



# TRANSPORTATION ACCESSIBILITY INSTITUTE

MAY 22, 2023



# BREAKFAST – WARM UP ACTIVITY

- Good morning everyone! Please sit at your team's table.
- During breakfast, introduce yourself to your team. Include the following information:
  1. Who are you?
  2. Which group are you representing (people with disabilities, older adults, local government/planning agencies, etc.)?
  3. What do you want to get out of the Institute?
- The leader of your team will be introducing the team members after breakfast. To make it easier for them to remember, write down your name and group you are representing on the index cards provided.



# WELCOME AND INSTITUTE OVERVIEW



- Welcome!
- Logistics
  - If you didn't sign in, please see **Grayson Lee** during a break
  - You should have received: a nametag, an agenda, a map of the hotel, and a survey



# INSTITUTE OVERVIEW

- What is Transit Planning 4 All (TP4A)?
  - TP4A is a transportation planning project focused on promoting the practice of inclusive planning.
  - Funded through the US Department of Health and Human Services Administration on Community Living



- What is the purpose of the Transportation Accessibility Institute?



# INSTITUTE TEAM INTRODUCTIONS

- 2 minutes per team
- The leader of each team will introduce their team briefly.
- When you speak, please raise your hand so that people know where you are.
- Include the following information:
  - Where is your team from?
  - Each team member's name and group they are representing



# TRANSIT PLANNING 4 ALL TEAM INTRODUCTIONS



- Charlie Rutkowski
- Charlie Dickson
- Grayson Lee



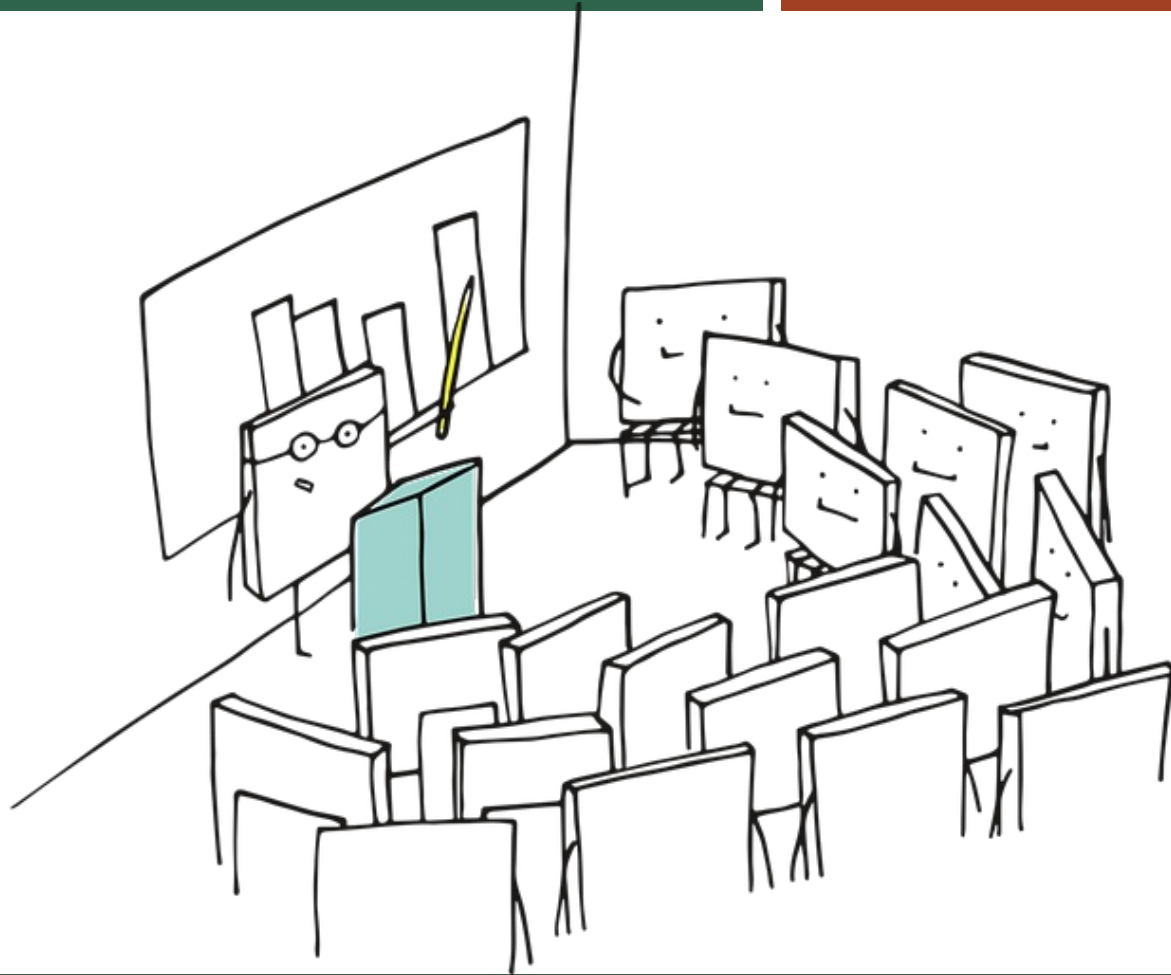
- Virginia Dize
- Melissa Gray
- David Somers



