Travel Training Program Industry Standards

2019

FOREWORD

This document is designed to compile Industry Standards in Travel Training. Travel Training exists to benefit the lives of persons served by promoting the knowledge to independently access and safely use public transportation with confidence. This guide provides the framework to promote the quality, value, and optimal outcomes of services provided; as well as assist organizations to continuously improve those services that center on enhancing the lives of the persons served by increasing their transportation options.

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TRAVEL TRAINER QUALIFICATIONS

Travel Training requires a broad set of skills and qualifications to enable passengers to understand their available transportation options and achieve independent travel using available options.

Minimum Travel Training Qualifications:

- Ability to work independently as decision-makers
- At least 1 year demonstrated ability to work with individuals with a wide range of mental, physical and cognitive abilities; Comprehensive knowledge of issues impacting senior citizens
- Working knowledge and understanding of local transportation and mobility options
- Ability to pass background check and drug testing requirements set by the host agency
- Knowledge of and ability to conduct standard travel training field and passenger assessments

Minimum Skill Sets Required:

- Ability to read, write and communicate to passengers effectively
- Ability to develop objective, fact-based documentation and reports
- Ability to learn geographic barriers and opportunities, and to provide instruction
- Ability to use basic computer software programs, including Word, Excel, PowerPoint
- Ability to perform bending, standing and work in a variety of weather conditions
- Ability to form relationships with multiple departments and agencies
- Ability to meet strict deadlines and schedules
- Ability to learn, understand and apply the Americans with Disabilities Act rules and regulations

Education/Training Requirements

- Practitioners should have at least one year of professional experience educating and/or training individuals with intellectual, mobility and/or mental health disabilities.
- An Associates Degree or equivalent of experience, including volunteer experience, and training in education, social services, or related fields, as well as a background in working with people with disabilities or other specialized transportation needs may also be considered in lieu of professional experience.
- Competencies within 90 Days of Hire, in line with agency requirements
  - Abuse Awareness & Reporting Expectations
  - Disability Awareness & Sensitivity Training
  - First Aid/CPR Training
  - Mental Health First Aid
  - Bloodborne Pathogens
  - De-Escalation Training
  - Accident/Incident Reporting
  - Emergency Situation Procedures
- Travel Training Specific Education, including:
  - Assessment
  - Path of Travel/Environmental Barrier Analysis
  - Local Transit System

Introduction to Trip Planning Resources
Relevant Software/Technology
Objective Data Collection
System Coordination or Mobility as a Service

Continuing Education

- Travel Training professionals should maintain an up-to-date knowledge base of industry standards, best practices, latest trends and innovations in the field, and new information pertaining to populations served by travel training/instructing programs.
- Travel Training/Travel Instructor Practitioners should strive to attend to relevant 1-2 training courses per year.
- Stay up to date on the Americans with Disabilities Act rules and regulations to maintain compliance.

COMPONENTS OF TRAVEL TRAINING PROGRAMS

There are several important requirements necessary to have effective travel training programs.

Agency Requirements

Agencies providing travel training services should be operating in compliance with federal, state and local laws, as well as best practices, which includes at minimum:

- Clear mission, vision and values statements
- "Leadership provides resources and education for personnel to stay current in the field in order to demonstrate program strategies and interventions that are based on accepted practices in the field."
- Budget
- Bylaws
- Strategic Plan
- Governance Procedures
- Marketing Plan
- Fundraising & Development Plan
- Financial policies and practices
- Employment practices
- Privacy of Clients/Passenger Rights
- Written Code of Ethics
- Insurance and Legal Requirements
- Appropriate licenses with local, state and federal agencies
- On-Going Performance Improvement Plans

Individualized Services

Individualized Services refers to the actual travel training intervention or activities completed by the travel trainer or instructor on behalf of passengers, customers or clients. Comprehensive individualized travel training services include five (5) major components: Individual Assessment, Service Plan, Hands-On Training, Outcomes & Evaluation and Data Collection.

