

W UNIVERSITY *of* WASHINGTON

ADA

Transition Plan

for the

UW Bothell & Cascadia College Campus

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Additional copies of this document are available online at

www.washington.edu/compliance/ada/transition-plan/

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WEBSITE RESOURCES

ADA Transition Plan project website:

<https://www.washington.edu/compliance/ada/transition-plan/>

PROWAG 2005

<https://www.access-board.gov/guidelines-and-standards/streets-sidewalks/public-rights-of-way/background/revised-draft-guidelines>

PROWAG 2011

<https://www.access-board.gov/guidelines-and-standards/streets-sidewalks/public-rights-of-way/proposed-rights-of-way-guidelines>

ADAS 2010

https://www.ada.gov/2010ADASTandards_index.htm



CASCADIA
COLLEGE

W

UNIVERSITY of WASHINGTON | BOTHELL

EXECUTIVE SUMMARY

This **AMERICANS WITH DISABILITIES ACT SELF-EVALUATION AND TRANSITION PLAN** is a means of showing continual progress towards providing equal access and removing barriers for all students, employees, and visitors at the University of Washington Bothell/Cascadia College (University/College) campus. The University of Washington Bothell (UW Bothell) and Cascadia College (CC) are both agencies of the State of Washington, which share a campus in Bothell, Washington.

Through this plan, the University/College set out to evaluate facilities and programs on the campus within the public rights-of-way, public outdoor spaces, and pathways within select buildings to determine barriers to access for individuals with disabilities. The plan describes the current state of the campus and will be used to guide future planning and implementation of necessary accessibility improvements.

Both the self-evaluation and the transition plan are required elements of the ADA Title II, which requires that government agencies

provide equal access to programs and services they offer. While the ADA applies to all aspects of government services, *this document focuses exclusively on UW policies and the public rights-of-way and outdoor public areas on campus which include sidewalks, curb ramps, pedestrian pushbuttons, and specific pathways within select campus buildings.*

This document summarizes the self-evaluation, which includes an accessibility assessment of pedestrian facilities as well as practices and procedures which relate to them. It also contains a transition plan, which identifies a strategy for the removal of barriers and identifies how the campus will address requests for accommodations.

The goal is to establish a plan to remove current structural barriers associated with the assessed outdoor features and indoor pathways and to re-establish a comprehensive built environment plan to monitor and manage ongoing or future reported barriers to access.



Discovery Hall Plaza

1 INTRODUCTION

The **AMERICANS WITH DISABILITIES ACT (ADA)** was enacted on July 26, 1990 and provides comprehensive civil rights protections to persons with disabilities in the areas of employment, state and local government services, and access to public accommodations, transportation, and telecommunications.

1.1 PLAN REQUIREMENTS

Public universities and colleges, as well as other state and local government agencies, are required to create an ADA self-evaluation and transition plan when they grow beyond a threshold of 50 employees. Accessibility requirements extend to all public facilities. This plan is focused solely on access within the University/College-owned public rights-of-way, public outdoor areas, and select indoor pathways on the University of Washington Bothell | Cascadia College campus.

There are five titles or parts to the ADA; Title II is pertinent to travel within the public rights-of-way and government buildings. It requires public entities to make their existing “programs” accessible “except where to do so would result in a fundamental alteration in the nature of the program or an undue financial and administrative burden.” Public rights-of-way, public government buildings, and public indoor walkways fall within University/College programs.

This effort was initiated by the University of Washington to satisfy the requirements of ADA Title II Part 35, Subpart D – Program Accessibility § 35.150 (d)(3) which states:

The plan shall, at a minimum—

(i) Identify physical obstacles in the public entity's facilities that limit the accessibility of its programs or activities to individuals with disabilities;

(ii) Describe in detail the methods that will be used to make the facilities accessible;

(iii) Specify the schedule for taking the steps necessary to achieve compliance with this section and, if the time period of the transition plan is longer than one year, identify steps that will be taken during each year; and

(iv) Indicate the official responsible for implementation of the plan.

To determine the physical obstacles in a public entity's facility, the proper standards and guidance must be identified for each feature type. The US Access Board's 2005 Revised Draft Guidelines for Accessible Public Rights-of-Way and 2011 Proposed Guidelines for Pedestrian Facilities in the Public Right-of-Way, or PROWAG, while not yet adopted by the US Department of Justice (DOJ), are currently used as the basis for public rights-of-way standards. The 2005 guidelines have been deemed a best practice by the Federal Highway Administration (FHWA) for features within the public rights-of-way and the 2011 guidance is also followed since it contains more restrictive standards for certain elements. When PROWAG is eventually adopted by the DOJ, it will become an amended section to the 2010 Standards for Accessible Design (ADAS), the document in which all federal ADA standards are collected. The public rights-of-way facilities covered under this plan were evaluated against PROWAG.

Public areas outside of the public rights-of-way and within specified public indoor pathways within campus facilities were assessed against the 2010 ADAS and the Regulations under Title II CFR Part 35. The 2010 ADAS replaced the 1991 ADA (ADA Accessibility Guidelines (ADAAG)). Additional building, state and local codes may apply to these facilities and should be employed as appropriate when implementing barrier removal.

1.2 PLAN STRUCTURE

The structure of this plan was organized to align with federal ADA transition plan requirements. The plan includes:

CHAPTER 1 – INTRODUCTION

CHAPTER 2 – SELF-EVALUATION:

Documents self-evaluation findings including physical barriers.

CHAPTER 3 – STAKEHOLDER ENGAGEMENT:

Documents public engagement efforts.

CHAPTER 4 – BARRIER REMOVAL:

Identifies detailed recommendations the University/College should implement to remove barriers to access.

CHAPTER 5 – PRIORITIZATION: Outlines the prioritization process for barrier removal.

CHAPTER 6 - IMPLEMENTATION: Provides planning level cost estimates and potential funding sources. Describes both programs and mechanisms the University/College should use to remove barriers to access.

CHAPTER 7 - CURRENT PRACTICES: Provides the University/College with a location to document important and evolving plan information such as where and how this plan should be accessible, annual performance tracking, identification of the responsible official and other items that will change over time.

Best practices were identified and incorporated throughout the planning process beginning with the Scope of Work.

2 SELF- EVALUATION

Title II of the Americans with Disabilities Act (ADA) requires that jurisdictions evaluate services, programs, policies, and practices to determine whether they are in compliance with the nondiscrimination requirements of the ADA.

This section describes the data collection process used for the self-evaluation and resulting inventory of University/College facilities, such as sidewalks, curb ramps, hallways, select building entrances within the public rights-of-way, public outdoor spaces, and select indoor pathways. To inventory the facilities in a cost-effective and accurate way, Transpo Group, Endelman & Associates (E&A), and University/College staff worked in coordination throughout the inventory and self-evaluation process. Those processes are described in the following sections, along with a review of the University's ADA-related policies and procedures.

2.1 UW POLICY

The University of Washington maintains a group of policies and related procedures that establish its commitment to providing access and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities.

2.1.1 METHOD

For the purposes of the plan, only policies related to discrimination against people with disabilities as it relates to physical features within the campus were inventoried and described here.

2.1.2 FINDINGS

Executive Order No. 31 Nondiscrimination and Affirmative Action is a policy intended to promote an environment free from discrimination, harassment, and retaliation, and establish a means for seeking corrective measures when prohibited conduct has occurred. The policy prohibits discrimination or harassment against a member of the campus community on the basis of disability, among other protected classes. Such discrimination against members of the public is also prohibited. Anyone who reports concerns regarding discrimination or cooperates with investigations of discrimination is protected against retaliation under this policy. The policy outlines how to file a complaint of discrimination, harassment, or retaliation as well as the resources available to students and employees. The policy tracks applicable federal and state laws and regulations including the ADA.

