

**Allegheny Intermediate Unit**

**WORKFORCE  
AND  
CAREER DEVELOPMENT  
PROGRAMS**

**EASTER SEALS PROJECT ACTION**

**PROJECT ACTION IN ACTION  
HELPING SCHOOLS MEET THE TRANSPORTATION  
NEEDS OF STUDENTS WITH DISABILITIES**

**PROJECT NUMBER 456-6211-01-101**

**FINAL REPORT  
AUGUST 22, 2008**

**CO-MOBILITY MANAGERS**

**GLENN BEIGAY TRAVEL INSTRUCTOR  
MICHELLE HOLSOPPLE TRAVEL INSTRUCTOR  
SUSAN L. GRANT TRANSITION COORDINATOR**

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# **I. ROSTER OF COMMITTEE MEMBERS:**

## **AIU Contact and Mobility Chairs:**

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**Northern Area School Districts:**

<p><b>Fox Chapel</b>          John Broderick - parent          207 Twelfth Street          Pittsburgh, PA 15215          (412) 782-0728</p> <p>Emily Broderick - student          207 Twelfth Street          Pittsburgh, PA 15215          (412) 782-0728</p> <p>Stacie Dojonovic - Transition Coordinator  <a href="mailto:Stacie_dojonovic@fcasd.edu">Stacie_dojonovic@fcasd.edu</a>          Dr. Lynn Porterfield- Special Education Supervisor  <a href="mailto:Lynn_porterfield@fcasd.edu">Lynn_porterfield@fcasd.edu</a></p>	<p><b>North Allegheny</b>          Andrea Tuccillo– parent  <a href="mailto:andreatuccillo@aol.com">andreatuccillo@aol.com</a></p> <p>Jeannie DiMartino – Transition Coordinator  <a href="mailto:jdimartino@northallegheny.org">jdimartino@northallegheny.org</a></p> <p>Gwen Maximo – Special Education Supervisor  <a href="mailto:GMaximo@northallegheny.org">GMaximo@northallegheny.org</a></p>
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## **II. MINUTES FROM MEETINGS**

### **JUNE 25, 2008**

Easter Seals Project Action Grant  
Team Meeting Minutes  
June 25, 2008  
5:30-7:30pm  
Allegheny Intermediate Unit

Persons in attendance: Susan Grant, Michelle Holsopple, Glenn Beigay, Karen Hoesch, Richard Meritzer, Delena Niggel, Jeff Parker, Beth Sipe, Andrea Tuccillo, and Vera Krofcheck

#### **Welcome and Introductions**

The meeting began at 5:30pm with opening remarks by Susan Grant welcoming everyone to the meeting. Susan explained how to complete the reimbursement form and the amount of the reimbursement. She reviewed all the information in the packets including the contact information sheet for everyone to review to make sure the information is correct.

Michelle Holsopple then began to explain the reason and outcomes for the Project Action grant. It is the goal of the grant to form a community team in order to identify barriers in school districts and develop potential solutions for transporting students with disabilities. During the course of the meetings, we will be looking at Framework for Action assessment tool and developing Individual Transportation Plans.

#### **Review project and desired outcomes**

##### **Northern Area\* Transportation Plan**

##### **Individual Transportation Plan**

Del Niggel shared about her vision in developing an ITP for students with special needs in the Commonwealth of Pennsylvania. She shared examples of plans that have been developed and information from NHTSA and NAPT. Her desire is to use the Transition checklist for to help schools in providing the necessary information for transporting students with specific healthcare needs.

Other members of the team continued the conversation and below are some of the main points of each member who contributed to the conversation:

Karen Hoesch

- School based transportation and public transportation are two totally different systems which have different skills and expectations. It will be helpful for the ITP not only to look at the plan for school bus transportation but would identify appropriate students to make the successful transition to using public transportation including Para transit. This will identify the supports they will need to make this transition successful.
- What can each system reasonably do and aligning expectations of those involved.
- The question posed to families is to consider what to do when there is no school based transportation.

Andrea Tuccillo

- The IEP is an important tool to ensure students are receiving appropriate education so there should be a specific location on the IEP where you check off that the student needs a transportation assessment. If it is not generated in the IEP, then it falls on the parent to bring the need to the IEP team to add transportation to the transition part of the IEP.
- As a parent, she wanted her child to have an opportunity to use Access while in school, but the school district had concerns for the liability of transporting the student while during school hours to his employment.

Jeff Parker

- As we build up all these supports while using school based transportation leading to transition, there needs to be a safety net to take the person the next level once they reach the point of transition. Transportation supports need to be improved to help this process.

Rich Meritzer

- Develop a plan or model to use non school time travel in order to educate the parent to address needs and experiences in using public transportation and Para transit systems.
- We should be educating the drivers in the school system the message of why it is important to provide supports for these students with disabilities so they can be the best drivers and providing the best services.
- Develop a peer/buddy system so the students can become familiar with other transportation systems with the assistance of another peer who has had the success and experience of using these systems. This can be creatively done by using different clubs and organizations in the school system itself.
- Consider inner-municipally and publicly/privately owned transportation as options to address transportation issues in the Northern Region. Look at grants to the Northern Area of the county to fund transportation initiatives.

Vera Krofcheck

- Teach how public transportation works more globally.
- Create a model of where employment and recreation destinations are in an area. Get the school districts at the conversation table with municipal leaders, employers, and other community stake holders.
- Define the priorities for transportation in each school district. Karen then shared about the concept of transportation design for the community at whole not just students or with those with disabilities. This endeavor has more of an opportunity to get funded as a new project.

Beth Sipe

- In her school district, they have a Transition binder for each special education student. The binder should include transportation options even if there is no public transportation in the area.

Glenn Beigay

- Share information to the districts about travel instruction services and the resources that are available assist them in the transition process and transportation options.

Susan Grant

- Another option for districts to reduce cost and the need for transportation is to possibly share rides with and between districts.

### **Medicaid changes and possible impact to districts**

Susan Grant shared that school districts need to submit transportation costs back to Medicaid for reimbursement at 54 percent. Money can be used for services such as programs, equipment, etc. The changes are on hold until the new president is elected in November 2008. This new programming may not impact transition.

### **Review district reports on individual transportation plans and antidotal information**

- Susan Grant reported that she spoke with Stacie Dojonovic in the Fox Chapel School District and Stacie reports that outside agencies are recommending that the students stay in school until age of 21 so they get all/full transition services. This will raise the costs of the district since the students are remaining in the district until the age of 21 and the district is providing the services rather than adult services.
- Karen Hoesch shared about federal dollars available and the Connections Program with Access. This program is to help students or anyone with a disability that is functionally able to use the fixed route but there are no fixed route systems for them to safely walk to. This links students as they are about to graduate to get them to work or just to the bus stop. It is the hope that the school districts can partner with Access to develop this program as a funding match. Part of the package is travel instruction.

### **Framework for Action Self Assessment Tool**

Michelle reviewed the assessment tool and the purpose in coordination with in the region and community. Each team member is to look at the assessment tool and complete the information for discussion at the next meeting.

### **Next steps**

Subcommittees:

1. Individual Transportation Plan – Susan Grant, Del Niggel,
2. Checklist for Transition/Transportation - Karen Hoesch, Andrea, Del Niggel
3. Access Connection – Karen Hoesch, Jeff Parker, Rich Meritzer
4. School District/Community Collaboration...Beth Sipe, Vera Krofcheck

## **JULY 9, 2008**

Easter Seals Project Action Grant  
Team Meeting Minutes  
July 9, 2008  
5:30-7:30pm  
Allegheny Intermediate Unit

**In Attendance** Michelle Holsopple, Glenn Beigay, Karen Hoesch, Richard Meritzer, Delena Niggel, Jeff Parker, Andrea Tuccillo, Barbara Tomlinson, Debby Helwig, John A. Broderick, Jeanne DiMartino, David Strager, Lisa Kay Schweyer, Paula Schmitt

### **Introductions**

The meeting began at 5:30pm.

Michelle opened up the meeting and welcomed everyone and each person introduced themselves.

### **Medicaid changes and possible impact to districts- Update**

Handouts were distributed on the topic of the Medicaid changes that may impact school districts. The one handout was on the comments of on proposed Rule Medicaid program that Karen Hoesch provided. The other handout was the PDE-352 Guidelines PA State Agencies Education on the School-Based Access Program. We reviewed the allowable list of expenditures and discussed what the impact will be on school districts. It was discussed that if Medicaid stopped, then districts would have to supplement this expenditure. Karen Hoesch stated that she will email everyone information from the federal regulations on Medicaid and possible changes.

Conversation was discussed that transportation costs are rising in the school districts due the constant rise in fuel prices. Other districts have used the Medicaid funding to pay for the salary of para-educators on the transit route but may now look for other means of funding.

### **Framework for Action Self Assessment Tool**

Michelle and Glenn shared about the tool, its sections, and the purpose of the tool to gather information and identify priorities. We reviewed the entire assessment tool as a group. Each person had the opportunity to review the assessment tool since the last meeting. The following is a summary of the section ratings and key points we discussed under each section:

#### **Section 1 – Making Things Happen by Working Together**

Question 1. **Needs Significant Action**

Question 2. **Needs Significant Action**

Question 3. **Needs Action**

Question 4. **Needs Significant Action**

Question 5. **Needs Significant Action**

Overall Evaluation Rating: **Needs Significant Action**

- Agencies are realizing the inefficiency but not realizing it together as a whole. There is not one overall vision that encompasses all groups. Each agency is acting as their own silo (taking care of own 'backyard') and creating their own vision. This leads to too much fragmentation, too little coordination.
- There is a need for one umbrella vision statement. One area that this may be at beginning stages is the Connect '09 initiative through Port Authority.
- There are different groups throughout Allegheny County that work toward coordinated transportation (ATWIC, CAT, etc.), but not one core group such as the one formed here. There is a need to create an inventory of who these groups are (that already exist) in our region.
- There have been efforts to get cross disability representation (people with different disabilities) to come to the table together. However it has been difficult to get people to come to the table around issues that they don't perceive to directly impact them. For example, it has been hard to get both seniors and persons with disabilities to serve on the same advisory council. With an issue as diverse as transportation, it may be difficult to get one group that serves the interests of all populations.

- There is a coordinated plan that was developed in our region but only encompasses three programs, 5310, 5316, and 5317. This represents a small percentage of transit dollars. It was a large effort compared to the impact it has in the region. Medicaid was not part of this plan.
- Allegheny County is at the forefront of human services coordination, but it is mainly focused on adults, beginning at age 18. The education system has not been included and transition has not been addressed to plan for how young people will access the adult transit system. One of the school districts present agreed that they cannot get their students jobs because coordination does not take into account those under the age of 18.
- There is no transition bridge to the adult system. There are individuals who do not qualify for ACCESS, but need training in order to use the public transportation system.
- In addition, there are areas in the local community that need to have public transportation service.
- Another assumption is that both education and human service agencies think that each has the funding to support needed services.
- Transportation needs to be shared more efficiently between school districts and public transportation providers during the transition years. This includes training to navigate the system and coordination of options for transportation. Such shared transportation options can extend the student's educational day.
- Discussion of the role of the Southwestern Pennsylvania Commission (SPC) in our region and how they work together with other agencies/other regions. From this perspective, there is coordination between Allegheny County and other surrounding counties.
- Lisa Kay provided an explanation of SPC's public outreach component where members of the public all have a voice and can give feedback and learn what is happening with funding. When federal transportation \$ are allocated to the region the region has the power to decide how those \$ are spent and how much money is spent on different projects. This is done through the Transportation Improvement Plan. Lisa Kay offered to share A Guide to Transportation Planning (a resource offered by SPC) with community team members.
- At the municipality level, each municipality has their own regulations; they need to relate what they are doing to the transportation plan.
- At the level of decision making and government leaders, they are not looking at the 'big picture', but rather at their particular constituency. In this way the framework does not trickle down to 'on the street' coordination.
- In terms of momentum, budgets do not include the increase in the price of gas and the time may be right because people are interested in coordination for this reason. People are driven to transit, but transit costs are also increasing as a result of increasing fuel costs. There are many people, groups that believe in the concept of coordination, but do not have the \$ to follow it. So, there is momentum, but not necessarily a 'positive' momentum but rather a 'reactive' momentum. Some effort to have costs covered under someone else's budget, rather than true coordination.
- There was some discussion at this point about the need for a 'common' language. There is terminology and concepts specific to education and likewise transit vocabulary. There is a need for each profession to learn about the other to gain a perspective in the coordination process.
- From an education perspective, school districts are mandated by the IEP. The Individual Transportation Plan and Transition Checklist can be tools to make the connection between education and transportation.
- Brainstorming on some potential ways to coordinate between public transportation and school district transportation were discussed. These included school district renting out district owned vehicles to the transportation provider when not in use by the school district

to transport students (for example after 3 p.m. and on weekends) as a means to coordinate transportation and generate revenue. Another idea was to negotiate a cost for transportation provided by the public transit provider with the school district paying a % of the cost and the public transit agency paying the rest (instead of the school district purchasing vehicles). The school district could define the amenities they want for student transportation in exchange for a higher co-pay. Possibility to try a ‘demonstration’ project in the North Hills area was discussed.