Individual Assessment

The purpose of the individual assessment is to learn about the person's needs, abilities and level of functioning. The individual assessment helps to determine the level of intervention or services needed, such as beginner, intermediate and advanced. The individual assessment is conducted at the beginning of services. **At minimum, an individual assessment** should include a set of questions or activities for the travel trainer to understand:

- The passenger's current knowledge of using transit and transportation services
- Any major life events that may impact the ability to receive travel training services (i.e. is the passenger experiencing any life traumas that may impact functioning?)
- Desired goals for the passenger
- Medical needs, medications that might impact abilities, seizures, diabetes, etc.
- Learning styles/needs (Verbal Instructions, Written, Numbers, Pictures, Etc.)
- Current level of skills and strengths
- Overall mobility capacity, including abilities to navigate physical structures, such as stairs, streets, curbs, etc.
- Mental/cognitive capacity, as well as abilities to complete sequential steps
- Communication skills/styles
- Social skills/styles
- Visual and hearing abilities
- Memory and/or retention capabilities
- Ability to recognize dangerous situations and/or when to seek help
- Any barriers, including fears, objections from peers or caregivers, or thoughts or misconceptions about transit
- Availability for training
- Self-regulation skills
- Behaviors that might be dangerous to self, others or property

There are several sample assessments produced by a variety of agencies throughout the industry, including Easter Seals Project Action and the Association of Travel Instruction.
In some cases, passengers may not be eligible to receive travel training. When a person is unable to communicate his/her needs, recognize help, or take actions to avoid dangerous situations or obstacles, the person may not be ready to travel independently.

Service Plan

Once the individual assessment has been completed, the next step is to develop an individual service plan. The service plan is designed to outline the anticipated set of steps and actions needed to help the passenger reach their mobility and transportation goals in line with their current assessment. This individual service plan should include five (5) main items: Goals and Outcomes; Path of Travel Assessment; Trip Plan; Training/Interventions/Actions to Be Provided; and Measures of Success.

- Goals & Outcomes

  The Individual Service Plan should start with goals and outcomes agreed upon by the passenger and travel trainer. This may include broad goals, as well as specific travel needs.

  Examples:

  - Jane would like to visit the library on Mondays, Wednesdays and Fridays
  - Jane would like to visit family on the corner of St. John's and Elm Street the 2nd Saturdays of the month
  - Jake would like to access the Grocery Mart at various times during the week.

- Develop Training Objectives

  The second part of the Individual Service Plan includes and articulates the actual steps the Travel Trainer will take to empower the passenger to reach their desired goals. There are six (6) common training objectives which can each be tailored based on the individual assessment and passenger needs.

  - Pre-Trip Planning
  - Personal Safety
  - Street Crossing
  - Navigation
  - System Knowledge
  - Unexpected Situations and Emergencies

  There are a variety of best practices in how travel training professionals can provide these services.

- Path of Travel Assessment

  The third part of the Individual Service Plan includes any specific travel paths and trip planning needs articulated in the individual assessment. The Path of Travel assessment determines whether the passenger can safely navigate their desired routes based on their current abilities and the built environment. The trip plan outlines the specific details for specific trips and destinations. At minimum, the Path of Travel Assessment includes:

  Determining the accessibility of:

  - Streets
  - Sidewalks
  - Crossings (i.e curb cuts and signals)
  - Wayfinding objects
  - Bus stop
  - Lighting
  - Traffic patterns

- Transit vehicles
- Other transit and environmental characteristics (timing, crowds, etc.)

And considers the person's abilities and needs in the following areas:

- Physical Health
- Cognitive
- Communication
- Emotional
- Mental
- Environmental
- Behavioral
- Social
- Auditory
- Visual

- Trip Plan

  The Trip Plan includes at minimum:

  - Starting/Ending Destinations
  - Fares
  - Timing/Schedules (easy to read)
  - Map (or other visual representation when applicable)
  - Bus Numbers/Schedules
  - Other agency or trip planning tools and resources

  The trip plan should be in an accessible format for the passenger, which may include large font or other accessibility features.

- Measures of Success

  The final part of the Service Plan includes agreed upon measures of success. The plan should also include intervals to check progress and should be maintained in a flexible way to allow for faster or slower advancement based on the passenger's needs.

  In general, the measure of success includes the passenger is able to travel safely and independently as evidenced by:

  - Pre-trip Preparation:
    - Able to trip plan
    - Interprets map, schedules, or direction
    - Prepares for trip with check of everything needed
    - Leaves for bus at proper time
  - Personal Safety
    - Crosses street properly
    - Travels with confidence and purpose
    - Aware of surroundings
    - Interacts appropriately with strangers
    - Demonstrates safe decision making skills