Administrative Policy Statement 46.3 Resolution of Complaints Against University Employees is the formal grievance policy and procedures that establish the methods for bringing a complaint against University employees. The policy details who investigates complaints, typical timelines for processing complaints, and responsibilities of University employees. All University employees must “report to their supervisors or the administrative heads of their organizations any complaints of discrimination”. The policy recommends that employees inform their supervisors or administrative heads, and their human resources consultant, of inappropriate, discriminatory, or retaliatory workplace behavior they observe. This policy also refers people to the ADA/Section 504 Coordinator for compliance questions. (<https://www.washington.edu/compliance/ada/>)

The Office of the ADA Coordinator provides assistance and consultation to the University community while also providing leadership, coordination and oversight to advance the University’s ADA/Section 504 mission, vision and strategic priorities relating to accessibility.

Student Governance and Policies, Chapter 208, “Reasonable Accommodation of Students with Disabilities” and Administrative Policy Statement 46.5, “Policy on Reasonable Accommodation of Employees With Disabilities” are the policies used to support specific program access needs for individual students and employees that arise in work and academic environments. Program assessments and the interactive process are commenced through these policies to determine reasonable accommodations for individuals with disabilities.

Along with these policies, the University welcomes members of the campus community to report accessibility barriers in both physical and technological environments. On the University’s Facilities website a link is provided to a web form to notify the University of physical barriers to access on campus. (<https://facilities.uw.edu/form/ada-barrier>)

For the UW Bothell | Cascadia College campus, information is provided to students, employees, and visitors about navigating and accessing campus. Information includes accessible routes, ADA parking, select building information and steps to report a barrier (<https://www.uwb.edu/accessibility>). The campus is supported by UW Facilities Seattle centralized staff for major project delivery, construction oversight, and ADA guidance.

2.2 PHYSICAL BARRIERS

2.2.1 DATA COLLECTION

The data collection process was divided into two area types across campus. Walkways within the public rights-of-way and pathways within outdoor areas outside of the rights-of-way were measured by Transpo Group. All hallways accessible by students, select building entrances, and elevators for seven buildings and two parking garages on campus and the doorways to classrooms in Founders Hall and the Disability Resources for Students office entrance were collected by Endelman & Associates.

The self-evaluation process included a comprehensive field data collection effort that covered a number of attributes (slope, width, etc.) for various pedestrian features (sidewalks, curb ramps, crosswalks, etc.). The following list provides the number of attributes per pedestrian feature measured. In addition to the features listed below, Transpo Group also inventoried all outdoor signage relating to the ADA

- ▶ Sidewalks – 12 attributes
- ▶ Curb Ramps – 25 attributes
- ▶ Traffic Signal Pushbuttons – 18 attributes
- ▶ Crosswalks – 5 attributes
- ▶ Bus Stops – 7 attributes
- ▶ Accessible Parking Aisles and Stalls – 14 attributes
- ▶ Barriers/Hazards – 11 attributes
- ▶ Stairways – 22 attributes
- ▶ Ramps – 23 attributes

These attributes were collected in the field with individuals and teams of two that covered

outdoor ADA facilities on the campus over a nine-week period, March through May 2019.

Endelman & Associates completed the self-evaluation of paths of travel within nine facilities on campus and facility entrances, specified doorways, and accessible parking stalls in April 2019. The following list includes the nine facilities surveyed:

- ▶ UW1 Founders Hall
- ▶ UW2 Commons Hall
- ▶ UW3 Discovery Hall
- ▶ LB1 Library 1
- ▶ LB2 Library 2
- ▶ LBA Library Annex
- ▶ ARC Activities & Recreation Center
- ▶ North Parking Garage
- ▶ South Parking Garage

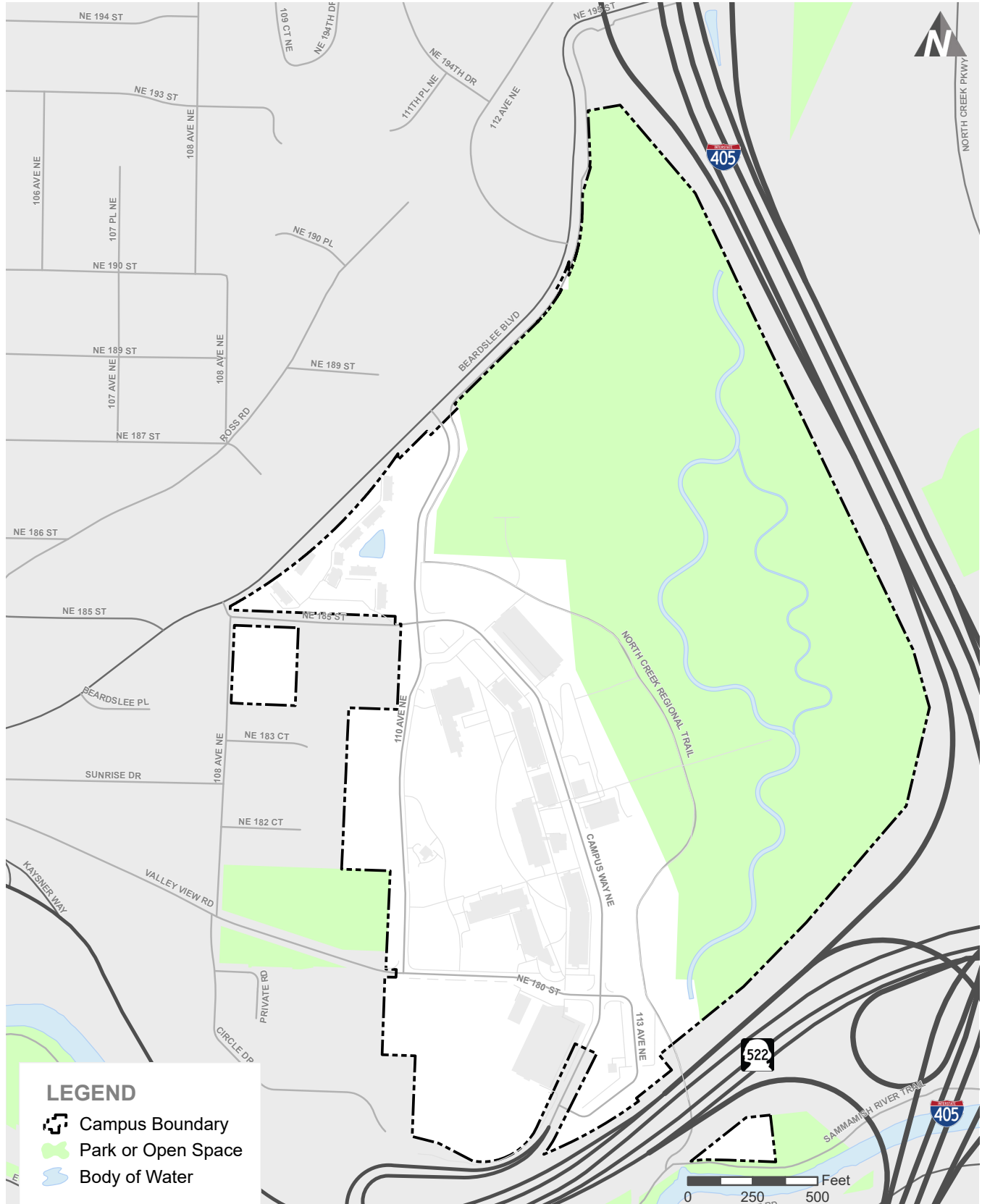
Barriers were documented along these pathways, including pictures of many of the barriers found. Employee-only areas were not assessed in this scope of work. Figure 2-1 shows the boundary extents of the data collection. The following sections describe the methodology for collecting data for the self-evaluation.