- David Hoff
- DeBrittany Mitchell



- David Bernstein



# PANEL PRESENTATIONS

ON TRANSIT PLANNING 4 ALL

# PANEL ON TRANSIT PLANNING 4 ALL

- The History of TP4A - *Charlie Dickson*
- Diversity and Equity - *DeBrittany Mitchell & Melissa Gray*
- What is Inclusion? - *David Hoff*
- The Importance of Partnerships - *Virginia Dize*
- Q&A







# TRANSIT PLANNING FOR ALL: BACKGROUND

PRESENTED BY: CHARLIE DICKSON (LINDEN TREE ASSOCIATES)

MAY 22, 2023

## PROJECT BACKGROUND – SINCE 2012

- Research and Demonstration Program to Improve Coordinated Transportation Systems
- To ensure that persons with disabilities and older adults can participate in the design of transportation systems





## PROJECT BACKGROUND

- Sponsored by the Administration for Community Living
- Outgrowth of their work on the Coordinating Council on Access and Mobility



## PROJECT ELEMENTS

- Environmental Scan
- Small Grant Demonstration Projects
- Dissemination
- Evaluation

## PROJECT GOAL

- Support communities across the country to adopt proven, sustainable, and replicable models that lead to participation of persons with disabilities, older adults, and caregivers in the design and implementation of coordinated transportation systems that are responsive to their needs.

# DEMONSTRATION GRANTS

- More than 40 sites total
- Diversity of type, size, geographic location
- Variety of roles in transportation planning
- Diversity in focus/ desired outcomes of project efforts

# LESSONS LEARNED

- **Communication**
- **Engagement**
- **Expectations**
- **Practical Tips**

# LEARN MORE

- [transitplanning4all.org](https://transitplanning4all.org)
  - Introduction to Inclusive Planning – Pathway to Inclusion
  - Inclusive Planning Guide
  - Virtual Roundtable Series
  - Resources
  - Projects





# DIVERSITY AND EQUITY

PRESENTED BY: MELISSA GRAY (US AGING) & DEBRITTANY MITCHELL (ICI)

DATE: MAY 22, 2023

# DIVERSITY: MORE THAN A WORD

- Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term "diversity" is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

<https://environment.uw.edu/about/diversity-equity-inclusion/tools-and-additional-resources/glossary-dei-concepts/>



