</p> <p><input type="checkbox"/> Relocate the railings <input type="checkbox"/> Install a ramp with a width of at least 48" between the handrails.</p> <p><input type="checkbox"/> Add non-slip surface material</p>

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>Are access aisles, with no pathway behind vehicles, part of the access route to the accessible entrance?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Add curb ramps</p> <p><input type="checkbox"/> Reconstruct sidewalk</p> <p><input type="checkbox"/> Reconfigure spaces</p> <p><input type="checkbox"/> Install signs in parking lots.</p> <p><input type="checkbox"/> Add/update signs, placed so they are not obstructed by cars</p> <p><input type="checkbox"/> Implement policy; check periodically for violations and report them to proper authorities</p> <p><input type="checkbox"/> Add tow away sign at parking lot entrance.</p> <p><input type="checkbox"/> If the main entrance can not be made accessible, create a dignified alternate accessible entrance. Make sure any accessible parking is near this entrance.</p> <p><input type="checkbox"/> Install signs so people do not have to retrace the approach.</p> <p>As much as possible, eliminate need for aid – to answer a doorbell, operate a lift, or put down a temporary ramp, etc.</p>
<p>Are accessible spaces closest to accessible entrance?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>Are accessible spaces marked with an identification sign? Are van spaces marked as "Van Accessible"? Are passenger zones identified with the International Symbol of Accessibility?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>Is there a policy to ensure those who need them only use accessible spaces?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>Entrance (ADAAG 4.13, 4.14, 4.5; Title 24 1114B, 1120B, 1124B, 1133B)</p> <p>If there are stairs at the main entrance, is there a ramp or lift, or other accessible entrance?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p><i>Do not use a service entrance as the accessible entrance.</i></p>	
<p>Do all inaccessible entrances have signs giving the location of the nearest accessible entrance?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>Can the alternate entrance be used independently?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>Does the entrance door have at least 32 inches clear opening (at least one 32-inch leaf on a double door)? Clear opening: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Widen the door to 32 inches clear <input type="checkbox"/> Install offset (swing-clear) hinges</p>
<p>Is there at least 18 inches of clear wall space on pull side of a door (24 inches preferred), next to handle? Clear space: _____ Needed for a person in a wheelchair to get close enough to open a door</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Remove or relocate furnishings <input type="checkbox"/> Move door <input type="checkbox"/> Add power-assisted or automatic door opener</p>
<p>Is there a threshold edge 1/4 inches high or less, or beveled edge from 1/4 to 1/2 inch high? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> If there is a single step with a rise of 6 inches or less, add a short ramp. <input type="checkbox"/> If the threshold is greater than 1/2 inch high, remove it or modify to be a ramp</p>
<p>Are carpeting or mats a maximum of 1/2 inches high? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Replace or remove mats</p>
<p>Are edges securely installed to minimize tripping hazards?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Secure carpeting or mats at edges</p>
<p>Is the door handle no higher than between 30 to 44 inches high and operable with a closed fist? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Lower handle <input type="checkbox"/> Replace inaccessible knobs with a lever or loop handle <input type="checkbox"/> Retrofit with an add-on lever extension</p>
<p><i>The "closed fist" test for handles and controls: Try opening the door or operating the control using only one hand, held in a fist. If you can do it, so can a person with limited use of hands.</i></p>	

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>Can doors be opened without too much force (exterior doors, maximum 8.5lbf)? Force: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If the door has a closer, does it take at least 3 seconds to close? Time in seconds: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>*Does the entrance door have an automatic power door opener?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>3. ACCESS TO PROGRAMS AND SERVICES Ideally, the layout of the building should allow people with disabilities to obtain materials and services without assistance</p> <p>Horizontal Circulation (Title 24 1118B, 1120B, 1133B) Does the accessible entrance provide direct access to the main floor, lobby or elevator? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Are all public spaces on an accessible route of travel? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the accessible route to public spaces at least 36 inches wide? Width: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is there a 5-foot circle or T-space shape for a person in a wheelchair to reverse direction? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Adjust door closures and oil the hinges</p> <p><input type="checkbox"/> Install power-assisted or automatic door openers</p> <p><input type="checkbox"/> Install lighter doors</p> <p><input type="checkbox"/> Adjust door closer</p> <p><input type="checkbox"/> Install automatic door openers</p> <p><input type="checkbox"/> Add ramps or lifts</p> <p><input type="checkbox"/> Make another entrance accessible</p> <p><input type="checkbox"/> Provide access to all public spaces along an accessible route of travel.</p> <p><input type="checkbox"/> Move furnishings such as tables, chairs, display racks, vending machines and counters to make more room.</p> <p><input type="checkbox"/> Rearrange furnishing, displays and equipment</p>