2.2.1.1 Field Training

Transpo Group trained data technicians to conduct inventory collection using mobile tablet units with GIS geodatabase information. A data collection field guide was used to provide clear instruction on data collection methods and common situations that occur while in the field.

Field technicians then conducted field and data collection under supervision to ensure consistent and accurate measurement of pedestrian pathway features as well as accurate recording of information using a GIS database.

Figure 2-1 Data Collection Boundary



2.2.1.2 Process

For pathway segments, cross slopes and running slopes were recorded at each end of the segment and once in the middle. These slopes were measured outside of curb ramps and driveways and at three locations along each segment to provide a better representation of the fluctuations along each segment. Campus pathways were broken into segments that started and ended at points of intersection. The predominant sidewalk width was recorded for each segment. In addition, a separate database was developed to inventory pedestrian access route (PAR) barriers, including:

- ▶ Horizontal and Vertical Discontinuities
- ▶ Fixed, Movable, or Protruding Objects
- ▶ Non-Compliant Driveways

For curb ramps, both existing and missing curb ramps were identified. When measures of the same attribute differed, such as flare slope (typically each ramp has two flares), the most significant barrier to access was recorded.

To improve the efficiency of the collection process for curb ramps, an optimization method was developed. The elements of curb ramps that often create the largest barriers when out of compliance were measured first. If any of these measurements were non-compliant, the data collector stopped taking measurements of other elements on the curb ramp. This method allows the University/College to quickly identify which ramps create more significant barriers to users and would need to be replaced without collecting unnecessary data. Some of the features not collected for curb ramps that failed the optimization process include flare slope, turning space attributes, and counter slope.

Transpo Group’s physical inventory of features on campus-owned property included:

- ▶ approximately 4.5 miles of existing sidewalks, paved shoulder walkways, paved separated walkways
- ▶ 72 curb ramps
- ▶ 4 traffic signal pushbuttons
- ▶ 26 crosswalks
- ▶ 2 bus stops
- ▶ 82 accessible parking stalls and aisles
- ▶ 31 stairways
- ▶ 8 wheelchair ramps
- ▶ over 400 hazards

The list of attributes to be measured for each feature type found in the public rights-of-way was developed using WSDOT’s Field Guide for Accessible Public Rights of Way along with the United States Access Board’s 2005 PROWAG as a baseline. 2010 ADAS were used for features found outside of the rights-of-way. Refinement of attributes collected was based on feedback from University staff.

Endelman & Associates’ barrier assessment for ADA compliance included 106 barriers along pedestrian pathways within buildings and at select building entrances. For each barrier found, a description was provided and the responsible party for removing the barrier was recommended; the tenant, public entity or owner. The number of barriers found in the surveyed buildings and parking garages are listed below.

- ▶ UW1 Founders Hall – 37 barriers
- ▶ UW2 Commons Hall – 6 barriers
- ▶ UW3 Discovery Hall – 20 barriers
- ▶ LB1 Library 1 – 12 barriers

BUS STOPS



CURB RAMPS



CROSSWALKS



HAZARDS



ACCESSIBLE PARKING



PUSH BUTTONS



FURNITURE



SIDEWALKS



- ▶ LB2 Library 2 – 8 barriers
- ▶ LBA Library Annex – 4 barriers
- ▶ ARC Activities & Recreation Center – 2 barriers
- ▶ North Parking Garage – 6 barriers
- ▶ South Parking Garage – 10 barriers

2.2.1.3 Quality Control

Pre-planning for the physical field inventory effort included a systematic quality control review of the raw field data. The quality control review process was completed at regular intervals via an online mapping viewer which allowed reviewers to check the data electronically as it was being collected in the field. Data discrepancies or errors, including missing data, were identified and coordinated with consultant team staff to re-inventory problem areas. As with all manual field data collection efforts, a few small inconsistencies occurred during data collection, mainly regarding default values when inputting inventory. Additional data collection efforts to replace questionable or missing data were conducted and addressed the most significant issues.

2.2.2 FINDINGS

The following sections detail the primary barriers inventoried and analyzed for ADA compliance. The barriers found applied to different features including curb ramps, sidewalks, discontinuities

and obstacles in pedestrian routes, pedestrian pushbuttons, hallways and select building entrances. The resulting barriers found tend to arise from deferred maintenance, ground settling since initial construction, and updates to ADA standards since the date of construction. When scopes are developed for barrier removal projects, barriers determined not to be feasible for removal will be documented. It may be determined that some barriers identified through this transition plan are on facilities that have been built to the maximum extent feasible as discussed in Section 4.1. Each project to remove barriers should be evaluated to determine if improvements to the facility are feasible in the engineering design phase. Multiple paths that serve the same program on campus may be identified. One or more of these paths may be identified as accessible and barriers on non-accessible paths path serving the same location may not be removed.

Depending on when new construction or alterations of ADA features commence, different ADA standards apply. Table 2-1 lists the different standards that apply to the three time periods for alterations and new construction. Pedestrian features must fully comply with the applicable standards, unless it is found that there are structural impracticalities in meeting the requirements. An alteration, as defined by ADAS 2010, is considered “a change to a building or facility that affects or could affect the usability of the building or facility or portion thereof. Alterations include, but

Table 2-1 ADA Standards and Compliance Dates

Compliance Date for New Construction or Alterations	Applicable Standards
Before September 15, 2010	1991 Standards or UFAS
On or after September 15, 2010 and before March 15, 2012	1991 Standards, UFAS, or 2010 Standards
On or after March 15, 2012	2010 Standards

are not limited to, remodeling, renovation, rehabilitation, reconstruction, historic restoration, resurfacing of circulation paths or vehicular ways, changes or rearrangement of the structural parts or elements, and changes or rearrangement in the plan configuration of walls and full-height partitions. Normal maintenance, re-roofing, painting or wallpapering, or changes to mechanical and electrical systems are not alterations unless they affect the usability of the building or facility”.

For the purposes of this transition plan, compliance was compared against the 2010 standards and PROWAG for features within the rights-of-way.

2.2.2.1 Curb Ramps

Figures 2-2 and 2-3 show the major components of a typical perpendicular and parallel curb ramp, respectively. Ninety-five percent of the existing curb ramps are non-compliant based on current ADA requirements. The data surveyed for verifying curb ramp compliance was divided into two overarching categories: non-compliant and minor non-compliant. The findings demonstrated that most of the curb ramps on campus fall into

the non-compliant category. Non-compliant curb ramps are existing/missing curb ramps given an accessibility score of 30. Minor non-compliant curb ramps received an accessibility score of 1-29. For further detailing on scoring, see Section 5.2.1. Non-compliance is primarily attributable to the following core criteria:

- ▶ The ramp width is too narrow. Six curb ramp widths are less than 48 inches.
- ▶ The ramp running and cross slope are too steep. Seventeen curb ramps have a running slope greater than 8.3%. Eight curb ramps have a cross slope greater than 2%, three of which are greater than 3%.
- ▶ Curb ramp is missing, 27 curb ramps.

