

Impact

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Feature Issue on Meeting Transportation Needs of Youth and Adults with Developmental Disabilities

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From high school through adulthood Hunter Sargent has been persistent in making sure he has the transportation options he needs to be involved in his community. See story below.

Getting Where I Need to Go

by Hunter Sargent

For me there is a huge connection between self-determination, community participation, and transportation. I'm very active in the community and transportation is something I highly rely on so I can participate in activities. For example, sometimes I go to a social club called the Wolves Den for people with developmental and other disabilities; I was a charter member who helped start it five years ago. It's at a church and I meet people there and do things like dance and play games. When it began, there were only 20 people and now it's about 130-200. For me going there is like a homecoming because I'm with friends who have the same disability as me or other disabilities. And to get there I take the city bus. I also mentor a kid at his house, a kid with Down syndrome, and we go places like to the park; I take the bus to get to him. I like sports and I go to a lot of Minnesota Twins games because I have a friend who works for Fox network who gets me tickets; to get there I take the bus and the train. I also am a volunteer public speaker on disability issues and self-advocacy. When I travel to speaking engagements I have to make transportation arrangements with the people who invite me or I can't be there; because I don't drive and it doesn't always work to take the bus, especially to areas I don't know or late at night, I may ask the organizers to give me a ride to the event and back again, or I may take the bus there but ask for a ride home. And I take the train and bus to other places in the community, like the Mall of America, wrestling events, concerts, and to my job.

I'm the kind of person who, if I want to be somewhere badly enough, will do whatever it takes and take whatever transportation I need to in order to get there. It's a

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From the Editors

Ask people with developmental and other disabilities to name the barriers they experience to community inclusion and participation, and near the top of that list will be problems accessing transportation. To travel around their communities at the times that meet their needs and to the locations they desire requires that as individuals they have knowledge of the transportation options available and the skills and supports to use them. At the transportation system level it requires that there be an array of options available and that these systems operate in a manner that's both focused on meeting the needs of users, as well as resource-efficient and coordinated.

In this issue of Impact are ideas and strategies for meeting those needs and removing transportation barriers to community inclusion and participation. In these pages are also success stories from around the country that illustrate the benefits to individuals with disabilities, agencies that support them, and their communities when transportation works well. We hope that these articles will provide ideas for additional exploration by readers in their communities and organizations.

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Living Life in the Community: The Role of Transportation in Inclusion

by Alan Abeson

“Same time, same place, every day: 6:45 a.m., the 90 bus from Damascus to Shady Grove Metro. For six months, my son has been volunteering in the Health and Human Services mailroom in hopes of a permanent position. This job could enrich his life in unfathomable ways. Jay is developmentally disabled. Last week he was informed he has a full-time position. He tells a fellow rider on the way home. The next morning as he boards, everyone on the bus applauds him. I know that it takes more than a village for Jay. It takes a bus, too.” (Joan Kenealy, August 1, 2004, The Washington Post)

Individuals with developmental and other disabilities should be able to live their lives as fully as possible in typical neighborhoods in usual communities. Fundamental to this belief is that with appropriate supports participation will occur, benefits will be derived, and contributions will be made as a result of the involvement of these citizens in the array of activities that occur in all communities. It is this expectation of community participation that is the driving force guiding the extensive system of human service programs provided for children and adults with developmental and other disabilities. Regardless of whether it is functional or transition skills taught by educators, job counseling or training provided by vocational rehabilitation specialists, on-the-job training by job coaches or independent living skills from independent living centers, the goal for individuals remains the same: living life in the community!

Too often, the expectation of living in the community for people with developmental and other disabilities stresses only housing and employment. But just as is true for all other people, there is much more. To be able to fulfill civic responsibilities, serve as a volunteer, go shopping, enjoy a park, join a club, and

spend time with friends are also virtues of community life. Being able to realize these and all of the other opportunities of community living is dependent on various external factors beyond the well-intentioned and thorough work and support provided by service providers and families. Among the most important is the knowledge, skills, and opportunity to use community transportation. People simply have to get where they need to go! And without transportation, virtually all of the dedicated effort to support people with developmental and other disabilities to live in the community may be wasted. Some even say that without the availability of transportation and the training to use it, it is pointless to invest time, energy, and money in preparing people for life experiences that will forever be inaccessible.

The Need for Access

As awareness of the importance of mobility for people with developmental and other disabilities has increased, the shortage of accessible transportation in the United States has been well documented. The *2003 National Transportation Availability and Use Survey* (Bureau of Transportation Statistics, 2003) found that to travel outside their homes about one in four people with a disability needed help from another person and or an assistive device. Also discovered was that out of about 6 million people with disabilities, one in eight lived where public transportation was limited or nonexistent. Additionally, out of a total of 3.5 million people who never left their homes, nearly 2 million had disabilities. Five hundred and sixty thousand of these people with disabilities stated that the reason for being homebound was difficulty with transportation.

In part because of the past lack of accessible transportation, many people

with developmental and other disabilities received transportation from human service agency owned and operated vehicles. One result of this practice was that no instruction, support, or experience was provided in using public transportation where it existed. Typically, using agency vehicles required traveling with a group on a pre-determined fixed schedule to a location selected by the agency, such as to and from sheltered workshops, recreation programs, and group homes – the antithesis to living independently in the community.

Remedying the inaccessible transportation situation for people with disabilities was partially the intent of the Congress in 1990 when the Americans with Disabilities Act (ADA) became law. As a result of the ADA, considerable progress has now been made in improving the availability of accessible, safe, reliable, and affordable transportation. This is particularly true in communities that operate regularly-scheduled fixed route bus systems. In accordance with the ADA, people who because of their disabilities are unable to get to or use fixed route buses, if determined to be eligible, are entitled to complementary paratransit service. Noteworthy, though, is that because such paratransit service is frequently limited to a three-quarter mile path along fixed routes, people needing to travel outside that zone may have few or no options. Further complicating the challenge is that nearly 40% of the country’s “transit dependent population” lives in rural areas, and in many rural communities public and community transportation is limited or not available (CTAA, 2005).

Expanding Options

Fortunately, the overt hostility and resistance that characterized the relationship between the transportation industry and disability community prior to and at the time the ADA was enacted has long since passed. Despite limitations, much progress has been made as evidenced by the estimated 90% of fixed route buses now being lift or ramp equipped (APTA, 2005). The transportation industry, often with direct involvement and assistance from the disability community, provides training for bus

Too often, the expectation of living in the community stresses only housing and employment. But realizing all the opportunities of community living is also dependent on the knowledge, skills, and opportunity to use community transportation.

operators regarding effective service for people with disabilities. Additionally, many community transportation agencies have also created advisory groups that include people with disabilities and senior citizens to provide ongoing review of the system's operations as well as to assist in problem solving.

The growing understanding of the importance of transportation in enabling people with developmental disabilities to live in communities has not been lost on the transportation industry. With increasing ridership a consistent goal of the industry, there is now recognition that the disability community represents a large pool of potential customers. There is also the recognition that if people learn to use and do use

public transportation at younger ages, they are likely to be customers for life. It is for these reasons that some transportation authorities have built strong alliances with public schools to develop and provide bus familiarization training programs, making buses available for teaching purposes and providing free or reduced fares to students and their teachers.

Teaching Transportation in Schools

Reinforcing the importance of transportation in the adult lives of people with developmental and other disabilities occurred in the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) with a provision regarding instruction for students with disabilities to use transportation while in school. Specifically, the definition of special education was expanded to include "travel training," meaning "...providing instruction, as appropriate, to children with significant cognitive disabilities and any other children with disabilities who require this instruction, to enable them to – (i) Develop an awareness of the environment in which they live; and (ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community)" (IDEA, 1997). Guidance provided by the U.S. Department of Education states that "Travel training is often integral to ensuring that some children with disabilities receive FAPE (free, appropriate public education) and are prepared for post-school activities such as employment and independent living" (Fed. Reg., 2000).

Ultimately, teaching public transportation skills to secondary school students must be thought of in the same context as providing driver education since both address life-long community mobility. Learning about and using transportation should be considered for inclusion in Individualized Education Programs (IEPs) and Individualized Transition Plans (ITPs). Within that context, it again must be recognized that

[Abeson, continued on page 35]

Let the ADA Give You a Lift!

Do you have a disability? Do you have places to go? The Americans with Disabilities Act (ADA) gives you the right to:

- *Use any public bus or rail system.*
- *Request route and service information in a format you can use.*
- *Stand on a lift if you cannot use the steps of the bus or train.*
- *Expect that all lifts and other accessible equipment be kept in good working order.*
- *Use a "common wheelchair" or other mobility aid to board a bus or train.*
- *Have stops, major streets, and intersections called out along the route.*
- *Ride the bus or train seated in your own mobility aids.*
- *Have securement devices made available to you.*
- *Travel with guide dogs or other service animals that are not disruptive or dangerous to others.*
- *Travel without a personal attendant or aide.*
- *Travel with any necessary equipment or devices, such as respirators or portable oxygen tanks.*
- *Ample time to get on and off a bus or rail car.*
- *Get on and off a bus or train at any regular stop where a lift can be safely used.*
- *Receive courteous, respectful assistance.*
- *File complaints with the transportation provider, if necessary.*

To learn more about the Americans with Disabilities Act (ADA) and accessible public transportation, contact Easter Seals Project ACTION, 800/659-6428, 202/347-7385 (TTY) or www.projectaction.org.

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Federal Transportation Policy and People with Disabilities

by Jennifer Dexter

The federal government has a long history of investing in improving access to transportation for people with disabilities. Since the passage of the Americans with Disabilities Act (ADA) in 1990 and the transportation provisions that established a right to public transportation for people with disabilities, there has been even more interest. Being a transportation advocate in your community is an important part of increasing the ability of people with disabilities to live, work and play independently. People with disabilities are disproportionately reliant on public transportation, so any change in resources available to support public transportation disproportionately affects people with disabilities.

The ADA and Transportation

In 1990, Congress passed the ADA. This legislation addressed for the first time the civil rights of people with disabilities. The law includes major sections that address access to transportation, such as requirements that new bus and rail purchases be accessible, public transportation providers must provide a comparable service to individuals unable to use a fixed-route system, over-the-road buses must be made accessible, and all transit facilities must be built to be accessible. The implementation of these provisions over the last 15 years has greatly increased the ability of people with disabilities to access their communities and live independently.

Current Federal Programs Aimed at People with Disabilities

There are several programs and funding sources currently administered by the federal government that are of interest to people with disabilities. All provide some unique resources that help improve transportation options. They are:

- 5310 Program - Elderly and Persons with Disabilities
- 5311 Program - Nonurbanized Area Formula Grants
- Job Access and Reverse Commute Program
- Over-the-Road Bus Accessibility Program
- Easter Seals Project ACTION

The Elderly and Persons with Disabilities program, or 5310 Program, provides funds to nonprofit agencies to help increase transportation options that connect the elderly and people with disabilities directly with needed services. Nonprofit agencies do not receive funding directly from the federal government; instead, states apply on behalf of private non-profit agencies. Currently, the funds can only be used for capital projects and almost all funding is used to purchase vehicles. There is a match in this program, which means the federal government pays 80% while the nonprofit must provide (match) 20% of the funding. The funds are allocated to the states based on a formula that considers the number of elderly and people with disabilities within states. States' departments of transportation then make decisions about how that money is distributed to nonprofits. In fiscal year 2005, funding for the 5310 program was \$94,526,689.

The Nonurbanized Area Formula Grants, or 5311 Program, provides funds to enhance transportation services in rural areas. For this program, state and local governments as well as nonprofit organizations are eligible recipients. The program is not specifically aimed at people with disabilities, but increasing access to transportation in rural communities is a critical need for this population. These funds can be used for capital, operating or adminis-

trative purposes. The match is 80% federal and 20% local, the same as the 5310 Program. The match is higher for the local portion when funds are used for operating assistance. The funds are allocated by a formula based on census figures to areas with populations below 50,000. For fiscal year 2005, funding for the 5311 Program was \$249,635,140.

The Job Access and Reverse Commute (JARC) program is designed to connect welfare recipients and other low-income individuals with job opportunities, particularly in suburban areas. Local government and nonprofit agencies are both eligible recipients of these funds. This program is also not specifically aimed at people with disabilities, but since its inception has proven to be a valuable resource in connecting people with disabilities to employment. These funds can be used for capital and operating expenses. There is a 50/50 federal/local match. Although there is an authorization to distribute these funds via a competitive grant process, members of Congress have earmarked all of the JARC funds in past years for specific projects. For fiscal year 2005, funding for the JARC program was \$123,702,400.

The Over-the-Road Bus Accessibility program provides funds that are used to assist over-the-road bus (tour bus) providers in meeting the Department of Transportation ADA guidelines issued in 1998. The only eligible recipients for these funds are private operators of over-the-road buses. The funds can be used for capital improvements including adding lifts and other accessibility components, and are allocated on a national competitive basis. The match is 90% federal/10% local. For fiscal year 2005, funding for the Over-the-Road Bus Accessibility program was \$6,894,400.

The final program is Easter Seals Project ACTION. Project ACTION was initiated by Congress in 1988 to foster

collaboration between the disability and transit communities to promote accessible transportation. Easter Seals administers the project through a cooperative agreement with the U.S. Department of Transportation, Federal Transit Administration. The project provides training, technical assistance, and a full catalog of resources to the disability and transportation communities. For fiscal year 2005 the funding for Project ACTION was \$3,000,000.

Recent Federal Action Affecting People with Disabilities

In July of this year, Congress made changes in transportation policy by passing the reauthorization of the legislation that authorizes all federal transit and highway programs. The needs of people with disabilities and seniors were a significant issue in the debate over the future of transportation policy, and there is growing interest in meeting the needs of these two populations.

Some of the provisions that affect people with disabilities included in the new bill are the following. Congress revised existing programs to make them easier to manage for grant recipients and also to help encourage coordination of different transportation programs. Changes that will help achieve this include a demonstration program in seven states that will make 5310 funds available for operating expenses and allowing for flexibility in the match. There is also recognition that there is still a need to provide new services to people with disabilities who still are not accessing transportation. To that end, Congress set aside funds that will be available to local transit authorities to provide transportation services to people with disabilities above and beyond what is required under the ADA. This is part of the President's New Freedom Initiative, a comprehensive set of proposals to increase services and supports for people with disabilities.

In the area of seniors and transportation, there has also been increased interest, both from Congress and from aging

advocacy groups. This interest has resulted in some issues that are specific to seniors in addition to those listed above, which will also help seniors. The primary new program in this area is the creation of a national training and technical assistance center on senior transportation. The work of this center will be modeled after and build upon the work of Project ACTION, but be targeted more directly at seniors. Congress set aside funds for this center in fiscal year 2005, and the inclusion of the program in the reauthorization bill will create it as a permanent program. Also of interest to seniors, and people with disabilities as well, is language that will increase the accessibility of pedestrian environments by encouraging talking signs, accessible placement of bus stops, and other changes that will make it easier for people to navigate pedestrian areas.

Conclusion

It is a watershed time in transportation for people with disabilities. The potential addressed in the ADA is finally beginning to be realized as the importance of transportation for people with disabilities is recognized by decision-makers. That is not to say that we do not still have a long way to go. There is still tremendous unmet need in the area of transportation for people with disabilities. It is also a critical time for people with disabilities and others to be advocates for transportation in their local communities. This activity at the federal level will not work if it is not fully implemented and supported at the local level.

