

Job Corps

Sample Center Accessibility Plan



August 2012

Centers are required to develop a center accessibility/barrier removal plan that describes the current programmatic and architectural accessibility of the center. To develop this plan, centers should complete the ***Americans with Disabilities Act (ADA) Checklist for Readily Achievable Barrier Removal*** and the ***Center Accessibility Tool*** and use the results to develop an accessibility plan.

The ***ADA Checklist for Readily Achievable Barrier Removal*** is designed to be a valuable tool assisting centers in establishing concerns and possible solutions regarding accessibility of the physical center. Most of the solutions presented are very inexpensive and can be achieved with minimal difficulty. A suggested practice for completing this task is to have the facility maintenance manager and the Student Government Association (SGA) conduct a walk-through of the center using the barrier removal checklist as a guide.

For example, the staff members at one center used a wheelchair during their walk-through to both identify problem spots as well as viable solutions. Centers have also contacted local disability partners like Centers for Independent Living and Goodwill Industries to assist in completing the accessibility plan.

The ***Center Accessibility Tool*** serves as a guide to improving the centers' overall accessibility. A suggested practice for the Disability Coordinators (DC) is to send the specific questions in the tools to corresponding staff members working in that particular area, and request that they complete their section of the tool. This provides a way to delegate the responsibilities of the Disability Program to other center staff and to promote a center-wide consciousness of the program components that may not be currently accessible.

Since approval and funding for rehabilitation projects is decided at the regional and national levels, centers may be limited in the actions they can take to make their facilities more accessible. However, centers are often able to make simple changes to the physical environment, without additional resources. Examples include repairing uneven paving or removing protruding objects from travel paths to make a safe route of travel for a person with a mobility or visual impairment, and replacing doorknobs with levers to allow people with limited use of their hands access to a room. Centers may also wish to consider including accessibility improvement projects into their annual career technical training plans.



After completing tools, use findings to develop a plan like the sample one provided within this document. Set priorities for making the center more accessible by selecting improvements you can accomplish during the upcoming year, and notate future improvements in your plan as a component of your long range planning. Ensure the plan is reviewed and updated annually.

Accessible Approach and Entrance

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
There is no route of travel into the main entrance that does not require stairs.	<ul style="list-style-type: none"> Add a ramp to left side of building. The rear entrance to building will be added as an alternative route since no stairs are required to enter from rear. 	\$0-ramp will be built as career technical project.		11/15/2009/ 11/5/2009	Facilities Mgr/Career Tech Mgr
There are no curb cuts at the front entrance.	<ul style="list-style-type: none"> Facilities staff will install curb cut or small ramp up to curb. 	\$0-ramp will be built as career technical project.		11/15/2009/ 11/5/2009	Facilities Mgr/Career Tech Mgr

Access to Goods and Services

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
Doors with closers close too fast (Should have a 3 second lag).	<ul style="list-style-type: none"> Adjust door closer. 	\$0		11/15/11	Facilities Mgr
The accessible entrance does not provide direct access to main floor, lobby, or elevator.	<ul style="list-style-type: none"> Add ramps or lifts. Make another entrance accessible. 			11/15/11	Facilities Mgr/Career Tech Mgr

Access to Restrooms					
Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
Controls are not between 15 and 48 inches high (up to 54 inches if a side approach is possible).	<ul style="list-style-type: none"> • Move controls. 				
Restrooms available to the public, do not have at least one restroom (either one for each sex, or unisex) fully accessible.	<ul style="list-style-type: none"> • Reconfigure restroom. • Combine rest rooms to create one unisex accessible rest room. 				
Additional Access					
Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
The entry configuration does not provide adequate maneuvering space for a person using a wheelchair.	<ul style="list-style-type: none"> • Rearrange furnishings such as chairs and trash cans. • Remove inner door if there is a vestibule with two doors. • Move or remove obstructing partitions. 				
There is not a 36-inch-wide path to all fixtures.	<ul style="list-style-type: none"> • Remove obstructions. 				
Recruitment					

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
Recruitment materials do not include images of people with disabilities.	<ul style="list-style-type: none"> Will work with OA contractor to resolve. 				
Center recruitment materials do not indicate a commitment to including people with disabilities (e.g., print “reasonable accommodations provided upon request,” “this document is available in accessible formats on request,” “persons with disabilities encouraged to apply” on all materials).	<ul style="list-style-type: none"> Will work with OA contractor to resolve. 				