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>Rooms & Spaces (ADAAG 4.4.2; Title 24 1004.4.3.2.2, 1118B.3, 1121B, 1124B.3, 1133B.3.1)</p> <p>Are all aisles and pathways to materials and services at least 36 inches wide? Width: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is there a 5-foot circle or T-shape for turning a wheelchair completely?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is carpeting low-pile, tightly woven and securely attached along edges?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>In circulation paths through public areas, are all obstacles cane-detectable (within 27 inches of the floor or higher than 80 inches, or protruding less than 4 inches, from the wall)? Height: _____ protrusion: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Emergency Egress (Title 24 1114B.2.4, 1114B.2.2.5)</p> <p>Are emergency systems (fire alarms, smoke detectors, etc.) provided?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>*If so, do they have both flashing lights and audible signals?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Are exit doors clearly marked?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Rearrange furniture and fixtures to clear aisles</p> <p><input type="checkbox"/> Rearrange furnishings to clear more room</p> <p><input type="checkbox"/> Secure edges on all sides <input type="checkbox"/> Replace carpeting</p> <p><input type="checkbox"/> Remove obstacles <input type="checkbox"/> Install furnishing, planters or other cane - detectable barriers underneath</p> <p><input type="checkbox"/> Install visible and audible alarms</p>

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>At each type of transaction counter, is a part of the main counter no more than 34 inches high? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is a portion of the counters no more than 34 inches high or has space for passing items to persons who have difficulty reaching over a high counter? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Vertical Circulation [Title 24 1120B] Are there ramps, wheelchair lifts or elevators to all public areas?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If there are stairs between the entrance and/or elevator and essential public areas, is there an accessible alternate route on each level?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Stairs (ADAAG 4.9.4; Title 24 1003.3.3.6.1a, 1133B.4.2, 1133B.4.5.1) These questions apply to stairs connecting levels not served by an elevator, ramp or lift. Do treads have a non-slip surface?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Do stairs have continuous rails on both sides with extensions beyond the top and bottom stairs?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Provide lower auxiliary counter or folding shelf</p> <p><input type="checkbox"/> Arrange counter and furnishings to create a space to exchange items</p> <p><input type="checkbox"/> Lower a section of counter</p> <p><input type="checkbox"/> Arrange counter and furnishings to create a space to pass items</p> <p><input type="checkbox"/> Install ramps or lifts</p> <p><input type="checkbox"/> Modify a service elevator</p> <p><input type="checkbox"/> Relocate goods/services to an accessible area</p> <p><input type="checkbox"/> Post clear signs directing people along an accessible route</p> <p><input type="checkbox"/> Add non-slip surface to treads</p> <p><input type="checkbox"/> Add or replace handrails if possible within existing floor plan</p>

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>Elevators (ADAAG 4.10; Title 24 3003.4) Are there visual and verbal or audible door opening/closing and floor indicators?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Are call buttons in hallway no higher than 42 inches? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Do controls in the cab have raised and Braille lettering?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Use this area to illustrate the location of the elevator control box:</p> <p>What is the inside width: _____ height: _____ of the elevator/lift? What is the width of the door: _____?</p> <p>Is inside dimension of elevator at least 54" x 68" for side opening door, 54" x 80" for center opening door.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is there a sign on both doorjamb at every floor indicating the floor in raised and Braille letters?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If an emergency intercom is provided, is it usable without voice communication?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the emergency intercom identified by Braille and raised letters?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Install visual and verbal or audible signals</p> <p><input type="checkbox"/> Lower call buttons <input type="checkbox"/> Provide permanently attached reach stick</p> <p><input type="checkbox"/> Install raised lettering and Braille next to buttons</p> <p><input type="checkbox"/> Install tactile signs to identify floor numbers, 60 inches from the floor</p> <p><input type="checkbox"/> Modify communication system</p> <p><input type="checkbox"/> Install tactile identification</p>

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>Lifts (Title 24 1116B.2, 3008) Can the lift be used without assistance?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is there at least 30 by 48 inches of clear space for someone in a wheelchair to reach the controls and use the lift?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Are controls between 15 and 48 inches high? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>4. USABILITY OF TOILET ROOMS When restrooms are open to the public, they should be accessible to people with disabilities.</p> <p>Getting to toilet rooms (ADAAG 4.1.3(5); Title 24 1115B) Is at least one toilet room available to the public (one for each sex or unisex) fully accessible?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Are there signs at inaccessible rest rooms that give directions to accessible ones?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Doorways & Passages (ADAAG 4.2, 4.13, 4.30; Title 24 1115B) Is there tactile signage identifying rest rooms? Mount signs on wall, on the latch side of the door under permanent signage requirements.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Are pictograms or symbols used to identify toilet rooms?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> At each stopping level, post clear instructions for using the lift</p> <p><input type="checkbox"/> Rearrange furnishings and equipment to clear more space</p> <p><input type="checkbox"/> Move controls</p> <p><input type="checkbox"/> Reconfigure toilet room</p> <p><input type="checkbox"/> Combine toilet rooms to create one unisex accessible toilet room</p> <p><input type="checkbox"/> Install directional signs</p> <p><input type="checkbox"/> Add accessible signage placed to the side of the door, 60 inches to centerline - not on the door itself</p>

