



## Accessibility Self-Evaluation and Transition Plan Overview

### **ROSIE THE RIVETER / WORLD WAR 2 HOME FRONT**

**NATIONAL HISTORICAL PARK | CALIFORNIA**

**JUNE 2016**

## EXECUTIVE SUMMARY

The park's Accessibility Self-Evaluation and Transition Plan (SETP) includes major findings from the self-evaluation process, as well as a plan for improving accessibility parkwide. The SETP resulted from the work of an NPS interdisciplinary design team, including planning, design, and construction professionals; and interpretive, resource, visitor safety, maintenance, and accessibility specialists. Site plans, photographs, and specific actions for accomplishing work in priority park areas were developed, and associated time frames and implementation strategies were established to assist NPS staff in scheduling and performing required actions and to document work as it is completed. Park policies, practices, communication, and training needs were also addressed. The goal of a SETP is to design an effective plan to improve the park's accessibility by upgrading services, activities and programs at park areas and to instill a culture around universal access by employing means to convey information to the widest population possible and by prioritizing ongoing staff training.

Following are the key park experiences and associated priority park areas addressed in the transition plan:

- **Visit and learn about "Rosie the Riveter" and the civilian World War II "home front" as symbols of the resulting transformation in American life:** Section of the Bay Trail adjacent to the Ford Assembly Building, Cafeteria, Lucretia Edwards Park, Maritime Child Development Center, Rosie the Riveter Memorial / Marina Bay Park, SS "Red Oak Victory", and Visitor Education Center
- **Explore the different perspectives and experiences of the home front through first person accounts and historic collections:** Section of the Bay Trail adjacent to the Ford Assembly Building, Lucretia Edwards Park, Maritime Child Development Center, Rosie the Riveter Memorial / Marina Bay Park, SS "Red Oak Victory", and Visitor Education Center
- **Learn about the historic setting of a World War II boomtown:** Section of the Bay Trail adjacent to the Ford Assembly Building, Cafeteria, Lucretia Edwards Park, Maritime Child Development Center, Rosie the Riveter Memorial / Marina Bay Park, SS "Red Oak Victory", and Visitor Education Center
- **Discover and create linkages to other World War II home front stories across the country:** Section of the Bay Trail adjacent to the Ford Assembly Building, Cafeteria, Lucretia Edwards Park, Maritime Child Development Center, Rosie the Riveter Memorial / Marina Bay Park, SS "Red Oak Victory", and Visitor Education Center
- **Explore park connections and relevancy through community, youth engagement, and educational programs:** Section of the Bay Trail adjacent to the Ford Assembly Building, Lucretia Edwards Park, Maritime

Child Development Center, Rosie the Riveter Memorial / Marina Bay Park, SS  
"Red Oak Victory", and Visitor Education Center

Overall, the same types of services, activities, and programs were found throughout park areas and assessment findings for these generally repeated from area to area, for both physical accessibility and program accessibility. More detailed accessibility improvements are recommended for each finding by area location.

## **PHYSICAL ACCESSIBILITY**

Recurring findings related to meeting physical accessibility requirements under the Architectural Barriers Act Accessibility Standards (ABAAS) were generally for parking areas, accessible paths of travel, interpretive waysides, and benches. Common barriers included absent accessible parking stalls and signage; surfaces that were not firm and stable or had high running and/or cross slopes; missing approach areas in front of interpretive waysides; and a lack of companion seating spaces adjacent to benches.

Improvements are also recommended for cross slopes of outdoor recreation access routes along the Bay Trail and in Lucretia Edwards Park; approaches at and operations of exhibits at the Maritime Child Development Center and Visitor Education Center; and a lack of accessible picnic tables at Lucretia Edwards Park.

## **PROGRAM ACCESSIBILITY**

Recurring findings related to meeting program accessibility requirements under ABAAS were generally for interpretive waysides, audiovisual programs and videos, and exhibits. These often were partially accessible for some visitors with disabilities or lacked available alternative formats, such as materials in a braille or large print, open captioning, or audio and electronic formats. Many interpretive waysides throughout the park had small font sizes that may present challenges for visitors with vision impairments. In tandem with audio description, assistive listening devices are available at the Visitor Center but do not include the microphone portion, which will need to be purchased. The park website requires upgrades to provide more detailed information regarding accessible programs; audio and video accommodations; requests for sign language interpreters; available alternative formats of park publications; service animals; and accessible tours. Font sizes on the website were not able to be enlarged manually and had low contrast, and files were not readable for screen readers. The park website is being updated in 2016 to comply with all accessibility requirements and improve navigation and ease of use.

Specific programs and areas that would better serve visitors include providing an audio description tour of the SS "Red Oak Victory" led by docents; a live-streamed video tour of the SS "Red Oak Victory" on iPads outside of the ship and on the park website; and installing audio and two-way communication capabilities on elevators at the Visitor Education Center. Areas of improvement for the park

website include notifying users of the availability of accessible programs, services, and activities, and providing information on how to request accommodations.

## **PARKWIDE ACCESSIBILITY**

During the self-evaluation and assessment process, some of the more noteworthy parkwide accessibility challenges that were discussed by the planning team included staff training and park protocols, audio and visual programs, ranger-led tours, special events, and the park website. It is suggested that the park employ trained consultants to assist them in determining how to best address program accessibility improvements parkwide, and to ensure that design and implementation of alternative format programs best meets the intended audiences. When alternative formats are provided, place signage at appropriate locations and communicate in park materials to inform visitors of availability.

Staff training is of primary importance, as creating parkwide accessibility requires staff awareness and understanding, as well as appropriate action to make or support accessible conditions. General training for all staff is strongly advised, as is regular, specific training for maintenance and interpretive staff to upkeep physical and programmatic accessibility. Conducting the assessment process with the park team was a step forward as it brought higher awareness and field training to staff, and served to generate commitment towards embracing this ethic as a core value.

While improving accessibility across the board is important, park staff will need to consider which improvements in which park areas expand accessibility to the greatest numbers of park visitors with disabilities. In addition, suggested time frames and relative cost for implementation need to be factored in to decisions related to accessibility investments.

Rosie the Riveter / World War II Home Front National Historical Park is striving to be inclusive and welcoming. The self-evaluation process identified a number of strengths. There is an increased general awareness by park staff of accessibility needs and requirements. The park's strong commitment to accessibility is evident in how facilities are retrofitted and how the construction and maintenance program continues to upgrade services and amenities. The recent completion of interpretive materials in the visitor center includes a number of alternative programmatic options for persons with disabilities. These include a tactile model and other tactile exhibits for persons with visual impairments and captioning and audio descriptions for persons with hearing impairments. The willingness of park staff to assist visitors with disabilities in all settings and facilities is apparent.





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## INTRODUCTION

Since 1916, the National Park Service (NPS) has preserved, unimpaired, the natural and cultural resources and values of the national park system, while also providing for the enjoyment, education, and inspiration of this and future generations.

Many of our national parks were founded because of their stunning views, extreme and unique geography, challenging and sensitive natural environments, and historic, fragile structures. The many reasons this park, Rosie the Riveter / World War II Home Front National Historical Park, and other parks exist are due to their history and resources. The NPS mission balances protection of resources (both natural and cultural) along with visitation. To accommodate our visitors, facilities, services, activities, and programs were designed and built within parks to help them better understand each park purpose and significance.

Most facility installation preceded the passing of laws and policies that reflect the commitment of the National Park Service to provide access to the widest cross section of the public, and to ensure compliance with the Architectural Barriers Act of 1968, the Rehabilitation Act of 1973, the Equal Employment Opportunity Act of 1972, and the Americans with Disabilities Act of 1990 (42 USC 12207). The accessibility of commercial services within national parks is also governed by all applicable federal laws. Within its nearly 100 years of operation, the National Park Service has continued to work toward a more inclusive environment. Paralleling these efforts, laws and regulations have provided additional guidelines. The more than 400 park units that comprise the national park system today include not only the large western parks, for which the agency is well known, but also nationally significant urban parks, historic sites, monuments, parkways, battlefields, and a diversity of other park types across the country.

For nearly a century, the park service has been a leader in connecting people to both our natural and cultural heritage. Today's generation of visitors has different needs and expectations and the agency must adapt to meet these changing demands. Modern science and visitor trend analysis have provided new insight into the opportunities and challenges related to accessibility in the national park system. There are approximately 60 million people with disabilities in the United States today, with the number expected to rise to 71 million in upcoming years as the number of baby boomers (people 65 and older) rises. This information can help the service understand changing visitation patterns, the nexus between resource stewardship and accessibility, and the impacts of managing visitors, resources, and infrastructure with the threats of decreasing funding. Adequate planning can identify unique solutions to challenges and provide the service with a trajectory that is full of opportunity—for visitors now and for future generations. The National Park Service is committed to making all practicable efforts to make NPS facilities, programs, services, and employment opportunities accessible to and usable by all people, including those with disabilities.



## **ROSIE THE RIVETER / WORLD WAR II HOME FRONT NATIONAL HISTORICAL PARK DESCRIPTION**

Rosie the Riveter / World War II Home Front National Historical Park, established in 2000, encompasses the nation's largest concentration of intact civilian World War II historic structures and sites. Located within the historic setting of 1940s Richmond, California, in the northeastern section of the San Francisco Bay Area, the park was established to preserve the stories and sites associated with the wide-ranging citizen, industrial, and governmental efforts that supported the nation's war effort during World War II.