For some of the high scoring curb ramps, the non-compliance is caused by the necessity to tie into the existing terrain around the curb ramp. Due to the majority of campus residing on a hillside (greater than 140 feet elevation gain from east to west), meeting compliant grades becomes a challenge. In curb ramp design, a key goal is to limit the ramp slopes,

Figure 2-2 Perpendicular Curb Ramp Attributes

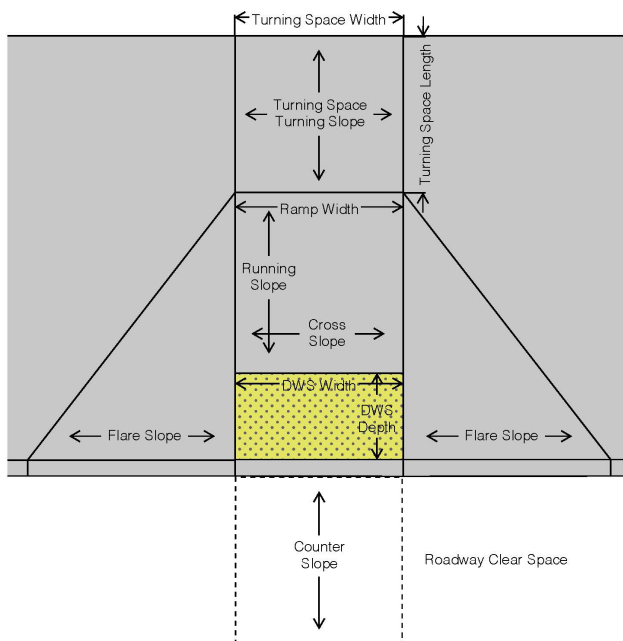
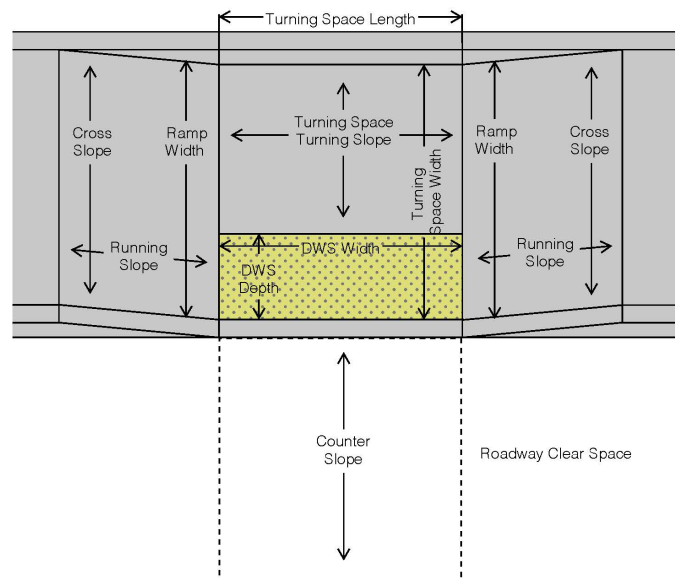


Figure 2-3 Parallel Curb Ramp Attributes



but steep roadway grades can prevent this from being practical in many instances.

Maximum extent feasible (MEF) documentation may be necessary in certain cases where it is found to be infeasible to remove all of a curb ramp's barriers. Where some barriers can still be reduced or removed, the improvement will need to be completed along with the MEF documentation. At locations where curb ramps are missing, different solutions could be applied such as installing a new curb ramp, adding signage to prevent crossings, or raising the crossing to the elevation of the curb.

2.2.2.2 Sidewalks

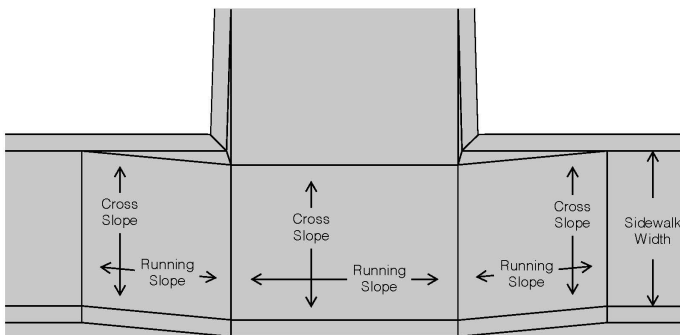
Several miles of sidewalks and pathways on campus are non-compliant based on ADA requirements. Common attributes for sidewalks and driveways are shown in Figure 2-4. Sidewalk segment that earned an accessibility score of 16-30 were categorized as non-compliant. Sidewalks that received an accessibility score of 1-15 were considered minor non-compliant. See Section 5.2.1 for details on accessibility scores. The most common hazards along the pathways

are gaps between concrete panels and utility boxes. Gaps between panels often come from concrete shrinkage and wear on gap sealant.

Non-compliance is primarily attributable to:

- ▶ The sidewalk width is too narrow (0.24 miles of pathways have a width less than 48 inches. 0.14 miles of pathways have widths less than 60 inches and have no pullouts. Some of these pathways have alternate routes and can be noted as such during the barrier removal process.
- ▶ The cross slope or running slope of the sidewalk is too steep. About 93% of sidewalk segments have at least one location where the cross slope is greater than 2% and about 52% of sidewalk segments have at least one location where the running slope is greater than 5%.
- ▶ The sidewalk has fixed/non-fixed barriers and other discontinuities that impede required usable pedestrian space. Obstacles including utility boxes without

Figure 2-4 Driveway and Sidewalk Attributes



non-slip surfaces and protruding bushes and trees were primarily found.

- ▶ Non-compliant driveways intersect the sidewalk. Of the seven driveways identified as non-compliant, most are related to the cross slopes exceeding the ADA 2% threshold.

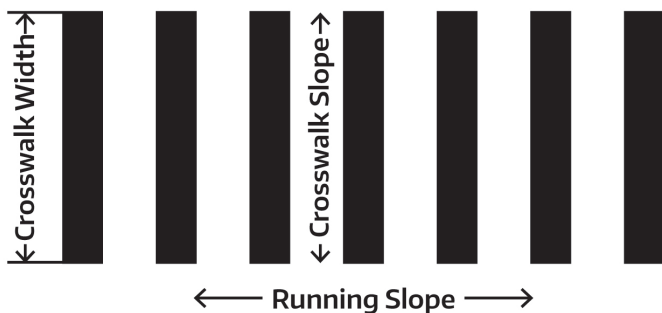
2.2.2.3 Other Outdoor Pedestrian Features

Other measured features included accessible traffic signal pushbuttons, parking stalls and aisles, crosswalks, bus stops, staircases, and wheelchair ramps.

Accessible Pedestrian Signals and Pushbuttons

Accessible pedestrian signals (APS) and pushbuttons create an integrated system that communicates to pedestrians in a visual, audible, and vibrotactile manner. To qualify as an accessible pedestrian signal a majority of these attributes must be present. One signalized intersection was included in the campus assessment. At this intersection, all four of the pedestrian pushbuttons are a non-accessible style. The requirement to use accessible pedestrian signal-style pushbuttons is relatively new per the 2010 ADA standards. Lack of compliance is likely due to the crossing having not been upgraded since the requirement was put into place.

Figure 2-5 Crosswalk Attributes



Pedestrian pushbutton

Accessible Parking

Parking stalls designated as accessible stalls on-street, in surface lots, and parking garages were inventoried. Dimensions, slopes, signage, and vertical clearances were surveyed for accessible parking stalls and associated aisles. The survey found that 51% of the parking stalls and 42% of parking aisles measured have non-compliant cross slopes. Almost all the accessible stalls have a sign that designates them as accessible, few of which are mounted at heights below compliant levels (60 inches). Stalls designated van accessible in parking garages did not meet the required vertical clearance for the vehicle routes to and from the parking stall. To limit impacts to the parking garages, the van accessible stall will likely need to be relocated outside of the parking structures.