## Section 2 - **Taking Stock of Community Needs and Moving Forward**

Question 6. **Needs action**

Question 7. **Needs action**

Question 8. **Done well**

Question 9. **Done well**

Question 10. **Needs significant action**

Question 11. **Needs action**

Question 12. **Needs action**

Question 13. **Done well (within the coordinated system, i.e. ACCESS)**

Question 14. **Done well**

Question 15. **Needs significant action**

### Overall Evaluation Rating – **Needs Action**

- There is an inventory of community transportation options. Education was recently included (with the evacuation plan) but is only partially represented in this inventory. The inventory is not yet accessible in one location.
- There was a survey included as part of the Coordinated Plan, but is limited to those agencies that responded to the survey and those that were present at public meetings.
- In information/response is more complete in Allegheny County, but less so as you move outside of the county. There has been discussion on how often the Coordinated Plan should be updated and how to reach the areas where we don’t have information.
- There have been household surveys of people who do not use transit and why they don’t use it. We need to do better in surveying the people who do not use public transportation.
- Use of technology is done well.
- Many human service budgets do not have line items for transportation. For those that do, “Is the line item adequate to provide the transportation necessary?”
- Strategic plan is considered to be the Long Range Plan and Transportation Improvement Plan in this region.
- Data collection done well within the coordinated system (ACCESS, PAT) but question raised as to how well this is actually done in the county as a whole, not just within the coordinated system. The rating of ‘done well’ was based on the coordinated system.
- Need to collect data on the benefits of coordination and communicate these strategically.
  
- Good documentation of services in the Coordinated Plan that was done recently. Household surveys are done well. We do a good job of surveying people who use public transportation, need to reach out to those who don’t use it.
- Education has not been included in these surveys as a stakeholder group in general.

## Section 3 – **Putting Customers First**

- Question 16. **Needs action**  
 Question 17. **Needs significant action**  
 Question 18. **Needs significant action**  
 Question 19. **Done well**  
 Question 20. **Needs Significant action**

Overall Evaluation Rating – **Needs action**

- All students (those with disabilities as well as those without) need to be taught how to use public transportation systems.
- Large population of individuals with Autism coming up through the school system will need to have education/preparation to successfully negotiate the public transportation system as adults.
- Educators obtained new information about other transportation options in the region (other than Port Authority and ACCESS) at the Transportation Summit in April. Also learned new information about the fixed route and para-transit system and eligibility requirements that they were not familiar with before.
- The Coordinated System (ACCESS, PAT) does a good job of obtaining customer ideas and concerns at each step of the coordination process. ACCESS conducts a customer satisfaction survey with a 60% response rate and has an aggressive complaint process. Each of their major sponsors also requires a customer service survey. However, the same can not necessarily be said for the all services within the county.
- Limited # of travel instruction programs in the region. Allegheny Intermediate Unit program. Need for services for more than just school-age individuals-need for services for adults and senior citizens who have lost the ability to drive.

Section 4 – **Adapting Funding for Greater Mobility**

21. **Done well**

22. **Done well**

Overall Evaluation Rating – **Done well**

- With respect to tracking financial data across programs, again considered to be done well within the coordinated system, but question as to how well it is done overall (across all programs).
- Automated billing and seamless payment system in place within the coordinated system.

Section 5 – **Moving People Efficiently**

23. **Done well**

24. **Done well**

25. **Needs action**

26. **Needs significant action**

Overall Evaluation Rating – **Needs action**

- We do not currently have a centralized dispatch system and could benefit from the new technology.

- Need significant action in the area of locating facilities to promote safe, seamless, and cost-effective transportation services. Barriers in this area created when a business or municipality does not want public transit service in a particular area.

## **Individual Transportation Plan**

Delana Niggel reported that she spoke to our regional representative from American Academy of Pediatrics, Kathy Strotmeyer about the Individual Transportation Plan. The American Academy of Pediatrics is our partner in that effort.

## **JULY 28, 2008**

Easter Seals Project Action Grant  
Team Meeting Minutes  
July 28, 2008  
5:30-8:00pm  
Allegheny Intermediate Unit

Persons in attendance: Michelle Holsopple, Glenn Beigay, Susan Grant, Karen Hoesch, Richard Meritzer Delana Niggel, Jeff Parker, David Strager, Vera Krofcheck, Joe Kleppick

## **Introductions**

The meeting began at 5:30pm.

Susan opened up the meeting and welcomed everyone and each person introduced themselves. Del introduced a new person who was interested in being apart of the group. His name was Joe Kleppick.

## **Medicaid – Review**

Discussion was opened to review the Medicaid changes and how it will impact the school districts. It was noted that schools in Pennsylvania are not maximizing the use of their Medicaid reimbursement and this is a definite barrier. Since this is the case, Medicaid changes may not affect the school districts as much as we may think. A suggestion was to send out a questionnaire to the schools to ask how the changes will affect them. Del suggested that we contact Gloria Grego who is with Leader Services and to discuss her perspective on PA School-Based Medicaid Programs.

## **Framework for Action – Review**

Michelle opened discussion on the results from the last meeting on the Framework for Action questionnaire especially in the areas of section 4 on Adapting Funding for Greater Mobility and in section 5 on Moving People Efficiently. During the last meeting, the rating of these sections were very positive and the question was brought up is that rating accurate since the school district did not contribute a lot of input due to their lack of information on these topics. The individuals who were in attendance shared that the rating established at the previous meeting was a good reflection on how we are performing in these areas. The area that is lacking are ways to provide tools to the school districts, transition programs, special education programs to gain the knowledge and information they need on public transportation services. This will eliminate the gap in providing services. It was recommended that more training be available to school districts on travel training.

Subcommittee Reports:

- 1. Individual Transportation Plan – Susan, Del, Andrea, Jeannie**
- 2. Checklist for Transition/Transportation - Karen, Andrea, Del, Susan**

The group identified several resources as they developed this ITP and checklist to be used as part of the process for transportation. These documents are ways to consider options when determining modes of transportation for a student transitioning into the adult world. The main focus was on safe and appropriate travel for students with disabilities. It is to be used by the school districts with those students with special needs. The team reviewed the document and made some suggestions for possible changes on various topics. Susan Grant recorded the changes.

### **3. Access Connection – Karen Hoesch, Jeff Parker, Rich Meritzer**

The subgroup committee shared the purpose of Access Connection Program. It would respond to high priority gaps identified in the coordinated plan by providing transportation for those who are not currently eligible for any service or program, and responds to the impact recent Port Authority service cuts at all times of the day, especially during evening and weekend hours. This program will help the school districts and Allegheny Intermediate Unit's Travel Instruction program to develop conversation on transportation options. The connection program will be used to support and enhance the use of fixed route, integrated with Travel Instruction programs offered by Allegheny Intermediate Unit and other organizations, and will be a compliment to the fixed route system, not a replacement. This program is similar to the park and ride type of service. The committee would like to begin with three school districts in Allegheny County. It was suggested to start with three school districts who have contributed to this grant opportunity. The possible districts were Fox Chapel, North Allegheny, and Deer Lakes.

### **4. School District/Community Collaboration...Beth Sipe, Vera Krofcheck**

The members of this group were not available to discuss their information. Susan Grant will meet with the group to gather their information and report to the group.

**August 11, 2008**

Easter Seals Project Action Grant  
Team Meeting Minutes  
August 11, 2008  
5:30-8:00pm  
Allegheny Intermediate Unit

In attendance: Debby Helwig, Jeannie DiMartino, Andrea Tuccillo, Susan Grant, Michelle Holsopple, Del Niggel, Vera Krofcheck, Jeff Parker, Richard Meritzer

The conversation between Ken Thompson, Michelle, and Susan was shared. The final report will be sent around August 22<sup>nd</sup>. Medicaid situation was discussed; the report will reflect the information the districts shared not global information about PA. The committee reviewed the draft of the final report; recommendations were made and changes made. The committee committed to continuing to work on the project and will explore funding sources to support pilot projects. The next meeting date is September 22, 2008; the agenda will focus on action steps as outlined in the final report.

### III. FRAMEWORK FOR ACTION:

#### BUILDING THE FULLY COORDINATED TRANSPORTATION SYSTEM

##### *A Self Assessment Tool for Communities*

###### *Section 1: Making Things Happen by Working Together*

**Driving Factor:** *Individuals and organizations are catalysts for envisioning, organizing, and sustaining a coordinated system that provides mobility and access to transportation for all.*

- ❑ **1. Have leaders and organizations defined the need for change and articulated a new vision for the delivery of coordinated transportation services?**

###### *Decision Helpers*

✓ Leaders in human services agencies and public transportation have acknowledged that the existing network of transportation services is not yet sufficiently efficient, cost effective, or flexible enough to meet the mobility needs of people in the community or region.

✓ A clear and inspiring vision statement for improved service and resource management through coordination is supported by all partners and is regularly revisited to ensure its vitality.

✓ The vision drives planning and action.

###### **Using Decision Helpers**

Circle statements that apply to your situation to help determine your progress. The more positive statements that you can identify describing your system will indicate that a higher rating is appropriate.

**Progress Rating** (circle one rating that best describes your program)

 Needs to Begin    **Needs Substantial Action**    Needs Some Action    Done Well

- ❑ **2. Is a governing framework in place that brings together providers, agencies, and consumers? Are there clear guidelines that all embrace?**

###### *Decision Helpers*

✓ A shared decision-making body such as a coalition, lead agency, advisory board, and/or working group is taking a leadership role.

✓ The shared decision-making body includes public and private transportation providers, non-profit human services agencies, health providers, employment providers, and consumers.

✓ Those at the table are clear about and comfortable with the decision-making process, whether it is based on consensus or majority rule.

✓ Roles and responsibilities are outlined in a formal, written agreement.

✓ The shared decision-making group communicates effectively with those not at the table.

✓ The group meets regularly, establishes strategic and measurable goals and objectives, follows a work plan, and regularly evaluates its progress and performance.

**Progress Rating** (circle one rating that best describes your program)

 Needs to Begin    **Needs Substantial Action**    Needs Some Action    Done Well

- ❑ **3. Does the governing framework cover the entire community and maintain strong relationships with neighboring communities and state agencies?**

*Decision Helpers*

- ✓ The shared decision-making body covers an appropriate area, such as a region, and maintains collaborative working relationships with neighboring areas and with human service and state transportation agencies.
- ✓ The relationships are used to address service issues such as ensuring transportation services can cross jurisdictional boundaries, customers have access to easy transfer points, and that service is provided to individuals where transportation gaps exist or when people are too frail to use public transportation.
- ✓ The relationships are also used to work on policy and financial issues to create a framework that enhances coordination.

*Progress Rating* (circle one rating that best describes your program)

 Needs to Begin    **Needs Substantial Action**    Needs Some Action    Done Well

- ❑ **4. Is there sustained support for coordinated transportation planning among elected officials, agency administrators, and other community leaders?**

*Decision Helpers*

- ✓ The shared decision-making body has sustained support for coordination by calculating and communicating the specific benefits to community stakeholders.
- ✓ Elected officials, agency administrators, and community leaders have been active in coordinated transportation services planning.
- ✓ It is widely recognized and accepted that transportation must be integrated into community initiatives related to aging, disability, job training, and health care and services to low-income persons.
- ✓ Community leaders provide sufficient staff and budget and provide leadership on policy initiatives to support coordination efforts.