- ▪ Demonstrates ability to problem solve
- Street Crossing Safety
  - ▪ Stops and waits at safe place on sidewalk
  - ▪ Observes traffic flow
  - ▪ Demonstrates safe crossing at
  - ▪ Quiet street with very little traffic
  - ▪ Busy intersection
  - ▪ At street crossing with traffic lights
- System Knowledge
  - ▪ Navigation and environment knowledge
  - ▪ Able to locate bus stop (origin)
  - ▪ Able to locate destination
  - ▪ Knows and recognizes landmarks
  - ▪ Able to locate bus stop (destination)
  - ▪ Indicates order of buses to ride
  - ▪ Identifies bus signage
  - ▪ Identifies proper bus when it arrives
  - ▪ Properly boards bus
  - ▪ Demonstrated ability to use/ understand all types of fare
  - ▪ Positions self properly on bus
  - ▪ Asks for honored seat, if needed
  - ▪ Follows bus rules
  - ▪ Properly signals for stop
  - ▪ Properly exits the bus
  - ▪ Able to complete a trip with no transfers
  - ▪ Able to complete a trip with 1 transfer
  - ▪ Able to complete a trip with 2 transfers
- Unexpected, dangerous or emergency situations
  - ▪ Able to respond appropriately to missing a bus
  - ▪ Responds appropriately in emergency situation
  - ▪ Interacts appropriately with strangers
  - ▪ Able to identify safe person to ask for help
  - ▪ Knows what to do if bus is missed
  - ▪ Locates a phone (cell phone or pay phone)
  - ▪ Can contact help when needed

Implementing Hands-On Training

There are six (6) primary strategies for implementing hands-on travel training:

- ▪ Pre-Trip Planning

  Review and analyze the intended path of travel (also known as conducting an environmental assessment), including mitigation for:

- Distance from door to bus stop
- Curb cuts
- Driveways

- Missing sidewalks
- Slopes and inclines
- Time of day, lighting and weather conditions
- Streets crossing and other environmental barriers (I.E. light pole in the sidewalk, etc.)

Create and teach passengers how to create a trip plan appropriate for their needs, that includes at minimum:

- Starting and ending destinations
- Fare
- Timing/schedule
- Bus numbers/schedules (should include large font, accessibility features).

Provide passenger with trip appropriate check-list

- (Examples might include: Appropriate fare, Trip Plan, Bus Schedule, Charged phone (if applicable), Clock or time piece, Any necessary medicine, including any food or drinks, etc.)

- Personal Safety
  Prepare passengers for personal safety and situational awareness.

  - **Examples might include:** Not walking on edge of the sidewalk, curb cuts, awareness of cars and driveways, keeping personal belongings safe, identifying safe strangers and safe businesses nearby, reflective vests and flashlights, weather appropriate attire

  Ensure passengers have identification and emergency numbers on their person.

- Street Crossing & Navigating Intersections

  Ensure passenger is able to cross streets and intersections safely as evidenced by:

  - Stops and waits at safe place on sidewalk
  - Observes traffic flow
  - Waits until safe to cross
  - Continues to observe traffic patterns and signals while crossing

  Ensure passenger understands light signals and appropriate length of time needed for them to cross.

  Best practices may include taking passengers to various crossing (of varying difficulties) and observing behavior, while providing additional instruction as needed (such as through step-by-step instruction and modeling behavior). Driveways, parking lots and others should be considered. In some cases, specialists, such as Orientation & Mobility Specialists may be required.

- Navigation

Ensure passenger is able to identify features that confirm they are on the right route. ***Best practices*** may include landmarks and environmental features such as streets names, number ascension, and permanent markers. Multiple options in case of variations is also important (I.E. yellow house gets painted blue). Avoid ubiquitous landmarks or businesses when possible.

Ensure passenger is able to identify and avoid features that impede the path of travel. (Examples: Such as major streets without sidewalks, paths of travel that may be dangerous or not accommodate their mobility device, or how to navigate detours when routes are under construction or temporarily unavailable)

Ensure passenger is able to alter and update their path of travel when needed (Examples: Weather changes, construction, bus route changes, etc.).

- <u>System Knowledge</u>

    Ensure passenger understands:

    - Bus routes, stops and schedules
    - Rules and etiquette for the system
    - Fares
    - Bus features and boarding options

    Ensure passenger understands their rights and responsibilities

- <u>Unexpected Emergencies or Situations</u>

    Prepare for scenarios for when:

    - Bus breaks down
    - Miss a bus stop
    - Get sick, injured or hurt in route/trip
    - Bus is running late, particularly for trips with multiple connections
    - Lost
    - Weather incidents and/or bus detours

    Prepare passenger for asking or obtaining help from appropriate persons in a safe way, using an app or cell phone, and using wayfinding tools.