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>Is the doorway at least 32 inches clear? Clear width: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Are doors equipped with accessible handles (operable with a closed fist), 44 inches high or less? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Can doors be opened easily? 5lbf maximum force Force: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Does the entry setup provide adequate maneuvering space for a person using a wheelchair? Space: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><i>(A person in a wheelchair needs 44 inches of clear width for forward movement, and a 5-foot diameter or T-shape clear space to make turns. A minimum 48 inches clear of the door swing is needed between the two doors of an entry vestibule)</i></p> <p>Is there a 44-inch wide path to all fixtures? Width: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Stalls (Title 24 1115B.7.1)</p> <p>Is the stall door operable with a closed fist inside and out? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Install offset (swing-clear) hinges) <input type="checkbox"/> Widen the doorway</p> <p><input type="checkbox"/> Lower handles <input type="checkbox"/> Replace knobs/latches with lever or loop handles <input type="checkbox"/> Add lever extensions <input type="checkbox"/> Install power-assisted or automatic door openers</p> <p><input type="checkbox"/> Adjust or replace doors <input type="checkbox"/> Install lighter doors <input type="checkbox"/> Install power-assisted or automatic door openers</p> <p><input type="checkbox"/> Rearrange chairs, trashcans, etc. <input type="checkbox"/> Remove inner door if there is a vestibule with two doors <input type="checkbox"/> Move or remove obstructing partitions</p> <p><input type="checkbox"/> Remove obstructions</p> <p><input type="checkbox"/> Replace inaccessible knobs with lever or loop handles <input type="checkbox"/> Add lever extensions</p>

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>Is there a wheelchair accessible stall with a clear area at least 56" x 63" from the door swing? Length: _____ Width: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>In the accessible stall, are there grab bars on the walls behind and to the side of nearest the toilet?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the toilet seat 17 to 19 inches high? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Lavatories (Title 24 1115B.9.1.1, 1124B.1; Plumbing Code 1501.0, 1504.2, 1504.2.1) Does one lavatory have a 30-inch wide by 48-inch deep clear space in front? Space: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the lavatory rim no higher than 34 inches? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is there at least 29 inches from the floor to the bottom of the lavatory apron excluding pipes? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Can the faucet be operated with one closed fist?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Move or remove partitions</p> <p><input type="checkbox"/> Reverse the door swing if it is safe to do so</p> <p><input type="checkbox"/> Add grab bars</p> <p><input type="checkbox"/> Add raised seat</p> <p><input type="checkbox"/> Rearrange furnishings</p> <p><input type="checkbox"/> Replace lavatory</p> <p><input type="checkbox"/> Remove/alter cabinetry to provide space</p> <p><input type="checkbox"/> Make sure hot pipes are covered</p> <p><input type="checkbox"/> Move partition or wall</p> <p><input type="checkbox"/> Adjust or replace lavatory</p> <p><input type="checkbox"/> Adjust or replace lavatory</p> <p><input type="checkbox"/> Replace with paddle handles</p>

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>Are soap and other dispensers and hand dryers within reach ranges (maximum 40") and usable with one closed fist?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Lower dispensers</p> <p><input type="checkbox"/> Replace with or provide additional accessible dispensers</p>
<p>Is the mirror mounted with the bottom edge of the reflecting surface 40 inches high or lower?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>5. ADDITIONAL ACCESS - When amenities such as drinking fountains and public telephones are provided, they should be accessible to people with disabilities</p>	
<p>Drinking fountains (Title 24 1117B.1; Plumbing Code 1507.3)</p>	
<p>Is there at least one fountain with clear floor space at least 30 by 48 inches in front? Space: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Clear more room by rearranging or removing furnishings</p> <p><input type="checkbox"/> Provide cup dispensers for fountains with spouts that are too high</p> <p><input type="checkbox"/> Provide accessible cooler</p> <p><input type="checkbox"/> Replace the controls</p>
<p>Is there one fountain with a spout no higher than 36 inches from the ground? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>Are controls mounted on the front or on the side near the front edge and operable with one closed fist?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p>Is each water fountain cane-detectable (located within 27 inches of the floor or protruding less than 4 inches from the wall)? Height: _____</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> Place a planter or other cane-detectable barrier on each side at floor level</p>