World War II home front activities brought about unprecedented changes in American life. With nearly 16 million of the nation's male workforce deployed to military service overseas, millions of other potential workers were encouraged to relocate to centers of industry around the country. Women's roles changed significantly, women and people of color were offered job opportunities formerly denied to them, momentum increased in the continuing struggle for equal rights, and innovations such as employer sponsored health and childcare services began to evolve.

The name "Rosie the Riveter" was made famous by a popular song from 1943, and it quickly became a catchphrase that represented all the women war workers in shipyards, airplane factories, ammunition plants, railroads, and other defense plants. As an emblem of the times, "Rosie" symbolized the "We can do it" spirit of the war effort.

## **PARK PURPOSE AND SIGNIFICANCE STATEMENTS**

Rosie the Riveter / World War II Home Front National Historical Park will complete a foundation document by 2016. Foundation documents provide basic guidance for planning and management decisions by identifying the park purpose, significance, and fundamental resources and values. The Rosie the Riveter / World War II Home Front National Historical Park foundation plan identifies special mandates and administrative commitments, and provides an assessment and prioritization of park planning and data needs. The park purpose and significance below will be updated during the foundation document process. Understanding these elements helps set the stage for appropriately integrating accessibility into the overall park priorities and plans.

### **Park Purpose**

Rosie the Riveter / World War II Home Front National Historical Park located in the wartime boomtown of Richmond, California, preserves and interprets the stories and places of our nation's home front response to World War II.

## **Park Significance**

- This park preserves an outstanding collection of World War II home front sites, structures, and landscapes.
- This park is the place within the national park system dedicated to collecting, preserving, and making accessible to visitors the oral histories, stories, and artifacts of the World War II home front.
- This park is the place within the national park system where visitors link to sites across the country to explore the many social and cultural changes that began or accelerated on the home front during World War II.

## **ACCESSIBILITY SELF-EVALUATION AND TRANSITION PLAN**

The creation of a transition plan is mandated by regulations under Section 504 of the Rehabilitation Act of 1973, as they apply to the US Department of the Interior, which states that “No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance.” It specifically requires parks to document architectural barriers, solutions, and time frames for making improvements to increase accessibility.

This Accessibility Self-Evaluation and Transition Plan (SETP) has been prepared to provide Rosie the Riveter / World War II Home Front National Historical Park a tool for addressing overall needs associated with making the park accessible when viewed in its entirety. The plan is based in an understanding of key park experiences and establishes a methodical process that identifies, prioritizes, and outlines improvements to park accessibility. The plan proposes strategies for implementation over time and in a manner consistent with park requirements and protocols.

All key park experiences and all park areas were identified to ensure that the plan would consider all park programs. Park areas were then evaluated against measurable criteria to determine which would be considered priority park areas. Each priority park area was assessed to determine where barriers existed to participating in park programs, and the best manner in which access could be improved. In some situations it is not reasonably practicable to create physical or universal design solutions.

## **IMPLEMENTATION OF THE PLAN**

Rosie the Riveter / World War II Home Front National Historical Park is a park unit where the federal government does not own any property within the park's boundaries. Although the National Park Service provides technical assistance in preserving historic resources and telling stories about the area, the park sites and structures are not owned or maintained by the agency. The park was conceived as a partnership park, with many different entities involved in both preserving the Richmond World War II home front and providing services to support visitor experiences. In order to implement improvements to accessibility proposed in this document, the park will need to work closely with the City of Richmond and its other partners.

One of the goals of the plan is to increase accessibility awareness and understanding among staff and volunteers of Rosie the Riveter / World War II Home Front National Historical Park. The park superintendent is responsible for implementing and integrating the plan, in coordination with park partners and the entities who own the facilities identified in this plan. The park designated accessibility coordinator will ensure there is adequate communication to park employees and will work with the superintendent to follow up on the implementation and relevancy of the plan by documenting improvements and keeping the plan updated.

# ACCESSIBILITY SELF-EVALUATION AND TRANSITION PLAN PROCESS

## SELF-EVALUATION

The following graphic illustrates the primary steps in the self-evaluation process. Each step is further described below.



### Step 1: Identify Key Park Experiences

Key park experiences are those park experiences that are iconic and important for visitors to understand the purpose and significance of the park unit. They are “musts” for park visitors. Key park experiences are grounded in park legislation and can be identified through a consideration of park purpose, significance, interpretive themes, and those programs or activities highlighted in park communications. Based on input from NPS staff, the following key park experiences were identified at Rosie the Riveter / World War II Home Front National Historical Park to ensure that planned improvements were prioritized to best increase overall access to the experiences available at Rosie the Riveter / World War II Home Front National Historical Park.

- Visit and learn about “Rosie the Riveter” and the civilian World War II “home front” as symbols of the resulting transformation in American life.
- Explore the different perspectives and experiences of the home front through first person accounts and historic collections.
- Learn about the historic setting of a World War II boomtown.

- Discover and create linkages to other World War II home front stories across the country.
- Explore park connections and relevancy through community, youth engagement, and educational programs.

## **Step 2: Identify All Park Areas Where Key Park Experiences Occur**

After key park experiences were identified, the park areas where those experiences occur were determined. A park area is a location within a park regularly used by visitors and/or staff. The list of park areas within Rosie the Riveter / World War II Home Front National Historical Park was considered and then areas were prioritized per criteria in step 3.

## **Step 3: Prioritize Park Areas**

The criteria below were used to prioritize park areas for scheduling and completing assessments at this time:

- Level of visitation
- Diversity of services, activities, and programs offered in area
- Geographic favorability (as a whole, the park areas selected reflected a broad distribution throughout the park)
- Other unique characteristics of the site

The areas selected for assessment provide the best and greatest opportunities for the visiting public to access the key park experiences. Each key park experience is represented within the identified priority areas so that all key park experiences will be accessible in some way. At the conclusion of this step, the list of priority park areas outlines which locations were assessed in steps 4 and 5. Other areas not assessed at this time will be improved as part of future facility alterations or as a component of a future planned construction project.

## **Step 4: Identify Services, Activities, and Programs in Each Park Area**

Step 4 is the identification of all services, activities, and programs within each priority park area. This process ensured that during step 5 all visitor amenities within a priority area would be assessed. Assessments include both physical and programmatic elements. The lists of services, activities, and programs were the basis for conducting the seven assessments and documenting all elements as they pertain to providing improved accessibility.

## **Step 5: Conduct Accessibility Assessment**

During step 5, an interdisciplinary assessment team assessed physical and programmatic barriers within each priority area. Levels of access were identified to understand how usable the existing park program is for people with cognitive, mobility, vision, and hearing disabilities. The three general levels of access were defined by the team:

**Level 1:** a physical or programmatic barrier where program participation is usable by most participants with disabilities

**Level 2:** a physical or programmatic barrier where program participation is possible with assistance or modification

**Level 3:** a physical or programmatic barrier that prevents participation in a program

Existing conditions and barriers to services, activities, and programs were discussed on-site by the assessment team to determine the current level of access. The assessment team then developed a reasonable range of recommended actions for consideration, while universal access solutions were of primary concern. Barrier-specific solutions as well as alternative ways to improve access overall were addressed and included both physical changes and/or the addition of alternate format methods. In some cases, programmatic alternatives needed to be examined, as it was not always possible to eliminate all physical barriers due to limitations such as historic designations, environmental concerns, topography, or sensitive cultural and natural resources. Therefore, a full range of programmatic alternatives to provide access to the key experience for as many visitors as possible was considered.

All collected data, including findings, preliminary options, and conceptual plans, are organized by park area for the park and planning team to use in implementing the recommendations for the transition plan.

## **TRANSITION PLAN**

### **Step 6: Draft and Finalize the Transition Plan**

The final step of the document development was drafting and finalizing the transition plan and the park implementation strategy. Developing an implementation strategy can be complex, because making accessibility improvements may present a large range of coordination efforts for scheduling work. It is necessary to schedule improvements strategically and consider the activities and requirements associated with park operations. The final plan makes specific recommendations to improve accessibility, identifies time frames for



completion of each improvement, and notes the parties responsible for each project.

Time frames for implementation of recommended solutions are primarily based on the level of access of the barrier and the ability of the park to complete the work within normal scheduling of park operations and planned improvement projects. Time frames for making improvements are categorized as follows:

**Short-term (0–3 years):** If the improvement does not require supplemental NPS project funding, park staff will initiate the elimination of the barrier internally; or, if a project is currently scheduled for funding, the improvement will be incorporated into the project and the barrier eliminated.

short-term

**Mid-term (3–7 years):** The park will develop a proposal and submit it for those projects requiring supplemental NPS project funding in the next servicewide budget call (servicewide budget calls happen annually). For those projects requiring supplemental NPS project funding, the park will submit a request in the next budget call. Improvements will be scheduled dependent upon the year of receipt of funding. If the improvement does not require supplemental NPS project funding, park staff will continue the elimination of the barrier internally.

mid-term

**Long-term (>7 years):** The park will eliminate the barrier when other work is taking place as part of facility alterations or as a component of a future planned construction project.

long-term

## Step 7: Ongoing Public Involvement

In collaboration with the NPS' San Francisco Bay Area Network accessibility coordinator, the park is establishing regular meetings with members of the Bay Area accessibility community and the public at large to address accessibility at the park. The first meeting will occur fall 2016. The park will present information about programs and facilities that are currently accessible in the park, and will seek guidance from the participants to prioritize improvements to programs and facilities that are not yet accessible. The NPS will share and discuss the Self

Evaluation and Transition Plan with the public and park implementation of the plan will be updated based on information collected at these public meetings.