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Improving Human Service Transportation Through Coordination

Sixty-two federal programs fund transportation services for people with disabilities, older adults, and people with lower incomes (GAO, June 2003). For individuals whose transportation use and options are supported by these funds, the differences between program eligibility requirements and the fragmentation of services across systems can greatly complicate use of transportation. In response to this situation, the White House issued the Executive Order on Human Service Transportation Coordination in February 2004, setting in motion creation of new resources and initiatives for improving coordination of human service transportation in communities. United We Ride is one such initiative, its purpose to increase coordination of publicly funded human service transportation programs. Human service agencies and advocacy organizations that provide transportation services for their clients, and those that purchase or subsidize transportation services for their clients, may collaborate with other human service organizations and/or with transportation providers to coordinate the planning, operating, and funding of human service transportation in their communities (TCRP, 2004). The goal of such coordination is to share resources in a manner that reduces duplication and inefficiency and provides the best possible service. At www.unitedweride.gov is additional, detailed information for use in bringing together stakeholders at local and state levels to improve coordination of human service transportation.

GAO. (June 2003). *Transportation-disadvantaged populations: Some coordination efforts among programs providing transportation services but obstacles persist* (Report GAO-03-697). Retrieved 6/30/05 from www.gao.gov.

TCRP (Transit Cooperative Research Program). (2004). *Strategies to increase coordination of transportation services for the transportation disadvantaged* (Report 105). Retrieved 8/8/05 from <http://www.trb.org>.

United We Ride: A National Initiative to Coordinate Human Service Transportation

by Bryna Helfer

“I feel like I am independent,” “I don’t need to depend on my mom and dad to take me places,” and “Now I can ride the bus to get to my job and to the movies with my friends.” These are some of the reactions from youth and adults with disabilities who have gained independence and mobility due to the simple fact that they can now get a ride to work, school, the mall or the library.

Transportation matters. Independence and opportunity begin with dependable transportation. This is particularly true for individuals with disabilities who rely on an array of community transportation services available across

United We Ride is an initiative that includes 11 federal departments working together to simplify access, reduce duplication, and enhance cost efficiencies in community human service transportation.

the nation to achieve autonomy. Yet, the National Organization on Disability (NOD, 2002) has reported that 30% of adults with disabilities cite inadequate transportation as a problem in their daily lives. In contrast, only 10% of nondisabled adults report the same.

Since the passage of the Americans with Disabilities Act in 1990, the accessibility of public transportation has increased significantly. In addition to services provided through public transportation agencies, the General Accountability Office (GAO, 2003) found that there are 62 federal programs

that support transportation services for individuals with disabilities, older adults, youth, and individuals with lower incomes. These programs are funded by the U.S. Departments of Education, Labor, Health and Human Services, and others. In addition, the Individuals with Disabilities Education Act, Rehabilitation Services, and the Medicaid Waiver programs all include provisions for developing skills necessary for independent living, which includes travel training and safe community mobility.

Preparing youth and adults with disabilities to travel independently begins with understanding transportation options. Each community offers a different family of transportation services that can be matched with an individual’s needs and abilities. These transportation services may include but are not limited to driving, fixed route buses (buses that start and stop at designated places on a pre-announced schedule), paratransit or other shared ride services, taxicabs, and volunteer driver programs. Given that every individual and every community is different, the creation of a seamless, coordinated accessible transportation network in which people know how to access these services sometimes remains a challenge. Too often individuals and their families are unaware of the array of programs and services that operate, and how to access them.

The challenge of coordinating transportation services so that individuals with disabilities have an easier time accessing transportation in their communities is one that is being addressed by the federal government. As a result of an Executive Order issued by President Bush in 2004, the Federal Interagency Coordinating Council on Access and Mobility (CCAM) has launched United We Ride (UWR). United We Ride is an initiative that includes 11 federal departments working together to simplify access,

reduce duplication, and enhance cost efficiencies in community human service transportation.

In its *Report to the President* (CCAM, 2005a), the CCAM outlines accomplishments over the past year, collective actions of the council, and each CCAM member’s action plan to enhance human service transportation for older adults, individuals with disabilities of all ages, and people with lower incomes. The report also outlines *five key recommendations* that are targeted to enhance community initiatives in order to build coordinated services at the state and local levels. Those five key recommendations, excerpted from the report, are:

- *Recommendation 1 – Coordinated Transportation Planning:* In order to effectively promote the development and delivery of coordinated transportation services, the CCAM recommends that the Administration seek mechanisms (statutory, regulatory, or administrative) to require participation in a community transportation planning process for human service transportation programs. By promoting shared responsibility for transportation services, joint planning promises increased cost-effectiveness and increased access for consumers by eliminating duplicative efforts and wasted resources....
- *Recommendation 2 – Vehicle Sharing:* In order to reduce duplicate transportation services as well as idle time for drivers and vehicles, the CCAM recommends that vehicles used in human service transportation be made available to other federally funded programs, consistent with the Common Grant Rule (*OMB Circular A-102*). Within the next year, each federal agency should review and modify their policies and procedures to proactively promote the sharing of

vehicles with recipients and sub-recipients of other federal programs. Existing flexibility in the permitted uses of federally funded equipment such as buses and/or vans can make more transportation available to more federally funded human service programs without fundamental changes in programs....

- *Recommendation 3 – Cost Allocation:* In order to ensure that adequate resources are available for transportation services for persons with disabilities, older adults and individuals with lower incomes, and to encourage the shared use of vehicles and existing public transportation services, the CCAM recommends where statutorily permitted that standard cost allocation principles for transportation be developed and endorsed by federal human service and transportation agencies...The development of a standardized methodology built on accepted cost allocation principles would encourage local agencies to share transportation vehicles and resources....
- *Recommendation 4 – Reporting and Evaluation:* The Council recommends the development of a method to permit cross agency analysis of the effectiveness, efficiency, and progress of States, communities, and tribes toward improved coordination of transportation programs, as evidenced by improvements in the overall quality and cost-effectiveness of human service transportation....
- *Recommendation 5 – Consolidated Access Transportation Demonstration Program:* In order to test the feasibility and cost-effectiveness of a new approach to meeting the full range of transportation needs of persons with disabilities, older adults and individuals with lower incomes, the CCAM recommends that statutory authority be sought to permit the development of 10 to 12 demonstration projects in metropolitan, rural and/or tribal areas. In these demonstration projects, a single transportation system (not

necessarily a single provider) financed through a consolidated federally funded stream would meet the total needs of transportation-disadvantaged populations....

To carry out these recommendations, the CCAM is implementing United We Ride, a national initiative in human service transportation. United We Ride is addressing the challenge of simplifying access, reducing duplication, and enhancing cost effectiveness in the following ways (CCAM, 2005a):

- Educate human service agencies, transportation providers, consumers and policymakers on the benefits of transportation coordination.
- Provide tools to help states and communities coordinate their transportation resources.
- Analyze the regulatory barriers to coordination and identify solutions to overcome the limitations.
- Encourage comprehensive transportation service planning with active participation of people with disabilities, seniors, and people with low incomes.
- Identify and share successful strategies and solutions with states and communities.
- Coordinate the provision of technical assistance from a variety of specialists including Easter Seals Project ACTION and others.

On the Web site of United We Ride (www.unitedweride.gov) is extensive information and resources for bringing together stakeholders at local and state levels to improve coordination of transportation services. Resources include:

- State and Federal Policy. Information on each of the 62 federal programs supporting transportation services.
- *Framework for Action: Building the Fully Coordinated Transportation System.* A tool for use at community and state levels to begin the dialog to improve coordinated services.
- Help Along the Way. A technical assistance program for states and

communities in development and delivery of coordinated human service transportation.

- Mobility Management Tools. Strategies for meeting consumer needs and building capacity in communities.

While the federal government is working to address the key challenges to facilitate access for individuals and families who depend on transportation as a life-line, it is also important to recognize that coordination must take place in every state and community across the country. This coordination must include consumers, advocates, transportation agencies, education and employment specialists, health care providers, and organizations providing disability related services. Communities across the country are convening taskforces to identify the challenges and address the opportunities to build coordinated community transportation systems.

As we support individuals with disabilities to identify where they are going to live, work, and play, we must also answer the question, “How will I get there?” The U.S. Department of Education has developed a comprehensive action plan to address the unique issues for children and youth with disabilities through special education, transition, rehabilitation services, and independent living centers (CCAM, 2005b). Together, as a nation, we can enhance the mobility of all Americans. United We Ride!

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The Promise and Limitations of Transportation: Preparing Youth and Adults

by Sue Fager, Rachel Parker, and Marcia Kelly

If you want to spark an animated discussion among people with disabilities, bring up the subject of transportation. You'll likely hear inspiring stories about how transportation has offered great freedom and opportunity – and equally passionate tales of how transportation has presented significant limitations and frustrations. The issue is more than academic. For many people with disabilities, access to transportation is the primary factor that determines whether they will be able to live and work independently in the community.

Families, school personnel, and adult service providers can all help prepare and assist youth and adults to access transportation.

Planning for individual transportation needs can be like putting a puzzle together. The pieces may include providing travel instruction, developing travel-related skills, coordinating service schedules and availability with individual needs, and exploring less conventional options. Keep in mind that the puzzle can take a long time to assemble. Middle school is not too early to begin planning for a youth's future transportation needs by including transportation-related skills in the Individualized Education Program (IEP) and transition planning.

The following are descriptions of some of the essential pieces of the individual transportation puzzle, with examples illustrating how four individuals identified and overcame roadblocks to a variety of typical transportation issues.

Provide Travel Instruction

It takes know-how to successfully ride mass transit. Riders must learn how to find the right route, transfer, manage unexpected events such as detours and late transportation, and more. Adding travel instruction goals to a student's IEP can be a first step toward developing that competence. Assessment, training, and practice can lead to independence. An example of how this can be done successfully is found in Keisha's* story.

Keisha is 16 and in the 10th grade. She and her family have begun planning for her transition from high school to her life as an adult living and working in the community. Keisha loves buses and looks forward to the day when she will take a city bus to work just like her parents do. Because she finds it particularly difficult to talk with strangers and has been taken advantage of by her peers on several occasions, her parents are concerned about her ability to travel safely on the bus. At her parent's request, Keisha's IEP team investigated travel options, then added travel instruction goals to her IEP. The district's travel instructor met with Keisha to assess whether she would be able to travel independently, only on specific routes, or only with assistance. Keisha proved to be a good candidate for travel instruction, so additional mobility goals were written into her IEP. Her travel instruction included practicing how to enter and exit buses, talking with drivers about their buses to increase her comfort level in speaking with strangers, sitting closer to the bus driver if another passenger made her uncomfortable, learning what to do if the bus broke down or was detoured, and researching route options by calling the transit authority and using the Internet. Keisha also learned how to correct mistakes she might make, such as boarding the wrong bus or missing a transfer. To become

more comfortable with Keisha's growing abilities, her parents were included in some of her lessons. Keisha's proudest day came nine months later when she successfully navigated herself and her parents from their home to her favorite restaurant – a feat that required two transfers. Her next goal is to travel independently to meet her extended family at the restaurant to celebrate her birthday.

Develop Travel-Related Skills

Travel-related skills, like transition skills, include problem-solving abilities, good judgment, self-advocacy, assertiveness, knowledge about one's disability and the supports and accommodations needed, and confidence in asking for assistance. Individuals with and without disabilities need these skills to travel in the community. The earlier families can help their youth develop these skills, the better. The experience of Lee* illustrates development of individual travel skills.

Lee is 21 and recently secured a new job. With his first day of work just three weeks off, he asked his group home staff to help him prepare for the paratransit transportation he would use to commute. To help Lee recognize that he was at the correct location, the staff drove him to his workplace, using the route that the paratransit driver would likely take. They practiced how he could tell the driver if he was at the wrong place. Lee also carried the addresses and phone numbers of his employer and his group home in his wallet. On Lee's first day of work, the dispatcher at the paratransit company inadvertently transposed numbers in the address he relayed to Lee's driver. Thanks to his practice runs, Lee knew he was at the wrong location and was able to use his self-advocacy skills to explain that a mistake had been made. Lee gave the correct address to

the driver. He also asked him to inform the dispatcher of the error so the afternoon driver would pick him up at the correct address.

Consider Schedule Convenience and Service Availability

People who rely on paratransit and public transportation need to consider whether those services will be available when they need to travel between home, work, and recreational activities. When they plan to move or accept a new job, they may want to factor in answers to the following questions:

- How late does the service run?
- Is it available on weekends and to employees working first or swing shifts?
- Can a paratransit service reliably deliver and pick-up an employee on time?
- Is the potential employer located within a reasonable distance from the train, bus or subway?
- How close to home is the transit line?

Brandon's* story illustrates successful information-gathering and problem-solving in relation to these questions.

Brandon, 45, has lived in the same small, city apartment for 15 years and dreams of moving to a larger townhome or condominium. He is also seeking a new job. Brandon's case manager found a townhome that accommodated his electric wheelchair, had a bedroom for his live-in personal care attendant, and was within his price range. It was near a subway line that could take him to work, but it was half a mile away from the bus stop he would need for local activities such as shopping and going to temple. That distance would be an obstacle in inclement weather. Brandon continued to look for a townhome closer to mass transit with schedules that would serve his needs for both work and leisure activities. Meanwhile, with the assistance of his vocational rehabilitation counselor, he found a job that fit his interests and skills well. It met his salary requirements and was conveniently located

near a subway stop. Six months later, Brandon found a spacious condominium that was on the same subway line – and was just half a block from the bus he needed on weekends.

Seek Creative Arrangements

People living in urban areas generally have more transportation options than those living in rural areas. Many small towns do not have access to any public transportation; others may have transportation that is accessible but runs only at limited hours. In those cases, people with disabilities, their families, and service providers may need to be creative in seeking, or developing, other options. Carmen* and her family are one example of how this has been done.

Carmen lives with her family in a rural area. Since graduation three years ago, she has been working at the local day training center. Carmen believes she could be competitively employed; so does her family. On a trip to the county courthouse in a nearby town, Carmen and her father noticed that the only coffee available was from a vending machine, which often malfunctioned. An idea was born: Carmen, who loves coffee, could open a coffee cart at the courthouse. It would be a great match between her interests and the community's needs. She could use her Dynamite communication device to chat with customers about their favorite coffee beans and the virtues of lattes versus mochas. Carmen's team and her vocational rehabilitation counselor supported the idea of self-employment. The counselor even arranged some bookkeeping assistance. Arranging transportation proved more of a challenge. Short-term funding for transportation was available through vocational rehabilitation services, but Carmen needed to find something more permanent in her community. Carmen's family began to network. They talked with members of their church to see if anyone could drive Carmen to work on a volunteer basis or for a fee. They found someone with the Meals on Wheels pro-

gram who could bring her home, but not to work. Carmen's case manager checked with the local senior transportation company but learned that the bus wouldn't arrive at the courthouse until 11:00 a.m. Finally, the efforts paid off. Carmen's mother discovered that her secretary's cousin worked at the post office next door to the courthouse. She was open to including Carmen in her carpool. Carmen and her team met with the woman and her other rider. They discussed how they might be able to provide transportation for Carmen and settled on a fee for gas and mileage. Carmen and her family liked both carpoolers and felt confident that they would be able to transport her safely to work. Carmen now has added two new communication folders to her Dynamite: one for carpooling and another for her new business at the courthouse.

Conclusion

To be active, contributing members of their communities, youth and adults with disabilities need to have accessible, reliable transportation. They also need the training and skills to use it safely and confidently. Families, school personnel, and adult service providers can all help prepare and assist youth and adults to access the transportation that leads to living their own lives in the community of their choice.