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>COMMUNICATIONS, <i>Auxiliary Aids</i> (cont'd.)</p> <p>Are staff provided with on-going training in the use of auxiliary aids?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Information Technology</p> <p>Are you able to provide alternative access to a job network or other services delivered through a computer?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><i>(Note that staff should be trained in how to turn on the captions in different programs and websites so that videos and other graphics with sound can be viewed with the captions.)</i></p>	<p><input type="checkbox"/> If NO, training will be developed by (date)</p> <p><input type="checkbox"/> Have at least one staff member available to read and type for an individual with a visual impairment or assist an individual with a cognitive or hearing impairment.</p> <p><input type="checkbox"/> Provide adjustable workstation furniture that can be raised and lowered to accommodate the needs of the customer.</p> <p><input type="checkbox"/> Provide printed output at waist height. Provide workstations that are designed to accommodate wheelchairs.</p> <p><input type="checkbox"/> Provide universal workstation aids, such as a track ball, wrist rests and articulated forearm rests that can be adapted to the individual user.</p> <p><input type="checkbox"/> Consider configuring workstations with 17" or 21" monitors to accommodate the sight impaired.</p> <p><input type="checkbox"/> Equip workstations with a screen magnifier and a keyboard with large print keytop labels for easy viewing.</p> <p><input type="checkbox"/> Incorporate Braille printing, screen reading software with speech synthesizer or possibly speech input into the workstation configuration in accordance with industry standards addressing compatibility.</p>

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>7. EMERGENCY EVACUATION One-Stop centers must ensure the safety of employees and participants with disabilities during emergencies.</p> <p><i>Evacuation Plan</i> Do you have an emergency evacuation plan that identifies the individuals who need assistance, roles of key staff, egress routes, emergency contact telephone numbers, debriefing and counseling services?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Does the emergency warning system include a system of flashing lights?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>8. STAFF DEVELOPMENT Staff must be knowledgeable of the One-Stop Center's legal obligations with respect to compliance with the Americans with Disabilities Act (ADA) Title II, the Rehabilitation Act (Section 504) and the Nondiscrimination and Equal Opportunity Regulations for the Workforce Investment Act. Do you provide staff training and development in the following areas:</p> <p>Disability Awareness <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Civil Rights <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Confidentiality <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Ethics <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Conflict Management <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Work Place Diversity <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> If NO, the evacuation plan will be developed and in place by _____ (date)</p> <p>If NO, install an emergency warning system Of flashing lights.</p> <p>If NO,</p> <p><input type="checkbox"/> Develop an Individualized Development Plan for each staff member covering the competencies indicated. <input type="checkbox"/> Develop quick reference guidelines for staff to use when greeting individuals with disabilities as well as all customers entering the One-Stop Center. <input type="checkbox"/> Provide staff training.</p>

Combined Physical/Program Access Checklist

Facility Name: _____

ACCESS ELEMENT	POSSIBLE SOLUTIONS
<p>9. ACCESS TO PUBLIC MEETINGS One-Stop Center activities must be held only in accessible buildings when accessibility is needed for staff or participants.</p> <p><i>Public Meetings and Training Policies</i> Do your policies and practices provide individuals with disabilities with equal participation in public meetings and training sessions?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p><input type="checkbox"/> If NO,</p> <p><input type="checkbox"/> Send meeting notices that include the process for requesting reasonable accommodation and the name of a contact person and telephone/TTY number.</p> <p><input type="checkbox"/> Put meeting notices on local TV and radio as well as newspapers for people with visual or cognitive impairments.</p> <p><input type="checkbox"/> Provide individuals with allergies or environmental illness an opportunity to request a fragrance-free environment. If this is the case, notify all participants to refrain from wearing heavily scented products and to air out dry-cleaned clothes.</p> <p><input type="checkbox"/> Provide information about bus routes, parking and physical accessibility.</p> <p><input type="checkbox"/> Arrange the seating for wheelchair accessibility.</p>

Facility Name: _____

Completed By: _____

(print name)

(signature)

Date Completed: _____

Phone Number: _____

SECTION D: TRANSITION PLAN

If deficiencies are found in either program or physical access, a Transition Plan must be developed to identify the deficiencies and to provide a schedule and activities for improvement. The Transition Plan is required under the ADA to continue the effort to affect changes in the way public entities do business, and also serves as corrective action planning for the CRD. The Code of Federal Regulations (28 CFR PART 35) states that public entities, which employ 50 or more persons, that need structural changes to facilities to achieve program accessibility, shall develop a Transition Plan setting forth the steps necessary to complete such changes. At a minimum, the Transition Plan should contain the following information:

- A list of the physical/program barriers that limit access to programs and services for people with disabilities;
- A detailed outline of the methods to be used in removing barriers and making programs accessible;
- A schedule for taking necessary steps to achieve compliance. If the time period for achieving compliance is to be longer than one year, the Transition Plan should identify interim steps to be taken to achieve program access; and
- The name of the official person responsible for implementing the Transition Plan.

In addition, California expects each Local Area and each One-Stop facility to establish physical and program access goals that go beyond minimal legal compliance. Goals should be developed for various physical and program access elements and should be focused on creating an environment that is not just accessible, but that is comfortable and welcoming to all customers. Goals may be established for any of the access elements whether or not the element reflects an access deficiency. Goal planning should occur after the self-assessment has been completed and prior to developing the Transition Plan. Goals established through this process may then be transferred into the Transition Plan itself.

