# Capitol Campus ADA Transition Plan Meeting Transcript

## Aug. 11, 2025

[Roby Poche (DES)]

OK everybody, it is 11:02, so I'm going to go ahead and get started.

[Roby Poche (DES)]

Hi everyone, thank you for joining today and being part of the ADA transition plan for Capitol Campus.

[Roby Poche (DES)]

I want to do some introductions.

[Roby Poche (DES)]

My name is Roby Poche and I've been a planner here at DES for a little over 2 years now.

[Roby Poche (DES)]

What you see on the screen is the full team that has been involved in the documentation, assessments, public engagement, and the overall work of the transition plan.

[Roby Poche (DES)]

I am a white male with brown long hair and a beard and a green shirt.

My pronouns are he, him.

[Roby Poche (DES)]

Just to note, we will be recording today's presentation and it will be uploaded shortly after today.

[Roby Poche (DES)]

We will be reviewing the components of the ADA transition plan, physical ADA barriers, our ADA study, public engagement, the project timeline, and then open it up for Q&A.

[Roby Poche (DES)]

You can submit any comments or questions in the Q&A during the presentation.

[Roby Poche (DES)]

For today, we would like to focus on just ADA issues and respect everyone's time that came to be part of this effort.

[Roby Poche (DES)]

If you have anything that you would like to bring up that is not related to the ADA, please send me an e-mail at roby.poche@des.wa.gov and I can respond to you.

[Roby Poche (DES)]

So DES is in the process of creating an ADA transition plan.

The purpose of this document is to transition a public agency into full compliance with the Americans with Disability Accessibility Guidelines.

[Roby Poche (DES)]

A little background on the ADA.

The Americans with Disabilities Act is a civil rights law enacted by President Bush in 1990.

[Roby Poche (DES)]

To give context to our effort, only three of the buildings that we assessed were built after this act.

[Roby Poche (DES)]

We are concerned with Title 2 of the ADA, which requires state and local governments to ensure that their programs, activities and services are available to people living with disabilities.

[Roby Poche (DES)]

So what is an ADA transition plan?

[Roby Poche (DES)]

At its core, it is a plan for the removal of physical barriers.

This is meant to be a living document that will be updated regularly.

[Roby Poche (DES)]

So what is an ADA barrier?

[Roby Poche (DES)]

These are physical elements of a building that prevent access for people with disabilities.

[Roby Poche (DES)]

An example of this is if the public accessible entrance for a building is only accessible by stairs.

[Roby Poche (DES)]

Then the stairs are a physical barrier that blocks someone with a disability from accessing or using our services.

[Roby Poche (DES)]

So here are a few other examples of physical barriers that we have seen on campus.

[Roby Poche (DES)]

These are things like parking stalls not meeting a certain code requirement, like not being wide enough, the slope of the space being too severe, or some issue with signage.

[Roby Poche (DES)]

Another example of a physical barrier is an obstacle protruding into an accessible route.

These are physical barriers that are not compliant with ADA standards.

[Roby Poche (DES)]

The ADA Transition Plan is comprised of three parts, an assessment, public engagement, and the document itself.

[Roby Poche (DES)]

The assessment portion includes a building and field assessment for DES managed buildings and grounds.

[Roby Poche (DES)]

The second part, and what we are currently working on is public engagement.

[Roby Poche (DES)]

This is all about reaching out to the community and public to receive feedback and lived experiences.

[Roby Poche (DES)]

Once the public engagement is completed, then we'll begin working on the document itself.

[Roby Poche (DES)]

This is the actual plan for the removal of barriers.

[Roby Poche (DES)]

So now, we're going to go over the work that we have completed and we're going to start with the scope.

I want to give everybody a clear idea of what we're looking at.

[Roby Poche (DES)]

We assessed the buildings on Capitol campus, a few of the DES managed buildings off of campus, and finally our parks and grounds.

This includes Marathon Park, Heritage Park and the Capitol Campus grounds.

[Roby Poche (DES)]

So just going to give everybody a second to look at this.

[Roby Poche (DES)]

Our assessment was split into two efforts, one for the buildings and one for the parks and grounds.

[Roby Poche (DES)]

DES staff assessed the grounds using the ADA checklist for existing facility.

[Roby Poche (DES)]

This checklist helped us identify accessibility issues in our portfolio so that we can meet our obligations under the ADA.

[Roby Poche (DES)]

In 2024, you can see us using the checklist to assess our parks and grounds.

[Roby Poche (DES)]

Here's the team measuring one of our accessible parking stalls to check for code compliance.

[Roby Poche (DES)]

So we went all around our grounds and parks, including Marathon and Heritage Park, and reviewed several items with the ADA checklist.

[Roby Poche (DES)]

We focused on accessible parking, accessible routes, and accessible entries.

[Roby Poche (DES)]

And to give a little bit more of a description to an accessible route is these are continuous, unobstructed path connecting accessible elements and spaces that can be used by a person with a disability.