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# IMPLEMENTATION STRATEGY FOR ROSIE THE RIVETER / WORLD WAR II HOME FRONT NATIONAL HISTORICAL PARK

## PRIORITY PARK AREAS

Each key park experience at Rosie the Riveter / World War II Home Front National Historical Park is represented within the priority park areas when viewing the park as a whole. Park areas not included in the priority park area list will be upgraded to current code requirements when facility alteration and/or new construction is planned. The priority park areas identified earlier and listed below are those that were assessed and included in the transition plan implementation strategy (featured in alphabetical order). The priority park area locations can be found through the number key and associated map below:

1. Cafeteria
2. Lucretia Edwards Park
3. Maritime Child Development Center
4. Rosie the Riveter Memorial / Marina Bay Park
5. Section of the Bay Trail adjacent to the Ford Assembly Building
6. SS "Red Oak Victory"
7. Visitor Education Center



## **IMPLEMENTATION STRATEGY FOR PRIORITY PARK AREAS**

The Architectural Barrier Act (ABA) of 1968 requires that any building or facility designed, constructed, altered, or leased with federal funds be accessible and usable by any individuals with disabilities. In 1984, the Uniform Federal Accessibility Standards (UFAS) were adopted for federal facilities. In 2006, the Architectural Barriers Act Accessibility Standards (ABAAS) were adopted for federal facilities. Subsequently in 2011, standards for recreational facilities were added to ABAAS as chapter 10.

Dependent upon the date of a building's construction or alteration, different design standards would apply (i.e., pre-1984, post-1984, post-2006, or post-2011). In conducting the transition plan facility assessments, the 2011 ABAAS standards were used for ease of using only one standard for on-site assessments. Although a barrier may be identified by the current assessment for improvement, facilities constructed pre-1984, or between 1984 and 2011, are only required to be in compliance with the standard in place at the time of construction and/or alteration, and may not be in violation of ABAAS. However, any renovation or upgrade of that building will be required to meet the most current standard at the time of work.

Recommended improvements for park policies, practices, communication and training are included. Employee areas are addressed as needed. In the event an employee with a disability is hired by Rosie the Riveter / World War II Home Front National Historical Park, the supervisor and employee will discuss accommodations that are needed by the employee. The supervisor will then determine what accommodations are reasonable within the given work environment.

Site plans illustrate existing conditions and recommended improvements for each priority park area in a conceptual format. During the implementation phase, reassessment of the project site conditions and consultation with the Architectural Barriers Act Accessibility Standards is strongly recommended to ensure that specific design and programmatic solutions are addressed correctly. Assistance is available at the Denver Service Center and through the Pacific West Region Accessibility Coordinator.

**SECTION OF THE BAY TRAIL ADJACENT TO THE FORD ASSEMBLY BUILDING**

**Site Plan**





## Implementation Strategy

The key park experiences provided at the Bay Trail and Ford Assembly Building are the opportunities to visit and learn about “Rosie the Riveter” and the civilian World War II “home front” as symbols of the resulting transformation in American life; explore the different perspectives and experiences of the home front through first-person accounts and historic collections; learn about the historic setting of a World War II boomtown; discover and create linkages to other World War II home front stories; and to explore park connections and relevancy through community, youth engagement, and educational programs. The activities and programs provided at this area for visitors include guided tours, educational programs, special events, learning park history, viewing historical ships, and interacting with park exhibits. The existing services that support these activities and programs include car parking, alternative transportation and shuttles, wayfinding, accessible routes, outdoor recreation access routes, outdoor seating areas, car charging stations, interpretive waysides, viewing areas, exhibits, maps, restrooms, and concessions. The following improvements to accessibility at this park area are planned:

- 1 **Interpretive Waysides.** 1) Coordinate with the city to replace the signage with a new version which has font 24-point or greater.



- 2 **Outdoor Recreation Access Route and Walking Surfaces.** 1) Coordinate with the city to ensure 2% maximum cross slope when area is repaved.



# CAFETERIA IMPLEMENTATION STRATEGY

## Site Plan



## Implementation Strategy

The key park experiences provided at the Cafeteria are the opportunities to visit and learn about “Rosie the Riveter” and the civilian World War II “home front” as symbols of the resulting transformation in American life; learn about the historic setting of a World War II boomtown; and discover and create linkages to other World War II home front stories. The activities and programs provided at this area for visitors include guided tours, educational programs, special events, and viewing exhibits to learn about the history of the site. The existing services that support these activities and programs include car parking, alternative transportation and shuttles, wayfinding, interpretive waysides, and exhibits and maps. The following improvements to accessibility at this park area are planned:

- 1 **Benches.** 1) Work with the city to redesign the site to provide companion seating located adjacent to the benches or between multiple benches with the ABAAS standard level space of 36" by 48" .



- 2 **Accessible Route and Walking Surfaces.** 1) Work with the city to redesign the site to appropriate ADA/ABA standards, providing a firm and stable surface not to exceed 2% slope.



- 3 **Interpretive Waysides.** 1) Work with the city to redesign the site providing a 30" by 48" firm and stable surface not exceeding 2% slope to approach the interpretive panel by a forward or parallel approach by wheelchair.





# LUCRETIA EDWARDS PARK IMPLEMENTATION STRATEGY

## Site Plan



## Implementation Strategy

The key park experiences provided at Lucretia Edwards Park are the opportunities to visit and learn about “Rosie the Riveter” and the civilian World War II “home front” as symbols of the resulting transformation in American life; explore the different perspectives and experiences of the home front through first-person accounts and historic collections; learn about the historic setting of a World War II boomtown; discover and create linkages to other World War II home front stories; and to explore park connections and relevancy through community, youth engagement, and educational programs. The activities and programs provided at this area for visitors include guided tours, educational programs, special events, viewing the surrounding hills and bay, and learning the history of the park. The existing services that support these activities and programs include car parking, wayfinding, accessible routes, outdoor recreation access routes, outdoor seating areas, viewing areas, exhibits, maps, and restrooms. The following improvements to accessibility at this park area are planned:

- 1 **Brochure Box.** 1) Lower the brochure box to the ABAAS standard height of 48".

short-term

- 2 **Outdoor Recreation Access Route (ORAR) and Walking Surfaces.** 1) Coordinate with the city to ensure that when concrete is poured in the future, it maintains a maximum cross slope of 2%. 2) Coordinate with the city to have expansion joints filled so that they do not reach a width beyond 1/4".

long-term

- 3 **Picnic Tables.** 1) Coordinate with the city to replace and add a second accessible picnic table. 2) Ensure that there is a minimum 36" clear space around each accessible table.

long-term

- 4 **Trash and Recycling Receptacles.** 1) Coordinate with the city so that when concrete is re-poured, a maximum of 2% slope in front of trash receptacles is maintained to meet ADA/ABA standards.

long-term

- 5 **Benches.** 1) Work with the city to trim and maintain shrubs to the edge of the concrete. 2) If the site is redesigned by the city, add companion seating to the middle of the benches.

long-term

- 6 **Interpretive Waysides.** 1) Replace current text with 24-point minimum font to meet ADA/ABA standards and NPS guidelines. 2) When concrete is re-poured in the future, maintain a maximum of 2% cross slope.

short-term



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# MARITIME CHILD DEVELOPMENT CENTER IMPLEMENTATION STRATEGY

## Site Plan



## Implementation Strategy

The key park experiences provided at the Maritime Child Development Center are the opportunities to visit and learn about “Rosie the Riveter” and the civilian World War II “home front” as symbols of the resulting transformation in American life; explore the different perspectives and experiences of the home front through first-person accounts and historic collections; learn about the historic setting of a World War II boomtown; discover and create linkages to other World War II home front stories; and to explore park connections and relevancy through community, youth engagement, and educational programs. The activities and programs provided at this area for visitors include guided tours, educational programs, special events, and browsing exhibits and museum objects. The existing services that support these activities and programs include car parking, wayfinding, accessible routes, information desks and service counters, restrooms, indoor seating and theaters, exhibits, maps, and museums. The following improvements to accessibility at this park area are planned:

- 1 **Car Parking.** 1) Work with the city to designate an accessible on-street parking spot and provide an accessible route to the child development center.

long-term

- 2 **Wayfinding and Orientation Signage.** 1) Relocate the sign to allow for an accessible clear space of 30" by 48" for a forward or parallel approach and consider site drainage concerns. 2) Reformat wayfinding sign with 24-point font to meet ABA/ADA standards. 3) Remove the sign with the arrow that is covered by vegetation. It is not needed for visitors to understand the orientation of the building entrances.

long-term

### Services, Activities, and Programs to be addressed inside the center:

**Tactile and Interactive Exhibits and Maps.** 1) Create tactile experience with relevant objects that can be touched, and clearly label per ADA/ABA standards and NPS guidelines to encourage touching.

