

- ▶ CARPENTRY TRADE BUILDS WHEELCHAIR LIFT ..... 1
- ▶ CENTER ACCESSIBILITY PLAN ..... 2
- ▶ SPOTLIGHT ON ASSISTIVE TECHNOLOGY ..... 3
- ▶ ODEP'S "WHAT CAN YOU DO?" CAMPAIGN ..... 5
- ▶ PROMISING PRACTICES ..... 5
- ▶ DISABILITY RESOURCES ..... 6



Issue 8  
Volume 3  
Spring 2013

# Carpentry Trade Builds Wheelchair Lift

Job Corps is committed to making the program accessible to students with disabilities. With the number of students with disabilities enrolling in Job Corps increasing, centers must be ready to provide individualized and coordinated services to all students with disabilities. For some centers, challenges implementing accommodations/modifications are related to the physical accessibility of the center.

How does a center accommodate a welding student with limited mobility who is a wheelchair user? The Collbran Job Corps was faced with this accessibility challenge recently. The center used the Americans with Disability Act (ADA) Checklist for Readily Achievable Barrier Removal to assess their center's physical accessibility and to determine areas where changes may be needed. One area of concern was that the cafeteria and recreational buildings were not accessible because there was no elevator access. Installing an elevator in the two buildings would require significant expense.



*Wheelchair lift built by students in the carpentry trade.*

Center staff enlisted the help and support of their carpentry students. The students developed plans, and with some funding support from the Department of Labor went to work constructing a wheelchair lift on the exterior of both the cafeteria and recreational buildings, thus providing the student access to these areas.

The students did not stop there. The welding student not only used a wheelchair to maneuver around campus, she also had limited dexterity in her arms and they would often get tired while she was working in the welding shop. The carpentry trade made armrests and installed them at the student's welding station enabling her to work far more comfortably and efficiently.

Many centers like Collbran face the same challenges. Impossible? Not for Collbran. Through the dedication and determination of students and staff, the center was able to improve the accessibility of the center for one student, thereby improving the accessibility of the center for all future students.

*For more information about the wheelchair lifts please contact Collbran's Health and Wellness Manager, Linda Wheeler at [wheeler.linda@jobcorps.org](mailto:wheeler.linda@jobcorps.org).*



*Welding station modified by students in the carpentry trade for a student with a disability.*

*Please see Page 2 for updates to the Disability Program accessibility requirement.*

# Center Accessibility Plan

---

Program Instruction 12-18, released in December 2012, provides updated information and new tools to help centers meet the accessibility plan requirement within the Disability Program requirements (6.11, R7, g). This plan should focus on readily achievable barrier removal – easily accomplished and inexpensive measures staff members can take to make the center more accessible to those with disabilities. Centers should be aware of several changes related to meeting the accessibility plan requirement:



- ❖ **ADA Checklist for Readily Achievable Barrier Removal/Architectural Accessibility** – This checklist was updated to reflect the 2010 ADA Standards for Accessible Design. It is available at <http://www.adachecklist.org/>.
- ❖ **Center Accessibility Tool** – The Center Accessibility Tool is new; it replaces the Center Self-Evaluation Tool. The Center Accessibility Tool is available on the Job Corps Disability website under Disability Coordinator Orientation/Accessibility tab.
- ❖ **Sample Center Accessibility/Barrier Removal Plan** – A sample center accessibility plan provides center staff with ideas for improving accessibility and a sample format for maintaining their plan. The sample plan is also available on the Job Corps Disability website under Disability Coordinator Orientation/Accessibility tab.

If a center already has an accessibility plan in place when the next annual update is due (or by August 2013), it must:

- Reassess the architectural accessibility using the updated ADA Checklist for Readily Achievable Barrier Removal
- Reassess the programmatic accessibility using the Center Accessibility Tool
- Update the current accessibility plan taking into consideration the results of the updated ADA Checklist for Readily Achievable Barrier Removal and the new Center Accessibility Tool

If a center does not have an accessibility plan in place, the Center Director should ensure the:

- Completion of the ADA Checklist for Readily Achievable Barrier Removal (architectural accessibility).
- Completion of the program Center Accessibility Tool (programmatic accessibility).
- Development of an accessibility plan with priorities and next steps based on the results of the ADA Checklist for Readily Achievable Barrier Removal and Center Accessibility Tool.
- Review and update of the plan annually.