Crosswalks

Both marked and unmarked crosswalks must comply with ADA standards. All intersection crosswalks are legal crosswalks unless signed to prohibit pedestrian crossings. All but one of the marked crosswalks observed complied with the standard width requirement and 88% of crosswalks have compliant running slopes. The most common non-compliant element of crosswalks is the cross slope with around half with non-compliant cross slopes. Figure 2-5 shows the major attributes measured for crosswalks.

Bus Stops

Features of boarding area dimensions and slopes, accessible routes and turning spaces are covered in ADA standards for bus stops and shown in Figure 2-6. These were measured for two bus stops within one transit zone on campus. The non-compliant elements in this area are the boarding area and bus shelter cross slopes.

Wheelchair Ramps

The majority of ramps surveyed have compliant cross slopes (88%), but many are connected to ramp landings with non-compliant slopes (63%). Approximately one third of the ramps require additional landings due to their rise being greater than 30 inches.

Staircases

Outdoor staircases were measured within the campus. Staircases that serve parking garages were not inventoried. For staircases that were measured, the dimensions and slopes of the individual stair steps were measured, and

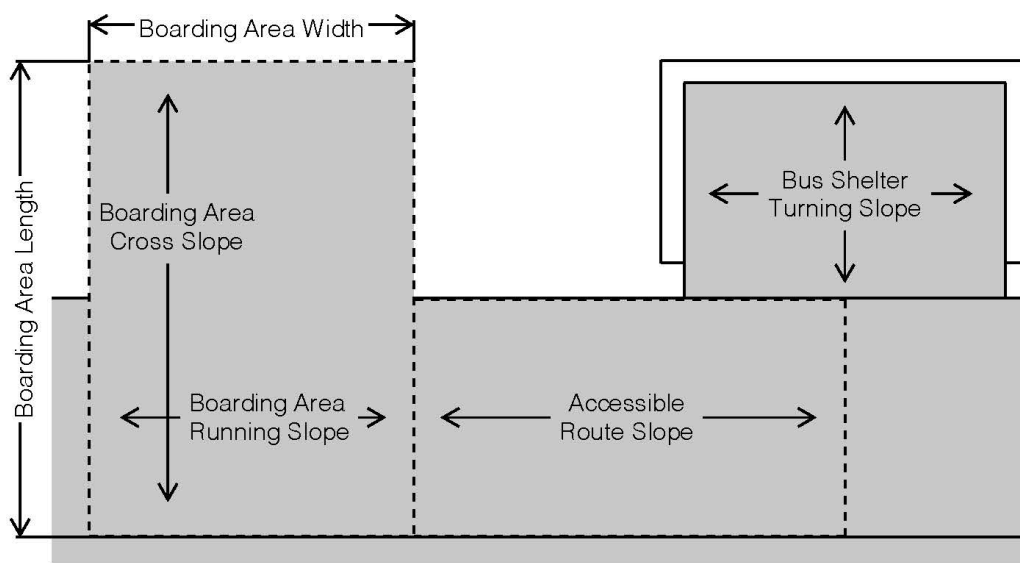
attributes of any associated handrails were recorded. Within the stair steps, the most frequent non-compliant feature is the tread cross-slopes. The non-compliant cross-slopes tended to be slightly above the compliant limit of 2%. For staircase handrails, the common feature with compliance issues are the bottom handrail extension slope which should be at the same slope as the staircase. Only on-site staircases on a paths of egress are required to be ADA compliant. These staircases will need to be identified by the University/College.

Indoor Barriers

Common barriers found on internal pathways include:

- ▶ Objects protruding into accessible pathways.
- ▶ Maneuvering space near doorways is not flat.
- ▶ Door hardware requires tight grasping or twisting or excessive force is necessary to open accessible door.

Figure 2-6 Bus Stop Attributes





View of common area from pedestrian bridge

LOW FARE BUS FAIR

SUMMER CRUISE

3 STAKEHOLDER ENGAGEMENT

ADA regulations require public entities to provide opportunities for comment to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, so that they may participate in development of the plan and processes. (28 CFR 35.105(b) and 28 CFR 35.150(d)(1)).

Public and stakeholder input is an essential element in the transition plan development and self-evaluation processes. There were three primary goals for the public outreach activities prior to adopting the plan:

- ▶ Inform the public about the campus plan and processes for barrier removal. Provide information to assist interested parties in understanding issues faced by the University/College, alternatives considered, and planned actions.
- ▶ Solicit public comment to identify errors or gaps in the proposed campus transition plan, specifically on prioritization and grievance processes.
- ▶ Meet Title II requirements for public comment.

3.1 ENGAGEMENT METHODS

In order to collect a diverse set of responses, a campus listening session and a survey were conducted.

3.1.1 LISTENING SESSIONS

A listening session event was held on April 4th, 2019 on the UW Bothell | Cascadia College campus. The objective of this event was to engage the community on federal requirements for ADA planning and to educate participants on the ADA Transition Plan development. Activities included interactive displays and online GIS map tool to obtain community input on barriers and priorities.

An interactive exercise was conducted as part of the open house activities. Maps of the campus

showing the self-evaluation data and major landmarks were displayed, and participants were asked to identify barriers to access.

Attendees could also select their top priorities related to the pedestrian network. Priority categories included access to the following facilities:

- ▶ Information/signs
- ▶ Classrooms/buildings
- ▶ Pathways
- ▶ Transit
- ▶ Other Transportation

3.1.2 SURVEY

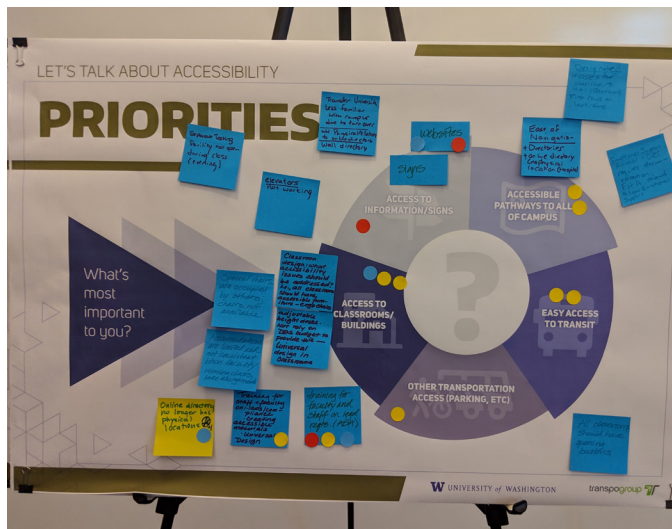
The University/College also posted a survey (for 2 weeks in early April 2019) to their website and participants were asked via email and campus communications to select their highest priorities related to physical obstacles and key destinations. The purpose of these

exercises was to identify key themes to move forward in development of the plan.

The survey was completed by 70 people with responses from students, employees and visitors. Of the responses, 33% were students, 66% were staff or faculty, and 1% were visitors. Several participants voiced concern regarding accessible routes that use building pathways and elevators to navigate around stairs or other barriers. Concerns included: inconsistent or inaccurate signing, internal accessible paths being unusable due to elevator disrepair or hours of operation, and automatic door actuation.