Outcomes & Evaluations

Progress notes should be provided for each client after each engagement, including a final skill evaluation and exit summary. The exit summary or final evaluation should include number of independent trips prior to travel training and ability to complete independent trips after travel training. Follow up should occur twice, once within two weeks and again within six months, and should take note of:

- Number of trips taken per week
- Any changes that might impact usage
- Need for any additional training

Data Collection & File Retention

Data should be saved for each person during intervention and for a period after service in accordance with federal, state, local and agency policies. Records should include:

- Post Intervention Skills Assessment
- Usage
  - Number of fixed route trips taken pre and post travel training
  - Any increase or decrease in access to basic needs or community, quality of life indicators/life satisfaction.
  - All routes that were successfully trained
- Demographics
  - Age
  - Veterans Status
  - Amount of time spent training
  - Disability-Type
  - Paratransit Status
  - Service Area
  - Cross-County
- Referrals
  - Source
  - New or retraining
- Service Outcomes
  - Success
  - Non-Successful
  - Non-Responsive after two months

Group Trainings

Group trainings are designed for learners/students who want to learn to use pubic transportation with the travel trainer leading or facilitating the group. The same basic standards apply to groups as to individuals, and include:

- Assessment of the group's needs
- Service/Trip Planning for Group, including an Environmental/Path of Travel Assessment
- Evaluation and Data Collection

Volunteer Programs

Many travel training programs utilize partnerships to engage volunteers and community members who are interested in promoting safe travel options for passengers with specialized transportation needs. Volunteer programs should include, at minimum:

- Insurance
- Training sessions with qualified travel trainers
- Job description and responsibilities
- Code of Ethics
- Volunteer outreach, recruitment and promotions
- Agreement with individuals or agencies providing volunteers services, including indemnity waivers
- Legal compliance
- Incentives

Program Performance Measures

Performance measures establish the validity of any program, whether it is hands-on training, group training or volunteer-based.

Setting Goals

Collect, customer, stakeholder, and business needs of the organization and funders. New customers/clients, expectation for next year or per month

Establish performance goals for each program:

- Set target populations (if any)
- Number of people receiving travel training services
- Number of new riders
- Number of outreach tasks
- Number of people reached through outreach
- Number of referrals

Data Collection and Reporting

General data collection for travel training programs should include:

- Number of trips taken on fixed route
- Key demographic information
- Number of hours of training received
- Routes trained on

Cost Avoidance Reporting

Demonstrates the savings to the transportation system when passengers utilize fixed transit versus ADA complementary paratransit services.

- Estimate the number of one-way trips taken by newly trained passengers times the agency's cost per trip
- Using that same number of trips, estimate the cost if the passenger were to use paratransit
- Identify the difference

This is the "cost avoidance".

EXAMPLE:

(# of one-way Paratransit Trips multiplied by cost per trip) - (# of one-way Fixed Route Trips multiplied by cost per trip) = Cost Avoidance

John now takes ten one-way trips a month on fixed route after training.

The transit agency's cost per boarding on paratransit is $50.00.

The transit agency's cost per boarding on fixed route is $5.00.

John's calculation: (10 x $50.00) – (10 x $5.00) = $450.00

John's total cost avoidance equals $450.00 per month.

- Depending on agency, contract or funding requirements, programs may also need to add the cost of the travel training program, waiting lists, overhead resources, or other factors to determine the final cost avoidance amount.

Effect Change

- A written analysis of data collected is completed:
    - At least annually.
    - That analyzes performance indicators in relation to performance targets, including:
        - Business functions.
        - Service delivery.
        - Extenuating or influencing factors.
    - That:
        - Identifies areas needing performance improvement.
        - Results in an action plan to address the improvement needed to reach establish or revise performance targets.
        - Outlines action plan or changes made to improve performance.

Marketing & Outreach

Marketing and outreach is an important part of any travel training program because it ensures passengers are aware of opportunities available to them. Travel training programs should have a marketing plan and establish appropriate and accessible marketing materials.

Marketing Plan

There are several basic steps to developing a sound marketing plan:

- Establish goals, including outlining target markets, goals for number of people reached, goals for increase in service, or other important factors within your organization or agency.
- Budget: Outline an initial budget
- Identify key strategies, including goals and targets for each, which may include, but are not limited to:
  - Brochures and printed materials
  - News articles and stories
  - Website
  - Social Media, including blogs, and other outlets
  - Advertising
  - Partnerships (internal and external)
  - Collaborations
  - Events and fairs
  - Presentations
  - Community Classes
  - Networking with colleagues and industry professionals, professional associations, etc.
  - Conference attendance
  - Cold-calling targeted organizations
  - Business cards
  - Referral partnerships
  - Social marketing, viral videos, etc.
  - E-Newsletter
  - Direct mail or direct mail partnerships
  - Product branding
- Assessment and Evaluation of the Marketing Plan, which includes meeting goals, updating goals and strategies and updating the budget if necessary.