*Pseudonym

Note: PACER Center coordinates both state and national projects addressing transition issues for youth with disabilities and their families. In 2003, it began work on an innovative cross-agency collaboration administered by the Minnesota Department of Employment and Economic Development, Connecting Youth to Communities and Careers (Project C3) www.pacer.org/C3. Funded by a grant from the Office of Disability Employment Policy of the U.S. Department of Labor (#E-9-4-3-0090), the goal of Project C3 is to demonstrate how local transition services and outcomes for youth with disabilities can be improved through innovative partnerships with community organizations and cross-systems collaboration. The opinions expressed in this article are those of the authors and do not necessarily reflect those of the U.S. Department of Labor.

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Developing an Individualized Travel Plan: Questions to Explore

by Joe Timmons and Vicki Gaylord

Individuals with disabilities who are planning for the vocational, educational, social/recreational, residential and other areas of their lives in the community may also benefit from the development of an individualized travel plan. An individualized travel plan can be part of an Individualized Education Program (IEP), an Individualized Plan for Employment (IPE), a community support plan or any number of individualized or person-centered plans designed to support self-determination, community participation, and quality of life. The ultimate goal of an individualized travel plan is to maintain or increase community inclusion by maximizing the ability to travel safely. An individualized travel plan will identify travel needs and goals, travel skills, transportation resources, skill-building and information needs, and financial supports to be used and/or sought. A major premise of the plan should be support for personal choice and self-determination. This means that its content should be based on the individual's needs, goals, and desires and not solely on what services are currently available.

Below are examples of areas that may be explored and questions that may be asked in developing an individualized travel plan. They may be addressed through conversation with individuals and/or their circles of support, as well as through observation. They are given as suggestions, and are intended to be modified as needed to fit individual situations and to complement other planning processes.

Travel Needs/Requirements

Ascertaining the type and frequency of local travel in which the individual will engage can be one starting point to an individualized travel plan conversation. Questions may include:

- How many days a week will you need or desire to travel?
- How many times a day?
- For what purposes (e.g., work, medical appointments, grocery shopping, meet friends)?
- Where will each trip start and end (e.g., geographic areas covered)?
- Will the trips be interrupted by stops along the way, such as stopping for groceries on the way home from work?
- How do you currently travel in the community?
 - Bus
 - Train/subway
 - Paratransit
 - Taxi
 - Other transportation service
 - Get a ride from family/friends/staff
 - Drive
 - Walk, bike
 - Carpool
 - Other
- What new ways of traveling would you like to explore?
 - Bus
 - Train/subway
 - Paratransit
 - Taxi
 - Other transportation service
 - Get a ride from family/friends/staff
 - Drive
 - Walk, bike
 - Carpool
 - Other

Travel Skills

Some individuals may need travel-related skill building. It's important that formal evaluation as well as support and instruction in this area be provided only by qualified and trained travel instructors. The questions below can identify areas for which the assistance of a travel

instructor may be sought. Questions for exploration could include "Can the individual...":

- Cross streets safely without traffic signals?
- Cross street safely with traffic signals?
- Board bus, subway, or other mode of transportation?
- Recognize and disembark at the correct destination?
- Plan routes and seek information using the telephone?
- Plan routes and seek information using email or the Internet?
- Use a timepiece to keep track of time and to schedule trips?
- Recognize the need for assistance enroute and request help from an appropriate source?
- Use cardinal directions (N, S, E, W)?
- Recognize and avoid dangerous situations and obstacles?
- Understand environmental concepts (street numbering system, landmarks, etc.)?
- Handle unexpected situations, such as re-routed buses or missed transfers?
- Deal in an appropriate manner with strangers?
- Write or record directions and routes?
- Keep track of money and use for paying fares, etc.?
- Maintain endurance and physical stamina to travel specific routes?
- Travel safely in unfamiliar areas?
- Travel safely in nighttime or in poor weather?
- Use printed and homemade maps?
- Use equipment and technology (wheelchair, telescope, compass, global positioning, cell phone, etc.)?
- Convey personal information to strangers (address, phone, directions)?

Figure 1: Sample Goals, Needs and Resources Chart

<i>Travel goals</i>	<i>Skill building needs/resources?</i>	<i>Information needs/resources?</i>	<i>Support needs/resources</i>	<i>Financial needs/resources</i>
<i>1. Travel outdoors in familiar areas with simple street crossings (between bus stop and work, mall, recreation center, home)</i>	<i>Learn to navigate between identified areas with help from travel instructor</i>	<i>Need to find local travel instructor</i>	<i>Need support staff to help find travel instructor, review with me how these goals are going</i>	<i>May need funding resources for travel instruction</i>
<i>2. Ride the bus on regular routes (from home to work, mall, recreation center, and back)</i>	<i>Learn to ride bus with help from travel instructor</i>	<i>Need to find local travel instructor Need bus schedules</i>		<i>Need bus pass – get from case manager</i>

- Problem-solve access issues such as stairs, curbs, and doors?

Support Needs

The individual may require assistance as they travel, and the following questions are examples of areas to discuss in exploring travel options that will fit the person's needs:

- Do you use any equipment or support to help you travel (manual wheelchair, power chair, scooter, cane or walker, service or comfort animal, other)?
- Do you travel with a paid staff person, family member or friend? If so, what supports do they provide for you?

Financial Supports

Service providers may be more familiar than the transportation user with financial supports available through government or agency programs and their eligibility requirements, and may be able to add other helpful information to the user responses for the suggested questions below:

- How do you currently pay for transportation (e.g., own money, Medicare waiver, vouchers)?
- Have you created a budget for your transportation expenses?
- Are you eligible for transportation

support from any government or agency programs?

- Have you applied for transportation funds from any programs? What types of travel will they support?

Community Resources

Knowing about existing transportation resources in the community is an essential part of planning. Service providers and family members may wish to gather information about options to supplement the knowledge of the individual about the following:

- What transportation options are available to you in your community (i.e., this question should identify those that are available in the parts of the community where the individual needs/desires to travel)?
- What are their days and hours of availability?
- Where and how can you access them?

Goals, Needs, and Resources Chart

The information gathered through the preceding questions can be compiled into a chart such as the sample one above (Figure 1) that summarizes the individual's travel goals, needs that must be met to achieve those goals, and resources that can be accessed or explored to meet those needs. For each identified goal, there may be needs for further

skill-building, for obtaining additional information, for using existing supports or locating new supports, and/or for identifying costs that must be met and possible sources of funds. In each of those instances where needs are identified, the specifics of that need and available or potential resources to meet it can be written on the chart.

A chart such as this can be incorporated into an individual's personal planning resource manual or portfolio and be referred to, reviewed, and updated on an ongoing basis by the individual and their circle of support. It can also be shared with new service providers and support staff. The outcome of such a plan, whatever specific form it takes, should be to support the individual to live the life they choose in a community to which they have access through the meeting of their travel needs.

References

Information in the Travel Needs/Requirements, Support Needs, and Community Transportation Resources sections was adapted in part from: United We Ride. (2005). *Building an individual transportation plan*. Washington DC: Author. Retrieved 7/15/05 from unitedweride.gov.

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Supporting Independent Travel Through Skills Training

by Donna Smith

Transportation – how we get to and from the events that make up our lives – is a primary consideration for everyone, including people with developmental disabilities. This article will focus on skills training as one essential component of independent travel.

If transportation is critical to the accomplishment of the business of life, then good independent travel skills are critical to the successful use of transportation. While it is generally accepted that people need a certain amount of education, training, and hands-on experience to learn to safely and independently drive a vehicle, the same attention is not necessarily given to the provision of skills needed to safely and independently use public transportation. The fact remains that driving will not be a viable option for many people with developmental disabilities, and alternatives such as use of public transportation are essential to enhancing quality of life and advancing independent living. Travel training or travel instruction is the profession that teaches such skills, and there is growing recognition of its value by educators, human service providers, transportation providers, and the disability community.

Travel Training/Instruction Defined

Travel training/instruction is one-to-one, short-term, intensive instruction designed to teach people with disabilities to travel safely and independently using public transportation in their community when appropriate. At an even more basic level, it is instruction to teach purposeful movement that enables a person to move from where they are to where they need to be, training that occurs in most instances at a very early age and within the context of learning to walk and orient to one's environment as a natural part of the development pro-

cess. Though such learning also occurs for most children with disabilities in accordance with their developmental pace, additional, intensive instruction is needed to apply the concept of purposeful movement to ever-increasing spheres of travel. While it is preferable for such training to be incorporated into the education process as early as possible, the actual instruction of moving about in one's community and using public transportation most often occurs during middle and high school years. It is important to recognize, though, that this training can be introduced at any stage of life, and benefits are immeasurable and immediate.

Building Basic Skills

Teaching independent travel skills to people with developmental disabilities is very individualized. Though the basic skills that need to be learned are the same, the method of teaching should be flexible to adapt to the learning needs of the individual. Basic skills include orientation to the immediate environment, identifying landmarks, learning a route, street-crossing skills, and safety while moving in close proximity to traffic. When use of public transportation is an option, additional skills are needed such as understanding the concept of fixed-route schedules, identifying the public transit vehicles, locating transit stops, paying fares, recognizing when to disembark, and learning the route from the transit stop to the points of origin and destination. Finally, interactive and problem-solving skills are also needed, such as how to interact with the vehicle operator and other passengers, and what to do when unexpected changes occur such as delays, detours or inclement weather. How much instruction is needed in each of these areas will vary from individual to individual, and prac-

tioners report that skills can be effectively taught in days or weeks based on the individual's ability and experience and the complexity of the route. People with developmental disabilities can also learn to make use of available resources around public transportation such as telephone and Web-based trip planning assistance, printed maps and schedules, and customer information booths in transit centers.

Addressing Barriers

The barriers to travel training/instruction mostly exist as challenges that prevent or make it difficult for this kind of skill development to occur. In the service provision field, one such challenge is the ratio of professionals to consumers and justifying the expense. For example, in an inclusive classroom, the ratio may be one teacher to twenty students, and in an adult services program the ratio may be one professional to four participants. But for the purpose of travel training/instruction, the ratio needs to be one-to-one, and the challenge becomes how does a program administrator justify the cost of providing one-to-one instruction. Since travel training/instruction is intensive and short-term, one solution is for the program to hire professionals who specialize in this field to work with one person at a time. In locations where the school system makes use of fixed-route public transportation to provide transportation to and from school, the cost of providing travel training/instruction to students with disabilities is quickly offset by the reduction in cost of providing specialized transportation on an ongoing basis. Similarly, for any human services program that bears the cost of specialized transportation for its participants, teaching individuals independent travel skills so they can make use of all

transportation options available reduces some of the financial and logistical responsibility for travel, in addition to benefiting the individual, who is able to lead a more independent life.

Another barrier that can interfere with the provision of travel training/instruction is a difference in perception about the need for and the ability to accomplish independent mobility. Most planning to meet the needs of people with developmental disabilities occurs through a team process including the individual, a parent or guardian, and staff. There is often a difference of opinion among them as to whether independent travel is a viable goal. A typical example might be that the person with the disability believes that he can learn to use the public transportation system to take the trips he wants, and the parent or guardian may think that use of public transportation may be too risky. The professional, on the other hand, may think of the individual in terms of his limitations and may doubt his ability to achieve independent mobility. It is then necessary to seek a compromise of these diverse views, and an effort needs to be made to obtain a fair assessment of the individual's potential, to establish safeguards to address concerns of safety, and to implement a course of instruction that will enable the maximum level of independent travel to be achieved. Anecdotally, it has been proven time and time again that people with disabilities who learn to travel independently and safely exhibit greater levels of self-confidence and are more likely to accomplish other goals of independent living, education, and employment. The benefits are well worth the effort to negotiate around differing views about what can reasonably be accomplished.

Sometimes the barriers occur in other areas. For instance, the infrastructure of the community may not support safe pedestrian travel because there are inadequate sidewalks or paths of travel along roadways, there may not be a public transportation provider serving the community, or available transportation providers may be unskilled in providing

assistance to travelers with disabilities. Travel training/instruction can still occur around the infrastructure as it exists, and with the goal of assisting the individual to learn to navigate use of whatever transportation is available such as carpooling, human service transportation or taxicab. Advocacy coalitions can also be formed to address the issue of pedestrian access and alternatives to driving at the local level as it impacts many citizens such as people with lower incomes, people with various disabilities, and older adults who can no longer drive or who need or want to walk for better health. And advocacy can occur with transportation providers to ensure that operators are trained to provide assistance when requested, such as announcing destination stops or reading written information from the customer about their destination.

In summary, barriers to use of transportation by people with developmental disabilities mostly have solutions in increased awareness of the issues and training for both the individual with the disability and the operator or customer service staff with the transportation provider. While the funding for the provision of such training must be sought from a variety of sources, it is generally considered to be an efficient use of funds in that use of fixed-route public transportation is more cost-effective than specialized transportation. The benefits to the individual in terms of freedom of movement, independence, community inclusion, and increased confidence are immeasurable.

For Further Information

For more information about travel training/instruction, consult the following resources available from Easter Seals Project ACTION. They are available online at no cost at <http://projectaction.easterseals.com>. Select the category "Free Resources," then "Order & Download Free Publications," and look for the heading "Travel Training." They may also be ordered by phone at 202/347-3066:

- *Curriculum to Introduce Travel Training to Staff Who Work with People with Disabilities.* A training program for people who work with individuals with disabilities, informing them of the benefits of travel training.
- *Competencies for the Practice of Travel Training and Travel Instruction.* This resource guide lists the essential academic and field practice competencies needed in order to conduct a travel training or travel instruction program successfully.
- *Route to Freedom.* A curriculum designed for high school students and young adults on use of public transportation.
- *You Can Ride.* A pictorial booklet and audio CD that illustrates the components of using public transportation, such as waiting at a bus stop, identifying a bus number, paying a fare, and asking an operator for assistance.

In addition, the following resources may be useful:

- National Council on Independent Living . Centers for Independent Living (CIL's) often provide travel training to their consumers or contract with local schools, service programs, and transportation providers for such services. CIL's are also a good source for information about where to find services such as travel training in local communities. The council may be reached at <http://www.ncil.org>; 877/525-3400 (toll free Voice/TTY); or 703/525-3406 (Voice) and 703/525-4153 (TTY).
- The Association of Travel Instruction (<http://www.travelinstruction.org>). ATI is the professional association for persons who teach people with disabilities (other than visually impairment) to travel independently.

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Mobility Management: Maximizing Resources Through Collaboration

by James McLary

The need to improve mobility for people with disabilities has grown in recent years and all demographic indicators point to more growth in the near and long-term future. Coordination of services has been talked about, studied, and implemented for the last 20 years. A new concept has grown out of coordination, and is called *coordinated mobility* or *mobility management* (the two terms are used interchangeably). This model makes better use of existing resources, focusing on the needs of the customer rather than on the resources of the agency, studying all the possible solutions, and matching resources with demand. The Federal Transit Administration is working hard to make mobility management a reality and, with funds newly available through the Transportation Equity Act of 2005: Legacy for Users, can advance its implementation.

In a time when human service agencies are experiencing budget cuts, it is imperative that all transportation alternatives for those whom they serve be researched for appropriateness. Mobility management is a process that agencies can use to stretch their budgets, maintain service quality, and expand options that meet the needs of individuals with disabilities.

Why Move Toward Mobility Management?

Mobility management is an approach to transportation that maximizes resources through collaboration between transit providers and other agencies and organizations, with an emphasis on meeting user needs and providing alternatives to the single-occupant automobile. It uses all of the community resources to meet the demand for service, including not just public transit systems but also volunteers, private nonprofit organizations, and businesses such as taxi services.