3.1.3 PROJECT WEBSITE

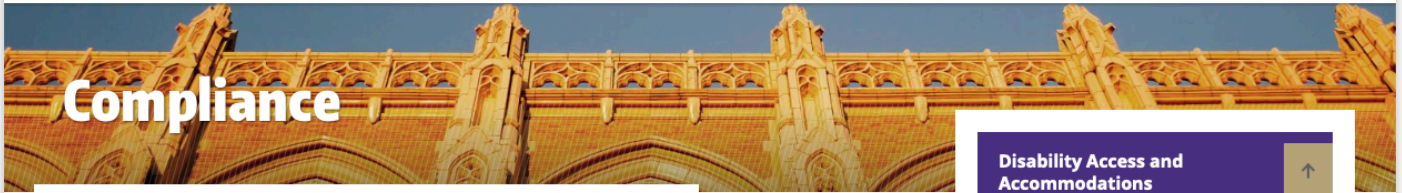
The University is promoting the ADA Transition Plan on their website: <https://www.washington.edu/compliance/ada/transition-plan/> for the site provides easy access to project information and avenues to provide feedback throughout the self-assessment and transition plan development and implementation.



Priority Dot Exercise from Listening Session



Campus Map with Accessibility Barrier Feedback



[Home](#) > [Compliance](#) > [Disability Access and Accommodations](#) > [ADA Transition Plan](#)

ADA Transition Plan

Accessibility Survey and Assessment

The University of Washington seeks to create environments that are welcoming and accessible to all. In addition, the Americans with Disabilities Act (ADA) provides that public entities having responsibility for, or authority over, facilities, streets, roads, sidewalks and/or other areas meant for public use should develop a Transition Plan, to lead their efforts in meeting accessibility standards.

In Spring 2019, the University of Washington began the process of developing a new comprehensive built environment accessibility improvement plan. This will be accomplished through phases and aspects that will be ongoing for years to come. Work has already begun to identify and inventory campus points of entry (i.e. parking lots, load/unload areas, transit stops), program access, and pathways (i.e. sidewalks). This inventory will inform the creation of an updated Transition Plan that will lead to improving these areas, as needed, over time.

The process will begin with assessing the physical sites and facilities of the Bothell, Seattle and Tacoma campuses using the 2010 ADA Standards for Accessible Design. The current survey and assessment phase is focused on exterior facilities, including:

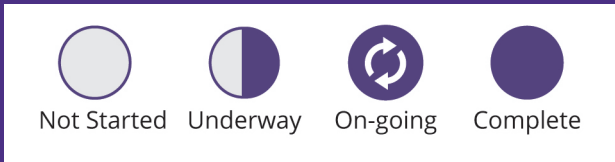
- accessible paths of travel
- parking
- transportation
- exterior signage, and,
- estimated cost ranges for the improvements recommended

Disability Access and Accommodations	↑
Office of the ADA Coordinator	
ADA Transition Plan	
Best Practices for Access	
Policy, law and reporting	
Service animals	
ADA News and Events	

ADA transition planning project website:
<https://www.washington.edu/compliance/ada/transition-plan/>



4 BARRIER REMOVAL RECOMMEN- DATIONS



4.1 APPROACH

The following recommendations were developed in response to the completed assessment and have been drafted to recommend actions so that progress on each recommendation can be easily tracked and updated. Three of these recommendations have been instituted already by the University/College and are in compliance with the requirements of a transition plan.

4.1.1 RECOMMENDATION 1

Update Campus Accessible Wayfinding

An audit of existing campus signage related to wayfinding and accessibility was completed. As part of the audit, the existing signage was documented and a plan outlined to improve wayfinding for pedestrians who wish to utilize ADA-accessible routes. A variety of new signage is recommended to be installed to provide more awareness to campus students, employees, and visitors.

A temporary signage plan was implemented in August 2019 on campus. A survey was distributed in late September/early October to campus students, faculty and staff to gain input on effectiveness. This informed the final signage plan and permanent sign installation in 2020.



Not Started



Underway



On-going



Complete

4.1.2 RECOMMENDATION 2

Identify a University official responsible for Transition Plan implementation

The University Chancellor and College President have been identified as the primary officials with ultimate responsibility for implementing this transition plan, along with University architects and others as designated. The University also identified its ADA/Section 504 Coordinator, a program of the UW Compliance and Risk Services unit, as the individual responsible for coordinating the University's ADA compliance (see Section 7.1 for more information).

This position, often referred to as the “ADA Coordinator,” is one of the four major federal requirements for every ADA transition plan.



Sign directing pedestrians around a work zone

4.1.3 RECOMMENDATION 3

Educate University/College staff, consultants, and contractors on PROWAG and ADA standards

Transition plans are often a learning experience for the staff of a public entity, consultants, and contractors alike since they alter existing practices and expectations. The University should use the process of developing a transition plan to teach and learn about accessibility and the barriers individuals with limited mobility or sight experience when traveling on campus.

Education can take many forms, from review of updated design standards with key individuals such as field inspectors and contractors, to development and review of local and state specific design standards, or training from groups that serve people with disabilities.

4.1.4 RECOMMENDATION 4

Clarify and enforce accessibility requirements for construction zones

Work zones should provide the same level of access as permanent pedestrian facilities covered by ADA requirements. Pedestrian access must be maintained in areas of street construction and maintenance. The University/College should review standards and policies to ensure that alternative walking routes are designated within work zones.



4.1.5 RECOMMENDATION 5

Maintain barrier reporting process

A request for barrier removal allows the public to seek accommodations or barrier removal. It is currently possible to make a request in-person, by telephone, by mail, or via e-mail. Those requests are recorded by the University. Additionally, the University provides an online form that allows people to report a barrier to access; the UW Bothell website was updated with this tool in August 2019.

As described in Section 2.1, the barrier to access reporting tool has been implemented on campus through UW Facilities.

4.1.6 RECOMMENDATION 6

Develop a consistent and centralized MEF documentation database

Maximum extent feasible (MEF) is a provision that requires alterations to facilities governed by ADA standards that could affect the usability of a facility must be made in an accessible manner to the maximum extent feasible. ADA Standards for Accessible Design 2010 dictates that:

Each facility or part of a facility altered by, on behalf of, or for the use of a public entity in a manner that affects or could affect the usability of the facility or part of the facility shall, to the maximum extent feasible, be altered in such manner that the altered portion of the facility is readily accessible to and usable by individuals with disabilities, if the alteration was commenced after January 26, 1992.

The University/College should adopt an MEF documentation process and standard template for such documentation when addressing new or altered construction. This documentation should be stored in a centralized location and be linked to the campus's geo-referenced GIS ADA self-evaluation database to ensure consistency of the data.

Consolidation of past MEF records into this geo-referenced database is also recommended to allow the University/College to identify those pedestrian facilities surveyed as part of the self-evaluation and subject to an MEF, which should therefore be removed from the list of barriers.

4.1.7 RECOMMENDATION 7

Develop performance measures and processes to track barrier removal

The primary purpose of an ADA transition plan is to develop a plan for removal of barriers to access. The University has initiated development of a process to track barrier removal on a year by year basis. To enhance this process, it is recommended the University actively update the GIS ADA self-evaluation database developed for this plan, tracking how and when ADA barriers are removed. This data can be used to provide annual updates on progress and to demonstrate the University's progress regarding its Title II requirements.



Not Started



Underway



On-going



Complete

4.1.8 RECOMMENDATION 8



Develop Guidelines for ADA Standards

Guidelines for implementing ADA standards will be a useful tool for various University offices including Compliance and Risk Services and UW Facilities, as well as contractors, designers, and maintenance staff. These guidelines can serve as a means for enforcing ADA standards and applying a consistent approach to implementing them. The guidelines will provide references to key ADA standards and outline field surveying techniques for evaluating different types of pedestrian features.