Marketing Materials

Marketing materials should:

Be geared towards target audiences, written in a widely understandable format

- Utilize accessible formats within ADA guidelines, including use of visual materials
- Avoids acronyms and industry-only terminology
- Use "people-first" language
- Highlight the program goals, assets and selling points

- Use accurate messaging across platforms and strategies
- Be reviewed and updated regularly to reflect industry best practices

Dictionary

- Accessibility:
  The "ability to access" the functionality, and possible benefit, of some system or entity and is used to describe the degree to which a product such as a device, service, environment is accessible by as many people as possible. The concept of accessible design ensures both "direct access" (i.e. unassisted) and "indirect access" meaning compatibility with a person's assistive technology (for example, computer screen readers). Accessibility is strongly related to universal design which is the process of creating products that are usable by people with the widest possible range of abilities, operating within the widest possible range of situations. This is about making things accessible to all people (whether they have a disability or not).
  Source: https://www.disabled-world.com/disability/accessibility/

- Curb Cuts:
  Small but important part of making sidewalks, street crossings, and the other pedestrian routes that make up the public right-of-way accessible to people with disabilities. A ramp cut into a street curb at a corner for wheelchair access or at a driveway for vehicular access.
  Source: https://www.ada.gov/pcatoolkit/chap6toolkit.htm
  https://www.merriam-webster.com/dictionary/curb%20cut

- Easter Seals:
  Easter Seals serves 1.5 million children and adults with disabilities and their families, offering a wide range of services at 71 affiliates nationwide. We change the way the world defines and views disability by making profound, positive differences in people's lives every day, helping our clients build the skills and access the resources they need to live, learn, work and play.
  Source: http://www.easterseals.com/what-we-do/

- Environmental Analysis/Assessment:
  The general and specific features in an environment that affect accessibility and travel by students with disabilities. The strategies and techniques used to assess environments for accessibility for students with various disabilities. Instructional strategies for teaching students the awareness of environmental features that impact their ability to travel. How to analyze intersections to determine the best locations for negotiating street crossings by students with different disabilities. How to analyze travel routes for features such as landscape, walkways, streets, intersections, seasonal factors, social environment, shelter availability, and pedestrian movement. How to analyze traffic flow at intersections controlled by various types of traffic lights such as turning lanes and pedestrian push buttons (actuated, semi-actuated). How to assess the environment for both student safety and personal safety of the instructor. The process for selecting travel route and mode of transit based on analysis of environment, student's disability, and student and family preferences.
  Source:http://www.nadtc.org/wpcontent/uploads/634712454477172250_Competencies_for_the_Pra.pdf

- **Person-First Language:**
  People-First Language emphasizes the person, not the disability. By placing the person first, the disability is no longer the primary, defining characteristic of an individual, but one of several aspects of the whole person. People-First Language is an objective way of acknowledging, communicating, and reporting on disabilities. It eliminates generalizations and stereotypes, by focusing on the person rather than the disability.
  Source: https://www.thearc.org/who-we-are/media-center/people-first-language

- **Preferred Pronouns:**
  A pronoun is a word that refers to either the people talking (like I or you) or someone or something that is being talked about (like she, it, them, and this). Gender pronouns (like he and hers) specifically refer to people that you are talking about.
  Source: https://www.ccsu.edu/lgbt/files/PreferredGenderPronounsForFaculty.pdf

- **Preferred Gender Pronoun:**
  A "preferred gender pronoun" (or PGP) is the pronoun that a person chooses to use for themselves. For example: If Xena's preferred pronouns are she, her, and hers, you could say "Xena ate her food because she was hungry."
  Source: https://www.ccsu.edu/lgbt/files/PreferredGenderPronounsForFaculty.pdf

- **Travel Options Counseling:**
  The Travel Options Counselor serves as the primary point of contact for customers who might benefit from travel options counseling and education. The Travel Options Counselor works to counsel and educate older adults and people with disabilities about all available transportation options in their community. This is most often accomplished at the individual level, but information may also be presented in a group setting out in the community.
  Source: https://rideconnection.org/assets/pdf/4-Travel_Options_Counselor.pdf?c=

- **Truncated Domes:**
  Ground surface indicators designed to assist and warn pedestrians who are blind or visually impaired.
  Truncated domes feature a unique pattern of cones that are easily detected by a cane or foot, alerting the visually impaired to the presence of a street or sudden drop-off.
  Source: https://www.handiramp.com/ada-guidelines/ada-truncated-domes.htm