There are four sociological phenomena that require human service and transportation professionals to work smart and collaborate with partners in meeting the demand for community transportation services:

- *Increased mobility on the part of individuals with disabilities.* As the American with Disabilities Act matures, the number of people with disabilities fully accessing their communities is increasing. Through access to paratransit, accessible buses, and other options, people with disabilities have more opportunities for participation in social, employment, and other community activities. Increased mobility also allows for a multitude of community living arrangements, which puts more pressure on the transportation infrastructure. In other words, people with disabilities have the same rights as others to live where they want, and have increasing community resources supporting them to do so, which in turn creates increased demand for mobility options.
- *Rapid growth in the senior population.* By the year 2025, 60 million Americans will be 65 or older. Our transportation network must be prepared to meet the needs of a rapidly changing America where in less than 20 years one in five people will be age 65 or older.
- *Reduced federal and state transportation funds.* Public transit has never had the funds necessary to provide the level of service that is required to attract “choice” riders (i.e., individuals who have other options, such as cars, but choose to use public transit). Therefore transit managers have been frugal in their management style. This is most obvious in rural areas where it is not uncommon to

see transit systems covering 10 counties with service provided every other day. This is not the way to attract choice riders or for that matter to attract people from their automobiles who should not be driving. In addition, diminishing federal and state funds have restricted service expansion while new federal mandates, the ADA in particular, have taken large amounts of transit system budgets (for example, in some places the demand response budget is larger than the fixed route budget). And while funding is being cut back, it has been reported that nearly 40% of the country’s “transit dependent population” lives in rural areas, and in many rural communities public and community transportation is limited or not available (CTAA, 2005).

- *Demand for accountability.* There is an increasing demand for transportation providers to be accountable for their services. Human service policies and rules often hinder coordination of transportation services and use of approaches that would more efficiently meet transportation needs of the individuals. Who hasn’t heard the story of two agency vehicles pulling up to the same house and taking passengers to the same location? This duplication and inefficiency is in part due to the fact that 62 federal programs fund transportation services for people with disabilities, older adults, and people with lower incomes. In response, the White House issued the Executive Order on Human Service Transportation Coordination in February 2004, requiring those federal agencies to work together and coordinate the 62 transportation programs, improving use of resources. This executive order has led to a review of administrative and legislative barriers to coordination,

and recommendations on how to remove them.

Why mobility management? First and foremost it is good business practice to maximize available resources. And second, as the population ages and as more persons with disabilities become increasingly involved in community activities, the demand for services will increase. To meet that growing demand with reduced budgets requires a new way of thinking.

How Does Mobility Management Work?

In the mobility management model, transportation agencies serve as mobility managers in their locales. They are attuned to both the macro environment – which includes land use planning, transportation planning, service provision, and utilization of existing resources – and the micro environment – which focuses on the needs of the individual transportation users. Overall, the mobility manager focuses on the needs of the customers and is charged to help identify transportation options for those who do not drive. By focusing on the individual, specific needs can be met and unnecessary services eliminated.

Most transportation planning has been conducted on the macro level; as one individual said, “That’s why it is called mass transit.” The federal agency that funds transit agencies was formerly called the Urban Mass Transit Administration, now Federal Transit Administration. In the past, many transit systems provided mainly fixed route service and missed the micro view. By also taking a micro view, mobility management focuses on individual needs by using all available resources and matching need with resources, infusing an individualized customer focus into transportation planning and services.

The use of technology, in conjunction with policy and procedural changes, can enhance mobility management. This technology is used by mobility managers in fulfilling their responsibilities, with the capital for its purchase funded by

federal, state, and local government, and user fees paying the operating costs. Some of the technology that is available is as follows:

- *Centralized brokerages.* Centralized call centers coordinate multiple programs and thus multiple needs. Most of the centralized brokers to date have coordinated single programs, but there is a trend to include multiple programs within the brokerage structure. Three states – North Carolina, Florida, and Washington – currently operate such call centers.
- *Automatic Vehicle Locator (AVL).* AVL allows dispatchers and call center brokers to know where vehicles are at all times, and thus make use of available capacity.
- *Trip-planning software.* Installation of this software on transit system Web pages permits the individual user to map out routes and use transit information in a real-time environment.
- *Electronic fare collection.* Multiple agencies can use the same fare media, such as a “smart card” which is like a credit card, and interchange vehicles, services, and fare collection policies through the electronic collection technology.

In addition to the uses of technology discussed above there are many other non-traditional approaches that have been available for many years, but have never been fully utilized. These include:

- *Volunteer driver programs.* Many rural areas use volunteer driver programs for low density areas. These programs are very cost-effective and can fill a large gap in rural areas. The state of Washington has developed an extensive volunteer program and accompanying manual on how to implement such a program (Agency Council on Coordinated Transportation, 2005).
- *Hourly car rentals.* In many urban areas, people will not use public transit because they “may” need their car for a mid-day meeting. The use of hourly car rentals meets that need. In such a

program, the cars are located where transit riders can have easy access, such as in rail stations. The program allows users to have access after registering with the program without going through a rental agreement process. They are for short-term use, not daily or weekly, although they can be rented for longer periods.

- *Guaranteed ride home.* Some areas have a guaranteed ride home program that allows the use of taxis, hourly rental cars, etc. to insure people can get home in an emergency if they use public transit to go to work.

Conclusion

A federal initiative called United We Ride (www.unitedweride.gov) is providing a framework for states and communities to use in assessing their degree of coordination in human service transportation and developing action plans to improve mobility. As creative people looking for ways to increase community access by persons with disabilities we must be advocates for transportation solutions, such as mobility management, that better serve the customer through service coordination. To advocate for transportation services that improve mobility for all – a universal transportation system – is the ultimate solution, and mobility management is a way to move in that direction.

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Creating Rural Transportation in Maryland: Delmarva Community Services

by Santo Grande

Author Leon Uris in his novel *The Haj* uses an old Middle Eastern saying to describe how important something can be to people as “like water in the desert.” People with disabilities and elderly people, especially in rural areas, feel that way about transportation and how essential it is to daily life. Transportation to many individuals often is associated with futility. Many people with disabilities have often been left behind by transportation either figuratively or literally. When talking about transportation with them, a deep sense of sadness often overwhelms them. They are often left to ask, “Will it ever be here?”

Transportation, whether it is public transit or service agency transportation, is essential to the activities of daily living of people with disabilities. In many areas of the country, valiant efforts are made to get persons with disabilities to essential services that are program related, and the results are often mixed. And because the service sector usually has only enough resources to provide transportation to their prescribed services, what often is left out of the equation altogether for people with disabilities is transportation for life-enriching activities such as accessing public meetings, library services, movies, theatre, restaurants, and travel, as well as dating or maintaining relationships with their friends and family.

Recently at a public meeting to discuss future transportation services to be provided by our agency, Delmarva Community Services Inc., a young woman was in attendance with her son and her husband. She was the transportation recipient, there to advocate for herself. She had a progressive illness causing her to lose mobility. She could walk with the assistance of two canes but had to use a scooter when she was accessing transportation and her community. We talked for awhile and attempted to reas-

sure her that we would do everything possible to have dependable transportation services available. She wanted us to understand how important it was for her to have dependable transportation. One trip to the doctor’s office took her seven hours because of the new fixed route that had been devised by the current transportation provider. The trip was a 30-mile round trip to another town where the hospital was located. The transportation provider terminated the mid-day run that would have taken her home after her morning appointment and she had to wait at a local senior center until the afternoon route was ready to go. She is not a senior citizen. Throughout our conversation the heavy weight of futility filled the room as she attempted to tell her story. She wanted to be reassured that transportation would be available, she could count on it, and it would be dependable. Probably the underlying question never asked was were we being honest, were we truthful people? Maybe she wanted to be reassured or maybe she wanted to be there to test us, our sincerity. That meeting was important to her, especially to her peace of mind.

Delmarva’s Experience with Providing Transportation

Delmarva Community Services Inc. is a private, non-profit, multi-service agency dedicated to helping people who wish to maintain an independent lifestyle within the community. The agency was established in 1974 to offer persons with developmental disabilities an opportunity to expand horizons through education, training, and employment. It has grown to include a residential program that supports clients to live within the community supported by trained staff, respite care, adult day care programs, senior services, and operation of a

county-wide transportation system. Delmarva is located in Cambridge, Maryland, on the rural eastern shore of the state in an area that is bordered by the Chesapeake Bay to the west and Delaware and the Atlantic Ocean to the east. This area is very large with an extremely small population.

Having grown up in Philadelphia, I used public transportation all my life. From childhood, my mother, who didn’t drive, would load us on the “23” Trolley or the “C” Bus on Broad Street and take us where we had to go. When I joined Delmarva in 1975 I was surprised to find that there wasn’t any form of public transportation in the community. In that year, Delmarva contracted with a local company that also owned school buses to provide daily transportation for its clients to and from the day center located in the basement of a local church. The family that owned the transportation company was invaluable in helping our agency to grow. They knew the community far better than I did and helped me think about what could be possible in providing transportation.

When I learned about the UMTA 16-B-2 capital program, now known as Section 5310, I began to write grants for capital equipment to expand Delmarva’s services into transportation services. The family that owned the school bus company helped me plan trips, routes, and schedules that made sense, were efficient and economical, were not duplicative, and served our consumers. They also assisted me with my learning curve in getting to know the consumers because they had provided school bus service to many of these individuals. It was their knowledge of the area and people that showed me that it was possible to provide a successful deviated route system in a rural, often remote area.

Delmarva received our first wheelchair-lift equipped vehicle in 1977. It

looked like an old milk truck. We received three other vehicles in 1978 and our journey into transit began. In 1984 we began providing Medical Assistance transportation, and then in 1986 began providing public transit through the Maryland Transit Administration (MTA), including Jobs Access Reverse Commute (JARC). As of July 2005 we have a fleet of approximately 90 vehicles



and are providing a variety of coordinated transportation services to five Eastern Shore counties. These services include fixed public routes for all residents of Cambridge, Maryland, an ADA complimentary service, a deviated daily route in the outlying areas of Dorchester county, many service-related trips for senior citizens to and from senior centers, and individual trips for seniors to shopping, hairdressers, banks, medical appointments and so forth on a demand response or 24-hour advance notice. We also provide extensive transportation to people with disabilities that includes service trips to and from day centers, medical day centers, vocational services, a sheltered workshop, and a local mental health day rehabilitation center, along with ADA services and demand response service when available.

Early on we learned that all services in rural Maryland had to be attached to transportation services, and that if we could not develop adequate transportation services we would provide inadequate service in other areas. Delmarva's Board of Directors and I thus understood that we should commit as many resources to transportation services as

possible. We formed partnerships with local non-profits, many of whom began to seek us out to provide their transportation services, and with county and city government, as well as the Maryland Transportation Administration. With perseverance we have shaped a large rural transit system that will provide almost 400,000 trips this year.

One key step in Delmarva's growth as a transit leader in our community was development of a Transit Development Process/Plan (TDP) that recognized our agency as the lead transit agency for the county; as a result of the TDP we began to leverage local and state funding to build the transit system. Also essential was that we used a series of public hearings and satisfaction surveys to seek input from the community to help us develop and shape our system. This process continues annually and we also have an advisory group made up of consumers, staff (including drivers and dispatchers), and board members who meet quarterly to discuss transportation issues. Because transportation affects our rural counties so deeply, it truly is a lifeline. Our advisory committee realizes the importance of their mission and role, and without their input and the public process we could not be an effective organization. Transportation services are now sewn into the fabric of our service delivery system, the public conscience, and the community as a whole. However, we realize we must be vigilant because without vigilance it would be very easy to lose sight of our mission, which is independence for all residents of Dorchester county and the Delmarva Peninsula, and to leave consumers without the lifeline we have worked so hard to achieve.

Lessons Learned

We've found that providing transportation services in our rural setting, while resource intensive, is a way to ensure that individuals with disabilities and all the other residents of our county aren't lacking in access to community transportation. To other agencies providing

services to persons with disabilities that might be thinking of such a venture, we'd suggest the following considerations in addition to the steps outlined above:

- Develop a committee with as many stakeholders as possible. Even invite the nay-sayers, who may become your biggest supporters later.
- Set goals, exchange ideas, choose a leader, support that person, communicate openly and, above all, honestly and frequently.
- Put the resources of the various agencies on the table, and be willing to share them with other health and social service agencies.
- Don't be afraid to take risks. Remember, everyone at the table has something to gain. No one has to lose.

There is no quick fix to cure the ills of community transportation across the country. Partnerships need to be forged. Cooperation and coordination will pave the way. It is time to break down barriers, get on board, start the engine, and move forward so individuals with disabilities will not be left behind, individuals such as Brenda Shimek (in photo at left), who describes the importance of Delmarva's transportation services in this way:

My disabilities are arthritis, two knee replacements, one hip replacement, a broken left ankle that did not heal, and shortness of breath when I try to walk. Please know how much your bus transportation means to me. This service means a lot to me because I am able to get around to doctor's appointments and shopping, even though I am disabled. Your drivers are very helpful and courteous at all times. Without this service I would be homebound. Thank you very much.

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Meeting the Challenge of Human Service Transportation: Minnesota's Rise, Inc.

by Lynn Noren

"A strong America depends on citizens who are productive and who actively participate in the life of their communities."—George W. Bush, Executive Order on Human Service Transportation, 2/24/04

Today in this country we embrace the participation of people with disabilities within their communities, and see its beneficial impact on everyone's quality of life. Critical to that participation are transportation services. While over 24 million individuals with disabilities in the U.S. use public transportation (The Arc, 2002), for many it is unavailable or inaccessible. The Arc/AAMR position statement describes the issue this way:

Our constituents lack sufficient access to mass transit, paratransit, trains, ferries, airplanes, their own vehicles, and other modes of public transit to perform everyday activities. Even where accessible public transportation exists, adults with disabilities consider transportation inadequate. (The Arc, 2002)

At Rise, Incorporated, a nonprofit provider of employment, community integration, and housing services for people with disabilities and economic barriers, we address accessible transportation on a daily basis. Services at Rise, which is based in suburban Minneapolis, Minnesota, have grown significantly in the past decade. In 2004, we provided 3,523 people with employment, community participation, and housing services, a 108% increase from 10 years ago. In that same time period, the provision of transportation services by Rise has increased proportionately. While that may seem appropriate, it is also a disappointing statement about the continuing limited access to public transportation for people with disabilities.

Transportation Strategies

For most people we serve, Rise is able to provide training and support in using public transportation resources if they are unable to drive or obtain a car. Our staff members provide information and coaching support in learning to use mass transit and paratransit systems. We also advocate for consumers who have difficulty in arranging for rides or obtaining the necessary resources to pay for their transportation; for instance, a constant challenge for users of public paratransit systems is waiting lists for routine ride scheduling and/or long waits or varying pick-up and drop-off times. These can create problems for people going to work or appointments. These systems' limited hours of operation can also create difficulty for people with disabilities who are employed or who are interested in accessing the community at times when the service doesn't operate. In our advocacy role we work with potential employers to arrange work hours that will fit with available transportation, problem-solve routines and times for community access that fit with available transportation, and work to find alternative means of transportation when public transportation is not going to be an option.

Another transportation support Rise staff help arrange is ride-sharing. With this option, Rise staff negotiate ride-sharing with a co-worker at the business where the person with a disability works. Often the sharing of fueling money, or mileage reimbursement, can offer an incentive for the co-worker to provide a ride. This can be a cost-effective option that may also facilitate socialization and friendships. There are, however, drawbacks. Problems arise when, for instance, the driving co-worker takes days off due to illness or plans a vacation. Schedule changes, infrequent needs for flexible scheduling, and car problems also pose potential challenges. But, with a well-

thought-out plan, and contingencies for back-up, ride-sharing can be an excellent means of getting to work.