Page D-2 discusses the goal planning worksheet and how to complete it. A sample of a partially completed worksheet begins on page D-3. The worksheet is available electronically as a Microsoft Word table, or goal planners may re-create their own worksheet. This worksheet, and the goals that it reflects, should be submitted with the Transition Plan.

Page D-6 contains a discussion of the Transition Plan and the use of the Transition Plan template. The template itself begins on page D-8 and is available electronically in Microsoft Excel. Transition planners may use the electronic template, or re-create their own.

Local Area and One-Stop Facility Goals Worksheet

The left hand column of the template is entitled “Access Element,” and this is where the individual access element, whether it be broad (e.g., Path of Travel) or specific (e.g., Doors) should be listed. The template follows the same sequence of numbered access elements found in the checklist. Access elements that should be listed are those in the checklist for which the facility has discovered deficiencies, or for those in the checklist for which the facility meets minimal legal requirements, but for which the facility wishes to establish a higher standard.

The second column should contain the current status of the access element or feature. The third column is where the facility should articulate its goal for that element or feature. Remember that goals in this context are standards that go beyond the minimum requirements found in law. The fifth and final column, which may be left blank, is for listing any reasons that the goal may not be currently feasible.

These goals have to do with “quality of life” issues that articulate what must be accomplished in order to make the physical and program environments the most welcoming, comfortable, and satisfying for all customers, including persons with disabilities. As such, these goals may not all be immediately obtainable, but should serve as reasonable objectives in the effort to provide truly universal and welcoming access for the entire community to all of the Local Areas’ and One-Stop centers’ programs and services. These goals should then be articulated in the transition plan.

Following is a sample template that provides examples of how the columns should be completed. Local Areas and One-Stop centers should use the worksheet for their facilities.

PREFERRED ACCESS GOALS FOR CALIFORNIA ONE-STOP CENTERS

Access Element	Current Status of Feature	Goal	Barrier
1. Integrated Programs	The One-Stop center provides equal access to all programs, services, or activities it offers, although some access is still provided only through segregated settings.	To offer all access through integrated settings and to allow customers with disabilities the <i>right to choose</i> and <i>right to refuse</i> a service offered in either an <i>integrated</i> or <i>segregated</i> setting.	
2. Accessible Approach and Entrance			
Route of Travel	The One-Stop center currently provides an accessible path of travel which requires customers with disabilities to enter at the back of the facility.	To provide an accessible primary exterior path of travel for customers with disabilities from the point of arrival to the primary entrance.	A, C, E
3. Access to Programs and Services			
Doors	The One-Stop center currently has manual doors at the front entrance that require an opening force of 8.5 lbs.	To install automatic doors at the primary public exterior entrances(s).	

PREFERRED ACCESS GOALS FOR CALIFORNIA ONE-STOP CENTERS

Access Element	Current Status of Feature	Goal	Barrier
4. Usability of Toilet Rooms	The One-Stop center currently has only one set of restrooms that are fully accessible to customers with disabilities.	To make all restrooms in the facility fully accessible.	E
5. Additional Physical Access			
6. Communications			
7. Emergency Evacuation			
8. Staff Development	All One-Stop center staff have been trained in the center's obligations with respect to access compliance.	To develop quick reference guides for use by all staff and to train partner staff in obligations with respect to compliance.	
9. Access to Public Meetings			

1. The column titled Access Element indicates the item as taken from the Physical and Program Access Self-Assessment tool.
2. The column title Current Status of Feature indicates the status of the access element, whether or not it meets minimum compliance standards.
3. The column titled Goal provides an example of a goal for One-Stop centers to achieve for an access feature. For instance, at a minimum, a drinking fountain is required to be accessible only if alterations are being performed at the facility. A goal for that building feature, therefore, might be that all drinking fountains are accessible irrespective of alterations to the facility.
4. The column titled Barrier indicates the reason(s) a goal may not be currently feasible.

Barrier Legend:

- A. Historic building.
- B. Geological/Topographical/Climatic.
- C. Structural integrity of building.
- D. Route to facility often occurs outside One-Stop sphere of influence (city/county sidewalks). Budgetary – developers typically conform to minimum standards, therefore, increased accessibility costs may fall entirely to the One-Stop.

SAMPLE

Transition Plan Template

Attachment II is a Transition Plan format that the CRD recommends that Local Areas and One-Stop facilities use for any necessary transition planning. It includes a plan program access issues (Section One), architectural modifications (Section Two), curb cuts and curb ramps (Section Three), and an explanation for issues not to be corrected due to an unreasonable hardship (Section Four). Sections One and Two should be completed for each facility, listing all barriers to be removed, descriptions of the necessary architectural modifications necessary to remove barriers, cost estimates and the anticipated year of completion.