Acronyms

- ADA: Americans with Disabilities Act
  The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990, by President George H.W. Bush. The ADA is one of America's most comprehensive pieces of civil rights legislation that prohibits discrimination and guarantees that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life -- to enjoy employment opportunities, to purchase goods and services, and to participate in State and local government programs and services. Modeled after the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, sex, or national origin – and Section 504 of the Rehabilitation Act of 1973 -- the ADA is an "equal opportunity" law for people with disabilities.
  To be protected by the ADA, one must have a disability, which is defined by the ADA as a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.
  Source: https://www.ada.gov/ada_intro.htm

- ATI: Association of Travel Instruction
  The Association of Travel Instruction, founded in 1998 and incorporated in early 2001, is a national professional association, which exists to develop the relatively new professions of travel training instructor and travel trainer for seniors and persons with disabilities, other than those with blindness.
  Source: https://www.travelinstruction.org/

- CTANW: Community Transportation Association of the Northwest
  Community Transportation Association of the Northwest provides our members, partners and communities with tools, resources and information, and advocates for favorable policies and practices so they can provide equal opportunities and mobility and transportation options for all people, particularly those with specialized transportation needs.
  Source: http://www.ctanw.org/Home/About

- HSTP: Human Services Transportation Plan
  Prepared under the auspices of the Washington State Department of Transportation, serves as a strategic framework for addressing the state's existing and future human services transportation needs. Developed through collaboration with affected stakeholders and with public input, the Statewide HSTP provides a set of recommendations to facilitate coordination and maximize resources to meet the state's increasing human services transportation needs.

  Source: https://www.wsdot.wa.gov/NR/rdonlyres/657F143D-8E8D-481E-9281-C4BDD8B4D5BC/0/PTReportWashingtonStatewideHumanServicesTransportationPlan2013.pdf
- ODOT: Oregon Department of Transportation

The Oregon Department of Transportation began in 1913 when the Oregon Legislature created the Oregon Highway Commission to "get Oregon out of the mud."
Today, we develop programs related to Oregon's system of:
- highways, roads, and bridges;
- railways;
- public transportation services;
- transportation safety programs;
- driver and vehicle licensing;
- and motor carrier regulation.

Source: https://www.oregon.gov/ODOT/About/Pages/Mission.asp

- RideSourceNW: Ride Source Northwest
  RideSourceNW is designed to connect passengers and advocates to transportation providers and resources that match their unique mobility and transportation needs. In addition, the site is designed to promote coordination and collaboration among providers and regional mobility management, travel options counseling and travel training professionals. The site can be used to search transportation providers that meet specific needs, connect passengers or industry professionals. The site features three options to make connections: 1) Find a list of transportation providers that meet your unique transportation, destination and mobility needs by using the "Find My Ride Options" search feature! Your search will include transportation providers that meet your selections, as well as your region's mobility management, travel training and transportation assistance resources; 2) Use the county-selector to find your region's Mobility Management professional. Your region's mobility manager or mobility management professional can help you navigate the various transportation options, and help you find which would work best for you. This is a great feature when traveling across multiple county lines, or when ……………………….you need to speak with someone who can help you map the courses that best meet your needs. 3) Need additional assistance or prefer using the phone to get started? No problem! Dial 2-1-1 to speak with a Community Information Specialist to get started down the right path.
  Source: http://www.ridesourcenw.org/FAQs

- RTAP: National Rural Transit Assistance Program
  National Rural Transit Assistance Program is a program of the Federal Transit Administration dedicated to creating public & rural transit solutions in America through technical assistance, partner collaboration and FREE training and other transit industry products.
  Source: https://www.nationalrtap.org/

- Service Animal Definitions
  o FTA: Federal Transit Administration
    Under Department of Transportation (DOT) Americans with Disabilities Act (ADA) regulations at 49 C.F.R. Section 37.167(d), transit providers are required to permit service animals to accompany individuals with disabilities in vehicles and facilities. Service animals are animals that are individually trained to perform tasks for people with disabilities, such as guiding people who are blind, alerting people who are deaf, pulling wheelchairs, alerting and protecting a person who is having a seizure, or performing other special tasks. A transit provider may ask if an animal is a service

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animal or ask what tasks the animal has been trained to perform, but cannot require special ID cards for the animal or ask about the person's disability. A service animal may not be excluded unless the animal is out of control and the animal's owner does not take effective action to control it or the animal poses a direct threat to the health or safety of others.
Source: https://www.transit.dot.gov/regulations-and-guidance/civil-rights-ada/frequently-asked-questions