Administrative Practices

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
The Center Director has not designated a staff person to coordinate disability activities.	<ul style="list-style-type: none"> The Center Director has appointed the Health Wellness Manager and the academic managers as co-Disability Coordinators (DC). 				
The center Equal Opportunity Officer has not established a procedure to handle disability-related complaints.	<ul style="list-style-type: none"> Include this procedure in the center Standard Operating Procedure (SOP) for all staff to view. 				

Dissemination of Information

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
The center has not notified all interested persons of the existence and locations of services, activities, and facilities that are accessible to people with disabilities (including vision impaired and hard of hearing).	<ul style="list-style-type: none"> • Include these resources in the new student orientation and center tour 				
The center does not include a notice in all written announcements that it does not discriminate against persons with disabilities.	<ul style="list-style-type: none"> • Add language 				

Contracts and Agreements

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
Center contractor(s) have not submitted written assurance, as part of their contract that their actions will comply with all relevant disability legislation.	<ul style="list-style-type: none"> • Need to discuss the importance of an inclusive and disability compliant center with contractors. Have them document their willingness to comply with center procedures and federal disability legislation. 				
Nondiscriminatory clauses are not included in contract agreements.	<ul style="list-style-type: none"> • Need to review all center contract agreements and insert nondiscriminatory clauses when necessary. 				

Reasonable Accommodation

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
The center does not have a reasonable accommodation SOP	<ul style="list-style-type: none"> The DCs are developing an SOP 				
The process described in SOP is not currently reflected in center practice	<ul style="list-style-type: none"> SOP should be reviewed annually and updated when necessary 				
Recreation					
Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
The Recreation Manager is not aware of the student(s) recreation interests and appropriate accommodations that would allow the student to participate.	<ul style="list-style-type: none"> This may be accomplished when developing the student's personal career development plan. 				
Recreation staff are not aware of community resources (e.g., local Special Olympics) that may be able to assist in involving students with disabilities in recreational activities.	<ul style="list-style-type: none"> Business community liaison has invited person from local Paralympics organization to next center luncheon. 				
Transportation					
Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
Transportation for students with disabilities is not as effective as transportation provided to students	<ul style="list-style-type: none"> Review plan for addressing transportation needs and update the information to ensure 				

without disabilities.	students with disabilities are included.				
Accessible center and public transportation is not available (e.g., center is in a rural area), can special accommodations be made for a student with a disability (e.g., volunteer or paid drivers from civic organizations).	<ul style="list-style-type: none"> Talk with local transportation agencies and organizations to discuss possible avenues for accessible transportation for students with disabilities 				

Residential

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
Emergency procedures are not reviewed and adapted if necessary when a student with a disability arrives on center.	<ul style="list-style-type: none"> Safety officer will ensure emergency procedures are a part of accommodation plan when necessary. Safety officer will have local rescue department review emergency plan. 				
The most accessible dormitory rooms are not offered to students with disabilities on a preferential basis.	<ul style="list-style-type: none"> Residential staff will work with the Reasonable Accommodation Committee (RAC) to ensure students who need them are in accessible dorm rooms. 				

Cafeteria/Food Services

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
The food service line is not accessible.	<ul style="list-style-type: none"> Student volunteers will assist students as needed. 				