4.1.9 RECOMMENDATION 9

Evaluate all University Programs and Activities as they Relate to the ADA

The focus of the initial self-evaluation and transition plan was on ADA barriers related to the public rights-of-way and exterior spaces and some indoor pathways on the Bothell and Cascadia College campus. The requirements for accessibility found in Title II of the ADA apply to many functions, programs, and activities the University may provide or engage in. In addition to what was included in this plan, self-evaluation and transition planning related to activities such as hiring, communications, recreational programs, physical facilities, etc. should be performed to identify barriers within these programs and activities.

5 PRIORITI- ZATION

Barrier Removal Priority Scoring includes the following factors:



BUILDING USE



**EXISTING BARRIERS
TO ACCESSIBILITY**



ROUTE DEMAND

5.1 APPROACH

Following completion of the campus-wide barrier assessment, development of an implementation plan and transition schedule included two steps. First, all pedestrian facilities with an identified barrier were prioritized based on multiple factors: the severity of the barrier, the proximity of that facility to pedestrian destinations, and route length. Next, a planning level cost estimate was developed to provide an estimate of the financial resources needed to remove all barriers.

5.2 PRIORITIZATION

To focus efforts on the University/College's highest priority access routes and the barriers within them, an analysis of the accessibility of select campus buildings and common areas was completed. This analysis resulted in a prioritized list of of pedestrian facilities for barrier removal.

To complete this assessment, a multi-criteria analysis was conducted to determine which facilities do not meet existing standards. Each attribute collected in the field was compared against the relevant ADA and PROWAG requirements.

The following items were analyzed and combined to create a barrier removal priority scoring tool (Section 5.2.4).

1. **Building Use** – rating criteria used to prioritize buildings based on their facilities (Section 5.2.2).
2. **Existing barriers to accessibility** - described in Chapter 2 Self-Assessment and accessibility Section 5.2.1 scoring criteria.
3. **Route Demand** – evaluation of routes with the greatest usage between high priority buildings. (Section 5.2.3).

5.2.1 “BARRIERS TO ACCESSIBILITY” SCORE

A number of criteria were used to identify high priority facilities on the campus. This process was completed by identifying University and shared buildings, common areas of all types on campus, and rating the accessibility of each facility.

The criteria used for each facility type, the threshold used to identify barriers, and the score used to indicate the relative significance of each barrier was developed. Facilities with a higher “Barriers to Accessibility” Score represent a significant barrier to access.

5.2.2 BUILDING USE SCORE

All buildings accessed by students and the public were assigned points based on the facility uses within each building, as shown in Table 5-1. This measure is called the Building Use Score. Relative scores were developed with University staff to accurately rate each use’s significance. Few buildings are expected to receive maximum scores; thus higher values were assigned to higher priority uses in an effort to prioritize accessible routes.

Table 5-1 Building Use Score

Building Use	Rating Criteria	Possible Score
Athletic Facilities		6
Classrooms/Labs	Large Class > 60seats (6pts) Teaching Lab (6pts) Small Class < 60seats (3pts) Research Lab (3pts)	6
Public Restrooms		5
Dining/Food Service		4
Employee Facilities	With student access (4pts) No student access (2pts)	4
Faculty Offices	With student access (4pts) No student access (2pts)	4
Housing	Accessible Units (4pts) Non-Accessible Units (2pts)	4
Library/Study Rooms	Library & in-library study room (4pts) Out of library study room (2pts)	4
Student Areas		4
Parking		3
Maintenance Facilities		1
Highest Possible Building Use Score		45



5.2.3 ROUTE DEMAND SCORE

In order to further prioritize removal of barriers in the campus circulation network, a GIS-based model was used to identify the most direct routes and high demand pathway segments. The metric identified for this purpose was the Route Demand Score. A score was developed for each feature based on the anticipated level of use of the applicable portion of the pedestrian network. Higher demand segments represent areas that link to higher demand destinations or areas that are at the crossroads of multiple routes. Higher scores indicate a higher priority to address the barriers found in these parts of the pedestrian network.

Pathway segments are considered high priority based on geospatial importance, and any nearby ADA features, such as curb ramps and crosswalks, were assigned the Route Demand Score of their corresponding segment. While the Route Demand value is not the measure of a feature’s accessibility, it encompasses barriers pedestrians with disabilities may commonly experience, such as staircases and steep slopes. The final scores represent the areas of the campus network important to users with disabilities.

5.2.4 BARRIER REMOVAL PRIORITIES

By combining the Accessibility Score and the Route Demand Score, an Accessibility & Location Combined Score was developed for each barrier. Together, along with the stakeholder engagement feedback (Chapter 3), this information was used to prioritize barrier removal at locations where pedestrians would be expected. Some designated accessible routes were identified to be through buildings in order to utilize elevators or ramps. In these cases, a Building Use Score was used instead of Route Demand Score.

Facilities with the highest score should be addressed first (46+ points) given that those present a clear physical barrier and are in high-demand areas. Facilities with minor barriers and lower scores (0 to 15 points) should be addressed last; these facilities are in locations where pedestrian demand is expected to be lower. The scores are relative, comparing one facility to the other. The ranges for medium and high priority were established based on review of the identified barriers and assessment of the relative significance of the barrier presented.



ARC 3 levels from L2 bridge

6 IMPLEMENTATION

Establishing priorities for removal of barriers to access on campus property is the primary purpose of this ADA Transition Plan.

The following section documents the primary methods of barrier removal and contains recommended revisions to the University’s policies and practices to ensure compliance with state and federal requirements for ADA accessibility.

6.1 BARRIER REMOVAL METHODS

The University currently uses several methods, building renovations and maintenance, to remove barriers to access and has the potential to add more to increase the rate of removal.

6.1.1 CURRENT FUNDING SOURCES

Table 6-1 outlines the current sources for removing barriers to access across the campus. The funding sources cover areas including general maintenance needs and larger scale projects. These types of projects remove barriers found in building facilities and on site features.

Table 6-1 Current Campus Barrier Removal Sources

Funding Source	Typical Barrier Removal Application
Building Account	Minor capital and systems renovations
State Appropriations	Major building renovations/construction
Local Funds	Program driven priorities

6.1.2 CURRENT CAMPUS DEVELOPMENT

Campus development currently in progress will remove barriers to access and continue to promote accessibility.

Current projects include:

- ▶ Corporation Yard – completed July 2020 – moving existing corporation yard and adding a warehouse to an area in southeast campus adjacent to the Chase House.
- ▶ West Garage – completed September 2020 – a new ~600 stall garage located in west campus, west of 110th Ave NE. Accessible crossing of 110th is included.
- ▶ STEM4 – estimated completion 3rd quarter 2023 – a new academic building located just south of CC3 and east of the West Garage.

Pedestrian improvements (new or replacement) are often included as a component of these projects. With this transition plan, barriers to access are now easier to identify and include in future projects.

Future projects anticipated by others include:

- ▶ Campus transit stop improvements by Sound Transit, King County Metro and/or Community Transit – estimated completion 2024-2025
- ▶ Husky Village Student Housing redevelopment – estimated completion 2023-2024

6.2 TRANSITION PLAN COST AND SCHEDULE

One requirement of an ADA Transition Plan is development of a schedule demonstrating the expected time frame for a public entity to remove accessibility barriers. Understanding the financial resources needed to remove them is essential for developing such a schedule.