- o Seattle:
  Service animals are broadly defined in Seattle and include therapy, emotional support, companion animals and more. Fair housing law requires reasonable accommodations and a service animal falls into this category. You can ask for verification of the tenant's disability-related need for the animal from a doctor or other qualified third-party but you cannot ask specifically about the disability. "No pet" policies do not apply, and training of a service animal is not required. You cannot charge the tenant a pet deposit for their service animal or restrict the breed of the tenant's service animal. A tenant is responsible for the behavior of their service animal and any damage that their service animal causes to the property.
  Source: https://www.seattle.gov/rentinginseattle/housing-providers/moving-a-tenant-in/pets-vs-service-animals

- o Washington State:
  "Service animal" means any dog or miniature horse, as discussed in RCW 49.60.214, that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by the service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
  Source: https://app.leg.wa.gov/rcw/default.aspx?cite=49.60.222

- o Oregon State:
  Under Oregon's disability discrimination law and the federal Americans with Disabilities Act (ADA), people with disabilities may bring assistance animals to all "public accommodations," including businesses, motels, restaurants, stores, theaters, schools, government buildings, and more. Public accommodations in Oregon must comply with both state and federal law.
  Source: https://www.nolo.com/legal-encyclopedia/oregon-laws-on-service-dogs-and-emotional-support-animals.html

- ▪ **DSB: Department of Services for the Blind**
  Washington State Department of Services for the Blind (DSB) provides training, counseling, and support to help Washington residents of all ages, who are blind or visually impaired,

pursue employment, education, and independent living. Our goal is "Inclusion, Independence, and Economic Vitality for People with Visual Disabilities."
Source: https://dsb.wa.gov/about/about-us.shtml

- WSDOT: Washington State Department of Transportation
The Washington State Department of Transportation is the steward of a multimodal transportation system and responsible for ensuring that people and goods move safely and efficiently. In addition to building, maintaining, and operating the state highway system, WSDOT is responsible for the state ferry system, and works in partnership with others to maintain and improve local roads, railroads and airports, as well as to support alternatives to driving, such as public transportation, bicycles and pedestrian programs.
Source: https://www.wsdot.wa.gov/About/default.htm

RESOURCES

CTANW Website Resources

- <u>Mentorship Programs and Opportunities</u>
  For mentorship opportunities, please visit the CTANW website for more details and contact information.

- <u>Sample Forms</u>
  For sample forms relating to Travel Training Industry Standards, please visit the CTANW website to download additional resources.

- <u>Travel Training</u>
  For information and forms related to Travel Training, please visit the CTANW website to download available forms.

Services

- Resource Network: 211

Types of Referrals Offered by 211: 211 provides callers with information about and referrals to social services for every day needs and in times of crisis. For example, 2-1-1 can offer access to the following types of services:
  - <u>Basic Human Needs Resources</u> – including food and clothing, shelters, housing, utility assistance.
  - <u>Disaster Response and Recovery</u> – works with the emergency management team during a disaster to offer support and place for dissemination of information.
  - <u>Mental Health and Health Resources</u> – including counseling, support groups, drug and alcohol treatment, health insurance programs, Medicaid and Medicare, maternal health resources, health insurance programs for children, medical information lines, clinics, and hospitals.
  - <u>Employment Supports</u> – including job training, employment services, transportation assistance and education programs.
  - <u>Older Adults and Persons with Disabilities</u> – including adult day care, community meals, respite care, home health care, transportation and homemaker services.
  - <u>Children, Youth and Family Support</u> – including child care, after school programs, educational programs for low income families, family resource centers, and recreation programs, mentoring, tutoring and protective services.
  - <u>Volunteer Opportunities and Donations</u> – Individuals who wish to donate time, goods or money to community organizations can find this information by dialing 211.
  Source: https://www.helplinecenter.org/

Trainings

- ATI: Association of Travel Instruction:
  https://www.travelinstruction.org/

- CTANW: Community Transportation Association of the Northwest:
  http://www.ctanw.org/Learn

- Developmental Disabilities Administration: https://www.dshs.wa.gov/dda/events-and-training/events-and-training

- Easter Seals Project Consulting: https://www.projectaction.com/

- National Center for Mobility Management: https://nationalcenterformobilitymanagement.org/training/

- RTAP: National Rural Transit Assistance Program: https://www.nationalrtap.org/Training/Training-Overview

- Washington State Transit Insurance Pool: https://www.wstip.org/events/event_list.asp

Washington

State Agencies and Organizations

Washington State Agencies ADA Coordinators

2-1-1 King County (Washington Information Network)

9725 3rd Ave NE, Suite 300

Seattle, WA 98115

Dial 2-1-1

1-800-621-4636

Aging and Disability Services

Seattle Human Services Department

700 5th Avenue, 51st Floor

Seattle, WA 98124-4215

206-684-0660

TTY: 206-684-0702

https://www.agingkingcounty.org/

American Foundation for the Blind

Toll free: 1-800-232-5463

The Arc of Washington State

Advocates for the rights of citizens with developmental disabilities.