*Progress Rating* (circle one rating that best describes your program)

 Needs to Begin    Needs Substantial Action    **Needs Some Action**    Done Well

- ❑ **5. Is there positive momentum? Is there growing interest in and commitment to coordinate human service transportation trips and maximize resources?**

*Decision Helpers*

- ✓ Participation in and budget support for coordination initiatives are regularly increasing.
- ✓ Agencies are actively working together to ensure that service information, routes, and vehicles are coordinated; funding deployment is coordinated; and policies allow for better resource management and increased ridership.
- ✓ Momentum has been maintained even through difficult events such as budget crises and changes in leadership.

*Progress Rating* (circle one rating that best describes your program)

**Section 1: Evaluation:** After reviewing each of the questions and assessing our progress, my overall evaluation of how well we are doing in the area of *Making Things Happen by Working Together* is:

🕒 Needs to Begin   🚧 Needs Substantial Action   ↔ Needs Some Action   🏠 Done Well

- **Notes:** There is a need for one umbrella vision statement. There are different groups throughout Allegheny County that work toward coordinated transportation (ATWIC, CAT, etc) but not one core group such as the one formed here.
- There have been efforts to get cross disability representation (people with different disabilities) to come to a table together. However it has been difficult to get people to come to a table around issues that they don't perceive to directly impact them. For example, it has been hard to get both seniors and persons with disabilities to serve on the same advisory council.
- Allegheny County is at the forefront of human services coordination, but it is mainly focused on adults, beginning at age 18. There is no transition bridge to the adult system.
- There is no transition bridge to the adult world.

## ***Section 2: Taking Stock of Community Needs and Moving Forward***

***Driving Factor:*** A completed and regularly updated community transportation assessment process identifies assets, expenditures, services provided, duplication of services, specific mobility needs of the various target populations, and opportunities for improvement. It assesses the capacity of human service agencies to coordinate transportation services. The assessment is used for planning and action.

- ❑ **6. Is there an inventory of community transportation resources and programs that fund transportation services?**

### ***Decision Helpers***

- ✓ All entities in the region that buy, sell, or use transportation services have been identified.
- ✓ The inventory encompasses public transit systems, community non-profits, churches, schools, and private providers such as taxis.
- ✓ Transportation services provided by different federally funded programs such as Meals on Wheels, Medicaid, Head Start, Vocational Rehab Services, Independent Living Programs, employment services, and other programs have been identified and their scope of services catalogued.

***Progress Rating*** (circle one rating that best describes your program)

🕒 Needs to Begin   🚧 Needs Substantial Action   ↔ Needs Some Action   🏠 Done Well

- ❑ **7. Is there a process for identifying duplication of services, underused assets, and service gaps?**

***Decision Helpers***

- ✓ All entities providing transportation service in the region have been surveyed and information has been collected on geographic areas serviced, spending for transportation, types and number of trips provided, hours of operation, cost per trip, sources of funds, number and types of vehicles, number of trips per day/hour, and type of maintenance.
- ✓ Agencies providing travel training and eligibility assessments have been identified. ✓ The data has been analyzed to assess service duplication, underutilized assets, and inefficient service delivery.
- ✓ The data and the analysis have been shared with the decision- making body, community leaders, and others to drive and enhance coordination efforts.
- ✓ The data is regularly updated to ensure its ongoing value.

***Progress Rating*** (circle one rating that best describes your program)

 Needs to Begin    Needs Substantial Action    **Needs Some Action**    Done Well

**8. Are the specific transportation needs of various target populations well documented?**

***Decision Helpers***

- ✓ Information and data that outlines the needs and expectations of individuals with disabilities, older adults, youth, job seekers and persons with low-incomes has been collected.
- ✓ Non-users of transit have been asked through surveys, focus groups, or similar means to identify what characteristics would make transit an attractive choice.
- ✓ Major health and human service agencies have been asked through surveys, focus groups, or similar means to articulate what would motivate their clients to ride public transit.
- ✓ The data has been analyzed and used by the shared decision-making body to drive the coordination planning process.

***Progress Rating*** (circle one rating that best describes your program)

 Needs to Begin    Needs Substantial Action    Needs Some Action    **Done Well**

**9. Has the use of technology in the transportation system been assessed to determine whether investment in transportation technology may improve services and/or reduce costs?**

***Decision Helpers***

- ✓ The current use of transportation technology by transportation providers, service agencies, and advocacy groups for scheduling, dispatching, reservations, billing, and reporting has been assessed.
- ✓ Research has been conducted on ways in which investments in transportation technology can improve services and/or reduce costs.
- ✓ The survey and research data has guided decision making about adopting new technologies.

- ✓ The local provider is investigating ways, such as pooled acquisition, to help transportation providers, service agencies, and advocacy groups acquire transportation services technology.
- ✓ Ongoing discussions about using technology for coordinated transportation are conducted through list serves, face-to-face forums, and other means among providers and client agencies.

**Progress Rating** (circle one rating that best describes your program)

**Done Well**    **Needs Significant Action**    **Needs Some Action**    **Need to Begin**

- 10. Are transportation line items included in the annual budgets for all human service programs that provide transportation services?**

**Decision Helpers**

- ✓ Each human services agency participating in transportation coordination has listed transportation costs as a separate item in its budget to facilitate a strategic planning process for transportation services.
- ✓ These agencies have completed an analysis of how improved coordination can extend their current transportation resources and/or reduce the amount of funds spent on transportation

**Progress Rating** (circle one rating that best describes your program)

**Needs to Begin**    **Needs Substantial Action**    **Needs Some Action**    **Done Well**

- 11. Have transportation users and other stakeholders participated in the community transportation assessment process?**

**Decision Helpers**

- ✓ Stakeholder groups throughout the community have been systematically included in the assessment process through meetings, surveys, focus groups, and other means.
- ✓ Customers representing people with disabilities, older adults, and low-income populations serve on work groups and are actively engaged in the assessment and planning process.

**Progress Rating** (circle one rating that best describes your program)

**Needs to Begin**    **Needs Substantial Action**    **Needs Some Action**    **Done Well**

- 12. Is there a strategic plan with a clear mission and goals? Are the assessment results used to develop a set of realistic actions that improve coordination?**

**Decision Helpers**

- ✓ A regularly updated strategic plan or similar document has tangible goals and objectives, timelines, and methods for measuring performance and evaluating benefits.
- ✓ The mission and program goals are sufficiently long-range, comprehensive, and compelling to transcend changes in leadership or circumstances, conflicts over power and control of resources, and competing goals or personalities.

- ✓ Priorities for coordinating transportation services and a strategic action plan for achieving them were developed through open and informed discussions among all stakeholders.
- ✓ **Progress Rating** (circle one rating that best describes your program)

🔑 Needs to Begin   🧑 Needs Substantial Action   ↻ Needs Some Action   🏆 Done Well

- ❑ **13. Is clear data systematically gathered on core performance issues such as cost per delivered trip, ridership, and on-time performance? Is the data systematically analyzed to determine how costs can be lowered and performance improved?**

*Decision Helpers*

- ✓ Operations planning and service planning are priorities in our system.
- ✓ Data in core performance areas is collected, disseminated, and analyzed.
- ✓ In addition to typical reviews, there are efforts to lower costs and improve performance through exploring new and creative means to provide services.

**Progress Rating** (circle one rating that best describes your program)

🔑 Needs to Begin   🧑 Needs Substantial Action   ↻ Needs Some Action   🏆 Done Well

- ❑ **14. Is the plan for human services transportation coordination linked to and supported by other plans such as the Regional Transportation Plan, State Transportation Improvement Plan, human service program plans, and other state and local plans?**

*Decision Helpers*

- ✓ Human service agency representatives participate in transportation planning together with metropolitan or rural planning organizations, taking full advantage of their resources and coordination expertise.
- ✓ The cross-participation has created a set of mutually supportive and linked plans that actively strengthen coordination efforts.

**Progress Rating** (circle one rating that best describes your program)

🔑 Needs to Begin   🧑 Needs Substantial Action   ↻ Needs Some Action   🏆 Done Well

- ❑ **15. Is data being collected on the benefits of coordination? Are the results communicated strategically?**

*Decision Helpers*

- ✓ To maintain support for transportation coordination, the benefits of coordination are routinely documented and communicated to community leaders and the public.
- ✓ The number of individuals that receive transportation services, the types of services they receive, and the costs associated with those services are all tracked.
- ✓ There is also a focus on collecting information on the economic and quality of life benefits of connecting people to jobs, health care, education, training, and social support networks.
- ✓ The results are regularly published and disseminated for community members, elected officials, and agency leadership.

✓ Presentations are made throughout the year at local committee meetings to help agencies and organizations recognize the needs and the opportunities for coordinated transportation services.

*Progress Rating* (circle one rating that best describes your program)

 Needs to Begin    **Needs Substantial Action**    Needs Some Action    Done Well

### ***Section 3: Putting Customers First***

*Driving Factor: Customers including people with disabilities, older adults, and low-income riders have a convenient and accessible means of accessing information about transportation services. They are regularly engaged in the evaluation of services and identification of needs.*

- ❑ **16. Does the transportation system have an array of user-friendly and accessible information sources?**

#### ***Decision Helpers***

- ✓ Information about transportation services and options is easy to obtain in our community.
- ✓ There is a “one-stop” resource such as a toll-free number or a Web site where consumers can obtain information about service and schedules and make reservations regardless of provider.
- ✓ There are “mobility managers” within human service agencies that advise their clients about transportation options.
- ✓ Information is accessible and can be obtained in electronic, Braille, or large-print formats.
- ✓ Customer representatives are available to assist first time users or people needing extra help.
- ✓ The system is designed for the general public as well as for people with special needs and clients of human service agencies.
- ✓ Technology is used effectively to enable and support information systems.

*Progress Rating* (circle one rating that best describes your program)

 Needs to Begin    Needs Substantial Action    **Needs Some Action**    Done Well

- ❑ **17. Are travel training and consumer education programs available on an ongoing basis?**

#### ***Decision Helpers***

- ✓ Persons with disabilities and others can avail themselves of travel training programs to learn how to safely ride public transportation.
- ✓ There are transitional programs for older adults and others that help individuals recognize and feel comfortable with alternative transportation options if and when they are not able to drive a car.
- ✓ Consumer education programs are available to help new or potential riders learn how to use the system, including learning how to read a schedule, how to identify the bus number, how to pay the fare, where to wait for the bus, and other key skills.

*Progress Rating* (circle one rating that best describes your program)

 Needs to Begin  **Needs Substantial Action**  Needs Some Action  Done Well

- ❑ **18. Is there a seamless payment system that supports user-friendly services and promotes customer choice of the most cost-effective service?**

*Decision Helpers*

- ✓ Regardless of the funding source for each particular trip, the customer or client uses the same payment mechanism each time.
- ✓ If there is a fixed route system, a transit pass has been implemented to encourage riders to choose lower-cost fixed route services. The billing process is transparent to the consumer.
- ✓ The seamless payment system enables customers to choose appropriate cost-effective transportation services.
- ✓ These payment systems may include universal payment cards, fare cards, and similar mechanisms.
- ✓ Up-to-date technology is being used to support and manage this system.

*Progress Rating* (circle one rating that best describes your program)

 Needs to Begin  **Needs Substantial Action**  Needs Some Action  Done Well

- ❑ **19. Are customer ideas and concerns gathered at each step of the coordination process? Is customer satisfaction data collected regularly?**

*Decision Helpers*

- ✓ Customer input was gathered during the planning and needs assessment process through town meetings, surveys, focus groups, or similar means.
- ✓ Consumer representatives are active members of advisory and other work groups. In addition, a customer service-monitoring program provides information for a yearly “report card” or similar status report.
- ✓ Customers are encouraged to submit suggestions, complaints, and compliments. Actions are taken on complaints within 24 hours of receiving them.