Another shared-ride strategy of Rise is using organization-owned and maintained vehicles to provide transportation services to approximately 560 people daily, a little over 30% of the total people we serve on a daily basis. Rise maintains a complex system of routes throughout the metropolitan area, with vans covering a 60-mile area each day, safely transporting the people we serve to more than 50 companies where they are employed, or to eight Rise-operated locations for other supportive services. Often the service design requires several rides throughout the day as people access the community for integration activities, work or a combination of both. These trips total more than 1.6 million miles logged by Rise transportation services each year.

Riding in a shared-ride transportation system often requires patience on the part of the people we serve. It is impossible to provide individualized rides without incurring exorbitant expense. People who drive can easily make a 10-mile ride in 15 minutes or less; but when you are making 10 or 12 stops to pick up other passengers, the same distance ride can take one hour or longer. It is a powerful statement of the value of a job or service that a person is willing to spend two hours per day in transit.

The complexities of routing for Rise vans are enormous. Rise currently has a fleet of 62 vehicles, 15 of which are equipped with wheelchair lifts. We use an electronic system to manage routes that often change daily as new persons are referred for services, jobs change, people move or go to respite care, someone's personal transportation breaks down, or any number of other variables. Managing the route changes is a challenge.

Routing is also affected by the complexities of residential and family supports. Many people we serve live in residences that have staffing limited to certain hours. Our routing needs to take those hours into consideration to assure that adequate staffing is in place at home when the person we serve arrives back home. In addition, some people live with their families and will need a family member to be home for support when they arrive. Sometimes the jigsaw puzzle of scheduling around all the variables is very difficult to do.

Coordination and Collaboration

The need for transportation service coordination and collaboration within any given community seems obvious. With so many community programs providing transportation, there must be ways to work together effectively and efficiently. A federal initiative, United We Ride, is working to facilitate human services programs joining together to analyze community needs and the effectiveness and efficiency of current services, as well as identify means of coordinating services. Rise recently participated in just such an analysis. Beginning in 2002 and lasting until 2004, Rise administered a grant through the Greater Twin Cities United Way that supported a process for looking at transportation services within one of the metropolitan area counties and identifying means of coordination and collaboration of services within it. One outcome of the project was the development of shared transportation procedures for programs serving people with disabilities within the county. By having similar procedures and policies, the groundwork was laid for the sharing of rides among providers to increase the efficiency of services to transportation users. Although the development of shared rides has been less fruitful than we had anticipated, each participating organization developed an increased understanding of the management of transportation services within our community. We also learned that issues such as liability, regulation, con-

sumer characteristics, and support needs create barriers to resource sharing.

Another initiative the Greater Twin Cities United Way is currently undertaking is studying transportation and potential collaboration throughout the Minneapolis/St. Paul area. An analysis of provider capacities including fleet size and configuration, geographic areas served, service population, and other factors was completed with the overall goal of identification of potential shared resources and cost-saving measures. Rise provided them with information regarding our transportation services and received information on ways to improve efficiency, such as participating in a fueling discount that has been negotiated for United Way agencies.

Conclusion

Rise anticipates a continued need to advocate for public policy and resources to expand access to transportation services for people with disabilities. We will continue to partner with local and national advocacy organizations leading the way for transportation system changes. We are continually looking at ways to increase the quality and cost-effectiveness of the transportation services we provide. We hope to implement even more high-tech routing systems in the future using GPS navigating techniques, and improved computer software. Another area we are exploring is development of additional transportation services that would increase the overall resource-base for the transportation services we offer. One thing that is certain is that access to transportation will continue to play a key role for those we serve in relation to being included and living full lives in their communities.

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The Longest Mile

Andy had been working at a group community work site for several months. At the same time, he had been working with his Rise employment specialist to find a customized job in the community. Andy and his employment specialist located a job at a fast food restaurant and Andy was thrilled when he was hired. The location was perfect, only one mile from his current job site. Certainly, his Rise driver could just drop him off within the same route. But it wasn't that simple.

Andy wanted to continue to work in the afternoon at his current job after working 8-noon at the new job. But, Rise drivers are scheduled from about 6-10 a.m. daily, and then again from 1:30 until 5:50 p.m. To provide Andy the extra mid-day ride, Rise would need to schedule a driver to work overtime – not economically possible for one ride. So staff began to generate ideas to solve the challenge. After much exploration of options, they became aware of a taxi company that could provide the one-mile, mid-day ride for only \$9 a day. This option works perfectly, and Andy now has two jobs. His family is proud of him; his father recently said, "Andy has so exceeded our expectations of what we thought was possible for him. We never thought he'd be competitively employed, and we're very proud of him."

Contributed by Lynn Noren, Rise, Inc., Spring Lake Park, Minnesota

The Road to Transportation Independence: Travel Instruction Models at Two Sites

by Joe Timmons and Sheryl Lazarus

Travel instruction (TI) is the term used to describe individualized training designed to help people with disabilities other than blindness to learn to travel safely and independently in the community. It is based on concepts initiated in the 1960s by a New York City psychologist, Jack Gorelick, who saw that many of his adult clients with cognitive disabilities

Over 150 SPPS students a year receive individualized training that allows them to attend school, work, shop, visit friends, and take care of many independent living activities without outside assistance.

were dependent on family members to get around the city. He knew that they could learn how to negotiate the transit system on their own, but that specialized training would be necessary to make them safe and efficient travelers. From this experience, TI was born.

Typically, TI is provided by instructors and trainers employed by community organizations or public transit entities. Services are provided to adults and older youth who have disabilities, as well as older adults who have given up their driver's licenses. In a few places around the country, TI is also provided to middle and high school students as part of their transition services in the public school setting. Individualized instruction is based on personal abilities and the corresponding environmental demands or constraints. Environmental constraints can be physical (poor sidewalks, lack of

public transportation, or streets without traffic controls) or social (lack of support from significant others, employer indifference, or public insensitivity). All TI programs provide interventions that alleviate constraints and allow the individual to reach desired destinations with as much independence as possible (Blasch, LeGrow, & Peterson, 1997).

Although the number of travel instruction programs is relatively small, the availability of TI is growing as many communities see the cost benefit of increasing the independence of individuals and decreasing the need for expensive specialized transportation services. The Association of Travel Instruction (ATI) is helping to maintain this growth by taking steps to set and maintain professional competency-based standards for travel instruction (for more information on ATI see www.travelinstruction.org).

This article profiles two successful TI programs, one in St. Paul, Minnesota that serves in-school youth in a public school system, and one in Summit County, Ohio that serves out-of-school youth and adults through an independent living center.

St. Paul Public Schools TI Program

The St. Paul Public Schools (SPPS) TI program began in the late 1970s. Over 150 SPPS students a year receive individualized training that allows them to attend school, work, shop, visit friends, and take care of many independent living activities without outside assistance.

The program is coordinated by two travel instructors, Lydia Peterson and Susan Olsson, and a travel trainer, Mary LeClaire. The program works with three populations, each with distinct needs: a) pre-travel skills for younger students and those with more significant disabilities, b) fundamental travel skills for older students who need to learn specific

bus routes, and c) advanced skills for older students who are able to learn bus route planning. In all three instances, TI is often done in conjunction with other special education staff and consultations with physical therapists, occupational therapists, speech-language pathologists, or other specialists. SPPS are also very culturally diverse and the TI program consults with language specialists regarding student cultural and language needs.

Pre-travel instruction focuses on elementary components of travel and students usually begin the program between the ages of 12 and 14. The lessons are provided in classrooms, on group field trips, and in one-to-one sessions. Components might include following directions, basic orientation skills, problem-solving, communication, map reading, using bus schedules, and negotiating environmental factors such as curbs, stairs, escalators, elevators, doors, and revolving doors.

Fundamental travel skills for older students include evaluation of individual needs, orientation to and practice on public transportation, safety skills training, orientation to specific routes connected to work experiences, jobs, recreation, and other activities in the community. Each student develops travel goals that take into account communication skills, mobility aids such as wheelchairs, medical needs, and their previous experience traveling independently.

The advanced travel skills training includes planning bus routes or securing directions to new destinations. Safety issues are also addressed, such as traveling in new neighborhoods or crossing busy streets.

Problem-solving is perhaps the most important component of the SPPS program. Out in the community students may be videotaped, especially during

street crossings, so they can review what went right and what may need some work. Other times, upon the approval of the student's parent or guardian, the student participates in a "stranger approach." This involves the student being approached by other SPPS staff who act as strangers. The staff try to distract the student from their travel to see if they can recover independently.

The St. Paul travel instructors pay a lot of attention to parental concerns. With stranger abductions on the rise and with bus and car traffic heavier than ever, parents need to see concrete evidence of their child's safety skills prior to "letting go," and their involvement is key to setting travel goals. To achieve this, parents are included in planning meetings and can observe lessons with their children or watch the videotapes made of their children traveling in the community.

In the 2004-05 school year, 46 students received services in the pre-training program and 120 students received services in the fundamental and advanced training. For each student, their travel goals were included in their Individualized Education Program (IEP) and their personal progress measured by ongoing assessment by the instructors.

Summit County's Community Travel Department

Since 1967, in Akron, Ohio and the surrounding communities, many individuals with disabilities have received services from the County of Summit Board of Mental Retardation and Developmental Disabilities (CSBMRDD). Currently, the CSBMRDD serves more than 2,900 people with disabilities in Summit County and includes early intervention services for children, transition services for youth, and vocational, habilitation, and retirement programs for adults. Like many such organizations, it has a mission to support individuals with disabilities so they can "work, live, learn, play and participate as equal citizens in their communities." CSBMRDD has

long recognized the need for innovative approaches to transportation in the community and, for 30 years, has had in place a TI program whose goal is to teach individuals with disabilities how to travel safely as pedestrians and how to use paratransit and fixed route transportation services.

According to Carolyn Sombaty, manager of the Community Travel Department (CTD), the program works with approximately 300 individuals yearly, with as many as two-thirds of the participants (customers) ending up using the fixed route bus service, the Metro RTA, for at least some of their transportation needs. The CTD employs five travel instructors and one coordinator (assistant manager). New customers undergo a transportation assessment to determine their abilities and needs. An age-appropriate, structured training sequence using repetitive adaptive techniques is employed to plan and navigate routes. Adaptive techniques are often used – for example, an instructor may teach an individual to use a color-coded bus schedule that indicates bus routes to be used to reach a destination and to return. Customers may have a number of fears as they learn how to use public transit. Common concerns include questions such as:

- How do I know what bus to take?
- How do I indicate to the driver that I want to get off?
- What should I do if I miss my stop?
- What do I do if someone bothers me?

With the repetitive lessons, individuals become more comfortable traveling independently and less frustrated when problems arise. After the customer demonstrates the ability to independently navigate the initial route, the instructor will observe the person for a minimum of two days to ensure that they know how to safely use the system and solve problems en route. Most individuals who complete the training may need additional assistance from the program from time to time as they learn to navigate new routes or transit changes.

Conclusion

Because TI can assist many individuals with disabilities in learning how to travel safely and to use public transportation services, school districts and community agencies are invited to learn more about TI programs. Existing programs and the Association of Travel Instructors are very interested in sharing expertise. The future availability of TI will hinge on innovative and creative ser-

For 30 years Summit County has had in place a TI program whose goal is to teach individuals with disabilities how to travel safely as pedestrians and how to use paratransit and fixed route transportation services.

vice providers working to develop professional services and making safe and efficient travel an essential part of everyone's life.

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Supporting Youth with Cognitive Limitations to Get Their Learner's License: Project Drive

by Robin Gaines Lanzi

For most adolescents, obtaining a driver's license is a major step toward gaining independence. However, for adolescents with mental retardation or other cognitive limitations this may be especially difficult because before anyone can take the driver's license test, they must first pass a written learner's license test. Unfortunately, programs and services available to support individuals with cognitive limitations in reviewing the driver's license material and preparing for the learner's license test are woefully inadequate in terms of availability and types of services. Funded by the Joseph P. Kennedy, Jr. Foundation, and Civitan International Research Center at the University of Alabama at Birmingham, Project Drive was originally created to develop and implement a comprehensive, intensive, and effective learner's license program for adolescents with mild mental retardation or other cognitive limitations in Alabama over the course of two years, from 1998-2000. Findings indicate that the program was successful in helping not only adolescents with mild mental retardation and cognitive limitations obtain their learner's license, but others as well. A brief overview of Project Drive is provided below, along with a description of the key products, program findings, and accomplishments.

Project Drive Overview

The goal of Project Drive was to help adolescents with mild mental retardation or other cognitive disabilities obtain their driver's license by helping them pass the learner's license exam. To accomplish this goal, the *Alabama Driver's Manual* was modified to approximately the second grade reading level and an accompanying teacher's curriculum guide was developed. Two videos were also developed to explain the goals

and benefits of Project Drive to parents and students. Materials were piloted in schools representative of the geographic, economic, and rural/urban diversity of Alabama. In the first year of the project, individual trainers were hired to work with the four initial pilot sites. The trainers were selected for their professional degrees in special education and work-instruction, and for their experience in working with individuals with mental retardation. They were carefully trained over a one-month period on the specifics of using the Project Drive curriculum, and thereafter the progress of the trainers was monitored on a weekly basis. The long-term usefulness of any curriculum is limited by the degree to which the materials can be integrated into an existing system. Therefore, the objective of the second year centered more heavily on product refinement and institutionalization. Teacher training was limited to one session of two hours on the materials and their use.

The program was categorized into three parts: learning the basic background information for driving, understanding the driving test requirements, and assisting students who need additional help. Instruction was provided by special education teachers. Additionally, research assistants conducted interviews with participants and parents about their expectations and experiences.

Initially, an advisory panel was formed that included a parent of a child with mild mental retardation, an adolescent with mild mental retardation who has a driver's license, a high school driving instructor, a special education teacher, the Alabama Department of Public Safety (chief examine officer), and the Alabama Disabilities Advocacy Program. This advisory panel was extremely active throughout the project's development and implementation. Additionally, Project Drive partnered with

special education teachers, driver's education teachers, and the Alabama Department of Public Safety to develop the materials.

Three products were developed by the project:

- *Modified Alabama Driver's Manual.* The 75-page, 8.5 x 11 inch manual is printed on one side only and the pages can be turned back on the spine, allowing the student to concentrate on only one page at a time, thereby reducing the likelihood of frustration and overload. The font used is 14 point for easy reading. All the signs and graphics in the *Alabama Driver's Manual* are included in the *Modified Alabama Driver's Manual*. The *Alabama Driver's Manual* has been translated chapter by chapter, and point by point, to a second grade reading level. Although the modified manual is mostly on the second grade reading level, a number of words beyond that level were retained (e.g., hydroplane, certificate, barbiturate) because they are on the Learner's License Test. The Alabama Department of Public Safety has certified that the modified manual is equivalent to the state's manual in terms of content.
- *Teacher's Curriculum Guide.* A teacher's curriculum guide was developed to accompany the *Modified Alabama Driver's Manual*, which contains materials necessary and useful in teaching the test vocabulary, as well as driving concepts covered in the manual. The curriculum guide is a 3-inch, 3-ring binder of teaching aids. Corresponding to each chapter of the manual, the teacher's curriculum guide includes a statement of objectives, flash cards (as well as masters of the flash cards for future reproduction), vocabulary lists (including words necessary to

pass the learner's license test), word search games, crossword puzzles, classroom activities, matching, fill-in-the-blank tests, and answer keys. All materials are reproducible for classroom use. There are extensive worksheets focused on road signs, as well as the concept of turning to and from one-way streets. There are two mixed-chapter reviews, and lecture notes relating to taking the road test for the driver's license test itself. The guide also contains the tools necessary to enable educators to use the *Modified Alabama Driver's Manual* as the subject matter of a comprehensive remedial reading program; we have found that because the manual relates to an important life skill, it helps motivate youth and adults in such programs to learn to read. Additionally, a letter is included that addresses issues of prejudice against individuals with cognitive limitations, and strongly advocates inclusion and integration for this population. Written in a format suitable for reproduction, the letter is designed to be used by individuals with cognitive limitations in any endeavor where inclusion, opportunity or acceptance may become issues.