Toll free: 1-888-754-8798

Attention Deficit Disorder Association (ADDA)

1-800-939-1019

Autism Society of America

Toll free: 1-800-328-8476

Brain Injury Alliance of Washington

Toll free: 1-877-824-1766

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)

Toll free: 1-800-233-4050

Center for Change in Transition Services

206-296-6494

Disabilities, Opportunities, Internetworking, and Technology (DO-IT)

Toll free: 1-888-972-3648 (voice/TTY)

Department of Rehabilitation Medicine, University of Washington

206-543-3600

Deaf-Blind Service Center (DBSC)

206-323-9178 (TTY)

Washington State Resources for Parents of Children and Youth with Disabilities

Disability Rights Washington

Toll free: 1-800-562-2702

Washington State Department of Social and Health Services (DSHS)

DSHS Office of the Deaf and Hard of Hearing

WA State Health Care Authority Behavioral Health and Recovery

WA State Department of Children, Youth, and Families

Office of the Superintendent of Public Instruction, Special Education

360-725-6075

WA State Office of the Insurance Commissioner

Epilepsy Foundation Northwest

206-547-4551

NOFAS Washington (National Organization on Fetal Alcohol Syndrome)

206-940-2832

800-666-NOFAS (800-666-6327)

Governor's Committee on Disability Issues and Employment

PO Box 9046

Olympia, WA 98507-9046

Phone: 360-902-9511

Fax: 360-586-4600

Toby Olson, Executive Secretary of the Committee: 360-902-9489

Email: gcde@esd.wa.gov

Hearing, Speech, and Deaf Center

Toll free: 1-888-222-5036

206-388-1275 (TTY)

King County Civil Rights Commission

206-296-7592

206-296-7596 (TTY)

Learning Disabilities Association (LDA) of Washington

425-882-0820

Special Education Technology Center

Central Washington University

400 East University Way

Ellensburg, WA 98926

509-936-3350

Washington State Human Rights Commission

Toll free: 1-800-233-3247 (SE HABLA ESPAÑOL)

TTY: 1-800-300-7525

Washington State Policy on Service Animals

SightConnection

Toll free: 1-800-458-4888

Spina Bifida Association of Washington State

Toll free: 1-888-289-3702

Summit Assistance Dogs

360-293-5609

Technical Assistance Centers

Job–Driven Vocational Rehabilitation Technical Assistance Center (JDVRTAC)

The purpose of the JDVRTAC is to (a) improve the ability of State VR agencies to work with employers and providers of training to ensure equal access to and greater opportunities for individuals with disabilities to engage in competitive employment or training; amongst other resources to help towards employment and training.

Telecommunications Relay Services
Toll free: 1-800-833-6384
Toll free: 1-800-833-6388 (TTY); 711 (TTY)
Toll free: 1-800-833-6385 (Tele-Braille)
Toll free: 1-877-833-6341 (speech to speech)
Addiction Resource: Washington Rehabs
Washington Sensory Disabilities Services
Toll free: 1-800-572-7000 (voice/TTY)

Washington Talking Book and Braille Library
206-615-0400
206-615-0418 (TTY)
Washington State Client Assistance Program (CAP)
Toll free: 1-800-544-2121
Toll free: 1-888-721-6072 (TTY)
Washington Assistive Technology Act Program (WATAP)
Toll free: 1-800-214-8731
Toll free: 1-866-866-0162

Washington State Department of Veterans Affairs
Toll-free: 1-800-562-2308
1102 Quince St SE, PO Box 41150
Olympia, WA 98504-1150
Washington Protection and Advocacy System (WPAS)
Toll free: 1-800-562-2702
Toll free: 1-800-905-0209 (TTY)
Washington Speech-Language-Hearing Association
206-209-5270
Washington State Department of Services for the Blind
Toll free: 1-800-552-7103
Washington State Developmental Disabilities Council
Toll free: 1-800-634-4473
Washington State DSHS, Division of Vocational Rehabilitation
Toll free: 1-800-637-5627