[Roby Poche (DES)]

So in a larger sense, this part of the assessment, we reviewed how people get to campus, how they travel to their destination and how they entered the building.

[Roby Poche (DES)]

We also reviewed a few other items like ramps and signage for code compliance.

[Roby Poche (DES)]

The data from this effort was then put into GIS, which is a mapping software.

[Roby Poche (DES)]

With this tool we can look at every accessible parking stop, route, entrance, among a few other things and see what items have physical barriers.

[Roby Poche (DES)]

You can review the story map in more detail in the link on our website.

[Roby Poche (DES)]

So that is our assessment of our parks and grounds.

[Roby Poche (DES)]

The buildings were assessed in 2023 as part of a facility condition assessment.

[Roby Poche (DES)]

This is a team of engineers and architects assessing DES managed buildings on and off campus.

They reviewed overall building condition, seismic issues and ADA physical barriers.

[Roby Poche (DES)]

With these two assessments, we have a full data set of our buildings, parks and grounds.

[Roby Poche (DES)]

To give an example of something that came up during our facility condition assessment, you can see it on the right.

[Roby Poche (DES)]

To be code compliant, the handrail shouldn't end at the end of the stair, but it should actually extend 1 foot on the top and bottom of the stair.

[Roby Poche (DES)]

And that takes us to our public engagement.

We're reaching out to the public in three main ways.

[Roby Poche (DES)]

Our story map, which I just went over a survey and this work virtual workshop.

[Roby Poche (DES)]

The story map is intended to give everyone a more in depth look at our work detailing our assessment.

[Roby Poche (DES)]

The survey is the main avenue that we are receiving feedback.

[Roby Poche (DES)]

It has questions like how often do you visit Capitol Campus and an opportunity to detail specific ADA barriers that you may have encountered.

[Roby Poche (DES)]

So far we've been pretty successful and have received around 90 survey responses.

[Roby Poche (DES)]

The survey will run until the end of August, so a couple more weeks after this workshop.

[Roby Poche (DES)]

When writing the document, we will summarize and use the information from both the survey and the virtual workshop.

[Roby Poche (DES)]

The goal of the public engagement is to inform the public, know your lived experiences, and overall to collaborate with the community.

[Roby Poche (DES)]

The information that you provide will help us create projects, prioritize those projects, and see if we missed anything in our assessments.

[Roby Poche (DES)]

Once we have finished the public engagement portion, we will have a full data set to begin work on the document.

[Roby Poche (DES)]

The actual Transition plan document will identify the physical barriers found in our assessments, create and prioritize projects, describe methods of removing those barriers and provide a schedule for the projects.

[Roby Poche (DES)]

We will also identify an ADA coordinator.

[Roby Poche (DES)]

I want to give everybody a sense of our timeline.

[Roby Poche (DES)]

As stated before, the assessment portions have been completed and we are currently working on the public engagement portion.

[Roby Poche (DES)]

This will run through the end of August.

[Roby Poche (DES)]

Starting in the fall, we will begin working on the actual document.

[Roby Poche (DES)]

Once we have a good draft, we'll upload it back onto our website for another review by the community and other stakeholders.

[Roby Poche (DES)]

In 2026, we will start implementing and requesting funding for projects as outlined in the transition plan document.

[Roby Poche (DES)]

In 2027 and onward, we will continue to update the document to touch a little bit more on future updates.

[Roby Poche (DES)]

When we update the document, we will update the projects that have been completed or funded, if any new projects are added or if there's any new information that surfaces from continued public outreach.

[Roby Poche (DES)]

It is important to keep our work up to date.

[Roby Poche (DES)]

So that is our work on the ADA transition plan. I would like to open up right now for a discussion.

[Roby Poche (DES)]

The information that we receive will help shape our work.

[Roby Poche (DES)]

So going to leave it on this slide with our biggest questions.

[Roby Poche (DES)]

What are we missing?

[Roby Poche (DES)]

What is your lived experience and what types of projects are important to you?

[Roby Poche (DES)]

Please also feel free to fill out the survey or to respond in the Q&A.

[Rachelle Johnson (DES)]

Hey, Roby, I'll jump in and introduce myself.

[Rachelle Johnson (DES)]

So I'm Rochelle Johnson, a Communications Consultant with DES, and I'll just help facilitate the questions that we've received.

[Rachelle Johnson (DES)]

So if you do have any questions please or comments, please feel welcome to submit them using that Q&A icon that Roby mentioned.

[Rachelle Johnson (DES)]

We do have just a few questions to get us started.

[Rachelle Johnson (DES)]

So, Roby, first question, why are there ADA barriers on campus?

[Roby Poche (DES)]

That's a great question.

[Roby Poche (DES)]

There's a couple of reasons why we have ADA barriers on campus.

[Roby Poche (DES)]

Some of them are due to the historic nature of our building as we went over before, almost all of our buildings were built before the ADA became law.