- *Project Drive Videos*. Two videos were developed, one for parents and one for students. The goal of the videos was to explain what Project Drive is, how it can benefit students, and how they can participate. The student video includes interviews with students and a teacher who participated in the project during the first year of implementation.

Pilot Study Outcomes

The pilot program involved 8 counties in Alabama, 10 school systems, 16 schools, and 157 students. Of those students, 103 (65.6%) had an opportunity to take the Alabama Learner's License Test (54 were unable to take it for various reasons, including inability to get to the DMV or to pay to take the test). An

overwhelming majority of them (78%) passed the test. The students who passed the Learner's License Test had a mean IQ of 71 (SD=10.77), mean reading comprehension of 4.2 (SD=1.86), and spent an average of 38.3 hours studying the material. It is especially noteworthy that students with IQs as low as 40 and students with reading comprehension levels as low as first grade successfully passed the Learner's License Test after completing the program. In addition, participants reported many benefits of acquiring a driver's license, including positioning themselves better to obtain their first job, broadening their social network, increasing their activities of daily living, and promoting self-esteem and self-worth.

Project Drive has represented a landmark effort both in the state of Alabama and the nation as one of the first programs to help adolescents with mild mental retardation or other cognitive limitations obtain their learner's license and driver's license. The project accomplished a tremendous amount, both quickly and economically. Key stakeholders, parents, students, and especially educators received Project Drive with overwhelming enthusiasm and support. The program exceeded its original goals, which included the following:

- Translating the *Alabama Driver's Manual* into a lower reading level format.
- Developing a curriculum guide for educators to use in teaching students to take the Learner's License Test.
- Pilot-testing the materials in 16 schools representative of the geographic, economic and rural/urban diversity of Alabama.
- Gleaning in-depth information on the relationship between participant and parent attitudes about driving and participants' success in obtaining learner's licenses.
- Presenting program findings to local, county, state and national constituencies.
- Planning inservice sensitivity train-

ing with the Alabama Department of Public Safety to increase knowledge and skill in working with individuals with cognitive limitations.

- Fostering development of driver training for individuals with cognitive limitations statewide.

A number of accomplishments extend beyond those proposed goals and are especially noteworthy. First, the Alabama Department of Education, Special Education Services, considered the materials sufficiently important to the education of special education students that they published the manual, and have distributed it to the special education teachers in all public secondary schools throughout the state. Furthermore, the Alabama Department of Education, Pupil Transportation and Driver Education, collaborated with the Alabama Department of Education, Special Education Services, in the publication of the modified manual and distributed it to all driver's education teachers statewide. Second, a number of individuals and professionals involved in adult education throughout the state have purchased the books for use in their classes. Adult literacy efforts ranging from industrial employee education to welfare-to-work programs are now using the Project Drive books to foster independence and productivity in their clients. Third, due to the success of the project, we have been contacted by professionals requesting that we aid them in the process of teaching on-road vehicle driving (as opposed to strictly classroom instruction) to individuals with cognitive limitations.

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Never Give Up: My License to Independence

by Connie Lewis, with Nancy Maxson

I wanted to learn to drive and I brought this up in a meeting of Missoula [Montana] People First. People First is a self-advocacy organization for people with developmental disabilities. When I mentioned that I wanted to drive at the meeting, other People First members said they wanted to learn to drive also. But there wasn't anybody to help us study for the written test.

Finding Resources for Drivers Education

The Montana Developmental Disabilities Planning and Advisory Council (DDPAC) had some grant money to help people with disabilities. DDPAC gives grant money to People First of Montana to pay for advisors for the 14 People First chapters across the state. The members

The members of Missoula People First voted to write a grant to get some money so we could learn how to drive. DDPAC liked our proposal and gave us more than \$16,000 for our drivers education project.

of Missoula People First voted to write a grant to DDPAC to get some money so we could learn how to drive. We needed the grant money to pay a drivers education teacher. Two other members and I helped our People First advisor, Nancy Maxson, write the grant. We explained how having drivers licenses would change our lives. DDPAC liked our proposal and gave us more than \$16,000 for our drivers education project.

The first thing that we needed was

someone to teach the drivers education course. We found Ken, a retired teacher who taught drivers education privately. He met with some of us and we told him that we wanted to learn how to drive. He agreed to teach the drivers education course. I was one of the first people to sign up. The first day of class we told a little about ourselves. He gave us folders, highlighters, pens, pads, and drivers education books. We were also given the *Montana State Drivers Manual*. We went through the book first and there were movies we had to watch on safety. We answered the questions the teacher had when he called on us. We went through the drivers ed manual answering those questions and highlighted the things that were the most important. The classes lasted 10 weeks. I studied at home also.

Overcoming Obstacles

I didn't have any problem studying. About two weeks after the class ended I thought that I would go to the drivers bureau and take the written test. I was a little nervous. I paid my \$32 and passed my written test. I had to show two forms of identification. I had missed two questions on the test and thought that I missed more. I was a little upset until they said that I passed. The license bureau wouldn't take my picture for my license and would not give me my learners permit until I had my doctor's permission, because of my disabilities.

Some of the other People First members were afraid to ask their doctor's permission. I wasn't afraid and I wasn't going to give up. My doctor said that it was ok but I didn't know that the doctor had to sign papers for the drivers bureau. I thought at the time that the papers that the doctor had to sign were supposed to come from the doctor's office. I was a little down at the time because I thought I was getting nowhere. I mentioned to our People First advisor one day what



the problem was and she helped me get the doctor's papers that I needed faxed to me. My advisor took me down to the drivers bureau and I handed the doctor's papers to them. Then they took my picture and gave me my learners permit.

I was ready to start driving, but our teacher had two other jobs, so he didn't have any time to teach me. I asked someone that I worked with, Marie, if she could teach me how to drive. We asked DDPAC if we could change our grant budget so we could pay Marie the money from the grant that we weren't paying the teacher. Now we needed a car with assistive devices, because of my physical disabilities. Marie called Community Medical Center to see if we could rent their car with assistive devices. They agreed to rent us their car. Then we needed to buy temporary insurance so we could use the hospital's car. Grant funds from DDPAC paid for the insurance and the car rental. Arranging all this seemed to take forever, but I really wanted to drive, so I didn't give up.

When I drove for the first time, Marie said that I was a "natural born driver." I drove a few more times in the bad weather in Montana. My learners permit was about to expire so I had to take my driving test. I didn't pass, and because my learners permit was about to expire, I had to take my written test

again, but failed that too. It was just not my day. But I didn't give up. I studied some more and passed the written test so I could continue my driving lessons with Marie. After practicing more with Marie, I took my driving test again and this time I passed. I was official. It took about six weeks before I got the real drivers license in the mail, but I had a temporary one in the meantime.

Purchasing a Vehicle with a PASS Plan

I had my license and I wanted my own car. I started car shopping. My grandmother told me not to get a small car and after visiting several car dealers, I decided I wanted a car where I could sit high up and see better. I also wanted something reliable, safe, and preferably with four-wheel drive, so I wouldn't have to worry about snowy roads or my car breaking down unexpectedly. Because of my physical disabilities, I wanted an easy-to-reach gear shift. And I really wanted whatever I bought to be green. My parents took me shopping several times and we finally decided that a new Honda CRV would be the best car for me. It was safe, had good gas mileage, had a dash-mounted gear shift, and would accommodate my disabilities better than any other vehicle. Now I just needed the money to pay for it.

My supervisor at work told me that I could expand my work duties and hours if I had a car and could run errands. I receive Social Security Disability Insurance (SSDI) in addition to my wages. With the help of Marsha Katz and Nancy Maxson at the Rural Institute, I was able to write a Social Security Plan for Achieving Self Support (PASS plan) to help me buy a vehicle. Because my supervisor said my supported employment job could be expanded if I could run errands, under the PASS system a vehicle would move me toward greater self-support. In the PASS plan we wrote, I sheltered all of my SSDI check and my countable wages from my job in the PASS plan. This made me eligible for Supplemental Security Income (SSI) and

Medicaid. I also contacted Montana Vocational Rehabilitation and they agreed to pay for the assistive devices on the vehicle, because the car would help me reach my employment goal.

Some of the things we had to explain in the PASS plan were:

- How the vehicle would help me reach my employment goal and be more self-supporting.
- Why a cheaper or used car or rental car wouldn't work for me. I had to explain why the Honda CRV was the best accommodation for my physical and other disabilities.
- How I would use my PASS money to pay for the car, insurance, and license plates.
- How I could meet my monthly living expenses on an SSI check and my remaining non-countable income.
- That a bank (the Missoula Federal Credit Union) would give me a loan and that I would use the PASS funds to make the payments.
- That I would set up a separate bank account for my PASS money.

I took my PASS plan to my local Social Security office. They helped me fill out the application for SSI and then faxed my PASS plan to the Social Security PASS Cadre in Denver, Colorado. The PASS Cadre only took about a month to approve my plan. Once they sent me the approval letter, I was able to go the car dealer and order a new car, straight from the factory. The Missoula Federal Credit Union approved my loan and helped me set up the separate account for my PASS money. When the vehicle arrived, Vocational Rehabilitation arranged to have the assistive devices installed.

My License to Independence

My Honda CRV is my license to independence. I use it at work to run errands like picking up catering or office supplies. I don't have to wait out in the cold to catch the bus each morning. I can shop at any grocery store I want, not just

the one that is within walking distance to my home. I can go to movies or choir practice at church in the evening and not worry about finding a ride when the buses aren't going. The first day I had my car I drove my parents to dinner, instead of them driving me. When People

My Honda CRV is my license to independence. When People First wrote the grant to pay for drivers education, we said it would change our lives. It changed mine.

First wrote the grant to DDPAC to pay for drivers education, we said it would change our lives. It changed mine.

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Introducing Transit Services to Students in Houston: METRO Choices

by Chip Lambert

For the past three years, personnel with Houston METRO's paratransit service – METROLift – have been helping travel trainers across the Houston area introduce METRO services to K-12 students with disabilities. The METRO Choices program is opening the door for the students to realize greater independence, more future job opportunities, and the ability to explore the many cultural and entertainment venues available using METRO transportation services, particularly the accessible fleet of buses and light rail trains.

The METRO Choices initiative was created after Mary Ann Dendor, ADA Administrator, and Suzie Edrington, Transportation Services Administrator, attended an Easter Seals Project ACTION travel training workshop in 2001. The workshop reinforced METRO's recognition of the need for travel training to help overcome people's fear and lack of knowledge in using accessible fixed route service, and its desire to partner with community agencies in presenting travel training, which is best accomplished with mobility instructors and life skill teachers.

METRO began offering a special ID card enabling mobility instructors and life skill teachers to take one to five students with disabilities on training excursions. Dendor and Edrington developed the ID-based program and promoted it to METRO officials as a means to reduce dependency on paratransit once students leave school and are ready to join the workforce. The program name "Choices" was a natural based on the increase in transportation choices students may gain from the training.

"Choices effectively marketed itself" says Edrington. "After the workshop we only held two or three meetings with different school districts and the program took off through word of mouth among the teachers." The cost of the program is

limited to the waived fares, the materials, and staff time required to explain the program to interested teachers through workshops or individually. "Choices has become a great success with more than 170 teachers being issued ID cards," Dendor says. "We are not training the students directly, but we are providing knowledge, examples, and support to the people who are responsible for teaching children how to use public transportation services."

The Choices initiative is being used by mobility instructors and life skill teachers within their overall life and workplace skills training curricula, with students from elementary through high school age learning firsthand the various aspects of riding a METRO bus or light rail train. For example, students learn how to read a bus schedule and notify the bus operator that they want to disembark at the next bus stop, as well as how to identify and remember landmarks so they know when they are nearing their stop. Buses also have been made available to groups of students to see, hear, and touch as a way to demystify the bus-riding process (see photo on opposite page). Although some students may not go on to use METRO services in their school-age years, they will have the skills and knowledge to access the transit system if and when the need arises, commonly after high school when they are seeking employment. "It's a win-win. It gives the children confidence and a reliable transportation option essential for whatever activities they enjoy as well as eventual employment," Dendor says. "Once acquired, travel skills such as route planning, map and timetable reading, and an awareness of their surroundings will enhance their ability to lead productive lives."

Dendor credits METRO bus operators for making the program a success through their professionalism and will-



How I Learned to Ride the Bus: Nick's Story

My name is Nick and I'm from Houston. I used to ride the special education bus, but when I was in middle school I told my mom I did not want to ride that bus anymore. My grandma rode with me on the city bus to and from school for about 15 days until I learned where to get on and off. It was okay until one time I went the wrong way; I did not recognize the houses and stores, and I told the bus driver. He asked me "Where are you going?" and I said, "I'm going to 13th Street." He had me get off at a transit station and change to another bus. The second bus driver told me when we were at 13th Street and I got home. In high school I volunteered at Texas Children's Hospital on Fridays, and I went on the 26 bus from my house to the Medical Center. Soon I was taking the bus just to see where it went. I found out that the 40 bus goes to the mall, the 50 bus to Hobby Airport (I got off and walked around to see the planes take off and land), and the 82 bus goes to Galleria (I wanted my teeth whitened but mom said no). The bus drivers are always very nice and helpful if I have a question or if I'm lost. I have my cell phone and come home before dark. After I graduate I will take the bus to work.

Contributed by Nick Lewis, Houston, Texas



ingness to help: “When the new riders have a positive experience of using our buses, then they’re more likely to be comfortable and secure in using them regularly throughout their lives.” Feedback from the travel trainers and parents has been equally complimentary. “The bus drivers have been more than helpful and extremely friendly,” says Elizabeth Eagan, a teacher with the Houston Independent School District. “The bus drivers have been very considerate of the needs of my students and patient when the students ask questions. It reinforces what I teach the students: ‘The bus drivers are your friends.’ The parental support we are getting is overwhelming. They are so supportive and impressed with the wonderful bus drivers we have encountered. I can’t thank METRO enough for all the help everyone has provided through this program.”

Through implementing METRO Choices during the past year, lessons have been learned about what contributes to the success of such a program. Dendor observes, “It is important to involve special education coordinators and/or administrators, and begin the program with train-the-trainer sessions for the most enthusiastic mobility instructors and life skill teachers.” Edrington adds, “When setting up a program an emphasis should be made on conveying the purpose of the program to the teachers so that they understand it as teaching an important life skill, not

just providing free transportation.” After those initial sessions there should be an outreach to the other teachers, as well as parents and caregivers of the students with disabilities, affording them the opportunity to firsthand see the buses, talk to a bus operator, and hear from the transportation staff about the benefits of riding public transportation. Most students are happy to experience life in the community, and learning how to travel is part of that. Teachers and parents may be hesitant about a program such as METRO Choices because they have never ridden a bus, but once they become acquainted with the transit system, and then see the excitement and learning that can be accomplished by taking students into the community, soon they are telling others about the program and the word spreads. The program has grown because it makes sense, is of no cost, and has value far beyond the school years.

As the METRO Choices program moves into its fourth year, the next phase is to explore expansion to colleges, social service agencies, and possibly faith-based programs that teach or provide workshops to adults with disabilities. There is a lack of travel training services for people with disabilities who are past school-age. Edrington notes, “We have older adults who are not qualified for paratransit services, but do not know how to ride the regular fixed route system. It would be beneficial to have a program for these individuals.”