If a One-Stop facility has responsibility or authority over streets, roads, or walkways, the Transition Plan should include a schedule for providing curb ramps, or other sloped areas, where pedestrian walks cross curbs. If applicable, Section 2 should be used to list the locations of curb cuts and curb ramps needed to provide access to the sidewalks and pedestrian ways controlled by the One-Stop facility. A single unit cost can be estimated unless there are unusual conditions requiring extensive ramping. An estimated completion date for each curb ramp and curb cut should also be entered. It is useful to attach a map of the streets and walkways to the Transition Plan. Numbers can then be shown in section two that correspond to numbered locations on the map.

Barriers in Sections One and Two should be prioritized when entered on the Transition Plan. Input from persons with disabilities can assist with setting priorities for the implementation of improvements. High priority items should be corrected first. Until a barrier is removed, services should be provided through an “equivalent facilitation.” The term “equivalent facilitation” is defined as an accommodation that allows a person with a disability to perform essential functions in the same manner as other employees or customers.

Section Four identifies barriers that will not be removed because to do so would impose an unreasonable financial or administrative hardship. The term “unreasonable hardship” is defined as an ADA deficiency that requires significant difficulty to correct.

Factors that should be considered in determining unreasonable hardship include:

- The nature and cost of the accommodation;
- Financial resources;
- The technical feasibility to correct a deficiency, which means mitigation cannot be accomplished because existing structural conditions would require removing or altering a load-bearing member that is an essential part of the structural frame; or because other existing physical or site constraints prohibit modification or addition of elements, spaces or features; and
- Whether or not the facility is a historical building, which may prohibit some types of alterations

Unreasonable hardship is not to be used as an excuse for noncompliance. Every effort to correct deficiencies should be made. Budgetary constraints or other factors that support an unreasonable hardship claim must be described in detail in section three.

The unreasonable hardship determination must be made by an official with budgetary authority. For deficiencies that will not be corrected, a description of the steps to be taken in lieu of barrier removal, such as an equivalent facilitation, should be listed in section three.

Once Sections One, Two, Three, and Four are completed, they will provide a basis for the draft Transition Plan. The proposed plan should be made available to the public for comment. A public meeting is an effective way of providing persons with disabilities, representative organizations, and other concerned parties with an opportunity to comment on and discuss the Transition Plan. An actively involved advisory group comprised of individuals with disabilities is another way to get participation in the development of the Transition Plan.

To complete the Transition Plan, revise the draft as necessary in response to the comments received from persons with disabilities. Attach copies of the draft to the final Transition Plan, along with any other supporting documentation. Secure approval as necessary within the One-Stop facility and have the official responsible for implementation sign the final Transition Plan.

Once barrier removal has begun, the Transition Plan should be updated to show the Local Area or One-Stop facility's progress. Establishing completion dates, modifying, checking, and updating the plan can help reduce discrimination complaints and alleviate possible litigation by establishing a public entity's good faith efforts to comply with the Title II requirements.

**TRANSITION PLAN
SECTION ONE – PROGRAM ACCESS SOLUTIONS**

Location where program occurs _____ Program Name: _____

Worksheet completed by: _____ Telephone #: _____ Date: _____

Description of Program Barrier	Description of the Proposed Solution	Description of Equivalent Facilitation to be Provided Until Barrier Removal Occurs	Cost Estimate	Implementation Schedule				
				2002	2003	2004	2005	2006
			TOTAL					

Signature of Official Responsible for Implementation: _____
(Attach list of persons with disabilities who have commented)

Page _____ of _____

TRANSITION PLAN
SECTION TWO – SUMMARY OF ARCHITECTURAL MODIFICATIONS

Facility Name and Address: _____ Total Number of Facilities: _____

Worksheet completed by: _____ Telephone #: _____ Date: _____

Description and Location of Physical Barrier (in order of priority)	Description Regarding the Type of Barrier Removal Required	Description of Equivalent Facilitation to be Provided Until Barrier Removal Occurs	Cost Estimate	Implementation Schedule				
				2002	2003	2004	2005	2006
			TOTAL					

Signature of Official Responsible for Implementation: _____
 (Attach list of persons with disabilities who have commented)

Page _____ of _____

**TRANSITION PLAN
SECTION THREE – CURB CUTS AND CURB RAMPS**

Facility Name and Address: _____ Total Number of Curb Cuts/Ramps: _____

Worksheet completed by: _____ Telephone #: _____ Date: _____

Locations Where Curb Cuts and Curb Ramps Are Needed (or map code number)	Cost Estimate	Implementation Schedule				
		2002	2003	2004	2005	2006
	TOTAL					

Signature of Official Responsible for Implementation: _____

(Attach list of persons with disabilities who have commented)

Page _____ of _____

**TRANSITION PLAN
SECTION FOUR – UNREASONABLE HARDSHIP**

Facility Name and Address: _____ Total Number of Facilities: _____

Worksheet completed by: _____ Telephone #: _____ Date: _____

Description and Location of Barrier	Description Regarding the Type of Barrier Removal Required	Cost Estimate	Explanation of Unreasonable Hardship	Description of Equivalent Facilitation to be Provided in Lieu of Barrier Removal
		TOTAL		

Signature of Official Responsible for Implementation: _____
(Attach list of persons with disabilities who have commented)

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SECTION E: RESOURCES

This section contains a list of resources that may be of assistance to Local Areas and One-Stop centers as they assess and address physical and program access issues within their facilities. The list contains the best information available at the time of its development and will be expanded, edited, and made available over a State Web site in the near future. The list includes both public and private organizations that distribute publications and/or provide other assistance relating to physical and program access.