The safety and facilities maintenance staff should play a primary role in completing this task with support from all area managers. For more information on the accessibility requirement, visit the Job Corps Disability website under the Disability Coordinator Orientation/Accessibility tab.

# Spotlight on Assistive Technology

---

## Using Mobile Devices as Accommodations

**Question:** *What Assistive Technology (AT) do smartphones have?*

Mobile devices offer many assistive technologies for individuals with disabilities. Smartphones, iPhones, iPads, and tablets are designed with several built-in AT features. In addition, applications or "apps" are downloadable technologies that provide additional accessibility features not built into the device. Assisting and teaching students to set-up and install accessibility features and apps will provide tools and knowledge they can use long after they leave the Job Corps program.

---

### Built-in AT on smartphones and tablets:

**Disability:** Vision Impairments

#### Features/Benefits:

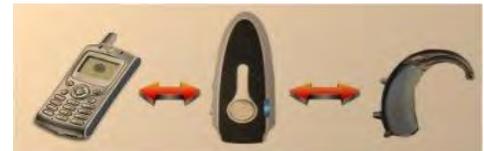
- Text-to-speech allows text input and audible output, combined with support for navigation;
- Speech recognition allows speech commands to open, close, and navigate the operating system and software;
- Book, document, and web readers;
- Talking alerts and spoken items;
- Vibrating alerts with a different vibrating pattern for each type of alert;
- Zoom to magnify the screen;
- Display adjustment to adjust or reverse color contrast;
- Voice memos for iPhones and iPads.



**Disability:** Hearing Impairments

#### Features/Benefits:

- Visual alerts using the LED screen light to turn the device on
- Voice mail transcription to text
- YouTube videos and movies with closed captioning
- Connecting with Bluetooth or T-coil to stream sound directly into the hearing aides
- Sign language apps for staff members and other students to quickly learn specific signs



Although features will vary depending on the device and the age of the device, they are highly customizable with built-in features and apps that can be wirelessly downloaded to the device or directly downloaded to the device from a computer.

A person with disabilities can access just about any function, including making phone calls, text messaging, email, web browsing and using many of the thousands of apps on the market. There are several options on the Internet with free or low-cost apps.

---

## Other Accessibility Apps



**Siri or Siri-like app**  
Personal assistant and navigator



**Flash Alerts**  
Emergency, text, e-mail and calls



**ListNote**  
Converts speech to text

# Spotlight on Assistive Technology (cont'd)

---



**Color Find**  
Distinguishes colors



**World Newspapers**  
Use with a screen reader or magnification



**Volume Boost**  
Increases volume



**Adobe Reader**  
Reader for books and documents



**Go Read**  
Bookshare's newest tool for audio books



**CaptionFish**  
Find nearby movies with closed captioning



**Dragon Dictate**  
Dictate texts, e-mails, and documents



**ASL Dictionary**  
Learn more than 5,200 ASL signs



**Skype**  
Use sign language

*Additional app resources are available in the Disability Resources feature, Page 6.*

# “What Can YOU Do?”

---

The Office of Disability Employment Policy (ODEP) is funding a new Campaign for Disability Employment (CDE) promoting the hiring, retention, and advancement of people with disabilities. The CDE is a collaboration of several leading disability and business organizations convened by ODEP to address disability employment issues.

“What Can YOU Do?” is the national outreach initiative that **challenges** common misconceptions about disability employment, and **encourages** employers to recognize the value and talent that people with disabilities add to America’s workplace and economy. The initiative created Public Service Announcements (PSA) that focus on the two parts of the “What Can YOU Do?” Initiative: “Because” and “I Can.”

The PSAs highlight what people with disabilities can do when given the opportunity. It features real people and seeks to change myths and misconceptions about career prospects for people with disabilities.

The “Because” PSA challenges viewers to rethink how they perceive career prospects for youth with disabilities and to recognize that we all benefit when young people with disabilities develop their skills and talents into successful careers. This PSA also reveals that each of us has the power to inspire others to achieve success.

The “*I Can*” PSA is a reminder that at work, it’s what people **can** do that matters and inspires viewers to consider how they can employ the skills and talents of people with disabilities for their organizations. “I Can” is a useful tool to start a discussion about the benefits of fostering a work environment that is flexible and open to the talents of all qualified individuals, including those with disabilities

“What Can YOU Do?” offers downloadable posters, web and print ads, logos, and other information to join the CDE in its mission to promote positive employment outcomes for people with disabilities. Use the toolkit to conduct staff and student training, share information with career transition staff, and request posters to display messages of inclusion throughout the center. For your toolkit visit, <http://www.whatcanyoudocampaign.org/blog/index.php/i-can-toolkit/>.