long-term

**Exhibits and Maps.** 1) Develop a positioning plan for the rope railing, mark locations on the floor, and educate staff as to the required 36" width and 60" by 60" turning spaces. 2) Update the interpretive panels with text that is not italicized, refrain from using red or orange text, and maintain a minimum text to background contrast of 70%.

long-term



# ROSIE THE RIVETER MEMORIAL / MARINA BAY PARK IMPLEMENTATION STRATEGY

## Site Plan



## Implementation Strategy

The key park experiences provided at the Rosie the Riveter Memorial/Marina Bay Park are the opportunities to visit and learn about “Rosie the Riveter” and the civilian World War II “home front” as symbols of the resulting transformation in American life; explore the different perspectives and experiences of the home front through first-person accounts and historic collections; learn about the historic setting of a World War II boomtown; discover and create linkages to other World War II home front stories; and to explore park connections and relevancy through community, youth engagement, and educational programs. The activities and programs provided at this area for visitors include guided tours, educational programs, special events, viewing the harbor and ships, and learning about the history of the park. The existing services that support these activities and programs include car parking, alternative transportation and shuttles, wayfinding, accessible routes, outdoor recreation access routes, outdoor seating areas, viewing areas, restrooms, exhibits, and maps. The following improvements to accessibility at this park area are planned:

- 1 Car Parking.** 1) Work with the city to reconfigure the parking lot to meet appropriate ADA/ABA standards, with the addition of a new van accessible parking stall, parking signage, and curb ramp.

 long-term

- 2 Bus and Car Drop-Off Area.** 1) Work with the city to reconfigure the parking lot and drop-off areas to meet appropriate ADA/ABA standards, with access aisles 60" wide minimum at 2% maximum slope in all directions.

 long-term

- 3 Wayfinding Orientation and Signage.** 1) Provide a stable surface in front of sign or move the sign to a location where the visitor has a 30" by 48" clear space with 2% maximum slope.

 long-term

- 4 Brochure Box.** 1) Lower the brochure box so that its operable parts are between 15" and 48" from the ground.

 long-term

- 5 **Interpretive Waysides.** 1) Provide a stable surface in front of sign or move the exhibit board to a location where the visitor has a forward or parallel approach of 30" by 48" clear space with a maximum 2% slope. 2) Replace sign with a new version which has a font 24 point or greater.

 long-term

- 6 **Exhibits and Maps.** 1) Because the memorial is unlikely to change, an alternative format of programming shall be made available such as an audio tour and large print brochures. 2) Improve the existing cell phone tour to meet ADA/ABA standards.

 long-term

- 7 **Accessible Route and Walking Surfaces.** 1) Work with the city to maintain the vegetation and sand to the edge of the accessible route, providing as clear and unobstructed 36" wide minimum path.

 long-term

- 8 **Benches.** 1) Work with the city to redesign the area to accommodate companion seating by providing 36" by 48" clear space adjacent to the bench. T) Resurface the area to meet ADA/ABA standards.

 long-term

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# SS "RED OAK VICTORY" IMPLEMENTATION STRATEGY

## Site Plan





## Implementation Strategy

The key park experiences provided at the SS "Red Oak Victory" are the opportunities to visit and learn about "Rosie the Riveter" and the civilian World War II "home front" as symbols of the resulting transformation in American life; explore the different perspectives and experiences of the home front through first-person accounts and historic collections; learn about the historic setting of a World War II boomtown; discover and create linkages to other World War II home front stories; and to explore park connections and relevancy through community, youth engagement, and educational programs. The activities and programs provided at this area for visitors include guided tours, educational programs, special events, audiovisual programs, viewing the harbor, and learning about the history of this ship. The existing services that support these activities and programs include car parking, wayfinding, accessible routes, outdoor recreation access routes, outdoor seating areas, restrooms, indoor seating areas, exhibits and maps, museums, concessions, bookstores, and lodging. The following improvements to accessibility at this park area are planned:

- 1 Car Parking.** 1) Work with city to install signs at van accessible parking spaces. Install parking signage to be a minimum 60" above the finish floor to the bottom of the sign. Provide "van accessible" signage designation on van accessible stalls.



- 2 Accessible Route and Walking Surfaces.** 1) Work with city and partners to provide an unobstructed accessible route to view the ship following appropriate ADA/ABA standards.



### Other services, activities, and programs to be addressed:

**Audiovisual Programs and Videos.** Work with Richmond Museum Association to develop alternative programming, such as: 1) an audio description tour of the ship through docent training or 2) video tours such as a) GoPro tours; or b) linked iPads that could be checked out by visitors, connecting family members through a live audio/video system. Video tour shall be made available at the visitor center and online. 3) Should alterations or repairs be made to the visitor areas on the ship, consult with the state historic preservation office (SHPO) and seek ADA/ABA exception code due to the historic nature of the site.



**Guided Tours, Educational Programs, and Other Special Events.** 1) The film series could potentially be live streamed from the park website. Consider offering a simultaneous showing of the video at the visitor center when it is being played at the ship. 2) Notify visitors through available forms of park media (electronic and printed) that they can call the park for accommodations if assistance is required.

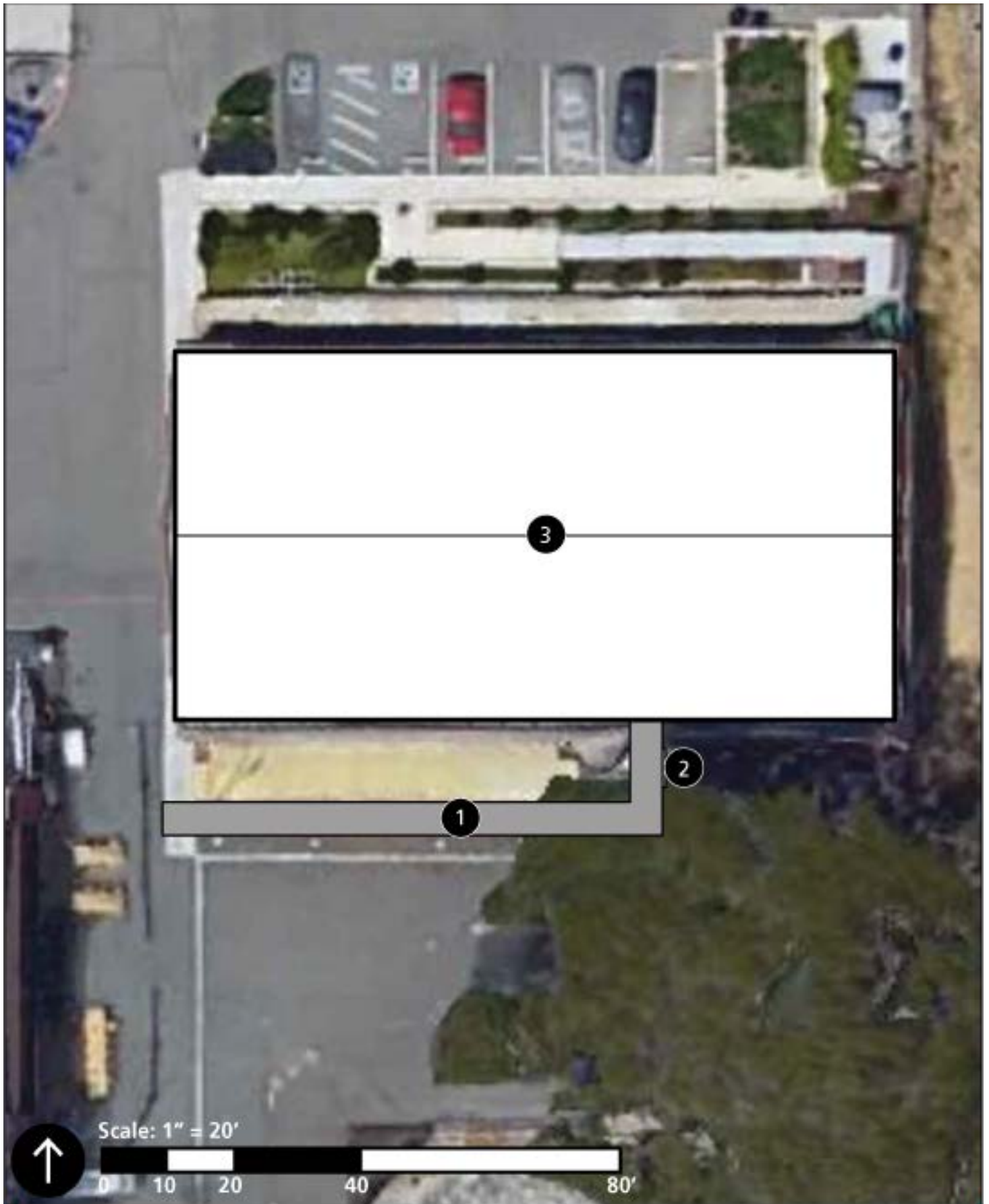


mid-term

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# VISITOR EDUCATION CENTER IMPLEMENTATION STRATEGY

## Site Plan



## Implementation Strategy

The key park experiences provided at the Visitor Education Center are the opportunities to visit and learn about “Rosie the Riveter” and the civilian World War II “home front” as symbols of the resulting transformation in American life; explore the different perspectives and experiences of the home front through first-person accounts and historic collections; learn about the historic setting of a World War II boomtown; discover and create linkages to other World War II home front stories; and to explore park connections and relevancy through community, youth engagement, and educational programs. The activities and programs provided at this area for visitors include guided tours, educational programs, special events, audiovisual programs, hiking, browsing through exhibits and the museum, watching the park movie, and learning about the history of the park. The existing services that support these activities and programs include car parking, alternative transportation and shuttles, wayfinding, accessible routes, hiking trails, indoor seating areas, information desks and service counters, restrooms, exhibits and maps, museums, and bookstores. The following improvements to accessibility at this park area are planned:

- 1 Accessible Route and Walking Surfaces.** 1) Coordinate with the property owner to improve accessibility. Provide tactile surface along the edge of the accessible route to improve detection. 2) Correct the slope to meet the maximum slope of 5% when the asphalt is repaired or replaced.

mid-term

- 2 Interpretive Waysides.** 1) Explore options with the property owner for adding a retaining wall to expand the flat landing space in front of the sign. 2) Alternatively, move sign and provide an accessible path of travel to sign not exceeding a 5% running slope. A parallel or forward approach to the sign requires a minimum clear space of 48" deep by 30" wide at 2% slope to meet ABAAS standards.

mid-term

### Services, Activities, and Programs to be Addressed Inside the Visitor Center:

- 3 Women’s Restroom:** 1) Reduce the force required to open the door to 5 pounds maximum or add an automatic door opener to meet ABAAS standards.

short-term

- 4 **Fire Extinguisher.** 1) Place tactile tape on the floor beneath the extinguisher to be cane detectable. 2) In order to meet ABAAS standards, an alternative would also be to lower the height of the fire extinguisher so that the bottom of it is no higher than 27" off the finished floor.

short-term

- 5 **Indoor Seating Areas and Theaters.** 1) Provide identifying signage/markers on the ground or on the back of seats in front of designated accessible seating spaces in the theater.

short-term

- 6 **Elevators.** 1) Explore options for adding audio and two-way communication capabilities to the existing elevators. 2) Train staff to assist visitors with disabilities by providing voice announcement of floors, if required.

short-term

- 7 **Exhibits and Maps.** 1) Lower the height of the handle on the riveting exhibit so that it is within a 48" reaching range for a parallel or forward approach to meet ABAAS standards. 2) Add handles to the spinning rim of the 'save scrap' exhibit to allow for a closed fist to spin the exhibit. 3) Provide signage where it does not already exist to notify visitors of the soundscape that is playing in the background.

short-term

- 8 **Bookstores and Gift Shops.** 1) Suggest providing park partner with guidance on reach ranges and merchandise display for changing product placement. 2) Provide signage to ask for assistance with merchandise that is too high to reach.

short-term

- 9 **Donor Wall.** 1) Work with the foundation to change the display to 24-point font to accommodate visually impaired visitors or provide large print handout of donors.

short-term

- 10 **Drop Boxes and Guest Books.** 1) A drop slot could be added to the front face of the drop box with a 28" to 34" height allowing for access.

short-term



# ROSIE THE RIVETER / WORLD WAR II HOME FRONT NATIONAL HISTORICAL PARK POLICIES, PRACTICES, COMMUNICATION, AND TRAINING IMPLEMENTATION STRATEGY

## Park Features



11

★ ★ ★

### Leave A Lasting Gift to Support the "Rosie" Legacy!

...nsung heroines and heroes who gave  
...ing support from the Home Front deserve to  
...mbered.

... Rosie the Riveter Trust in your will  
... capture and tell even m...

Photo credit: Rosie the Riveter Trust



United We Can Win!

...re and honor the efforts and sacrifices of  
...me front. Find out how they live  
...many truths weave...



Photo credit: Rosie the Riveter Trust

## Implementation Strategy

Park Policies and practices are specific to the park unit, and provide guidance for reaching desire outcomes. Park policies are defined courses of action adopted by



the park, while park practices are those habitual and/or customary performances or operations that the park employs.

## Postings and Publications

- 1 **Accessibility Flyers Posted in Common Areas.** 1) Place posters that provide accessibility-related information, including requirements, contacts, questions, and complaints, in common areas of staff and visitor buildings.

short-term

- 2 **Publications.** Market and partner with outreach organizations to determine content and provide: 1) audio described brochures and 2) large print brochures. All publications shall be in a readable typeface at 18-point. Alignment shall be flush left and rag right with hyphens avoided. Black or white type color shall be used and red text avoided. Italicized and underlined text shall be avoided. Provide at least 70% contrast between text and images.

short-term

## Staff Training and Park Protocols

- 3 **Accessibility Awareness Training.** 1) Require yearly web-based accessibility awareness training for all staff, including onboarding seasonal employees, starting with the training the Denver Service Center provided to the self-evaluation and transition plan staff involved with this project.

short-term

- 4 **Accessibility for Project Managers.** 1) Require yearly training for project managers on entering information into PMIS and other forms about accessibility, universal design principles, and quality control of projects and design.

short-term and ongoing

- 5 **Accessible Facilities and Maintenance Training.** 1) Require yearly training for maintenance staff on building, rehabilitating, and maintaining accessible restrooms, walks and trails, door force requirements, assistive devices, accessible routes, and other features as required.

short-term and ongoing

- 6 **Accessible Interpretive Training.** 1) Provide training for the interpretation and education division about accessibility issues, including people first language, major disability categories, how to assess programs and make them more accessible, which websites offer more information, service animals, what technologies are available, what is universal design, visitor services and communication in accessibility. Also, require yearly visitor information and interpretive staff training in use of assistive technology- assistive listening devices, audio description, how to interpret tactile models and maps.

short-term and ongoing

- 7 **Emergency Preparedness.** 1) Develop, distribute, and practice standard operating procedures for assisting people with disabilities in the case of an emergency.

short-term

- 8 **Service Animals.** 1) Provide guidance outlining policy regarding service animals within the park. The park shall include training for staff to understand what they may ask concerning service animals and what, if any, restrictions on service animals are present.

short-term

## Audio and Visual Programs

- 9 **Assistive Listening Devices.** 1) Purchase microphone for connection with park assistive listening system. Provide assistive listening devices at visitor center, educational programs, and guided tours that have an audio component.

short-term

- 10 **Live Audio Description.** 1) Provide live audio descriptions on guided interpretive tours. 2) Provide training for interpretation and education division on live audio description for guided tours at the park unit.

short-term

## Visitor Information

- 11 **Marketing.** 1) Use social media (Pinterest, Facebook, Snapchat, Twitter, etc.) and other advertising methods to market the accessible programs, services, and activities that are available at the park. 2) As solutions are implemented, contact appropriate groups to inform them of the new accessible programs, services, and activities that have become available at the park. 3) Continue to reach out to groups with disabilities to get more involvement in park accessibility improvement projects as they occur (case-by-case basis).

short-term

- 12 **Website.** 1) Provide information on website about accessible programs, services, and activities that are available, including, but not limited to, audio description, assistive listening devices, braille/tactile features, accessible tours, open captioning, trails, etc. 2) All websites shall have a manual switch to change size of fonts. Alignment shall be flush left and rag right and hyphens shall be avoided. Black or white type color shall be used and the use of red or green text shall be avoided. Italicized and underline text shall be avoided. Provide at least 70% contrast between text and images. Provide Word documents as an alternative to PDFs.

short-term

## Tours, Programs, and Special Events

- 13 **Sign Language Interpreters.** 1) Develop the process for requesting sign language interpreters. Provide sign language interpreters within five days of request being made. 2) Develop and distribute standard operating procedures for contracting and scheduling sign language interpreters.

mid-term

- 14 **Special Events.** 1) Provide a system for people to call in and request a sign language interpreter within five days of service. Provide assistive listening devices and a T-coil or neck loop system with signage indicating they are available for special events. Provide large print of any handouts or waivers being provided. 2) Provide information on how people can contract the park

for accommodations for special events and release announcements in a variety of accessible methods (e.g., large print flyers, electronic accessible PDFs, etc.). 3) Develop and distribute standard operating procedures for including accessibility information and available alternative formats on even announcements.

mid-term

## CONCLUSION

Rosie the Riveter / World War II Home Front National Historical Park is committed to providing all visitors the opportunity to connect with and learn about the park's unique natural, cultural, and recreational resources. Accessibility improvements identified in the Rosie the Riveter / World War II Home Front National Historical Park Self-Evaluation and Transition Plan (SETP) will make it easier for individuals with cognitive, hearing, vision, and mobility disabilities to discover, understand, and enjoy the range of experiences available at the park. Implementation of the plan will ensure that Rosie the Riveter / World War II Home Front National Historical Park will continue to work towards accommodating all park visitors while sustaining its legacy to explore and honor the efforts and sacrifices of American civilians on the World War II home front.

The SETP for Rosie the Riveter / World War II Home Front National Historical Park is a living document intended to be used as a guiding reference for the park and its partners as they implement accessibility upgrades and document accessibility accomplishments. As barriers to accessibility are removed and/or improved, the changes will be updated in this plan. The park will conduct periodic reviews to evaluate and update conditions to reflect accomplishments and to document new programs or other changes that occur over time. Revisions to the plan may include conducting additional assessments for areas not originally conducted as a part of this plan.