*Progress Rating* (circle one rating that best describes your program)

 Needs to Begin  Needs Substantial Action  Needs Some Action  **Done Well**

- ❑ **20. Are marketing and communications programs used to build awareness and encourage greater use of the services?**

*Decision Helpers*

- ✓ There are active marketing and communications programs that promote the ease and accessibility of coordinated transportation services.
- ✓ The programs use an array of media such as direct marketing, public service announcements, advertisements in local newspapers, and articles and notices in newsletters of various community organizations.

✓ Information is also disseminated through human service agencies, employment specialists, health care providers, and civic organizations and churches.

**Progress Rating** (circle one rating that best describes your program)

 Needs to Begin  **Needs Substantial Action**  Needs Some Action  Done Well

**Section 3: Evaluation:** After reviewing each of the questions and assessing our progress, my overall evaluation of how well we are doing in the area of **Putting Customers First** is:

 Need to Begin  Needs Significant Action  **Needs Some Action**  Done Well

**Notes:**

- There was some discussion at this point about a need for a ‘common’ language. There is terminology and concepts specific to education and likewise transit vocabulary. There is a need for each profession to learn about the other to gain a perspective in the coordination process.
- All student (those with and without disabilities) need to be taught how to use public transportation systems.
- Large populations of individuals with Autism coming through the school systems will need education /preparation to successfully negotiate the public transportation system as an adult.
- ACCESS conducts a customer satisfactory survey with 60% response rate and has an aggressive complaint process.
- Limited number of travel instruction programs in the area. Need for both school-age adults, and seniors.

#### **Section 4: Adapting Funding for Greater Mobility**

**Driving Factor:** Innovative accounting procedures are often employed to support transportation services by combining various state, federal, and local funds. This strategy creates customer friendly payment systems while maintaining consistent reporting and accounting procedures across programs.

**21. Is there a strategy for systematic tracking of financial data across programs?**

##### **Decision Helpers**

- ✓ Systems have been created to enable the tracking and sharing of financial data across programs.
- ✓ Participating agencies have agreed on common measurements and definitions to support the tracking system.
- ✓ Up-to-date technology is being used to support and manage this system.

**Progress Rating** (circle one rating that best describes your program)

 Needs to Begin  Needs Substantial Action  Needs Some Action  **Done Well**

- ❑ **22. Is there an automated billing system in place that supports the seamless payment system and other contracting mechanisms?**

**Decision Helpers**

- ✓ A technology interface has been implemented that allows transportation providers to track clients from multiple agencies and funding sources and submit both the report and the bill electronically to the appropriate agency.
- ✓ The system effectively supports grant monitoring and reporting requirements.

**Progress Rating** (circle one rating that best describes your program)

🔗 Needs to Begin   🧑 Needs Substantial Action   ↻ Needs Some Action   🏆 Done Well

**Section 4: Evaluation:** After reviewing each of the questions and assessing our progress, my overall evaluation of how well we are doing in the area of *Adapting Funding for Greater Mobility* is:

🔗 Needs to Begin   🧑 Needs Substantial Action   ↻ Needs Some Action   🏆 Done Well

**Notes:**

- **With respect to tracking financial data across programs, again considered to be done well within the coordinated system.**
- **Automated billing and seamless payment system in place within the coordinated system.**

**Section 5: Moving People Efficiently**

**Driving Factors:** *Multimodal and multi-provider transportation networks are being created that are seamless for the customer but operationally and organizationally sound for the providers.*

- ❑ **23. Has an arrangement among diverse transportation providers been created to offer flexible services that are seamless to customers?**

**Decision Helpers**

- ✓ A system to coordinate numerous transportation providers, such as a brokerage, has been established.
- ✓ Providers, such as public transit agencies, taxi and other private para-transit operators, school transportation operators, nonprofit faith and community based organizations, and human service non-profit agencies, are systematically engaged and blended with informal transportation providers (recognizing that the most cost effective travel for some may be paying a neighbor for mileage) to create an array of flexible services for the customer.
- ✓ The “broker” identifies the most cost effective transportation provider appropriate to the client’s needs, schedules the trip, dispatches the services, bills the appropriate funding source, and tracks the utilization and data associated with the trips.

**Progress Rating** (circle one rating that best describes your program)

Needs to Begin   Needs Substantial Action   Needs Some Action   Done Well

**24. Are support services coordinated to lower costs and ease management burdens?**

*Decision Helpers*

- ✓ Systematic studies have been completed in our communities which have led to the coordination of essential support services for transportation providers.
- ✓ These may include joint purchasing and/or leasing of equipment and facilities; shared maintenance facilities; maintaining a single phone number for customers; maintaining a shared internet information system; using a single or coordinated fare mechanism; sustaining coordinated reservation, dispatching, scheduling, and payment systems; or establishing a single entity to provide human service transportation to all participating human service agencies.

*Progress Rating* (circle one rating that best describes your program)

Needs to Begin   Needs Substantial Action   Needs Some Action   Done Well

**25. Is there a centralized dispatch system to handle requests for transportation services from agencies and individuals?**

*Decision Helpers*

- ✓ Agency case managers and mobility managers find it easy to schedule regular and one-time trips for their clients through a centralized dispatch system or a similar mechanism appropriate to your locale.
- ✓ Agency clients and the general public can easily schedule trips using the dispatch system.
- ✓ The dispatchers can help agencies and individuals wisely choose from available transportation alternatives.
- ✓ There are also mechanisms, such as transit passes, to reduce dependency on individualized services.
- ✓ Technology is used to enhance overall dispatch services, including communication with drivers and passengers, scheduling and mapping routes, locating vehicles, and other critical aspects.

*Progress Rating* (circle one rating that best describes your program)

Needs to Begin   Needs Substantial Action   Needs Some Action   Done Well

**26. Have facilities been located to promote safe, seamless, and cost-effective transportation services?**

*Decision Helpers*

- ✓ Location decisions for common destinations such as the offices where clients are served have taken transportation issues into account.
- ✓ Services are co-located or near to each other to reduce transportation needs. ✓ Pickup locations, which can be used by any transportation provider, are safe and accessible.

*Progress Rating* (circle one rating that best describes your program)

Needs to Begin   Needs Substantial Action   Needs Some Action   Done Well

**Section 5: Evaluation:** After reviewing each of the questions and assessing our progress, my overall evaluation of how well we are doing in the area of *Moving People Efficiently* is:

 Needs to Begin
  Needs Substantial Action
  Needs Some Action
  Done Well

**Notes:**

- We do not currently have a centralized dispatch system and could benefit from the new technology.
- Need to locate facilities to promote safe, seamless, and cost effective transportation services. Barriers in this area created when a business or municipality does not want public transit service in a particular area.

## FRAMEWORK FOR ACTION:

### Overall Community Self-Assessment

You have completed Step 1 of the Community Self-Assessment. The five sections highlighted in the questionnaire represent the core elements of building a fully coordinated transportation system.

This questionnaire was designed to help you see the big picture of your community's overall progress. Take a moment to review the evaluations you made at the end of each section and make a note of them on this page. By doing so, you will create an at-a-glance summary of your individual assessment that identifies areas where your system is working well and areas that can be improved.

#### Section 1: Making Things Happen by Working Together

 Needs to Begin
  Needs Substantial Action
  Needs Some Action
  Done Well

#### Section 2: Taking Stock of Community Needs and Moving Forward

 Needs to Begin
  Needs Substantial Action
  Needs Some Action
  Done Well

#### Section 3: Putting Customers First

 Needs to Begin
  Needs Substantial Action
  Needs Some Action
  Done Well

#### Section 4: Adapting Funding for Greater Mobility

 Needs to Begin
  Needs Substantial Action
  Needs Some Action
  Done Well

#### Section 5: Moving People Efficiently

 Needs to Begin
  Needs Substantial Action
  Needs Some Action
  Done Well

**Notes:** See notes from the July 9, 2008 meeting for a complete report of the comments during the review process.

#### Next Steps

The next step of the assessment process is to share and discuss your evaluations with your partners. A group leader who can guide the next steps of the assessment and action planning process will facilitate the meeting. The goal of the meeting will be to clarify the results of the assessments as a group, establish priorities, and develop an action plan. The next steps will involve implementing the actions and moving farther down the road to a fully coordinated transportation system.

A step-by-step **Facilitator's Guide** to *Building the Fully Coordinated Transportation System* and other resources are available on the Federal Coordination Council on Access and Mobility web site: <http://www.fta.dot.gov/CCAM/www/index.html> or [www.ccam.gov](http://www.ccam.gov).

## IV. SUMMARY OF CURRENT SCHOOL DISTRICT TRANSPORTATION SERVICES PROVIDED TO STUDENTS WITH DISABILITIES

**IDEA services:** Each school district provides Special Education Services to the students that meet the requirements of special needs based on the Individuals with Disabilities Education Act "to ensure that all children with disabilities have available to them a free appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living." Section 1400(d)

Public school districts must provide transportation to students with disabilities in two situations. These are:

- if a district provides transportation to and from school for the general student population, then it must provide transportation for a student with a disability; and
- if a school district does not provide transportation for the general student population, then the issue of transportation for students with disabilities must be decided on a case-by-case basis if the IEP team has determined that transportation is needed by the child and has included it on his or her IEP (Office of Special Education Programs, 1995).

If the IEP team determines that a student with a disability needs transportation to benefit from special education, it must be included in the student's IEP and provided as a related service at no cost to the student and his or her parents (Office of Special Education Programs, 1995).

**The Individual Education Program:** An individualized educational plan means one that is designed to meet the unique educational needs of one child, as defined by federal regulations. [34 CFR 300.320](#) The IEP must be tailored to the individual student's needs as identified by the evaluation process and must help teachers and related service providers understand the student's disability and how the disability affects the learning process. In other words, the IEP should describe how the student learns, how the student best demonstrates that learning and what teachers and *service providers* will do to help the student learn more effectively.

**Related services:** If the child needs additional services in order to access or benefit from special education, schools are to provide the services as related services.

Services specified in IDEA include, but are not limited to, speech therapy, occupational or physical therapy, interpreters, medical services (such as a nurse to perform procedures the child needs during the day, for example, catheterization), orientation and mobility services, parent counseling and training to help parents support the implementation of their child's IEP, psychological or counseling services, recreation services, rehabilitation, social work services, and transportation.

**According to Wright's Law ...**

**Transportation as a related service:** is included in an eligible student's IEP if the IEP team determines that such a service is needed. Transportation includes:

- Travel to and from school and between schools;
- Travel in and around school buildings; and
- Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability [Section 300.24(b)(15)].

**Travel training** is defined in the IDEA '97 final regulations at Section 300.26(b)(4), as part of the definition of "special education"; it continues to be included in the current reauthorization of IDEA 2004. The term means "providing instruction, as appropriate, to children with significant cognitive

disabilities, and any other children with disabilities who require this instruction, to enable them to--

- Develop an awareness of the environment in which they live; and
- 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)." [Section 300.26(b)(4)]

**The local school districts** provide their own transportation services for students with disabilities. This service can be district owned or contracted with school bus transportation providers. The districts also partner with other nearby districts to move students to various locations beyond the school district boundaries. Some districts utilize the AIU service in coordinating and implementing transportation needs for unique situations.

**Special education students transitioning to the adult world** are required by federal and state guidelines to develop post secondary school and employment goals that are in place when the student exits school. Districts are providing transportation to students within the transition age to support these outcomes. Students are often being transported by the school district to job placements, career training, and post- secondary education programs rather than building the skills that lead to independent use of public transportation options. Districts are using school buses rather than assisting students in developing skills supporting the highest degree of independent travel a student can achieve. Currently there are no materials or a vehicle available to assist the student and IEP team members in making transportation and instruction decisions that support post school activities. Students are not provided opportunities and instruction that lead to increasing the student's level of independence.