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The Proud Parent of a Successful Bus Rider: Reflections of Nick’s Mom

Nick is certainly an exceptional young man. Born with many developmental delays and mental retardation, he has exceeded all our expectations. Parents of children with disabilities are not always eager to let their child practice their independence. Not letting them learn skills for everyday living is imposing on them an unnecessary impediment. Fortunately for us, the Houston METRO is 100% accessible, bus and rail drivers are taught how to assist individuals with disabilities, and they offer a travel training curriculum for teens on how to safely ride public transportation. Some students with disabilities may not achieve academic measures of success, but for these students the ability to integrate into the life of the community is an ideal measure of success. Students who take travel training in their transition to adult life in the community have the best outcomes. It can make the difference between a person with disability going out to movies, museums, etc. or sitting at home dependent on others for transportation. Knowing how to get to a church, a volunteer position, or even a job gives a person freedom and dignity.

Contributed by Mercedes Alejandro, mother of Nick Lewis, Houston, Texas

Partnering to Ensure Access: Florida's Transportation Disadvantaged Program

by Lisa Bacot

It's brisk, sunny morning in rural north-east Florida. A young lady is waiting by her door. She is excited and nervous at the same time. "This is it," she says out loud and her mother gives her a kiss good-bye. A bus pulls up and a friendly driver meets her halfway up the sidewalk. "Hello," says the uniformed man as he greets the young lady, "you must be Charlotte." "I am," she replies, "and this is my first day of work." "Charlotte" is a young woman with a developmental

Transportation professionals and advocates for persons with disabilities have successfully joined together in Florida to form a partnership to ensure access to safe, reliable, quality transportation.

disability who is starting a job at a local grocery store. In many places, a trip such as this would simply not be possible as there is limited to no funding for employment trips. But, here in Florida, her trip is being paid for by the Florida Commission for the Transportation Disadvantaged with a funding source that is designed just for trips like Charlotte's that no other state or federal agency will pay for, trips that are desperately needed to keep individuals independent and self-sufficient.

The State of Florida is known not only for its sunny weather and beautiful beaches; it's also known as one of the leaders in the arena of coordination of human services transportation. Florida began the Transportation Disadvan-

taged Program in 1979 with a legislative mandate to coordinate all social service transportation through one local, county-wide entity. It seemed like an impossible task, but the Coordinating Council on the Transportation Disadvantaged, the predecessor of the Florida Commission for the Transportation Disadvantaged, took on this challenge and rose to the occasion.

To commence the early stages of coordination, the Coordinating Council began contacting transportation providers, local planners, agency administrators, advocacy groups and client users in each county to assess the level of interest and capability in coordinating human service transportation. Some early conclusions of the input that the Coordinating Council received some 26 years ago still ring true today in many parts of the nation (Coordinating Council on the Transportation Disadvantaged, 1980):

- Reliable and moderately priced transportation is a major concern to elderly, disabled, and low income citizens.
- Rural citizens have little to no options, yet cannot afford to live in areas where adequate transportation services are available.
- Social service agencies are providing commendable but often cost-inefficient transportation for agency clients.
- Elderly, disabled and low income citizens who are not agency clients are striving to be self-sufficient, but have severe transportation problems, including inordinate costs and scarcity of transportation services.
- There appear to be no insurmountable federal barriers hindering a more efficient use of social service transportation resources. Most impediments were embodied in prag-

matic state agency administrative dictates and reluctance of local affiliates to share "hard-earned" transportation resources.

- The amount of federal and state funds expended for disadvantaged client transportation is largely unknown.

These problems were systematically addressed in Florida, with the primary objectives being to reduce actual expenditures, increase the amount of services, improve the use of resources, and improve the provision of services. The Coordinating Council began drafting rules to implement strategies to address these challenges. After the language was drafted, the Coordinating Council conducted further public hearings and held workshops around the state to take input. Many consumer groups, including those that represent individuals with disabilities, attended these meetings and provided valuable testimony. Many of the facilities that serve people with disabilities had serious reservations about the ability of the coordinated transportation system to deliver quality services at reasonable costs. There was also a reluctance to share the vehicles with other types of transportation disadvantaged citizens. In addition, the reporting requirements were deemed unnecessary by this group (Coordinating Council on the Transportation Disadvantaged, 1980).

Even with these hesitations, some initial successes of the coordinated efforts in Florida were actually seen first by the facilities that serve individuals with disabilities, in particular, the utilization of a joint-use school bus program. This program allowed transportation providers the use of school buses during the day when they sat idle at the school yard. One facility in Hamilton County reported receiving equivalent service for approximately \$10,000 less in 1980-1981,

and was able to bring more individuals with disabilities into their site for training. An ARC center in Volusia County estimated their transportation costs were reduced by \$6,000 and reported an energy conservation of 7,200 gallons of gasoline during the reporting year (Coordinating Council on the Transportation Disadvantaged, 1980).

This was just the beginning of a strong relationship between programs that serve individuals with disabilities and the coordinated transportation program in Florida. Since 1979, the Transportation Disadvantaged Program has grown rapidly. Each county in Florida now has a community transportation coordinator (CTC) whose charge it is to ensure transportation services are provided in a safe, effective, and efficient manner. This CTC is to be aware of all transportation services occurring in their respective service area to persons who are “transportation disadvantaged” as defined in 427.011(1), Florida Statutes:

Transportation disadvantaged means those persons who because of physical or mental disability, income status, or age are unable to transport themselves or to purchase transportation and are, therefore, dependent upon others to obtain access to health care, employment, education, shopping, social activities, or other life-sustaining activities, or children who are handicapped or high-risk or at-risk ...

The CTC may provide all of the transportation services to facilities that serve persons with disabilities, or the CTC may simply have a coordination contract with the facility that provides direct care to consumers and has its own vehicles. The coordination contract is intended to be a way for the CTC to ensure that these facilities that are providing transportation on their own meet certain standards, as specified in policy. Also, the contract requires minimum reporting standards to ensure certain data is consistently reported and collected.

The data collection is indeed an im-

portant part of the accountability process. Over the years, data showed there was a significant number of riders being denied services due to lack of funding for a particular trip. This glaring lack of accessibility needed to be addressed. Rural areas were particularly at a disadvantage when it came to affordable transportation options. In an effort to address this unmet need, the Florida legislature created the Transportation Disadvantaged Trust Fund in 1989. The Legislature approved an additional 50 cent fee on each vehicle registration, with the exception of motorcycles and trucks over 5,000 pounds. This resulted in \$8 million being available for persons who were transportation disadvantaged and qualified for transportation services, but had individual trips with no funding source. An example is an individual with a disability who uses transportation to go to a training site, but has no funding to access a trip to a local retail store. The Transportation Disadvantaged Trust Fund assists these riders in their need to live a quality of life that most other Floridians take for granted. Over the past 15 years the legislature has increased this trust fund to now equal a total of \$38 million. Statewide groups that advocate for individuals with disabilities have assisted in the education of the legislature to increase this trust fund. In rural counties, this additional funding fills an immediate need. Citizens can now obtain access to much-needed activities that were always restricted before. In urban areas, this funding fills the void for services that fall outside of the Americans with Disabilities Act (ADA) corridor. Additional services may be provided due to the funding the legislature has provided and the improved transportation system the coordinated program has created. The urban counties can consolidate resources better to ensure persons with disabilities, and others, receive more services. In addition, the urban areas can provide cost-saving techniques, such as offering a Medicaid Bus Pass to a user rather than picking the rider up at their door, to ensure even more services can be pro-

vided to those who most need assistance.

The most interesting phenomenon has occurred in the suburban areas of Florida. The coordinated transportation program has really been the impetus for future transit corridors. The systems that began coordinating human services transportation in many small urban counties have blossomed into creating small transit systems in their communities, further enhancing transportation mobility. Florida now has 23 transit systems, and most of the smaller ones are now being operated by designated CTCs.

Even with all of these improvements to the transportation systems in Florida, unmet need is still evident. As shown in the most recent reporting period (Florida Commission for the Transportation Disadvantaged, 2005), a total of 682,000 trips were not provided to transportation disadvantaged persons in fiscal year 2004 due to lack of funding, which could result in no driver or vehicle availability. The good news is that 56 million trips were provided in Florida for persons who are transportation disadvantaged and must rely on someone else to assist with their transportation needs. Persons with disabilities account for 57% of all trips provided in the state.

Both transportation professionals and advocates for persons with disabilities have successfully joined together in Florida to form a partnership to ensure all transportation disadvantaged persons have access to safe, reliable and quality transportation services. By improving the mobility of persons with disabilities, the lives of all Floridians are improved.

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Drawing Attention to Transportation: Disability Awareness Day in DC

by Wendy Klancher and Jill Locantore

Transportation for people with disabilities is an evolving and important issue for regional transportation planning. Over the past decade, regional planning agencies have gradually begun to include the needs and concerns of persons with disabilities in the planning process.

Federal law requires every urban area with a population of at least 50,000 to have a metropolitan planning organization (MPO) to address transportation at a regional level. The MPOs typically

To highlight the typical workday commute of people with disabilities, 11 travel teams trekked to the press conference.

include representatives of the departments of transportation, elected officials from local and state government, and sometimes transit agencies. The MPO for the Washington, DC, region is called the National Capital Region Transportation Planning Board (TPB). Federal law further requires MPOs to involve the public in the transportation planning process, including low-income communities, minority communities, and people with disabilities. To ensure that typically underrepresented voices are heard in the planning process for Washington, the TPB created the Access for All (AFA) Advisory Committee in 2001. The AFA committee advises the TPB on transportation issues important to low-income and minority populations, and persons with disabilities, and is comprised of diverse community leaders.

The AFA committee has expressed numerous concerns about access to

transportation for people with disabilities and has recommended improvements. Much to the frustration of disability advocates on the committee, input and ideas from the disability community are often met with resistance on the part of transportation agencies. John Hudson, a member of the AFA committee, challenged it to go beyond the routine strategy of simply making recommendations and to address the root of the problem: attitudes and misunderstandings. John and many others believe that common myths and misperceptions about people with disabilities are a major reason why the transportation needs of the disability community are not always effectively addressed. The AFA committee agreed to try a new way to tackle the problem: hosting an awareness activity to increase the sensitivity of elected officials to people with disabilities and their transportation needs.

The Event

The AFA committee sponsored its first Disability Awareness Day on October 20, 2004, with the purpose of raising awareness about the following issues:

- The importance of public transit for enabling people with all types of disabilities to travel for work, medical, and social purposes.
- The need for improved pedestrian access, including accessible sidewalks, intersections, pedestrian crosswalk signals, and curb cuts.
- The broader social benefits of improving transportation accessibility and addressing the travel needs of persons with disabilities. Accessible sidewalks create a better pedestrian environment, and an easy-to-use transit system encourages the general public as well as people with disabili-

ties to use public transportation.

The event was held in conjunction with National Disability Employment Awareness Month, and stressed the fact that transportation is a major barrier for people with disabilities in gaining employment. According to a 2004 National Organization on Disability (NOD)/Harris survey (NOD, 2004), persons with disabilities are twice as likely to have inadequate transportation as persons without disabilities. In the Washington region, the unemployment and poverty rates for individuals with disabilities are also twice that of the general population (U.S. Bureau of the Census, 2000). "Reliable and dependable employees need reliable and dependable transportation," notes AFA committee member John Hudson.

To highlight the typical workday commute of people with disabilities, 11 travel teams – each including a person with a disability, an elected official or transportation agency representative from the TPB, and a member of the media – trekked to a press conference held October 20th at the Metropolitan Washington Council of Governments (COG) headquarters. Easter Seals Project ACTION, the American Council of the Blind, the American Association of People with Disabilities, the Community Transportation Association, and the Center for Workers with Disabilities co-sponsored the event. At the press conference, travel team members shared details of their commute, highlighting accessibility features and challenges encountered along the way. For many TPB members the trip was an eye-opener. "I have traveled back and forth to COG for many years and I would have said yesterday that coming out of the Metro station was an absolutely flat trip along the sidewalk," said Carol Petzold, a Maryland House Delegate who traveled with

Connie Caldwell from Montgomery County's Commission of People with Disabilities. "Today with Connie and her manually-operated wheelchair I realized there is a significant slope to the sidewalk," Petzold continued. "Something that had never mattered to me was a significant safety feature for us today." Additional challenges encountered by the travel teams included elevator outages, narrow sidewalks crowded with people and poorly placed objects such as fire hydrants and parking meters, poorly placed or missing curb ramps, and confusion and delays associated with paratransit shuttle bus services.

Travel team participants also had praise for the progress the region has made towards accessible transportation since the passage of the American with Disabilities Act in 1990. For example, transportation agencies have installed wheelchair lifts on over 90% of the region's buses. All participants agreed, however, that there is still more to do. Participants with disabilities described difficulties with day-to-day accessibility issues such as elevator outages in the Metrorail system, elevator buttons that are inaccessible, and the gap between rail cars and the platform.

Benefits for All

"The region needs to work together to create a transit and pedestrian system that provides access for all," said Kathy Porter, Takoma Park, Maryland, mayor and chair of the AFA committee. She commuted by Metrorail to the conference with Phillip Strong of the American Council for the Blind, and noted the helpful audible crossing signals in the newly-developed downtown of Silver Spring, Maryland, but also said the region needs to work on getting bumpy warning strips on all Metrorail platforms, making sure all buses are lift-equipped, and improving pedestrian access, especially at busy intersections. AFA committee member Dr. Bud Keith, a retired federal employee with a visual impairment who has been working for better transportation access for people

with disabilities for about 35 years, told participants that improved pedestrian and transit access will benefit all of society. He stated, "We are not doing this for us, but for you. As you age, you might need a wheelchair. Your vision could get worse."

A Success

One measure of success of the event was the extensive media coverage, which brought the message of "access for all" out to the general public. Media coverage included four newspaper articles in the Washington Post and other newspapers, numerous TV network news reports, and at least two radio stories, including one on the local National Public Radio affiliate. The event also successfully demonstrated the powerful impact that personal one-on-one experiences between people with disabilities and elected officials can make. Michael LaJuene, a participant who uses an electric wheelchair, was the "Quote of the Day" in the Washington Post: "You can talk to people until you're blue in the face about what you can do for people with disabilities...But until you're in a chair, you can't understand" (Washington Post, 2004). This event gave the officials a chance to more fully understand.

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Reaching Decision Makers: Lessons From Experience

After 30 years of advocacy on behalf of people with disabilities, including myself, it sometimes seems as if all the strategies have been tried and that short of setting my hair on fire there isn't much I could do to impact the transportation decision-making process. I have come to believe that the primary obstacle faced by people with disabilities is other people's attitudes. Whether accurate or not, feelings about people with disabilities influence important judgments and decisions. How can one effectively address attitudes? We've tried using logic, law, and other strategies but seem to be missing the mark.

Elected officials have to allocate scarce resources to meet conflicting demands for services. They often make decisions based on the most popular and seemingly efficient solution. People with disabilities and their transportation needs do not always meet these criteria. How then do we get their attention and let them know that the transit system is not really meeting our needs?

Like most of us they learn from experience. So this year, we decided to dust off an old strategy that was effective in the 1970s and 80s – involving elected officials in activities that raise awareness about what is unique about living with a disability. Disability Awareness Day in Washington, DC breathed new life into our attempts to influence transportation decision making, and met with moderate success. Now my question is, what will we do next year?