The primary goal of the transition plan is to define key park experiences and document modifications needed to provide independent program participation for the possible range of visitors with disabilities. As the park works towards its accessibility goals and makes the implementation strategy a reality, both physical and programmatic accessibility will improve across the breadth of key park experiences at Rosie the Riveter / World War II Home Front National Historical Park.

For visitors with mobility impairments, access will be improved from the moment they enter the park. Facilities, as well as numerous programs, services, and activities the park has to offer will be more universally accessible. Visitor activities such as learning about the human history and sacrifices made by Americans on their home front during World War II will be enhanced.

For visitors with vision, hearing, or cognitive disabilities, Rosie the Riveter / World War II Home Front National Historical Park will deliver programs, exhibits, and waysides that interpret the resources, landscapes, and stories in new and interactive ways. Additionally, alternative formats such as large-print transcripts, audio description tours, and virtual tours will provide ease of navigation in the park. Self-guided and guided tours will have assistive listening devices, sign language interpreters, T-coil hearing loops, and live audio description tours available to all.

Over time, the results of this collective effort will make Rosie the Riveter / World War II Home Front National Historical Park a truly welcoming and accommodating place for all visitors and will provide equal opportunity to access the many places, resources, stories, and experiences the park has to offer.



Rosie the Riveter/WWII Home Front NHP. RORI 3624

## **APPENDIX A: ACCESSIBILITY LAWS, STANDARDS, GUIDELINES, AND NPS POLICIES APPLICABLE TO ROSIE THE RIVETER/WORLD WAR II HOME FRONT NATIONAL HISTORICAL PARK**

As a national park, Rosie the Riveter / World War II Home Front National Historical Park is required to comply with specific federal laws that mandate that discriminatory barriers be removed to provide equal opportunities to persons with disabilities. The following laws, design guidelines, and Director's Orders specifically pertain to Rosie the Riveter / World War II Home Front National Historical Park.

### **LAWS AND STANDARDS**

A law is a principle and regulation established in a community by some authority and applicable to its people, whether in the form of legislation or of custom and policies recognized and enforced by judicial decision. A standard is something considered by an authority or by general consent as a basis of comparison; an approved model. It is a specific low-level mandatory control that helps enforce and support a law.

#### **Architectural Barriers Act of 1968**

<http://www.access-board.gov/guidelines-and-standards/buildings-and-sites/about-the-aba-standards/guide-to-the-aba-standards>

The Architectural Barriers Act of 1968 requires physical access to facilities designed, built, altered, or leased with federal funds. The Uniform Federal Accessibility Standards (UFAS) are the design guidelines used as the basis for enforcement of the law. The UFAS regulations were adopted in 1984. Architectural Barriers Act Accessibility Standards (ABAAS) were revised and adopted in November 2005. Four federal agencies are responsible for the standards: the Department of Defense, the Department of Housing and Urban Development, the General Services Administration, and the US Postal Service. The United States Access Board was created to enforce the Architectural Barriers Act, which it does through the investigation of complaints. Anyone concerned about the accessibility of a facility that may have received federal funds can easily file a complaint with the United States Access Board.

#### **Section 504 of the Rehabilitation Act of 1973**

<http://www.law.cornell.edu/cfr/text/43/17.550>

To the extent that section 504 of the Rehabilitation Act of 1973 applies to departments and agencies of the federal government, the parks operated by the National Park Service are subject to the provisions of that statute. As will be discussed below, both section 504 and the Architectural Barriers Act require the



application of stringent access standards to new construction and the alteration of existing facilities. The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978 (PL 95-602) extends the scope of section 504 of the Rehabilitation Act of 1973 (PL 93-112) to include Executive Branch agencies of the federal government. As amended, section 504 states:

Section 504: No otherwise qualified handicapped individual in the United States, as defined in Section 7 (6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. The head of each such agency shall promulgate such regulations as may be necessary to carry out the amendments to this section made by the Rehabilitation, Comprehensive Services, and Developmental Disabilities Act of 1978. Copies of any proposed regulation shall be submitted to appropriate authorizing committees of Congress, and such regulation may take effect no earlier than the thirtieth day after the date on which such regulation is so submitted to such committees.

As noted above, section 504 and the Architectural Barriers Act govern new construction and alterations. However, as a civil rights law, section 504 goes further. Unlike the construction-driven ABA mandates, section 504 also requires covered entities to consider the accessibility of programs, services, and activities.

### **Section 508 of the Rehabilitation Act of 1973**

<http://www.section508.gov/>

In 1998, Congress amended the Rehabilitation Act of 1973 to require federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. Inaccessible technology interferes with an ability to obtain and use information quickly and easily. Section 508 was enacted to eliminate barriers in information technology, open new opportunities for people with disabilities, and encourage development of technologies that will help achieve these goals. The law applies to all federal agencies when they develop, procure, maintain, or use electronic and information technology. Under section 508 (29 USC §794 d), agencies must give disabled employees and members of the public access to information that is comparable to access available to others. It is recommended that you review the laws and regulations listed below to further your understanding about section 508 and how you can support implementation.

### **Accessibility Standards for Outdoor Developed Areas**

<http://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas/final-guidelines-for-outdoor-developed-areas>

Achieving accessibility in outdoor environments has long been a source of inquiry due to challenges and constraints posed by terrain, the degree of development, construction practices and materials, and other factors. The new provisions address access to trails, picnic and camping areas, viewing areas, beach access routes, and other components of outdoor developed areas on federal sites when newly built or altered. They also provide exceptions for situations where terrain and other factors make compliance impracticable. In 2013, this final rule amended the Architectural Barriers Act Accessibility Guidelines by adding scoping and technical requirements for camping facilities, picnic facilities, viewing areas, trails, and beach access routes constructed or altered by or on behalf of federal agencies. The final rule ensures that these facilities are readily accessible to and usable by individuals with disabilities. The final rule applies to the following federal agencies and their components that administer outdoor areas developed for recreational purposes: Department of Agriculture (Forest Service); Department of Defense (Army Corps of Engineers); and Department of the Interior (Bureau of Land Management, Bureau of Reclamation, Fish and Wildlife Service, National Park Service). The final rule also applies to nonfederal entities that construct or alter recreation facilities on federal land on behalf of the federal agencies pursuant to a concession contract, partnership agreement, or similar arrangement.

### **Accessibility Standards for Shared Use Paths**

<http://www.access-board.gov/guidelines-and-standards/streets-sidewalks/shared-use-paths>

Shared use paths provide a means of off-road transportation and recreation for various users, including pedestrians, bicyclists, skaters, and others, including people with disabilities. In its rulemaking on public rights-of-way and on trails and other outdoor developed areas, comments from the public urged the board to address access to shared use paths because they are distinct from sidewalks and trails. Shared use paths, unlike most sidewalks, are physically separated from streets by an open space or barrier. They also differ from trails because they are designed not just for recreation purposes but for transportation as well. In response, the board is supplementing its rulemaking on public rights-of-way to also cover shared use paths. The proposed rights-of-way guidelines, which address access to sidewalks, streets, and other pedestrian facilities, provide requirements for pedestrian access routes, including specifications for route width, grade, cross slope, surfaces, and other features. The board proposes to apply these and other relevant requirements to shared-use paths as well. This supplementary rulemaking also would add provisions tailored to shared-use paths into the rights-of-way guidelines.

### **Draft Accessibility Standards for Public Rights-of-Way**

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

Sidewalks, street crossings, and other elements in the public right-of-way can pose challenges to accessibility. The United States Access Board's ADA and ABA Accessibility Guidelines focus mainly on facilities on sites. While they address certain features common to public sidewalks, such as curb ramps, further guidance is necessary to address conditions and constraints unique to public rights-of-way. The board is developing new guidelines for public rights-of-way that will address various issues, including access for blind pedestrians at street crossings, wheelchair access to on-street parking, and various constraints posed by space limitations, roadway design practices, slope, and terrain. The new guidelines will cover pedestrian access to sidewalks and streets, including crosswalks, curb ramps, street furnishings, pedestrian signals, parking, and other components of public rights-of-way. The board's aim in developing these guidelines is to ensure that access for persons with disabilities is provided wherever a pedestrian way is newly built or altered, and that the same degree of convenience, connection, and safety afforded the public generally is available to pedestrians with disabilities. Once these guidelines are adopted by the Department of Justice, they will become enforceable standards under ADA title II.

### **Effective Communication**

<http://www.ada.gov/effective-comm.htm>

People who have vision, hearing, or speech disabilities ("communication disabilities") use different ways to communicate. For example, people who are blind may give and receive information audibly rather than in writing and people who are deaf may give and receive information through writing or sign language rather than through speech. The ADA requires that title II entities (state and local governments) and title III entities (businesses and nonprofit organizations that serve the public) communicate effectively with people who have communication disabilities. The goal is to ensure that communication with people with these disabilities is equally effective as communication with people without disabilities.