[Roby Poche (DES)]

Other barriers come up because of code changes or just sometimes the passage of time, trees growing bigger, creating bumps and pavement, things like that.

[Roby Poche (DES)]

There's not one point or there's not one reason as to why we have these physical barriers on campus.

[Rachelle Johnson (DES)]

Great.

[Rachelle Johnson (DES)]

Thank you for sharing that, Roby.

[Rachelle Johnson (DES)]

Another question is, will all ADA barriers be removed or all issues fixed as part of this work?

[Roby Poche (DES)]

So we are going to start to request projects to fix these physical barriers, but all of our projects will be reliant on funding.

[Roby Poche (DES)]

We think that we have some good strategies to get these projects funded, but it's really what gets funded.

[Roby Poche (DES)]

Another sort of issue that we will have in the future is about our historic buildings.

[Roby Poche (DES)]

These are more complicated to fix these physical barriers and many of them will probably require further study to address.

[Rachelle Johnson (DES)]

Great, thank you, Roby.

[Rachelle Johnson (DES)]

One other question we have is will all issues shared from the public engagement survey be fixed?

[Roby Poche (DES)]

So with this effort we are really focused on ADA code compliance.

[Roby Poche (DES)]

So This is us going to the ADA in the checklist and finding things that are specifically non code compliant.

[Roby Poche (DES)]

Once the document is drafted, we can then begin to ask for funding for these projects.

[Roby Poche (DES)]

There is potential to work on projects that are not necessarily ADA non compliant.

[Roby Poche (DES)]

I think that signage could go a long way on our campus.

[Roby Poche (DES)]

So we will be looking at the survey responses to help inform those sort of outside code projects, but we are focused on code compliance with this effort.

[Rachelle Johnson (DES)]

Wonderful.

[Rachelle Johnson (DES)]

Thanks for answering that question, Roby.

[Rachelle Johnson (DES)]

We don't have any new questions that have been submitted, so I'll leave it to you how long we want to kind of leave it open in case we have any last minute submissions.

[Roby Poche (DES)]

Sure, I am more than free to hang out for the next 5 minutes, but would like to thank everybody for their time, would like to thank the entire project team for their work on this.

[Roby Poche (DES)]

This has really been a huge team effort.

[Roby Poche (DES)]

Would like to thank Rachelle for emceeing our presentation today and our two interpreters, Stacy and Brenda, for coming to hang out with us today.

[Roby Poche (DES)]

But yeah, as I said, I can hang out for a little bit if anybody would like to add anything to the Q&A.

[Rachelle Johnson (DES)]

All right, Roby, we did get another question.

[Rachelle Johnson (DES)]

How are these ADA improvements going to be funded?

[Roby Poche (DES)]

That is a fantastic question.

[Roby Poche (DES)]

So today I don't have projects.

[Roby Poche (DES)]

Want to make sure that I get a complete data set and that includes public engagement before starting to propose projects.

[Roby Poche (DES)]

However, thinking ahead, I think a lot of these are going to be implemented as part of the Capitol budget requests.

[Roby Poche (DES)]

Don't want to get too in the weeds of what that is, but every year we have the opportunity to ask for funding for several projects.

[Roby Poche (DES)]

These are things like elevator modernizations or building a new building, looking at creating a minor works list or minor works program just for ADA issues.

[Roby Poche (DES)]

I think this is going to be our primary way to tackle these projects, but as we develop the plan, we're going to also look at alternate sources of funding for maybe some of these smaller projects or see what opportunities are around.

[Rachelle Johnson (DES)]

Great, thanks for that, Roby.

[Rachelle Johnson (DES)]

And we got another question.

[Rachelle Johnson (DES)]

Will there be a space to report ADA materials that need maintenance such as rails with rust or obstacles in the paths, etcetera?

[Roby Poche (DES)]

That is a great question.

[Roby Poche (DES)]

The main avenue

[Roby Poche (DES)]

that we're looking for this feedback is in our survey.

[Roby Poche (DES)]

There is a space in the survey that you can detail any ADA issues that you have encountered.

[Roby Poche (DES)]

Also, feel free to reach me at roby.poche@des.wa.gov in a direct e-mail if you feel like this is maybe something that would take a little bit more space than on a survey.

[Roby Poche (DES)]

We are closing the survey at the end of August to begin working on the actual transition plan.

[Roby Poche (DES)]

But in the future, we will reopen up public engagement to allow for continued responses about our campus.

[Roby Poche (DES)]

Great question.

[Rachelle Johnson (DES)]

Thanks for that, Roby, and thank you for those who are submitting questions.

[Rachelle Johnson (DES)]

It's great to see your interest and give us an opportunity to address that.

[Roby Poche (DES)]

Right, if that is the end of the questions, again, feel free to fill out a survey or contact me directly, but I think that the meeting is done.

[Roby Poche (DES)]

Thank you everyone for your time and for joining us today.

[Roby Poche (DES)]

Have a good day.