6.2.1 PROCESS

Unit costs were developed to address ADA barriers described in Chapter 2. These costs were developed using recent bid tabulations (2016-2019) and assumptions regarding the typical cost of replacement for each ADA barrier.

A draft cost estimate was created using information from the data inventory and calculated using current year construction costs. The cost estimates are meant to assist in determining a schedule for the completion of the barrier removal process. They also serve as a tool to help the University/College plan and fund full removal of barriers over a period of time.

6.2.2 COST ESTIMATE ASSUMPTIONS

Planning level cost estimates were determined using unit costs and data gathered during the inventory process. ADA deficiencies were totaled using their respective unit of measurement: for example, square yards for sidewalks, and number of facilities for curb ramps.

Other factors such as contingency, design, mobilization, traffic control, and sales tax will be added once project scopes are defined. Additional costs to be added to the project level costs include those associated with items such as grading, permitting, contingency for changes in future accessibility standards, structural impacts, and inflation. The additional cost due

to inflation will vary based on when a project is initiated. The costs for removing barriers within the transit zone were not included in the overall estimate as the extents of the needed improvements could vary substantially. Barrier removal at the bus stops, or their relocation, will be a coordinated effort between the transit agencies and the University/College.

It is also important to note that the physical feasibility of removing each ADA barrier was not considered in developing the planning level cost estimate. Due to existing roadway grades, geometry, building layouts and other physical factors, it is unlikely that a portion of the ADA barriers can be fully removed may be improved to the maximum extent feasible.

Table 6-2 provides a summary of each activity associated with barrier removal and the applicable cost of removing the specified number of deficiencies. Non-compliant sidewalks/walkways represent the largest overall cost, followed by non-compliant curb ramps and hazard removal along pedestrian pathways.

6.2.3 SCHEDULE

Identified barriers are anticipated to be remediated through currently funded capital building projects, maintenance work, partner-funded projects, and by securing funding over the next several biennium. (See Section 6.1 for current and anticipated projects.)

The University/College’s next step is to create barrier removal projects and project costs which will inform a removal schedule. Progress on the schedule and alignment with established priorities will be reevaluated annually to ensure projects, maintenance, and budgets support selected goals.

Through the development of this plan and analysis of accumulated data, an online

mapping tool was created to provide geospatial information, accessibility attributes, and prioritization of barriers within one platform. The online mapping tool will be a key instrument to identify barrier removal projects.

With use of the online mapping tool and priority level assignments the University/College will select projects to continue barrier removal. To inform project selection, a scoping effort should take place. This effort would include site visits for areas identified as high priority, to determine the severity of the barrier and evaluate possible solutions to address the issue. When selecting projects, site conditions and improvement feasibility should be considered. Areas with multiple barriers within close proximity can be grouped together to achieve cost savings.

Some barriers identified through this transition plan are on facilities that have been built to the maximum extent feasible as discussed in Section 4.2. Each barrier removal project should be evaluated in the engineering design phase to determine if improvements to the facility are feasible.



Husky Village Center

Table 6-2 Cost Estimate

Facility Type	Improvement Types	Quantity	2019 Replacement Costs
SIDEWALKS			
Sidewalk	Reconstruct existing sidewalk or paved shoulder walkway	10,400 SY	\$1,508,000
Driveway	New driveway with sidewalk	7	\$20,400
MAINTENANCE/MISCELLANEOUS			
Vertical Discontinuity	Sidewalk grinding (10 LF of sidewalk)	47	\$11,750
Horizontal Discontinuity	Sidewalk crack sealing/grouting	2780 LF	\$13,900
Fixed Obstacles	Relocation of obstacles including utility pole, mailbox, tree trunk, etc.	23	\$69,000
Movable Obstacles	Relocation of obstacles including tree/bush (prune-able), message boards, parked cars, etc.	9	\$1,800
Protruding Obstacles	Relocation of obstacles including of tree/bush, signs, awnings etc.	14	\$7,000
CURB RAMPS			
Missing Curb Ramp	New curb ramp	27	\$124,200
Detectable Warning Surface (DWS)	New bolt down detectable warning surface	5	\$3,000
Existing Curb Ramp (running slope, cross slope, ramp width, etc.)	Reconstruct existing ramp	39	\$234,000
PUSHBUTTONS			
Pedestrian Signal Pushbuttons and Poles	Install new pole and pushbutton	3	\$15,000
Pedestrian Signal Pushbuttons	Install new pushbutton	1	\$2,000

NOTES:

Costs listed for each feature type includes cost of barrier removal for barriers that may remain in place due to the feature being installed to the maximum extent feasible (MEF). Further study of these features is necessary on a case by case basis.

Project plan costs will be developed to include additional costs beyond the base unit costs for barrier removal improvements. Work such as design, mobilization, TESC, & traffic control, construction management, and sales tax will be added to the project cost. Additional cost related to storm design, structural features, and landscaping will be included as the project costs are refined. A schedule for construction will also be created with inflation applied to the overall project cost.

Table 6-2 Cost Estimate

Facility Type	Improvement Types	Quantity	2019 Replacement Costs
STAIRCASES			
Staircase (riser, tread, slope, etc.)	Replace concrete staircase (10 steps)	15	\$45,000
Handrail (height, diameter, extensions, etc.)	Replace handrail	536 LF	\$80,400
RAMPS			
Ramp (width, slope, landing, etc.)	Replace ramp	180	\$34,200
Handrail (height, diameter, extensions, etc.)	Replace handrail	718	\$107,700
WAYFINDING SIGNS			
Lack of accessibility route wayfinding information	Design and installation of wayfinding signs	43	\$28,000
BUILDING FEATURES (SEE APPENDIX A)			
Non-compliant building feature	Remove building barriers	1	\$127,091

NOTES:

Costs listed for each feature type includes cost of barrier removal for barriers that may remain in place due to the feature being installed to the maximum extent feasible (MEF). Further study of these features is necessary on a case by case basis.

Project plan costs will be developed to include additional costs beyond the base unit costs for barrier removal improvements. Work such as design, mobilization, TESC, & traffic control, construction management, and sales tax will be added to the project cost. Additional cost related to storm design, structural features, and landscaping will be included as the project costs are refined. A schedule for construction will also be created with inflation applied to the overall project cost.



Ball Fields from L2 bridge

7 CURRENT PRACTICES

This section documents key pieces of information critical to ongoing plan implementation. This information will be updated as described in Section 7.5.

7.1 OFFICIALS RESPONSIBLE

For Implementation:

Bjong Wolf Yeigh, UW Bothell Chancellor

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For ADA Coordination:

Bree Callahan, ADA/Section 504 Coordinator

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University of Washington
Seattle, WA 98105
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7.2 MAXIMUM EXTENT FEASIBLE DATABASE AND PROCESS

Once an official system is approved, the process will be documented in summary memoranda.

7.3 CURRENT GRIEVANCE PROCESS

See Section 2.1.2 for the University's current ADA Grievance Policy. Changes to policies will be outlined in the summary memoranda.

7.4 ACCESSIBILITY OF ADA TRANSITION PLAN INFORMATION

Find the accessible electronic version of this ADA Transition plan at: uw.edu/ada

7.5 BARRIER REMOVAL PERFORMANCE MONITORING

The plan is currently less than one year old and represents the most recent available data. The University/College will track barrier removal progress and provide summary memoranda on a yearly basis for the first three years following plan implementation. After this three year period, progress memoranda will be prepared on a biennial basis.



L2 outside NCEC to catwalk



PREPARED BY

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