- The purpose of the effective communication rules is to ensure that the person with a vision, hearing, or speech disability can communicate with, receive information from, and convey information to, the covered entity.
- Covered entities must provide auxiliary aids and services when needed to communicate effectively with people who have communication disabilities.
- The key to communicating effectively is to consider the nature, length, complexity, and context of the communication and the person's normal method(s) of communication.

The rules apply to communicating with the person who is receiving the covered entity's goods or services as well as with that person's parent, spouse, or companion in appropriate circumstances.

## Reasonable Accommodations

<http://www.opm.gov/policy-data-oversight/disability-employment/reasonable-accommodations/>

Federal agencies are required by law to provide reasonable accommodation to qualified employees with disabilities. The federal government may provide reasonable accommodation based on appropriate requests (unless so doing will result in undue hardship to the agencies). For more information, see the Equal Employment Opportunity Commission's [Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act \(external link\)](#).

Reasonable accommodations can apply to the duties of the job and/or where and how job tasks are performed. The accommodation should make it easier for the employee to successfully perform the duties of the position. Examples of reasonable accommodations include providing interpreters, readers, or other personal assistance; modifying job duties; restructuring work sites; providing flexible work schedules or work sites (i.e., telework); and providing accessible technology or other workplace adaptive equipment. [Telework \(external link\)](#) provides employees additional flexibility by allowing them to work at a geographically convenient alternative worksite, such as home or a telecenter, on an average of at least one day per week.

Requests are considered on a case-by-case basis. To request reasonable accommodations:

- Look at the vacancy announcement
- Work directly with person arranging the interviews
- Contact the agency [Selective Placement Program Coordinator](#)
- Contact the hiring manager and engage in an interactive process to clarify what the person needs and identify reasonable accommodations
- Make an oral or written request; no special language is needed

## Other Powered Mobility Devices

<http://www.ada.gov/regs2010/ADAregs2010.htm>

The definition and regulation to permit the use of mobility devices has been amended. The rule adopts a two-tiered approach to mobility devices, drawing distinctions between wheelchairs and other power-driven mobility devices such as the Segway Human Transporter. Wheelchairs (and other devices designed for use by people with mobility impairments) must be permitted in all areas open to pedestrian use. Other power-driven mobility devices must be permitted to be used unless the covered entity can demonstrate that such use would fundamentally alter

its programs, services, or activities, create a direct threat, or create a safety hazard. The rule also lists factors to consider in making this determination.

## **Service Animals**

<http://www.nps.gov/goga/planyourvisit/service-animals.htm>

34.104 Definitions: Service animal means any dog (or miniature horse as outlined below) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

- a. General. Generally, a public entity shall modify its policies, practices, or procedures to permit the use of a service animal by an individual with a disability.
- b. Exceptions. A public entity may ask an individual with a disability to remove a service animal from the premises if:
  - i. The animal is out of control and the animal's handler does not take effective action to control it; or
  - ii. The animal is not housebroken.
- c. If an animal is properly excluded. If a public entity properly excludes a service animal under § 35.136(b), it shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises.
- d. Animal under handler's control. A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- e. Care or supervision. A public entity is not responsible for the care or supervision of a service animal.

- f. **Inquiries.** A public entity shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. A public entity may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. A public entity shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, a public entity may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
- g. **Access to areas of a public entity.** Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of a public entity's facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.
- h. **Surcharges.** A public entity shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If a public entity normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.
- i. **Miniature horses.**
  - i. **Reasonable modifications.** A public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.
  - ii. **Assessment factors.** In determining whether reasonable modifications in policies, practices, or procedures can be made to allow a miniature horse into a specific facility, a public entity shall consider
    1. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
    2. Whether the handler has sufficient control of the miniature horse;
    3. Whether the miniature horse is housebroken; and
    4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
- j. **Other requirements.** Paragraphs 35.136 (c) through (h) of this section, which apply to service animals, shall also apply to miniature horses.

### **Section 17.549 Program Accessibility: Discrimination Prohibited**

<http://www.law.cornell.edu/cfr/text/43/17.549>

Except as otherwise provided in §17.550, no qualified handicapped person shall, because the agency's facilities are inaccessible to or unusable by handicapped

persons, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity conducted by the agency.

The reference to §17.550 in the below quotes is intended to address exclusions available to covered entities in connection with existing facilities.

### **Section 17.550 Program Accessibility: Existing Facilities**

<http://www.law.cornell.edu/cfr/text/43/17.550>

**(a) General.** The agency shall operate each program or activity so that the program or activity, when viewed in its entirety, is readily accessible to and usable by people with disabilities. This paragraph does not:

- (1) Necessarily require the agency to make each of its existing facilities or every part of a facility accessible to and usable by people with disabilities;
- (2) In the case of historic preservation programs, require the agency to take any action that would result in a substantial impairment of significant historic features of an historic property; or
- (3) Require the agency to take any action that it can demonstrate would result in a fundamental alteration in the nature of a program or activity or in undue financial and administrative burdens. In those circumstances where agency personnel believe that the proposed action would fundamentally alter the program or activity or would result in undue financial and administrative burdens, the agency has the burden of proving that compliance with §17.550(a) would result in such an alteration or burdens. The decision that compliance would result in such alteration or burdens must be made by the agency head or his or her designee after considering all agency resources available for use in the funding and operation of the conducted program or activity, and must be accompanied by a written statement of the reasons for reaching that conclusion. If an action would result in such an alteration or such burdens, the agency shall take any other action that would not result in such an alteration or such burdens but would nevertheless ensure that handicapped persons receive the benefits and services of the program or activity.

### **(b) Methods.**

- (1) **General.** The agency may comply with the requirements of this section through such means as redesign of equipment, reassignment of services to accessible locations, assignment of aides to beneficiaries, home visits, delivery of services at alternate accessible sites, alteration of existing facilities and construction of new facilities, use of accessible rolling stock, or any other methods that result in making its programs or activities readily accessible to and usable by people with disabilities. The agency is not



required to make structural changes in existing facilities where other methods are effective in achieving compliance with this section. The agency, in making alterations to existing buildings, shall meet accessibility requirements to the extent compelled by the Architectural Barriers Act of 1968, as amended (42 USC 4151–4157) and any regulations implementing it. In choosing among available methods for meeting the requirements of this section, the agency shall give priority to those methods that offer programs and activities to qualified handicapped persons in the most integrated setting appropriate.

(2) **Historic preservation programs.** In meeting the requirements of paragraph (a) of this section in historic preservation programs, the agency shall give priority to methods that provide physical access to handicapped persons. In cases where a physical alteration to an historic property is not required because of paragraph (a)(2) or (a)(3) of this section, alternative, methods of achieving program accessibility include:

- (i) Using audio-visual materials and devices to depict those portions of an historic property that cannot otherwise be made accessible;
- (ii) Assigning persons to guide people with disabilities into or through portions of historic properties that cannot otherwise be made accessible; or
- (iii) Adopting other innovative methods.

(3) **Recreation programs.** In meeting the requirements of paragraph (a) in recreation programs, the agency shall provide that the program or activity, when viewed in its entirety, is readily accessible to and usable by people with disabilities. When it is not reasonable to alter natural and physical features, accessibility may be achieved by alternative methods as noted in paragraph (b)(1) of this section.

### **Section 17.551 Program Accessibility: New Construction and Alterations**

<http://www.law.cornell.edu/cfr/text/43/17.551>

Each building or part of a building that is constructed or altered by, on behalf of, or for the use of the agency shall be designed, constructed, or altered so as to be readily accessible to and usable by handicapped persons. The definitions, requirements, and standards of the Architectural Barriers Act (42 USC 4151–4157) as established in 41 CFR 101 – 19.600 to 101 – 19.607 apply to buildings covered by this section.

## **NATIONAL PARK SERVICE DIRECTOR'S ORDERS AND MANAGEMENT POLICIES**

A policy is a definite course of action adopted and pursued by a government, ruler, or political party. It is an action or procedure conforming to or considered with reference to prudence or expediency.

### **Director's Order 16A**

<http://www.nps.gov/policy/DOrders/DOrder16a.html>

Director's Order 16A establishes the framework for meeting reasonable accommodation requirements in all areas of employment, including: application, hiring, retention, promotion, recognition, and special hiring authority. Within this framework, NPS Human Resources and Equal Opportunity Program officials will take the lead in providing specific guidance and services to applicants, employees, and supervisors and other managers with respect to the provision of reasonable accommodation.