Physical and program access compliance is not a one-time proposition. It will not be finished when the self-assessment process is completed or even when the last piece of the Transition Plan has been completed. Access compliance is an on-going process. The self-assessment will, as a part of the monitoring process, be completed at least once annually in order to identify and correct problems as they arise. In addition, full compliance may not be achieved quickly. It may take several years to fully implement the Transition Plan. The most important aspect of this endeavor is to make a good faith effort towards compliance and to promote a long-term cultural change regarding physical and program access in the One-Stop centers. The following resource list provides invaluable tools in this ongoing effort.

The Employment Development Department does not control or guarantee the accuracy, relevance or completeness of information provided by other sources, including Web site links and service agencies offered as resources. Further, mentioning these Web site links and service agencies are not intended to reflect their importance, nor to endorse any product or service offered by each; rather, the list is offered as a partial grouping of both State and national capacity building tools.

ABLEDATA www.abledata.com

Provides information on assistive technology and rehabilitation equipment available from domestic and international sources to consumers, organizations, professionals, and caregivers within the United States. The ABLEDATA database contains information on more than 29,000 assistive technology products, detailed descriptions of each product, and information on non-commercial prototypes, customized and one-of-a-kind products, and do-it-yourself designs.

ABLEDATA
8630 Fenton Street, Suite 930
Silver Springs, MD 20910

Phone: (800)-227-0216
TTY: (301) 608-8912
Fax: (301) 608-8958

The Access Board www.access-board.gov

Contains information on Section 508 of the Rehabilitation Act, as amended requiring that electronic and information technology developed, procured, maintained, or used by the federal government be accessible to people with disabilities. The Access Board is an independent federal agency.

The Access Board
1331 F Street, NW
Suite 1000
Washington, DC 20004-1111

Voice: (202) 272-5434
TTY: (202) 272-5449
Fax: (202) 272-5447
Toll: (800) 872-2253
Toll TTY: (800) 993-2822

Access for All: A Resource Manual for Meeting the Needs of One-Stop Customers with Disabilities www.communityinclusion.org/onestop/onestopmanual.html

Serves as a training and staff development tool for enhancing the ability of the One-Stop System to meet the needs of customers with disabilities, and also as a reference work for ongoing use in serving people with disabilities.

Institute for Community Inclusion/UCE
300 Longwood Avenue
Boston, Massachusetts 02115

Voice: (617) 355-6506
TTY: (617) 355-5853
Fax: (617) 739-6956

The Alliance for Technology Access www.ataccess.org

Provides information and support services to children and adults with disabilities through a network of community-based resource centers, developers and vendors, affiliates, and associates working to increasing the use of assistive technology to people with disabilities.

The Alliance for Technology Access
2175 E Francisco Boulevard, Suite L
San Rafael, California 94901

Voice: (415) 455-4575
TTY: (415) 455-0491
Fax: (415) 455-0654

Apple Computer, Inc., Worldwide Disability Solutions Group

www.apple.com/disability/

Works with key education, rehabilitation and advocacy organizations nationwide to identify computer-related needs of people with disabilities and to help develop responsive programs.

Apple Technologies
1 Infinite Loop
Cupertino, California 95014

Voice: (800) 776-2333

Assistivetech.net www.assistivetech.net

Provides online up-to-date information on assistive technologies, adaptive environments and community resources focusing on the needs of people with disabilities, including their families, service providers and members of their communities.

Georgia Tech Center for Assistive Technology
and Environmental Access
490 Tenth Street, NW
Atlanta, Georgia 30332-0156

Toll: (800) 726-9119
Phone: (408) 894-0240
Fax: (404) 894-9320

Assistive Technology (AT) Network www.atnet.org

Serves as an information and referral resource with a directory of over 700 listings of organizations, vendors, and programs providing assistive technology and assistive technology services for people in California.

AT Network
660 J Street, Suite 270
Sacramento, California 95814-2495

Voice: (916) 325-1690
TTY: (916) 325-1695
Fax: (916) 325-1699

Information and Referral Service
Voice: 1-800-390-2699
TDD: 1-800-900-0706

California Foundation for Independent Living Centers www.cfildc.org/

Collaborates with and supports local Independent Living Centers to increase their capacity to create and promote access and integration for people with disabilities. The California Foundations for Independent Living Centers is a statewide, non-profit organization made up of more than two dozen Independent Living Centers. Through unified action, the Foundation envisions civil rights for all people with disabilities.