<p>There are no spaces for wheelchair seating.</p>	<ul style="list-style-type: none"> • Discuss current seating with facilities maintenance to determine possible location for wheel chair seating. 				
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Safety

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
<p>The center safety plan does not contain general provisions that consider the needs of people with disabilities.</p>	<ul style="list-style-type: none"> • Safety officer will add these provisions. 				
<p>The safety officer does not participate in the RAC meetings when a student may need safety-related accommodations.</p>	<ul style="list-style-type: none"> • Invite safety officers to participate when necessary in order to ensure both the applicant/student and the safety officer are aware of procedures and needs. 				

Communication

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
<p>Staff is not aware of the relay number.</p>	<ul style="list-style-type: none"> • Center Director's assistant will look into more information and training on using relay service. 				
<p>The center does not have more than one person trained in the use of the state relay system for people who are deaf or hard of hearing and/or Speech-to-Speech, the relay system</p>	<ul style="list-style-type: none"> • Center Director's assistant will look into more information and training on using relay service. 				

for people with speech disabilities.					
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Academics & Career Technical

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
Some classrooms are not accessible for students with a mobility disability.	<ul style="list-style-type: none"> Rearrange all classroom furniture to allow for adequate aisle space for students with a mobility disability. 				
We do not offer a variety of learning situations (e.g., size, teaching and learning style, location, individualized, working as a team, interpersonal skills).	<ul style="list-style-type: none"> Administer a learning-styles inventory assessment like the VARK to determine how students learn best. 				

Work-based Learning/Career Transition

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
We are not including a jointly developed, individualized plan (student, family, school, and employer) with accessible outcomes for each work-based learning opportunity.	<ul style="list-style-type: none"> Work-based learning staff should be a part of the RAC in order to engage in discussions about the student's needs, abilities and interests 				
Students are not receiving information on self-determination and self-advocacy skills.	<ul style="list-style-type: none"> Career Transition Staff (CTS) and the DC will review material found on the JC Community Disability website to obtain information on self-advocacy skills and will 				

	begin to incorporate this information in the CTS classes.				
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Business & Community Relationships

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
We are not including commitment and buy-in of key stakeholders.	<ul style="list-style-type: none"> Provide on-site tours and information session to educate potential community organizations and employers about the centers mission. 				
We are not including students at every level of planning and implementation – individual, local, and state – through the entire cycle of school-to-work activities.	<ul style="list-style-type: none"> Include SGA in community outreach and service project development, encourage leadership of these activities with all students. 				

Technology

Barrier	Solution	Cost	Status	Due Date/ Completed	Responsible Party
Access features of the operating systems (OS) on all computers are not installed.	<ul style="list-style-type: none"> Install Access features of the operating systems (OS) on all computers. Every computer has an operating system, the most common being Windows and Macintosh. Each of these systems has some built-in accessibility features that allow the user to adjust the keyboard, bypass the mouse, change the cursor, magnify what appears on the screen, and read text aloud. Information about the accessibility features of the Windows operating system can be 				

	<p>found at: http://www.microsoft.com/enable/.</p> <p>Macintosh OS accessibility information can be found at: http://www.apple.com/accessibility.</p>				
<p>There are no workstations that have assistive technology software programs that allow people who have vision, hearing, dexterity, learning, or reading-related limitations to perform basic functions on a computer such as word processing, e-mail, and web "surfing."</p>	<ul style="list-style-type: none"> Provide a few workstations that have assistive technology software programs. Students with limited English skills or a learning disability benefits from a word processor that gives audio feedback as they type and/or has a word prediction feature. A student with low vision could use a screen enlargement program. Students with limited use of their hands can access the computer with a voice recognition system. 				

Public Access

Barrier	Solution	Cost	Status	Due Date/Completed	Responsible Party
<p>The activities/content of all public events are not accessible to people with disabilities.</p>	<ul style="list-style-type: none"> Graduation ceremonies will now be held in the gym to allow access for all individuals. 				