**The Travel Instruction Program** at Allegheny Intermediate Unit was established in 1998. The program provides individualized instruction (both in school and community-based environments) to teach students with disabilities, other than blindness or visual impairments, the skills necessary to travel safely and efficiently within home, school, and/or community environments. The program operates on the premise that travel is not merely movement from 'here' to 'there' and one cannot simply follow a prescribed sequence of actions in order to get from 'point a' to 'point b'. Instead, travel is viewed as a dynamic experience made up of many nuances. As such, travel instruction addresses a wide range of skills in order to prepare students to successfully handle travel situations independently. These include, but are not limited to:

- awareness of the environment around us
- communication skills to request assistance and/or follow directions
- awareness of personal space and the ability to maintain appropriate space
- time management and the ability to follow a schedule
- initiating actions
- decision-making and problem-solving ability

Often, the development of proficiency in these skills has been reported to impact students' level of functional independence in other areas of their lives as well (such as school or job performance).

Referrals to the program are made as determined appropriate by a student's IEP team. Once a referral is received a functional assessment of the student's strengths and needs for skill development related to travel situations is then conducted. The outcomes of the functional assessment determine recommendations for instructional goals and objectives and school-based and/or community-based learning opportunities (as safe and appropriate to the student's present levels of functional performance) which will lead to an increased level of independence in movement and travel situations.

Our partnership with the Port Authority Transit of Allegheny County since the inception of the program has been, and continues to be, instrumental to the provision of services that accurately reflect transportation

considerations particular to the Western Pennsylvania region and the communities in which the students we serve reside. In the 9 years that the program has been in operation we have served students from 22 school districts within Allegheny County.

#### **IVA. LIMITATIONS/CHALLENGES TO SERVICES DISTRICTS PROVIDE**

Though travel instruction is available to all school districts in Allegheny County it's use by districts and individual students is limited due to a number of factors: 1) lack of awareness of the services by school districts and parents, 2) travel instruction is not embedded in the curriculum or transition planning 3) it is an additional cost to the district to provide travel instruction and in many cases the district doesn't have the funding to support the service process due to cost 4) there are a limited number of travel instructors, and 5) there are no bus lines in some areas.

The biggest barrier to the preparation of students to travel at an independent level is money. Transportation and travel instruction are costly services; there is no direct avenue available to fund these expenses even though the IEP and transition services require activities leading to successful employment and post-secondary education for students. There is a need for a funding stream to support the development of school based activities related to transportation and travel.

## **V. SUMMARY OF ANTICIPATED CHALLENGES TO PROVIDING THIS CURRENT LEVEL OF SERVICE BASED ON THE RECENT MEDICAID REGULATIONS**

Of the six school districts involved in this grant, three of them access the process of receiving Medicaid reimbursement. Due to the laborious process of documentation and procedures for Medicaid reimbursement, the remaining three school districts have declined to participate. After surveying the participating districts, their response was that they would be able to provide transportation services to their students because they do not use the reimbursement directly for transportation. Currently the school districts utilize the reimbursement for other expenditures as designated on the Pennsylvania Department of Education 352 Guidelines including items such as i.e., assistive technology, job coaches, transportation aides, etc. The use of the reimbursement with the new regulations will eliminate the opportunities to purchase these services and items for the students.

See appendix A.

## **VI. SUMMARY OF PROPOSED NEW AND DIFFERENT TRANSPORTATION SERVICES PROVIDED BY NON- SCHOOL DISTRICT COMMUNITY GROUPS AND ORGANIZATIONS**

In discussion of the possible new and different transportation services that can be developed, the group discussed the ‘trade off’ that comes with movement from school district vehicles/transportation services to use of public transportation. There are different expectations and skills needed to use public transportation and these services are ‘shared ride’ with members of the general public. Liability and safety are issues that need to be considered by the district in determining the appropriateness of a particular option.

When developing new and different transportation options, there are regulations at the state, region, and municipal levels that need to be checked. Consideration needs to be given to these regulations to determine the appropriateness and feasibility of a proposed option. Consideration should also be given to Federal Charter Regulations.

School districts need to become involved in the transportation planning process to support the transportation needs of their surrounding communities. They need to understand how transportation decisions are made in their municipalities and how they can participate in the process. Only by participating in the process can they have a voice in expanding or enhancing the transportation services that are available to meet the needs of the students and families they serve.

- ***Southwestern Pennsylvania Commission- Transportation Planning Guidance***

The SPC would explore the possibility to connect with school boards and school district administration to educate them about the transportation planning process in Western Pennsylvania, how it impacts/relates to them, and the importance of their participation in the public comment/input process. See appendix G.

- ***City of Pittsburgh/Allegheny County Task Force on Disabilities***

The team will work with already established task forces in the region to include the under 18 aged youth in the advocacy efforts of these groups.

- ***Para-transit GAP service- ACCESS Connections***

The Access Connection Program would respond to high priority gaps identified in the coordinated plan by providing transportation for those who are not currently eligible for any service or program, and responds to the impact recent Port Authority service cuts at all times of the day, especially during evening and weekend hours. This program will help the school districts and Allegheny Intermediate Unit’s Travel Instruction program to develop conversation on transportation options. The connection program will be used to support and enhance the use of fixed route, integrated with Travel Instruction programs offered by Allegheny Intermediate Unit and other organizations, and will be a compliment to the fixed route system, not a replacement. This program is similar to the park and ride type of service. The program would begin with three Northern Area school districts in Allegheny County. See appendix B.

- ***Three Rivers Workforce Investment Board- Employment Resource Mapping of Individual School District Municipalities/Geographic Area***

The TRWIB District Partnership will collaborate with school districts to identify employment areas, specific businesses and prevailing wages as determined by the needs of the district. Mapping will be provided to show employment characteristics in the region and beyond as needed by the district. The school district will use this information to make contacts with local businesses and establish partnerships to support students as they engage in transition activities, seek employment, and assist students as they plan for transportation as young adults moving into the adult world. The TRWIB will facilitate the communication between the school district and business to explore transportation options/needs that will connect the school district and the business to meet the needs of both (employment needs of the business and transition needs of the district). See appendix C mapping.

- ***Public Transit/School District Partnership***

Possible ways for the public transportation system and school districts to coordinate services include:

- 1) The school district renting school vehicles to the para-transit system for use by the para-transit system during non-school use hours (i.e. after 3:00 p.m. and on weekends). This could result in revenue/cost savings to the school district and the para-transit system, by effectively utilizing resources in the region.
- 2) Instead of school districts purchasing vehicles to provide transportation to students, they would negotiate a cost for the para-transit system to move students. The school district would pay a percentage of the cost and the public transit system would pay the rest. There would be a higher co-pay than the cost of traditional para-transit services, but this would still be less than what the school district pays to move students on school owned and contracted school vehicles. In exchange for the higher co-pay school districts would have the ability to designate the amenities they want, such as times, preference for drivers and seating, # of passengers. An additional benefit is that it reduces the liability for the school district of using teachers to drive/transport students.

- ***The AIU Career Development Program***

The Career Development Program provides coordinated transition services, as defined by IDEA 2004, for youth with disabilities, age 14-21 in the state of Pennsylvania. Beginning at age 14, or younger, if the IEP team deems it necessary, students will receive support and services that fall under the umbrella of the Career Development Program. The CDP works in collaboration with families, students, agencies, service providers, and school districts to assist in moving students toward Post School goals and preparation for the adult world.

The AIU Career Development Program will provide materials that embed transportation into the transition planning process. The program will also provide transition coordinator meetings focused on the ITP, the transportation process, and the need to have it embedded in the transition section of the IEP and curriculum. Coordination with Travel Instructors and transit service providers will be supported and information made available to the 42 districts in Allegheny County.

- ***Individual Transportation Plan***

The individual transportation plan will be provided to school districts and transportation providers, and used by transportation personnel, parents, and educators as they consider transportation needs of individual students. It will provide a framework to transport students safely and meet their individual needs. It will address the transition needs from K-12 + years to assist families in identifying skills that lead to the greatest level of independence a child can reach by the time they exit school. This will prepare them for the use of the various types of transportation options

available to the students as they transition to the adult world. The para-transit/public transit expectations checklist will help to communicate the differences between school district transportation and use of public (shared ride) transportation and the skills the student needs to successfully use the system. See appendix D

- ***Transportation Summit Meetings***

The transportation summit meetings will be provided regionally and bring together regional transportation providers, community partners, and the Allegheny Intermediate Unit to educate and inform the school districts about all the available transportation options, how they can be accessed, expectations, and needed skills for use. A need for information on the part of the school districts was identified as the missing component in making successful transportation connections. By filling the communication gap, school districts can be made more aware of the many transportation options that already exist and are underutilized due to lack of knowledge. These include: See sample materials, appendix E.

- i. Travel Instruction
- ii. Transportation services that are available
- iii. Para-transit expectations and processes
- iv. Individual Transportation Plan
- v. Activities and goals that can support the development of transportation skills

- ***AIU Travel Instruction***

The travel instruction program partnership with the Port Authority Transit of Allegheny County since the inception of the program has been, and continues to be, instrumental to the provision of services that accurately reflect transportation considerations particular to the Western Pennsylvania region and the communities in which the students we serve reside. In the 9 years that the program has been in operation we have served students from 22 school districts within Allegheny County

The AIU travel instruction program and individual school districts would partner with the ACCESS Connections Program. The concept of training young adults with disabilities to use the full continuum of public transportation services available is innovative and has been highlighted as a national model by Easter Seals Project ACTION. It is hoped that the ACCESS Connections Program will encourage greater participation in Travel Instruction for those students who live and work in areas not well served by fixed route transit.

## **VII. RECOMMENDATIONS OF NEXT STEPS (ACTION PLAN)**

### ***Communication***

- Visit other sites working on Easter Seals Project Action to expand transit efforts.
- Creation of an overall vision statement that supports coordinated transportation and is recognized by education, transit, human services, etc. Work toward a unified ‘language’, use of terminology between systems
- Development of Regional Transportation Summits to share information (appendix F)
- Dissemination of new materials created in the grant
- Provide families and districts with transit training related to the perception of safety, checks and balances, and skill development.

### ***Funding and Sustainability***

- Explore funding/grant opportunities to support the development of communication venues to enhance information sharing.
  - i. Brochure
  - ii. Resource outlining different transportation options
  - iii. Website
  - iv. Other communication tools
- Co-writing of grants (i.e. PDE) to incorporate travel instruction and transportation training opportunities into school curriculum.
- Explore and co-write grants to fund potential new transportation services in the Northern Region of Allegheny County
- Youth involvement

### ***Beginning Pilot Programs in this Region***

- Continue to explore avenues to bridge transportation needs of student to the adult transportation system
  - i. ITP
  - ii. Travel Instruction Connections Program
  - iii. Transition Planning and Programs
  - iv. Transportation-bring the school aged ‘into the fold’ for adult transportation considerations
- Contact school districts to begin pilot of the Connections Program
- Contact school districts to begin pilot of TRWIB Mapping Project
- Continue to explore the option of school district/ public transportation partnership to provide cost efficient transportation services that meet the needs of students.
- The Southwestern PA Commission, the PA Metropolitan Planning Organization (MPO), In collaboration with the Transportation committee will develop an educational module around public input on transportation planning.

### ***Replication in Other Geographic Regions***

- Statewide presentation to share Individual Transportation Plan and supporting documents
- Statewide presentation to share Connections Program and Mapping Project
- Share the resources and materials that were developed and strategies with the Transition Community of Practice (leadership team-Department of Education, Department of Labor, Department of Health, and Department of Welfare).

## VIII. APPENDIX

### APPENDIX A

#### PDE 352 Guidelines School-Based ACCESS Program

Funds that are reimbursed from the federal Medicaid School-Based ACCESS Program (SBAP) for direct health-related services are kept in LEA specific accounts at PDE. To receive these funds, each LEA must complete form PDE-352 and submit it to the Bureau of Special Education (BSE) along with a short narrative explaining what the funds will be used for and how they will expand or enhance special education programs. The chief administrative officer must sign this form. Funds may be used to support the education of any special education student, not only those who are Medicaid eligible. Once the funds have been approved for disbursement, PDE-352 is sent to the Comptroller's office for processing. Funds are transferred to the LEA's local bank account approximately two months after the request is received by BSE. Narratives are filed along with copies of the PDE-352.