California Foundation for Independent
Living Centers
660 J Street, Suite 270
Sacramento, California 95814-2494

Voice: (916) 325-1690
TTY: (916) 325-1695
Fax: (916) 325-1699

IBM Accessibility Center www-3.ibm.com/able/accessweb.html

Brings together product and service information for people with disabilities, and for human resource professionals who are proactively seeking knowledge about solutions or empowering people with disabilities to ensure a productive working environment.

IBM Accessibility Center
11400 Burnet Road
Austin, Texas 78758

Phone: (800) 426-4832
TTY: (800) 426-3383

Justice, United States Department of www.usdoj.gov/crt/ada/adahom1.htm

Provides information for businesses including the Americans with Disabilities Act, business briefs, design standards, and regulations.

United States Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division, Disability Rights Section - NYAVE
Washington, DC 20530

Fax: (202) 307-1198

Labor, United States Department of, Office of Disability Employment Policy
www.dol.gov/odep/welcome.html

Collaborates with employers and State and local agencies to increase awareness of the benefits of hiring people with disabilities, and to facilitate the use of effective strategies to expand access to training, education, employment supports, assistive technology, integrated employment, entrepreneurial development, and small-business opportunities.

Office of Disability Employment Policy
1331 F Street, N.W., Suite 300
Washington, DC 20004

Phone: (202) 376-6200
TTY: (202)-376-6219
Voice: (202) 376-6205

Milt Wright & Associates, Inc. www.miltwright.com

A publishing, training and consulting firm focusing on job creation, job retention and employment resources.

- "Windmills" Attitudinal Training Program. Revised in 1993, "Windmills" is an attitudinal training program developed by the California Governor's Committee for Employment of Disabled Persons. The curriculum consists of 11 modules that use participation and discovery as learning vehicles.
- Working with People with Disabilities in a Job Placement/Job Retention Environment. A guide for creating opportunities for people with disabilities that offers practical approaches for anticipating the real or imagined problem that a job seeker with a disability might face and developing a strategy for removing or solving the real barriers and clarifying and overcoming the perceived barriers.

Milt Wright & Associates, Inc.
9548 Topanga Canyon Boulevard
Chatsworth, California 91311

Phone: (818) 349-0858
Fax: (818) 349-0987
Toll: (800) 626-3939

National Business and Disability Council www.business-disability.com

Provides the full range of services to assist corporations in successfully integrating people with disabilities into the workplace and marketplace.

National Business and Disability Council
201 I.U. Willets Road
Albertson, New York 11507

Phone: (516) 465-1515
Fax: (516) 465-3730

Pacific Disability and Business Technical Assistance Center www.pacdbtac.org

Provides information, problem solving assistance and referrals for implementing the Americans with Disabilities Act. The Center is a federally funded regional resource serving Arizona, California, Hawaii, Nevada, and the Pacific Basin.

Pacific Disability and Business Technical
Assistance Center
Sciatic Avenue, Suite 301
Berkeley, California 94704-1307

Voice: (510) 848-2980
TDD: (510) 848-1840 2168
Fax: (510) 848- 1981

Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) www.resna.org

An interdisciplinary association of people with a common interest in technology and disability uniting to improve the potential of people with disabilities to achieve their goals through the use of technology. The RESNA promotes research, development, education, advocacy and the provision of technology by supporting the people engaged in like activities.

RESNA
1700 North Moore Street, Suite 1540
Arlington, Virginia 22209-1903

Phone: (703) 524-6686
TTY: (703) 524-6639
Fax: (703) 524-6630

Rehabilitation, State Department of www.rehab.ca.gov/public/contacts.htm

Assists Californians with disabilities to obtain and retain employment and maximize their ability to live independently in their communities. Provides vocational rehabilitation services to eligible Californians.

State Department of Rehabilitation
2000 Evergreen Street
Sacramento, California 95815

Voice: (916) 263-8981
TTY: (916) 263-7477

Tech Connection www.techconnection.org

Provides access to the assistive technologies, related services, and information resources that enable people with disabilities to achieve success, independence, productivity, and social interdependence according to their individual needs and interests.

Tech Connection
35 Haddon Avenue
Shrewsbury, New Jersey 07702

Phone: (732) 747-5310
Fax: (732) 747-1896

The Job Accommodation Network, Office of Disability Employment Policy, United States Department of Labor www.jan.wvu.edu/english/homeus.htm

Provides free consulting services about job accommodations, the Americans with Disabilities Act, and the employability of people with disabilities.

Job Accommodation Network
PO Box 6080
Morgantown, West Virginia 26506-6080

V/TTY, United States: 1-800-526-7234
1-800-232-9675
V/TTY Worldwide: 1-304-293-7186

Calls are answered from 8 a.m. to 8 p.m. Eastern Time Monday through Thursday and on Fridays from 8 a.m. to 7 p.m. Machines answer after-hours calls.