# THINKING ABOUT DIVERSITY HOLISTICALLY

**DIVERSITY, EQUITY & INCLUSION**



**DIVERSITY ASKS**

**WHO**  
— IS IN —  
THE ROOM

**?**

**EQUITY ASKS**

**WHO IS**  
— TRYING TO —  
GET IN THE ROOM  
BUT CAN'T

**?**

**INCLUSION ASKS**

**— HAVE —**  
EVERYONE'S  
IDEAS BEEN  
**HEARD**

**?**







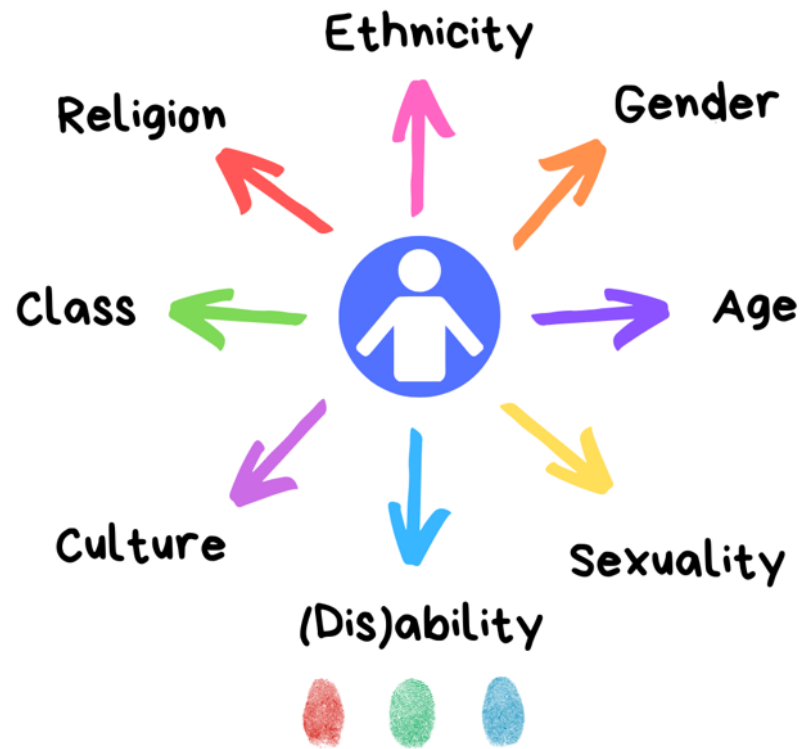
# INTERSECTIONALITY: A FRAMEWORK

*"THIS IDEA THAT **WE ALL HAVE THE SAME LIFE** IS FALSE. RACE, CLASS, GENDER COME TOGETHER TO SHAPE THE LIFE CHANCES OF PEOPLE IN **VERY DIFFERENT WAYS.**"*

*—Kimberlé Crenshaw*



# INCLUSION & INTERSECTIONALITY: IDENTITY BEYOND AGING AND DISABILITY



Intersectionality highlights each individual's uniqueness based on various identity markers.

Inclusion invites individuals to show up as their full and authentic selves and embraces multiple identities.



# EQUITY: MORE THAN A WORD

- The fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.
- The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist in the provision of adequate opportunities to all groups.

<https://environment.uw.edu/about/diversity-equity-inclusion/tools-and-additional-resources/glossary-dei-concepts/>