### **Director's Order 42**

<http://www.nps.gov/policy/DOrders/DOrder42.html>

Director's Order 42 addresses accessibility for visitors with disabilities in National Park Service programs and services. It is the goal of the National Park Service to ensure that all people, including persons with disabilities, have the highest level of access that is reasonable to NPS programs, facilities, and services. The order gives detailed guidance based on the minimum requirements set forth in laws, rules, and regulations with the goal to provide the highest level of access that is reasonable, exceeding the minimum level of access required by law. The order sets forth six implementation strategies:

1. to increase employee awareness and technical understanding of accessibility requirements
2. to ensure all new and renovated buildings and facilities, and all new services and programs (including those offered by concessioners and interpreters) will be "universally designed" and implemented in conformance with applicable regulations and standards
3. to ensure existing programs, facilities and services will be evaluated to determine the degree to which they are currently accessible to and useable by individuals with disabilities
4. to ensure that barriers that limit access be identified and incorporated into the NPS Assets Management Program
5. to develop action plans identifying how identified barriers will be removed (where feasible)

6. to ensure action will be taken on a day-to-day basis to eliminate identified barriers, using existing operational funds or other funding sources or partnerships

### **National Park Service Management Policies: Section 1.9.3 – Accessibility for Persons with Disabilities**

<http://www.nps.gov/policy/mp/policies.html>

All practicable efforts will be made to make NPS facilities, programs, services, employment, and meaningful work opportunities accessible and usable by all people, including those with disabilities. This policy reflects the commitment to provide access to the widest cross section of the public and ensure compliance with the Architectural Barriers Act of 1968, the Rehabilitation Act of 1973, the Equal Employment Opportunity Act of 1972, and the Americans with Disabilities Act of 1990. Specific guidance for implementing these laws is found in the Secretary of the Interior's regulations regarding enforcement and nondiscrimination on the basis of disability in Department of the Interior programs (43 CFR part 17, subpart E), and the General Service Administration's regulations adopting accessibility standards for the Architectural Barriers Act (41 CFR part 102-76, subpart C).

A primary principle of accessibility is that, to the highest degree practicable, people with disabilities shall be able to participate in the same programs, activities, and employment opportunities available to everyone else. In choosing among methods of providing accessibility, higher priority will be given to methods that offer programs and activities in the most integrated setting appropriate. Special, separate, or alternative facilities, programs, or services will be provided only when existing ones cannot reasonably be made accessible. The determination of what is practicable will be made only after careful consultations with persons with disabilities or their representatives. Any decisions that would result in less than equal opportunity is subject to the filing of an official disability right complaint under the departmental regulations cited above.

### **GUIDELINES**

A guideline is an indication of a future course of action. It consists of recommended, nonmandatory controls that help support standards or serve as a reference when no applicable standard is in place.

### **Programmatic Accessibility Guidelines for National Park Service Interpretive Media**

<http://www.nps.gov/hfc/accessibility/>

The "Programmatic Accessibility Guidelines for National Park Service Interpretive Media" is for media specialists, superintendents, and other NPS employees and

contractors who develop and approve interpretive media. Publications, exhibits, audiovisual programs and tours, wayside exhibits, signage, and web-based media provide park visitors with information and context so that their experience of visiting national parks can be both safe and meaningful. Park visitors who have physical, sensory, or cognitive disabilities have legally established civil rights to receive the same information and context that NPS

## APPENDIX B: GLOSSARY OF TERMS

**Accessibility assessment:** A process in which physical and programmatic barriers to accessibility are identified at a park unit.

**Accessibility assessment team:** This group is a subgroup of the Interdisciplinary Design Team (see definition below) and includes an accessibility specialist and/or technician, coordinators, a regional representative, the primary facilitator for the process, architect, engineer and/or landscape architect, and typically the chiefs of interpretation, resources management, and facilities management.

**Accessibility Self-Evaluation and Transition Plan:** A tool that establishes a methodical process for identifying and improving park wide access and proposes strategies for implementing the plan over time, in a manner consistent with park requirements and protocols.

**Architectural Barriers Act Accessibility Standard (ABAAS):** Standards issued under the Architectural Barriers Act apply to facilities designed, built, altered, or leased with certain federal funds. Passed in 1968, the Architectural Barriers Act is one of the first laws to address access to the built environment. The law applies to federal buildings, including post offices, social security offices, federal courthouses and prisons, and national parks.

**Barrier:** Architectural and programmatic obstacles to accessibility that make it difficult, and sometimes impossible, for people with disabilities to maneuver, understand, or experience.

**Best Practices:** A method or technique that has consistently shown results superior to those achieved with other means, and that is used as a benchmark for meeting accessibility requirements.

**Consultation:** A formal or informal process for discussing an action or process for implementing a solution, such as section 106 (cultural resource compliance), or design for an Accessibility Self-Evaluation and Transition Plan.

**Facility Management Software System (FMSS) Work Order:** The process for documenting work needs and collecting information to aid the work scheduling and assignment process within the Facility Management Software System. Information collected shall include labor, equipment and material costs, hours, types, and quantities.

**Guidelines:** A guideline is an indication of a future course of action. It consists of recommended, nonmandatory controls that help support standards or serve as a reference when no applicable standard is in place.

**Interdisciplinary Design Team:** This team is composed of all the people involved in the workshop at the park unit, potentially including planning, design, and construction professionals; and interpretive, resource (natural and cultural), visitor safety, maintenance and accessibility specialists.

**Key park experiences:** For the purpose of the SETP, key park experiences are those that are iconic and important for visitors to understand the purpose and significance of a given park unit. They are those experiences that are “musts” for all park visitors. Key park experiences can be identified through a consideration of park purpose, significance, interpretive themes, and those programs or activities highlighted in park communications.

**Laws:** A law is a principle and regulation established in a community by some authority and applicable to its people, whether in the form of legislation or of custom and policies recognized and enforced by judicial decision.

**Level of access:** For the purpose of the SETP the team assessed the general degree of accessibility for programs, while considering each experience, disability, and physical and programmatic access. It also assists in identifying the accessibility level for participating in a park experience and where it falls in priority for action.

**National Environmental Policy Act (NEPA) Requirements:** NEPA defines a process that federal agencies must follow when proposing to take actions that have environmental impacts. NEPA requires federal agencies to fully consider the impacts of proposals that would affect the human environment prior to deciding to take an action. NEPA also requires federal agencies to involve the interested and affected public in the decision-making process.

**Park areas:** A park area is the geographic location that is home to a single or multiple key park experience(s).

**Park Asset Management Plan-Optimizer Banding (PAMP-OB):** Provides a 5-year asset management strategy for park units, allowing for annual updates that coincide with the budget and planning processes already occurring in park units. As this approach includes life cycle total cost of ownership, analysis, processing, and calculations, it also helps park units and the service as a whole to manage the gap between what should be spent on facilities and what is actually being spent.

**Park Policy:** Those defined courses of action for reaching a desired outcome that are adopted by the park.

**Park Practices:** Those habitual and/or customary performances or operations for reaching a desired outcome that the park employs.

**People-First Language:** A type of disability etiquette that aims to avoid perceived and subconscious dehumanization when discussing people with disabilities. It emphasizes the person rather than the disability, noting that the disability is not



the primary defining characteristic of the individual but one of several aspects of the whole person.

**Policy:** A policy is a definite course of action adopted and pursued by a government, ruler, or political party. It is an action or procedure conforming to or considered with reference to prudence or expediency.

**Project Management Information System (PMIS) Facility:** A separate and individual building, structure, or other constructed real property improvement.

**Project Management Information System (PMIS) Nonfacility:** A project that includes anything not covered by the definition for PMIS facility

**Project Management Information System (PMIS) # (number):** A unique Project ID Number that is automatically generated when adding a new project into the Project Management Information System

**Project planning team:** This group is a subgroup of the Interdisciplinary design team and includes DSC planners and a regional liaison. This team collects baseline data, facilitates calls, develops the participant guide, plans for and facilitates the workshop, and produces the draft and final documents.

**Readily Achievable:** Easily accomplished and able to be carried out without much difficulty or expense.

**Responsible Person:** The person/position responsible for seeing that the elimination of a barrier is completed.

**Service, activity, and program:** A service, activity, or program has a single purpose and is an activity undertaken by a department that affords benefits, information, opportunities, and activities to one or more members of the public.

**Solution:** The action to eliminate the barrier that has been identified.

**Standards:** A standard is something considered by an authority or by general consent as a basis of comparison; an approved model. It is a specific low level mandatory control that helps enforce and support a law.

**Time frame:** Time frames for implementation of a recommended solution are primarily based on level of access of the barrier. They describe when staff will eliminate the barrier. Recommendations are divided into three time frames including: short-term, mid-term, and long-term.

## **APPENDIX C: CONTRIBUTORS**

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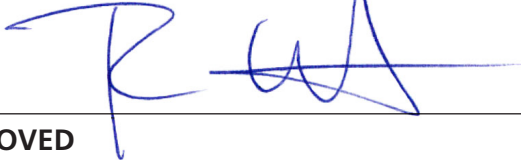
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**ROSIE THE RIVETER /  
WORLD WAR 2 HOME FRONT NATIONAL HISTORICAL PARK**  
*Accessibility Self-Evaluation and Transition Plan Overview*  
June 2016

This Accessibility Self-Evaluation and Transition Plan Overview has been prepared as a collaborative effort between Rosie the Riveter / World War 2 Home Front National Historical Park, Pacific West Regional staff, and the Denver Service Center and is recommended for approval by the superintendent.



*6/22/2016*

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**APPROVED**

Date

Superintendent,

Rosie the Riveter / World War 2 Home Front National Historical Park



As the nation's principal conservation agency, the Department of the Interior has responsibility for most of our nationally owned public lands and natural resources. This includes fostering sound use of our land and water resources; protecting our fish, wildlife, and biological diversity; preserving the environmental and cultural values of our national parks and historic places; and providing for the enjoyment of life through outdoor recreation. The department assesses our energy and mineral resources and works to ensure that their development is in the best interests of all our people by encouraging stewardship and citizen participation in their care. The department also has a major responsibility for American Indian reservation communities and for people who live in island territories under U.S. administration.

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