Do not send copies of invoices or purchase orders. Provide a general description of the items or services purchased and their effect on the special education program. If possible, bundle several small requests and submit on one form. It is more cost effective to process two or three large requests per year per school district than ten or twelve small ones. **The Comptroller's office will not process requests that are under \$1,000.00.**

There are several restrictions on the use of ACCESS funds. They must be used within the special education program. They may not be used to supplant professional positions that the LEA has been supporting. They may not be transferred to the district general fund and used outside the special education program. The following list of acceptable uses of ACCESS money is a sampling.

#### *Allowable School-Based ACCESS Expenditures*

##### *Personnel*

New professional special education positions (teachers, therapists)- salaries and benefits

Special Education classroom instructional aides-salaries and benefits

Personal Care aides-salaries and benefits

School Based Access Program coordinators-salaries and benefits

Nurses-salaries/benefits for percentage of time spent with special education students

Clerical support staff for ACCESS record keeping-salaries and benefits

Clerical support staff for the special education program for the time spent in direct student support (typing, filing, mailing of IEPs, ERs, Invitations to IEP meetings)  
-salaries and benefits.

Substitutes for special education classes for teachers attending IEP meetings or trainings

##### **Access Program Costs**

Copiers

Computers

Paper Supplies

Equipment Maintenance

FAX machine

Printers

File Cabinets

Internet access for purposes of accessing Leader's Web-Based Program; e.g. SBAP Billing program and IEP writer program

**Training**

CPR and First Aid Training

Conferences and Workshops for Special Educators and Administrators

Inclusion Conferences and Workshops for Regular Educators

Parent Training for Special Education

Manuals or other materials required for training programs

**Property**

Student computers

Staff computers when they are used for writing IEPs, ERs, lesson or treatment plans, or record keeping

Specialized furniture for students

Treatment room furniture

Furniture needed for computer use

Televisions and VCR s (with closed caption capability)

Portable stair climbers

Wheel chairs

Computer networking

Swimming pool lifts

Therapy equipment

**Contracted Services**

Psychological testing

Specialized transportation outside the regular school transportation system

Training for staff

Community based program costs

Maintenance contracts on computers, copiers, etc.

**Transportation**

Refitting specialized buses with car seats, seat belts, etc.

Specialized buses for special education transportation

**Supplies**

Personal care supplies for special education students

Health room supplies for special education students

Paper supplies needed for School Based ACCESS Program, IEPs, ERs, or other student specific documents

**Student and Curriculum Specific**

Field trips that are tied to the curriculum

Speakers and programs brought into the school

Programs above the ESY provided by the district such as swimming lessons, additional community based programs

Tests

Books

Software

Workbooks

Adaptive feeding equipment

IEP writer programs and support /training needed for implementation

Instructional materials

Teacher manuals

## APPENDIX B:

### Access Connections Program Abstract

#### **Problem Statement**

In preparation for graduation and entry into competitive employment or other programs, high school students with disabilities will, ideally, participate in an assessment of ability to learn to use fixed route service. Fixed route travel instruction is generally available through the Allegheny Intermediate Unit. It can consist of training to use the entire fixed route transit system or training to and from a particular location such as a work site.

Unfortunately, students who live in the suburbs of Allegheny County are likely to have limited access to the fixed route system, especially in the Northern suburbs where transit service tends to be sparser than in the more densely populated City of Pittsburgh, or Eastern and Southern suburbs. This situation was made worse following a round of transit service cuts last year. Coupled with the fact that fixed route service going north toward the employment-ride Cranberry area stops at the Butler County line, students with disabilities about to graduate may have the ability to use fixed route transit, but find there is no bus option available for the trip they wish to take. Lack of fixed route service also limits the locations where students can seek jobs or training, creating a significant barrier to achieving employment.

Every individual with a disability does not meet the strict eligibility criteria for ACCESS established by the ADA. The general public fare structure for ACCESS is generally too expensive to people traveling to and from entry level employment, as is taxi service. Driving is generally not an option for most of these individuals, making them transit dependent. Students with disabilities ready to enter the workforce, prepared with job and travel skills, and are prevented from doing so by the lack of available, affordable public transportation options.

#### **Coordinated Planning Process and Project ACTION/AIU Workgroup**

Gaps in fixed route service were identified as a high priority for action as part of the local coordinated transportation planning process, at the Transportation Summit held by the AIU in April, 2008 and by the members of the Northern Communities Education and Transportation Workgroup. New Freedom funds were identified as a way in which to create a new service offering to fill the gap created by limited access to fixed route transit service. Because transit funding is limited, a key consideration of the project design was to create a program that would compliment existing public transportation offerings – not duplicate them.

A proposal to create the ACCESS Connections Project was submitted and selected for one year of funding beginning October 1, 2008. For the first year of the project, the local match required by the new Freedom funding will be provided by a combination of in-kind contributions from Port Authority, fare box revenue and Penn DOT funding through Act 44.

#### **ACCESS Connections**

A new service offering within the ACCESS program will create transportation options for people with disabilities who are not ADA eligible, and do not have fixed route service available for one or both ends of their trip. Linked with a toll free number and a “concierge” to provide trip planning

assistance, this new program will provide a single call for people with disabilities attempting to navigate the complex maze of program offerings.

The ACCESS *Connection* Program responds to high priority gaps identified in the coordinated plan by providing transportation for those who are not currently eligible for any service or program, and responds to the impact recent Port Authority service cuts at all times of day, and especially during evening and weekend hours. It eliminates multiple and confusing points of contact by providing a single number and a personal connection for travel planning.

### **ACCESS Connections Guiding Principles**

Service will not duplicate any existing offerings  
Service may be used to support travel instruction  
Service is for individuals – not agencies  
One call for eligibility and trip planning  
Service will support and enhance used of fixed route service whenever possible

Using a “decision tree” model the concierge will work with the individual to identify fixed route travel options, which could include feeder to fixed route service. The *Connection* Program will be used to support and enhance the use of fixed route, integrated with the Travel Instruction programs offered in the community by the Allegheny Intermediate Unit and other organizations, and will be a complement to the fixed route system, not a replacement. Customers will pay fare equivalent to double the current ADA fares, which will help offset program costs, and in keeping with the spirit of human service transportation coordination, agencies will not be permitted to use this program to offset their transportation costs. Only individuals will be eligible.

The ACCESS Connections Program is based on a foundation that supports integration into the fixed route system. By eliminating the spatial barriers of proximity between an individual’s residence or destination and the fixed route system, the individual with a disability who is dependent on fixed route is using the full resources of the public transit system to complete the trip using a multi-modal approach that has proven successful

### **Connections Service Model**

- Plan transit trip first
- If one end of trip is accessible by transit:
  - Feeder to fixed route
- If neither end is accessible by transit (more than ¾ mile)
  - Entire trip by ACCESS
- Referrals to other services or programs
  - Neighborhood circulators
  - Van Pool / Ride Share
  - Agency sponsored service
- Non ADA eligible
  - May have capacity constraints and trip caps
  - May have trip purpose restrictions

## **Coordination with School Districts and the AIU**

It is envisioned that students with disabilities will participate in an assessment of their potential to learn to use Port Authority bus service. Following the assessment conducted by a Travel Instructor, those students who do not have the functional ability to learn to use fixed route transit will be referred to the ACCESS ADA Program at about the time of graduation.

Those determined able to participate in Travel Instruction will participate in training, with transportation supported by the ACCESS Connections Program. Travel instruction and trip planning will include learning how to use ACCESS to get to and from transit stops. Once training is completed, students will have a seamless enrollment into the ACCESS Connections Program. As a program benefit, a half-fare all day Port Authority ID card will be issued to ACCESS Connections participants.

- The partnership with the Allegheny Intermediate Unit and individual school districts is an important component to the ACCESS Service will not duplicate any existing offerings
- Service will be used to support and enhance use of fixed route service
- Service is for individuals – not agency sponsors
- One call for eligibility and trip planning
- All programs are built on existing ACCESS coordinated system and can be expanded to include other populations; programs/ individuals.
- An advisory committee of stakeholders from the community will provide oversight and program guidance in the both the development and implementation stages
- Customers will pay higher fares than ADA eligible customers, but service will remain affordable (and usable) for people with disabilities.

**Connections Program.** The concept of training young adults with disabilities to use the full continuum of public transportation services available is innovative and has been highlighted as a national model by Easter Seals Project ACTION. People who learn to use linked transportation as part of their orientation to the fixed route system are less likely to develop dependence on para-transit as their sole mode of transportation, simply because they live or travel to areas not served by transit. The Connections Program will provide low cost, flexible alternatives for the use of public transit not previously available, particularly in suburban or rural areas.

Many students who possess the functional ability to use the fixed route system do not consider it an option if there is no bus service where they live. They may choose not pursue Travel Instruction as a result. It is hoped that the availability of the Connections service will encourage greater participation in Travel Instruction for those students who live and work in areas not well served by fixed route transit. Students with disabilities will graduate from high school armed with both the employment and travel skills and options according to their ability and necessary for full participation in community life.

## **Planning and Development**

A comprehensive inventory of safe, appropriate fixed route feeder bus stops will be compiled by ACCESS and available to Travel Instructors for use in trip planning. Stops in good locations but lacking amenities will be referred to Port Authority for improvement whenever possible.

Data will also be collected regarding origin and destination trip pairs to evaluate demand for service, and the possibility of making adjustments to existing Port Authority routes

## **ACCESS Connections – At A Glance**

### **Who will be Eligible**

- People with disabilities aged 16-64 who do not meet the strict criteria for ADA eligibility
- Students with disabilities participating in formal travel instruction to learn to use the fixed route system, or having successfully completed travel instruction

### **Service Provided**

- Trips with an origin or destination not served by fixed route (more than ¾ mile walk to transit stop, or service not available within a useful time frame)
- Feeder to fixed route only, unless neither end of the trip has a reasonable transit alternative
- Service available 6 AM – midnight, 365 days per year
- Service will cross county lines to destinations up to 1.5 miles from the Allegheny County line.

### **Guiding Principles**

#### **Other Related Amenities**

- Test efficiency and effectiveness of “electronic purse” technology to replace paper fare instruments
- Develop a network of established accessible, appropriate fixed route feeder locations within both Port Authority’s fixed route system, and those which link to fixed route services in surrounding counties

### **First Year Target Outcomes**

- 400 individuals with disabilities enrolled
- 12,000 rides provided
- “Electronic purse” fare mechanism implemented
- Feeder stop inventory completed and catalogued
- Three suburban school district partnerships created