## Promising Practices

---

**Golconda:** The center purchased tape measures that display all fractions, and DVDs that demonstrate the skills taught in the trade. The visual display of fractions reinforces measuring skills. These items will benefit all students, including those with disabilities.

**Iroquois:** The center has placed the reasonable accommodation brochure along with the Disability Coordinator’s (DC) photos throughout the center.

**Montgomery:** There are disability awareness posters displayed around the center along with reasonable accommodation request forms.

**Fred G. Acosta:** The DC presents information about the Disability Program at orientation, provides a business card to all students with disabilities, and has an office nameplate denoting her position as the disability coordinator.



# Disability Resources

---

## Job Corps Program Instruction Notice 12-18

There are new tools to complete the center accessibility plan and a sample center accessibility plan is now available on the Job Corps Disability website under the Disability Coordinator Orientation/Accessibility tab.

## Job Corps PRH Change Notice No 12-10

PRH Change Notice 12-10, released January 11, 2013, contains several disability-related changes.

- Exhibit 5-1: Standard Operating Procedures (SOP) – Though already required in 6.11 R7 (c, d), reasonable accommodation and applicant file review were added to list of required SOPs in Exhibit 5-1.
- Exhibit 5-2: Plan and Report Submission Requirements – Disability accessibility plan was added to list of annual reports with an annual due date of 6/30.
- Exhibit 5-4: Required Staff Training – Disability Program training was added as a requirement in the first 90 days.

## Mobile Technology Apps

- Apple – Provides information about universal access features for iPhones, iPads, and iPods (<http://www.apple.com/education/special-education/>).
- Android phones/tables – Provides information about downloadable apps for android and other devices (<https://play.google.com/store/search?q=accessibility+apps&c=apps>).
- Georgia Tech Tools for Life – Provides information on their Tools for Life Database about apps for living, learning and working (<http://gatfl.gatech.edu/favorite-search.php>).
- Martik Panosian's Blog – Provides information about different apps for people with disabilities (<http://martik-scorp2.blogspot.com/2011/03/40-ipad-apps-for-people-with.html>).
- Disabled World News – Provides a list of popular disability and health apps for mobile devices (<http://www.disabled-world.com/assistivedevices/apps>).
- Job Accommodation Network – Provides information about the mobile devices for use as accommodations (<http://askjan.org/>).

## ODEP's "What Can YOU Do?" Campaign

The Office of Disability Employment's new campaign for disability employment, which promotes the retention and advancement of employees with disabilities, is at <http://www.whatcanyoudocampaign.org/blog/index.php/i-can-toolkit/>. Public service announcements and toolkits are available there as well.

## Upcoming Job Corps Disability webinars (go to the event registration page on the Job Corps Community website to register):

- **Providing Accommodations and Supports for Students with Drug/Alcohol Disabilities** – March 28, 2013
- **Overview of How to Effectively Use IEPs in the Creation of Accommodation Plans** – April 3 and 4, 2013
- **Disability Coordinator Orientation** – May 7 and 9, 2013
- **Reasonable Accommodation Process** – May 28 and 30, 2013
- **Bookshare®** – June 11, 2013
- **504 plans, IEPs, and Accommodation Plans – What's the Difference?** – June 26, 2013

E-mail your comments or suggestions to  
Carol Abnathy, National Health and Wellness Manager,  
[abnathy.carol@dol.gov](mailto:abnathy.carol@dol.gov).

## Regional Disability Coordinators

### **Boston and Dallas regions**

Laura Kuhn  
Regional Disability Coordinator  
602-403-9998  
[laura.kuhn@humanitas.com](mailto:laura.kuhn@humanitas.com)

### **Philadelphia and Atlanta regions**

Nikki Jackson  
Regional Disability Coordinator  
301-608-3290 ext. 603  
[nikki.jackson@humanitas.com](mailto:nikki.jackson@humanitas.com)

### **Chicago and San Francisco regions**

Kimberly Jones  
Regional Disability Coordinator  
301-608-3290 ext. 607  
[kim.jones@humanitas.com](mailto:kim.jones@humanitas.com)