Contributed by John Hudson, Access for All committee member, Fairfax, Virginia

A National Resource on Disability and Transportation: Easter Seals Project ACTION

by Emily Bosk

For many individuals with developmental and other disabilities, being able to use public transportation represents not only the opportunity to pursue steps towards independence, but also a passport to a host of activities. While in many communities the Americans with Disabilities Act (ADA) has resulted in public transit becoming physically accessible to people with disabilities, many individuals have not had the opportunity to build awareness about and skills in using public transit options. This is an unnecessary barrier to living as independently as possible. Contributing to the removal and elimination of those obstacles is part of the mission of Easter Seals Project ACTION (Accessible Community Transportation In Our Nation).

Project ACTION promotes and facilitates collaboration between the transportation industry and the disability community to increase mobility for people with disabilities. Funded through a Cooperative Agreement with the U.S. Department of Transportation, Federal Transportation Administration, and administered by Easter Seals, Project ACTION provides free training, technical assistance, and informational resources useful to human service organizations; educators; transition specialists; travel instructors; rehabilitation counselors; employment specialists; physical and occupational therapists; people with disabilities, their families, and advocates; and the transportation industry. Among its programs and resources are:

- **Curriculum development.** Project ACTION has developed curricula and educational support materials to introduce travel instruction into America's classrooms, and encourage incorporation of travel instruction into Individualized Education Programs (IEPs). Educational materials include *You Can Ride*, a pictorial guide

to successful bus travel designed for students unable to read, and a new secondary curriculum, *The Route to Freedom*, which provides both academic and experiential lesson plans for students in grades 8-12 on accessible community transportation.

- **Technical assistance.** Project ACTION offers extensive technical assistance to individuals and groups across the United States on multiple aspects of accessible community transportation. Questions about ADA implementation, including such matters as determining eligibility for paratransit services, locating transportation resources in communities, and creating agency transportation policy, can be brought to the project through its toll-free number and Web site. A four-day Mobility Planning Services Institute conducted annually in Washington, DC, offers community teams of transit officials and human service providers, school personnel, and disability advocates a free opportunity to meet, learn, and develop action plans to improve transportation opportunities for people with disabilities in their communities.
- **Training.** Project ACTION's People On The Move train-the-trainers program puts knowledge into action. Individuals with disabilities, those who serve them in a wide variety of settings, and transportation professionals attend this free program. Staff from Project ACTION conduct these trainings across the nation several times a year. Once participants complete the training, they are uniquely equipped with knowledge and materials to return to their communities and teach others how to work with individuals with disabilities to increase their understanding

and use of accessible transportation.

- **Clearinghouse.** With more than 90 free print, video, and audio resources addressing topics ranging from emergency transportation planning to bus stop accessibility, there is literally something for anyone interested in accessible transportation in the clearinghouse. All materials are available in alternative formats. Materials can be ordered either through the toll-free number or on the Web. Additionally, by visiting the Web site it is possible to subscribe to *Update*, a bimonthly newsletter with the latest information about Project ACTION events, news, and resources.
- **Applied research.** Project ACTION regularly solicits Statements of Need to advance the availability and use of accessible transportation. From these Statements of Need, applied research priorities are established and often turned into requests for proposals and funding awards.

For 16 years Project ACTION has been working to increase the availability and use of accessible transportation by citizens with disabilities. Its extensive array of free resources stands ready to assist in eliminating transportation barriers in our communities and to move communities forward toward the goal of a fully integrated, effective, community transportation system. Further information on the resources described here is available by calling Project ACTION's toll-free number at 800/659-6428 (please tell the switchboard which area of interest your call is about) and on its Web site at www.projectaction.org.

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Resources

The following resources may be of interest to readers of this *Impact* issue:

- **Accessible Transportation: A Key to Independence for Youth with Disabilities** (2005). A transcript of the May 2005 national teleconference sponsored by the National Center on Secondary Education and Transition (NCSET), University of Minnesota. In the teleconference, Dr. Alan Abeson and Karen Wolf-Branigin of Project ACTION emphasized the fundamental lifelong importance of transportation to independent living outcomes for people with disabilities, applicable public policy, typical transportation alternatives, transportation limitations for people with disabilities and how to overcome them, and resources for helping young people with disabilities access public transportation. Available on the NCSET Web site at http://www.ncset.org/teleconferences/transcripts/2005_05.asp.
- **The Current State of Transportation for People with Disabilities in the United States** (June, 2005). A report from the National Council on Disability, an independent federal agency making recommendations to the President and Congress. The report highlights numerous best practices and successful initiatives that can serve as models for enhancing transportation and mobility for people with disabilities. It also presents recommendations for service improvements and additional research. Available from the National Council on Disability at www.ncd.gov/newsroom/publications/2005/pdf/current_state.pdf or 202/272-2004 (voice), 202/272-2074 (TTY).
- **Expanding Mobility Options for Persons with Disabilities: A Practitioner's Guide to Community-Based Transportation Planning** (2005). A publication from the Community Transportation Association and Easter Seals Project ACTION that provides a model approach for community-based transportation planning and success stories from around the country. It's intended to be a resource for staff of human service and workforce development agencies, transportation professionals, community activists, and others seeking to improve local transportation options. Available at www.projectaction.org or from Project ACTION at 800/659-6428.
- **Making Transportation Work for People with Disabilities in Rural America: The Supported Volunteer Rural Transportation Voucher Program (1996)**. A how-to manual on implementing a Supported Volunteer Rural Transportation Voucher Program, in which consumers who cannot drive and who live in areas with limited public transportation control who provides their rides, when they get rides, and where they go. Published by the University of Montana Rural Institute, and available on the Web site of the Association of Programs for Rural Independent Living at www.april-rural.org/docs/transman.html or at 330/678-7648 (v/TTY).
- **Great Plains Rural Initiative on Transportation (<http://ndcpd.misu.nodak.edu/grit/>)**. The Web site of this program at the North Dakota Center for Persons with Disabilities, Minot State University, features information, assessment tools, and training materials for implementing transportation voucher systems. Voucher systems assist people with disabilities in rural communities to obtain and pay for transportation. On the site are tools to assess the ability of agencies to manage voucher systems, as well as an online course teaching agencies to use an Internet-based Business Support System (IBUSSS), which allows multiple partners to coordinate and manage voucher programs.

Retrieved from the Web site of the Institute on Community Integration, University of Minnesota (<http://ici.umn.edu>). Citation: Gaylord, V., Abeson, A., Bosk, E., Timmons, J., & Lazarus, S. (Eds.). (2005). *Impact: Feature Issue on Meeting Transportation Needs of Youth and Adults with Developmental Disabilities 18(3)*. Minneapolis: University of Minnesota, Institute on Community Integration. Available at <http://ici.umn.edu/products/impact/183/default.html>.

Mobility in Emergencies for Persons with Disabilities

As we go to press, evacuation and relief efforts are underway in the aftermath of Hurricane Katrina. While this Impact issue primarily focuses on meeting everyday transportation needs of persons with developmental and other disabilities, this recent disaster prompts us to also provide readers with the following resources that address emergency preparedness in relation to individuals with mobility and other disability-related needs:

- **National Organization on Disability (www.nod.org/emergency)**. This Web site contains extensive resources on N.O.D.'s national Emergency Preparedness Initiative to ensure that people with disabilities are included in emergency preparedness planning, response, and recovery efforts across the country. Also online is information from the 2004 conference titled *Emergency Preparedness for People with Disabilities*, and results of a national survey on emergency preparedness and persons with disabilities.
- **Nobody Left Behind: Disaster Preparedness for Persons with Mobility Impairments (www.rtcil.org/resources.htm)**. This Web site of the Research and Training Center on Independent Living at the University of Kansas, Lawrence, is designed for consumers, as well as for professionals in the field of emergency preparedness and response. It includes extensive information from organizations and the federal government. Resources are also available by calling 785/864-3791.
- **Easter Seals Project ACTION (www.projectaction.org)**. Enter the key word "emergency" in the Search box for a list of disability-related emergency preparedness resources for individuals with disabilities and those who support them, as well as government agencies.

[Sargent, continued from page 1]

cross between self-determination and persistence. I'm persistent to make sure I get to where I need to go.

I use my self-advocacy skills every day on the bus. The biggest challenge with my disability is that I'm easily distracted – I have difficulty staying focused – and as a result I can miss my stop. So when I get on a bus I tell the driver what street I need and ask him or her to tell me when we get there. Sometimes a driver may be rude to me when I ask them that. For instance, one driver snapped at me and said that I'd been on that bus often enough that I should know where that stop is. I do have a good memory for bus route numbers, driver badge numbers, and the time of day I'm on the bus, and when things like that happen I'll call the bus company and complain. There was another time when I asked a driver if the bus went to a certain address and he said yes. And then he passed the stop I needed. I said to him that he had told me he stopped there, and he said he'd forgotten that it was a "limited" route bus and didn't stop. Well, I pulled out my card that says I have a disability, and I told him I needed to go to that address, which was only a block away, and I made him stop the bus and let me off. He was going to argue with me and I said that he could either let me off or I could take his badge number down and call the bus company and tell them he gave me incorrect information. He let me off. And I told him to please make sure to give accurate information to people – that it's very important. Now we have the train, the light rail, and I'm so glad because it has an automated voice telling you what station you're coming up to; it's reliable and it's loud enough to get my attention.

I've had the Medicaid waiver for a long time, and now I'm working with my case manager to use the waiver to give me more transportation options. We're looking at taxi service using a voucher system. A certain amount of my waiver money will be set aside for taxi rides, and I'll be able to call the cab company and give them my code, they'll find me in their computer, and when they give

me a ride all I have to do is sign the voucher card and the waiver will pay them out of my money. This will give me more flexibility. For instance, recently there was a change in bus service so that buses don't run downtown on the Nicollet Mall between 6:30 and 11 at night. I didn't know that. I went to a wrestling match and afterward I was waiting and waiting for a bus on Nicollet. Then I saw a sign that said they weren't running. I missed the other sign that said they were running a block over. So I walked home from downtown and got home about midnight. Being out on the street walking home that late at night made me vulnerable. With my waiver, if I got into a situation like that I could use the taxi; I have a phone card to use if I get lost or in trouble on the street, and I could use it to call the taxi. Being able to use the taxi will make it possible for me to go more places at night by myself and not be so vulnerable. At night a lot of times I feel lonely and my thoughts run wild. I handle myself okay in the day, but at night I need a crisis prevention plan, like being able to call Crisis Connection or my staff. It helps if I can go out somewhere in the evening, but if I go out at night alone I'm more likely to get lost even if it's an area I know. I'll come out of a building and start walking and get lost, and then have to try to go back to where I started and ask someone to help me get oriented to where I need to go. With the waiver for taxi service I could be out at night more often and not get lost.

Though I have a lot of persistence and do a lot of self-advocacy when it comes to getting to where I want to go, I don't do it all alone. I have always had different people helping me. For instance, in high school I decided I wanted to go to a certain school outside of my district because that school had better programs for students with disabilities. Because it was outside my district I couldn't take the school bus. So, I told the school that they could either train me on how to ride the city bus to school, or I wouldn't go to school at all. Well, my case manager at the school drove to

my house every day for two weeks, parked her car there and rode the city bus with me to school – teaching me how to do it – until I learned how to do it by myself and how to stay safe. During high school I had jobs and I was able to take those skills she taught me and use them to get to work, also. Today as an adult I have three PCAs (personal care attendants) and one of them makes schedules for me that let me know where I have to be and when, and that helps me plan my transportation. For instance, if I set up an appointment for something or plan a social event I'll tell her and she puts it on my calendar that goes on my fridge. I need those kinds of visual reminders to remember to do things, and the calendars she makes help me remember and plan for my activities out in the community and decide how I'll get there. And I also have my case manager helping me with transportation by doing things like working with me to use the waiver for taxi service.

I have two transportation goals for my future. The first is being able to use vouchers to take the taxi. I think I'll be able to do that soon. The second is learning how to drive myself. I passed driver's ed three times in high school but didn't take the permit test. Now I'm looking at doing that. I would take driving training through Courage Center to learn some things I need to know beyond what I learned in drivers ed. I'll also need certain things in the car. One of things I'm going to need is that everything has to be digital. I can't read those little lines on a dial speedometer, so I need to have a digital speedometer. I don't know how to read maps but could use an on-board system that gives me verbal directions from one place to another; you can type in where you need to go and a voice tells you the directions. I need those kind of verbal cues. I also need visual cues. I'm teaching myself how to do landmarking; I learned a little about it in high school and now am learning more about looking for visual cues in the environment that help me independently orient myself to where I am. So, once I take the driver's training

and work on these things I'm hoping I'll be able to drive during the daytime.

For me, having as many transportation options as possible is good. The more the better. I would like to tell agencies who serve people like me that if you want people to be more independent, you have to help them learn how to do things like contact the bus company to get information on routes and schedules. You may have to do it for them at first and then, as they learn to do it for themselves, be there with them to support them while they do it. A lot of people are like me – sometimes I'm afraid to ask people things because I'm afraid they'll think I'm stupid. So to avoid being humiliated it's important to have the staff person first call the transportation agency to ask how the person can get from one place to another. And then support them to do it for themselves over time. Another thing that helps me now is limited mobility bus passes – my waiver pays for my bus passes – and if services can access those for the client it's helpful. When agencies or schools are working with people who are just beginning to learn how to get around their community, it's important to support people until they feel comfortable doing things for themselves. For me it took two or three months before I felt ready and comfortable traveling by myself. And it's also helpful to provide people an information card to show transportation providers about where they live so that if something happens, like they get lost or confused, someone can help them get home. This might also help bus drivers to better understand what the person needs and that they have a disability and that's the reason for them asking for assistance. And teaching people ways to stay safe and not get hassled when they're out traveling by themselves is helpful. I've learned to do things like sit close to the driver and find something to do on the bus that keeps me occupied enough that nobody will bother me (like listening to my CD player).

In the past I wouldn't go anywhere unless I could find someone to go with

me and give me a ride, or I was going to meet somebody. Now I'm more comfortable traveling by myself because I have more options and know how to use them in ways that work for me.

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[Abeson, continued from page 3]

transportation is the means for people to access all else in the community. Transportation must not be an afterthought in educational and transition planning, but a basic.

Getting Familiar with Public Transportation

Unfortunately, in the minds of many, public transportation has a negative stereotype that may lead to resistance to its use by people with developmental and other disabilities, their families, and those who work with them. While generally unfounded, if such stereotypes are held by teachers, employment counselors, rehabilitation counselors, and family members, they must be suspended. The best way to do so is to actually be a passenger and become familiar with the opportunities offered. In addition to eradicating stereotypes, such familiarity will significantly enhance the delivery of travel familiarization, travel training, and all other forms of transportation education.

Regardless of the discipline or agency involved in designing and/or delivering instruction regarding the use of transportation, addressing the following questions will be helpful (United We Ride, 2005):

- Do staff know how to travel across town on the community bus system?
- Can staff arrange for daily transportation to and from work for someone with a significant disability who may or may not use a mobility device?
- Do staff know what transportation services are available in the community?

- Are staff and the people they support familiar with the transportation services that operate during business and non-business hours?

Conclusion

As the nation moves steadily forward in enabling people with developmental and other disabilities to become full-fledged participants in communities everywhere, significant progress continues to be made in increasing the availability of accessible transportation. The transportation industry has worked to reduce physical barriers on vehicles, provide driver sensitivity and customer service training, improve signage in transportation centers, increase the availability of paratransit services, and establish relationships with schools and other human service agencies to provide training and support for future passengers. Increasingly, community public works departments, working in concert with transportation providers, are identifying and eliminating barriers in the environments at and near bus stops and pedestrian intersections that hinder the use of public transportation. Taking advantage of these advances and opportunities to enable people with developmental and other disabilities to live and enjoy mobility in the community and all that comes with it is now the obligation of all those who work on behalf of these citizens.

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Impact

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