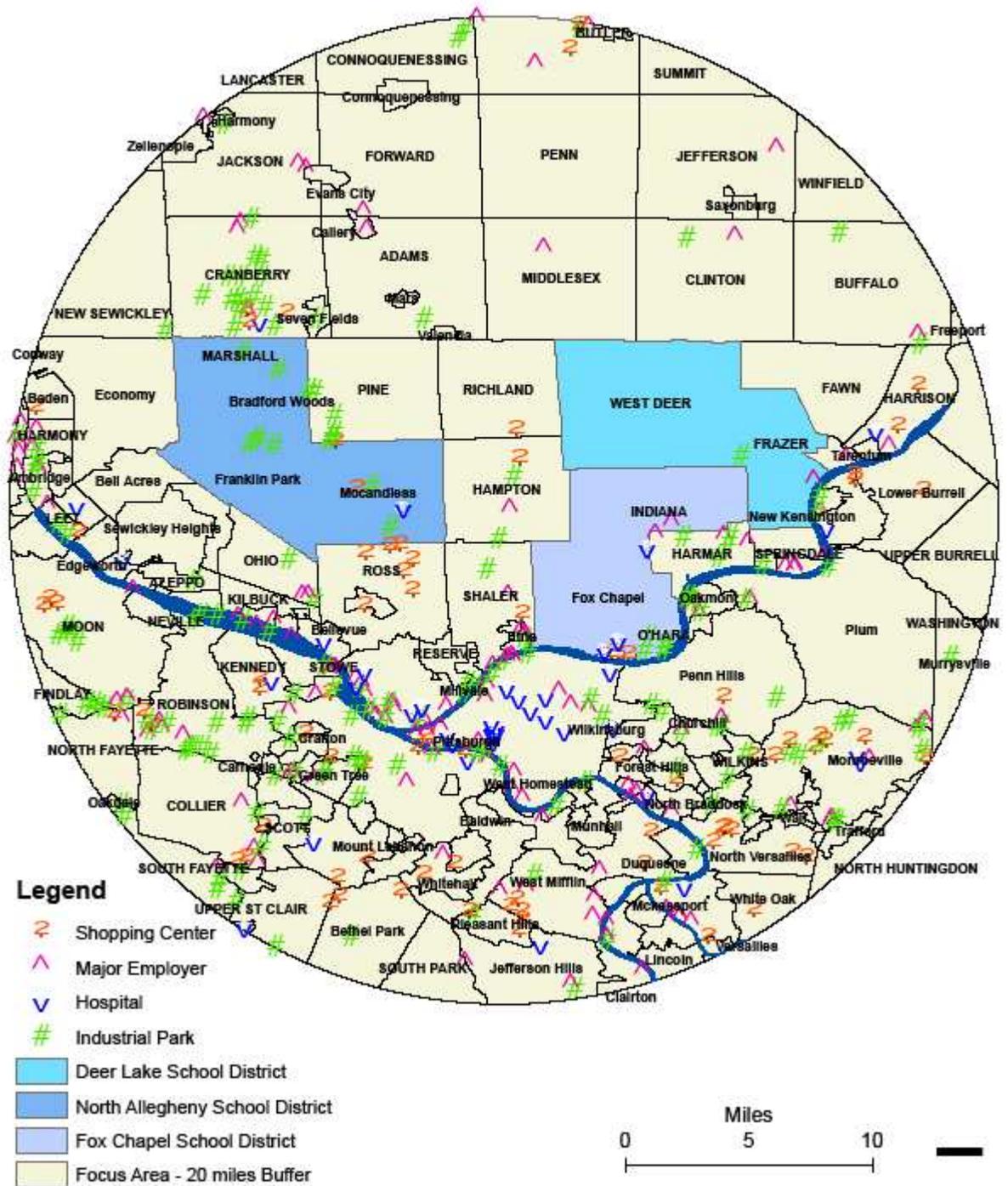
APPENDIX C:

Three Rivers Workforce Investment Board Mapping (Sample Maps)

**Distribution of Employers with High Rate of Entry Level Jobs**



# Major Employment Destinations

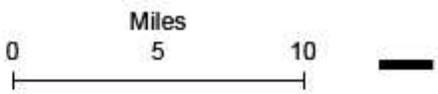


# Distribution of Employers



## Legend

- Employer's Location
- Deer Lake School District
- North Allegheny School District
- Fox Chapel School District
- Focus Area - 20 miles Buffer



	Fox Chapel	Deer Lake	North Allegheny
Agriculture	1	0	3
Mining	3	0	1
Utilities	2	1	3
Construction	97	42	107
Manufacturing	69	31	29
Wholesale trade	80	15	90
Retail Trade	97	78	114
Transportation and Warehousing	24	6	18
Information	18	1	20
Finance and Insurance	60	4	134
Real Estate, Rental and Leasing Services	29	5	57
Professional and Technical Services	96	13	137
Management of Companies	14	1	11
Administrative and waste services	57	18	50
Educational Services	18	9	31
Health Care and Social Assistance	101	19	173
Art, entertainment & recreation	18	4	19
Accommodation and Food Services	59	9	68
Other Services	128	25	121
Government	7	3	7

**(Data from**

	Fox Chapel	Deer Lake	North Allegheny
Agriculture	1	0	3
Mining	3	0	1
Utilities	2	1	3
Construction	97	42	107
Manufacturing	69	31	29
Wholesale trade	80	15	90
Retail Trade	97	78	114
Transportation and Warehousing	24	6	18
Information	18	1	20
Finance and Insurance	60	4	134
Real Estate, Rental and Leasing Services	29	5	57
Professional and Technical Services	96	13	137
Management of Companies	14	1	11
Administrative and waste services	57	18	50
Educational Services	18	9	31
Health Care and Social Assistance	101	19	173
Art, entertainment & recreation	18	4	19
Accommodation and Food Services	59	9	68
Other Services	128	25	121

APPENDIX D:

**Individual Transportation Plan (ITP) A**  
**For**  
**Students with Special (Individual) Needs**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/P.O. Box, etc: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Program: \_\_\_\_\_ Classroom Location: \_\_\_\_\_

School District of Residence: \_\_\_\_\_

**SECTION A: PLANNING THE LEAST RESTRICTIVE TRANSPORTATION ENVIRONMENT**

Can this student be transported by their home school district with their peers?

- Yes, with no modifications or support
- Yes, with modifications specified below
- No, needs special transportation with modifications noted below

**Change of Route**

- To meet the student's medical/behavioral needs
- To lessen exposure to traffic
- Length of time on bus
- Other: Specify: \_\_\_\_\_

**Environmental conditions**

- Weather factors, specify \_\_\_\_\_
- Street /sidewalk conditions, specify \_\_\_\_\_

**Change of Pick Up/Drop off Location**

- Pull in drive to pick up/drop off
- Pick up/Drop off on residence side
- Pick up/ Drop off at school entrance that allows for less congestion or more supervision
- Other: Specify: \_\_\_\_\_

**Required Seating**

- Front of bus
- Assigned seat
- Seating with limited access to other riders
- Away from door or rear window

- Window Seat
  - Seated with feet on floor or low floor bus
  - Seated out of emergency exits
  - Other Specify\_\_\_\_\_

**Are assistance/special accommodations necessary in the following areas?**

**Discharge of Student**

Yes  No  Can this student be discharged from the bus without an adult waiting to receive him/her?

**Supervision/Assistance When Taking Transportation:**

- To board bus/on steps
- To remain safe in “danger zone” – from all sides of the bus
- To cross street or safely navigate into home/school
- To stay seated upright on the seat in the compartment
- To maintain appropriate/safe behavior
- To avoid contact with emergency exits
- To avoid putting anything out of the windows
- To navigate emergency exit
- To leave bus in the event of an emergency (specify procedure above)
- Other: Specify:

Person(s) responsible: \_\_\_\_\_

Level of assistance: \_\_\_\_\_

**Communication**

- Verbal
- ESL
- Sign Language
- Communication Board
- Picture System
- Gestures
- Others

**Equipment**

- Auditory equipment
- Stepstool access
- Safety vest/harness (can be used on traditional bus seat without lap belt or reinforced seat with lap belt) \_\_\_\_\_ Waist size with outer clothing \_\_\_\_\_  
Without outer clothing \_\_\_\_\_  
Person (s) responsible for putting vest on/off \_\_\_\_\_  
Person(s) responsible for connecting vest to mount \_\_\_\_\_  
Person(s) responsible for installing mount \_\_\_\_\_
- Child safety seat \_\_\_\_\_ weight \_\_\_\_\_ height \_\_\_\_\_
- Wheelchair  
Person responsible for attaching chair \_\_\_\_\_
- Safety items on the bus:
  - Transport of Auxiliary equipment according to appropriate guidelines
  - Child safe belt cutter (needed for students in occupant restraints)
  - Non-latex gloves
  - Evacuation blanket
  - Basic First Aid kit and emergency numbers

- Belt extender
- Body fluid clean-up kit
- Other: Specify: \_\_\_\_\_

**Procedural Safeguards for Medical/Behavioral Concerns:**

- Medical crisis intervention plan (attached)
- Behavioral intervention plan (attached) with training
- Crisis management plan that can be implemented from the bus
- Do Not Resuscitate Order
- Oxygen or ventilator: Specify: \_\_\_\_\_
- Cardiac Problems: Specify: \_\_\_\_\_
- Seizure precautions: Specify: \_\_\_\_\_
- Asthma or Other Respiratory Conditions: Specify: \_\_\_\_\_
- Allergy precautions: Specify: \_\_\_\_\_
- Shunt precautions: Specify: \_\_\_\_\_
- Feeding Tube or Significant Swallowing Problems: Specify: \_\_\_\_\_
- Fragile Bones or other orthopedic condition precautions: Specify: \_\_\_\_\_
- Medication side effects Specify: \_\_\_\_\_
- Other: Specify: \_\_\_\_\_

**SECTION B: TRAINING AND SUPPORT**

Yes  No  Does the student need a test ride?  
 Date to be completed \_\_\_\_\_

**Summary of Transportation Plan** (include only the accommodations that are required to transport)  
 Date provided to bus company \_\_\_\_\_

**Next Steps Required**

Yes  No  Training required for staff, drivers, parents, caregivers, and/or students  
 Type of Training needed \_\_\_\_\_  
 Participants \_\_\_\_\_  
 Date of Training \_\_\_\_\_

Yes  No  Is transition support needed?  
 Pre K to elementary, see ITP Skill Sheet  
 Elementary to middle, see ITP Skill Sheet  
 Middle school to high school, see ITP Skill Sheet  
 Part B Individual Transportation Plan – Transition age

**Notification to Parent/Guardian:**

If there are any changes in your child’s medical or behavioral status which you believe may merit changes in staffing, precautions to be taken, interventions, restraint, or any other procedure discussed above, contact the building administrator, or appropriate Educational Supervisor and the Transportation office.

Contact Person \_\_\_\_\_  
Name Phone number

A change in residency (a new address) requires a three (3) business day notification to school district supervisor to reevaluate this plan.

\_\_\_\_\_  
Parent/Guardian Signature Date

Individual transportation plan committee participants:

\_\_\_\_\_  
Transportation personnel Title Date

\_\_\_\_\_  
Parent Title Date

\_\_\_\_\_  
Name Title Date

\_\_\_\_\_  
Name Title Date

To signify that this plan has been reviewed and still remains current as documented, initial and date:

\_\_\_\_\_/\_\_\_\_\_  
Initials/Date Initials/Date Initials/Date Initials/Date Initials/Date

## K-12 Travel Skill Development

### Activities leading to the development of skills needed to access transportation.

#### Early Childhood/Pre-school

- Introduce travel concepts through children's literature and daily travel
- Offer choices and time to make decisions
- Create opportunities for child to participate in activities that encourage independence (for example: difficult milk containers can be opened then closed again and the child can "open" the container by himself.)
- Model travel skills for child by using them yourself: walk to the right-hand side of hallways and staircases, sidewalks, stop-look-listen, etc.
- Identify the season and weather

#### Early Elementary (K-3)

- Practice stating and writing name, address, and home telephone number
- Have child be responsible for their own possessions (hang jackets, carry books, hold money)
- Teach child to recognize and safely negotiate obstacles in their path of travel (wet floor, caution tape, people)
- Point out functional signage, have child locate and identify signs - restroom, exit, phone, open,...
- Allow child to make decisions when given two or more tasks to perform
- Teach child to wait in a line, carry their own items

#### Elementary (Grades 4-6)

- Move at home and in the community keeping head raised
- Have child follow directional language (left, right, upstairs, downstairs) to reach a designated location
- Teach students to locate their school bus by number and board independently
- Have child use a digital or analog clock/watch to associate daily routine with time and following a schedule
- On a real telephone or cell phone, practice phoning home
- Have the student lead you to a destination in the community (ex: find a store in the mall)
- Request child listen to a speaker and engage in conversation on topic afterwards
- Provide opportunity and wait time to allow child to ask for help
- Provide opportunity and wait time to allow child to answer questions
- Provide opportunity and wait time to allow child to follow directions
- Teach child to listen for/respond to announcements, questions, or other sources of auditory or visual information
- Provide opportunities for child to problem-solve at home

### **Middle School (Grades 7-8)**

- Ask child to find locations at different community settings, elevators, and school using floor and room number
- Have child locate and use the pay telephone to call home; use a cell phone
- Have child obtain the weather report from various sources: television, radio, newspaper, internet
- Allow child to adapt to changes in schedule by being more flexible
- Have child initiate interactions with appropriate adults in the community and family friends

### **High School/Transition Years (Ages 14-21)**

- Expect young adult to wear/carry a watch, timepiece, cell phone, etc and regularly use it (TV programs, community activities, extra curricular...)
- Have young adult carry and use an identification card, list of emergency phone numbers, and emergency money
- Provide young adult with an allowance to purchase items, budget and plan for larger wants
- Have young adult prepare personal/family meals/snacks
- Allow young adult to request help rather than providing when you see the need
- Expect young adult to maintain responsibility for their personal possessions, and handle personal information/items discretely

*Adapted from Travel Instruction Program, Allegheny Intermediate Unit 3, 8/2008  
Domains are covered in the PDE standards.*

**(ITP) PART B**  
**Preparing to Transition from School to the Adult World**

**Things to consider when determining modes of transportation for a student moving into the adult world:**

This document should be used when considering the mode of transportation a student will access after exiting school. After determining the mode of transportation the student would like to use in the future and assessing their current skill set it is important to add information to the present education levels and develop goals that will enable the student to reach their desired post school transportation goal.

**Student      Parent Type of Transportation to be considered and explored:**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> Public Transportation: Fixed route Bus, Light Rail, Subway |
| <input type="checkbox"/> | <input type="checkbox"/> Gap Service to public transportation                       |
| <input type="checkbox"/> | <input type="checkbox"/> Taxi   |
| <input type="checkbox"/> | <input type="checkbox"/> Share a Ride, Commute Info...                              |
| <input type="checkbox"/> | <input type="checkbox"/> FamilyMetropolitan Planning Organization (MPO)             |
| <input type="checkbox"/> | <input type="checkbox"/> Friends  |
| <input type="checkbox"/> | <input type="checkbox"/> Para-transit (ACCESS)                                      |
|                          | <input type="checkbox"/> ADA eligible service                                       |
|                          | <input type="checkbox"/> Full pay service   |
| <input type="checkbox"/> | <input type="checkbox"/> Other  |

**Public Transportation**

Yes    No

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> Is the student able to take public transportation?                        |
|                          | <input type="checkbox"/> Independently   |
|                          | <input type="checkbox"/> With an adult walking beside to assure safety                             |
|                          | <input type="checkbox"/> Requires full attention and prompting of staff to ensure safety           |
| <input type="checkbox"/> | <input type="checkbox"/> Is public transportation available from home to the destination required? |

**Para-Transit (ACCESS) ADA Eligibility**

Yes    No

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> Has an application been made?             |
| <input type="checkbox"/> | <input type="checkbox"/> Has the student been determined eligible? |

If eligible add to transition plan and teach student how to contact ACCESS and give clear information to get a ride.

**Other Modes of Transportation based on student need and community opportunities**

- |                          |                 |
|--------------------------|-----------------|
| <input type="checkbox"/> | Identify: _____ |
| <input type="checkbox"/> | Identify: _____ |

## Skills students need when using transportation:

### 1. Communication Skills

- Identify self by using ID or verbally
- Request assistance from a familiar person
- Request assistance from appropriate unfamiliar person
- Label indoor and outdoor signage (caution, danger, enter, bus stop, phone, exit...)
- Demonstrate meaning of signs
- Use the telephone
- Identify one's location
- Use a cell phone

### 2. General Skills and Knowledge

- Transportation and travel terms and concepts
  - Public
  - Access
  - Fare
  - Taxi, etc
- Use resources to obtain weather report (radio, TV, Internet, newspaper)
- Read a transit schedule
- Follow written directions
- Deal Appropriately with Strangers
- Make a decision
- Problem solve
- Maintain personal space

### 3. Math Skills

- Demonstrate the ability to exchange money or token for a service
- Identify a time schedule
- Manage time
- Tell time

### 4. Obtaining Information

- Obtain information from
- Use a phone book or internet to locate phone number and address
- Locate a transit schedule

### 5. General Transportation Safety

- Able to cross the street following safety rules
  - Independently
  - With an adult walking beside to assure safety
  - Requires full attention and prompting to cross safely
- Able to sit with others on public transportation
- Stay seated upright on any transportation
- Maintains appropriate/safe behavior; self regulates
- Can ask for assistance if required

### NEXT STEPS:

- Based on information gathered in this informal assessment add information to the present education levels
- Create relevant goal to develop skills leading to mode of transportation student wants to use in the future

**Para-Transit Skills (Functional ability) Checklist**

Functional Ability or Skill	Currently Able	Requires Training	Accommodation Request
Follow simple directions from driver			Suggestions or cues
Walk with minimal physical assistance			Door to door assistance
Maintain upright posture in the seat			
Carry / display ID with name and contact info			
Board and ride in any vehicle			Needs lift, no steps, wheelchair size or reclining
Be ready on time			
Remain seated throughout the ride			
Sit in any seat requested			
Ride in a vehicle with others			
Sit in a seat next to another person			Own seat if capacity permits
Keep a seat belt fastened throughout the ride			
Ride for up to 70 minutes			
Ride with different people			
Ride on a route that is not always the same			
Wait supervised for up to 40 minutes			
Keep hands to self			
Manage anger and frustration			Suggestions or cues
Refrain from eating and drinking			Light snack, water if diabetic
Maintain appropriate social behavior			
Pay a fare			Fare handled by caregiver
Get to and from the vehicle unsupervised – curb to curb transportation			Door to door assistance
Be left alone at home or dropped off at the door of a program			Hand to hand assistance

## APPENDIX E:

### Transition IEP Activities / Services Worksheet

#### **I. Post-secondary Education/Training**

Specific courses \_\_\_\_\_  
School of interest \_\_\_\_\_  
\_\_\_\_ ASVAB \_\_\_\_ PSAT/SAT \_\_\_\_ accommodations  
\_\_\_\_ College fairs \_\_\_\_ College/facility tour  
\_\_\_\_ Application \_\_\_\_ Financial Aid  
\_\_\_\_ Organizational skills \_\_\_\_ Note taking  
\_\_\_\_ Time management \_\_\_\_ Self-disclosure  
\_\_\_\_ Documentation -- \_\_\_\_ Recent  
\_\_\_\_ Licensed psychologist \_\_\_\_ Rationale for accommodations  
\_\_\_\_ Request accommodations  
\_\_\_\_ CTI (Commonwealth Tech. Inst.) at Hiram & Andrews  
\_\_\_\_ CCAC North Campus Vocational Programs

#### **II. Employment**

Specific career interest \_\_\_\_\_  
Specific Courses \_\_\_\_\_  
\_\_\_\_ Career exploration  
\_\_\_\_ Choices software \_\_\_\_ Guest speakers  
\_\_\_\_ Paws in Jobland \_\_\_\_ Graduation project  
\_\_\_\_ Video exploration  
\_\_\_\_ Disability Mentoring Day (DMD)  
\_\_\_\_ Educational Training Program  
\_\_\_\_ Community service  
\_\_\_\_ Job shadowing \_\_\_\_ Work experience  
\_\_\_\_ Co-op Experience \_\_\_\_ Votech \_\_\_\_ High school  
\_\_\_\_ Vocational-technical school  
\_\_\_\_ Tour  
\_\_\_\_ Program visit  
\_\_\_\_ Adult vocational program exploration  
\_\_\_\_ Community-based instruction  
\_\_\_\_ Pre-employment skills \_\_\_\_ Travel training  
\_\_\_\_ Social skills  
\_\_\_\_ CareerLink  
\_\_\_\_ DPW Employment Program referral  
\_\_\_\_ OVR referral \_\_\_\_ Determination of eligibility  
\_\_\_\_ Holland Self-Directed Search \_\_\_\_ E \_\_\_\_ R  
\_\_\_\_ Other

#### **III. Agencies: refer to agencies to support smooth transition of services from school to post school world - can provide activities/services**

\_\_\_\_ Office of Vocational Rehabilitation  
\_\_\_\_ Bureau of Blind & Visual Services  
\_\_\_\_ Office of Deaf & Hearing  
\_\_\_\_ Mental Health \_\_\_\_ Mental Retardation  
\_\_\_\_ Blind and Visual Services  
\_\_\_\_ Department of Public Welfare  
\_\_\_\_ Children and Youth Services  
\_\_\_\_ Juvenile Justice System  
\_\_\_\_ Social Security Administration  
\_\_\_\_ Three Rivers Independent Living Center

#### **IV. Services can be listed in any outcome/activity area**

\_\_\_\_ Speech and Language  
\_\_\_\_ Behavior  
\_\_\_\_ Occupational/Physical therapy  
\_\_\_\_ Vision/Hearing \_\_\_\_ Other

#### **V. Independent Living**

##### **1. Participation**

\_\_\_\_ Voter registration  
\_\_\_\_ Selective service  
\_\_\_\_ Jury duty information  
\_\_\_\_ Court system / obeying the laws  
\_\_\_\_ Community-based instruction  
\_\_\_\_ Travel training  
\_\_\_\_ Social skills  
\_\_\_\_ Self-advocacy/Self-Determination  
\_\_\_\_ Health care Checklist

##### **2. Transportation**

\_\_\_\_ Photo ID \_\_\_\_ Driver's License  
\_\_\_\_ Public transportation \_\_\_\_ Family transportation  
\_\_\_\_ Special transportation \_\_\_\_ Carpool  
\_\_\_\_ Commute Info \_\_\_\_ Para-transit information  
\_\_\_\_ Individual Transportation Plan Part B

##### **3. Residential**

\_\_\_\_ Home responsibilities \_\_\_\_ Summer camps  
\_\_\_\_ Participate in apartment program  
\_\_\_\_ Open case with MH/MR Base Service Unit  
\_\_\_\_ Supports coordination \_\_\_\_ Respite care  
\_\_\_\_ Community living arrangements  
\_\_\_\_ Companionship/social groups  
\_\_\_\_ Community-based Instruction/Experiences  
\_\_\_\_ Shopping/money skills \_\_\_\_ Pedestrian safety  
\_\_\_\_ Social skills/communication \_\_\_\_ Other  
\_\_\_\_ Housing options

##### **4. Recreation / Leisure**

Current hobbies \_\_\_\_\_  
Current clubs \_\_\_\_\_  
Current social activities \_\_\_\_\_  
\_\_\_\_ Community-based Experiences  
\_\_\_\_ Recreation facilities (YMCA, etc.)  
\_\_\_\_ Social skills  
\_\_\_\_ Sports  
\_\_\_\_ Local clubs, teen centers \_\_\_\_ Service organizations  
\_\_\_\_ Church Groups \_\_\_\_ Interests

##### **VI. Miscellaneous Issues**

\_\_\_\_ Family planning  
\_\_\_\_ Parent counseling/training (workshops, etc.)  
\_\_\_\_ Parent support/advocacy groups  
\_\_\_\_ Foster System  
\_\_\_\_ Juvenile Justice System  
\_\_\_\_ Trusts/wills guardianship \_\_\_\_ SSI  
\_\_\_\_ Medical/health insurance  
\_\_\_\_ Medical assistance \_\_\_\_ Private insurance  
\_\_\_\_ Assistive technology  
\_\_\_\_ School attendance \_\_\_\_ Tardiness  
\_\_\_\_ Transition handbook/agency brochures

*Adapted by Career Development Program, Allegheny Intermediate Unit 3, revised 8/19/08*

## APPENDIX F:

### **Sample Transportation Summit**

1. Identify audience, establish meeting site.
2. Request transit agencies to support event.
3. Invite guests.
4. Meeting day: Presentations and Power points from transit and transportation resources in the area such as Public transportation authority, Para-transit, Mobility and Workforce Specialists, and other alternative transit services in the area.
5. Small group public participation with transit specialist to discuss specified questions and explore options.
6. Large group reconvening to review findings.
7. Define next steps and set next meeting date.

**APPENDIX G:**

**Southwestern Pennsylvania Commission, a Metropolitan Planning Organization (MPO)**

<http://www.spcregion.org/proj/>

<http://www.spcregion.org/pdf/onthemove.pdf>

**On the Move...**

**A Basic Guide to Transportation Planning**

- A Familiar Story: Planning Transportation Projects Is Like Budgeting Home Improvements
- Who Does What?
- A Timeline For Our Plans And Programs
- Funding Issues: Why Is It So Complicated? Why Does It Take So Long?
- How Can You Get Involved? How Can You Influence Transportation

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