# THE CONTINUUM OF DIVERSITY TO EQUITY



**Diversity of  
people,  
perspectives**



**Inclusion:  
power, voice,  
organizational  
culture**

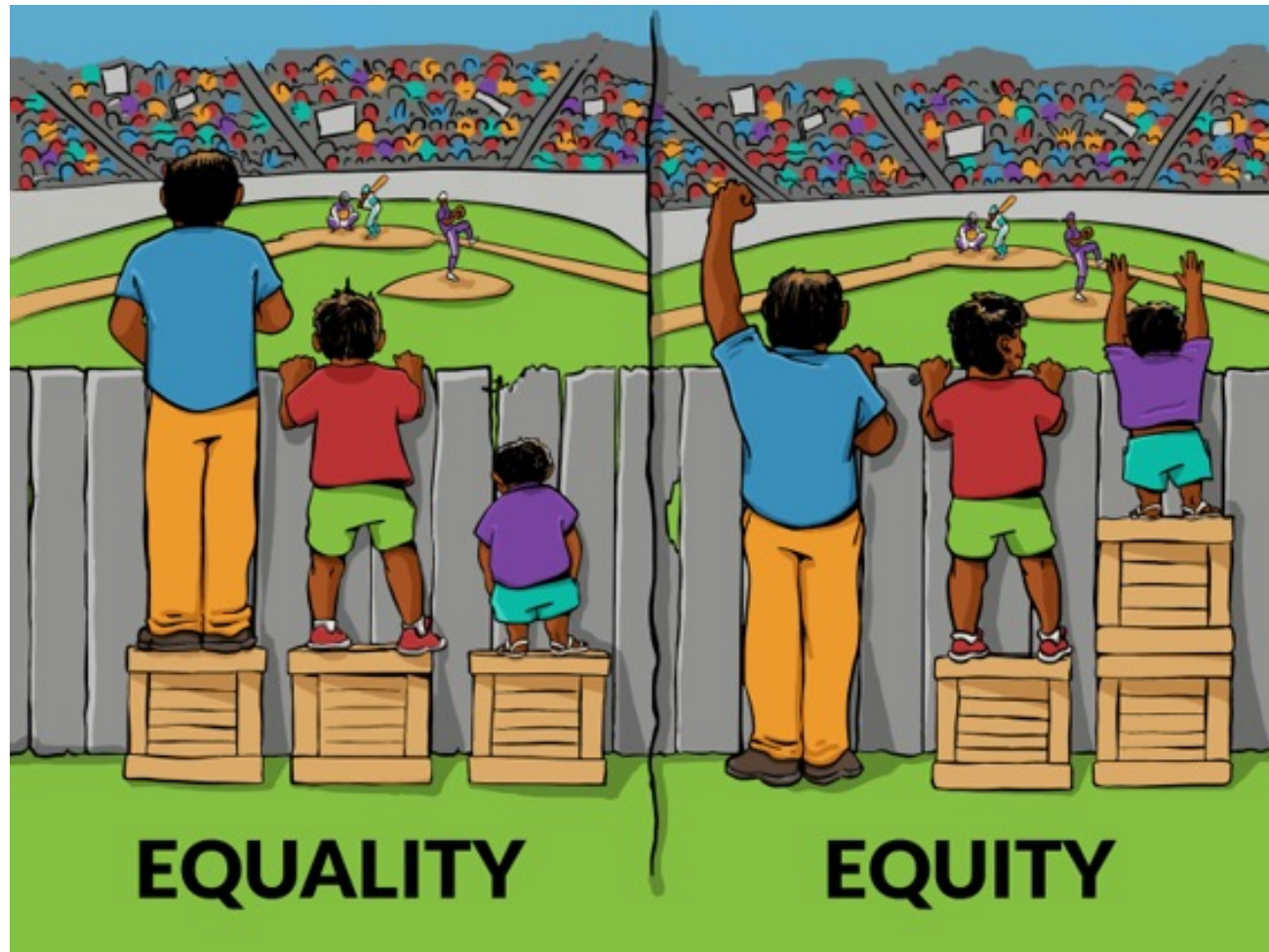


**Equity = results  
from policy,  
practice,  
position**





# EQUALITY VS. EQUITY



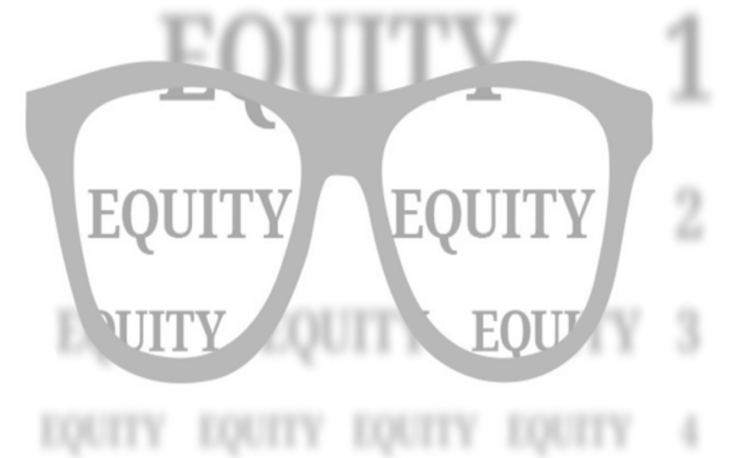
# BARRIERS TO EQUITABLE PARTICIPATION IN PLANNING ACTIVITIES

- Assuming you know what the barriers are
- Scheduling (e.g., meeting times)
- Access to meetings (e.g., transportation)
- Lack of information and language access
- Space that is not physically accessible



# SOLUTIONS TO EQUITABLE PARTICIPATION IN PLANNING ACTIVITIES

- Understand intersectionality
- Improve cultural and linguistic competence
- Adapt to the communities being served
- Leverage community partnerships and resources
- Build trust
- Provide compensation and/or supports for attendance (i.e. transportation, food, etc.)
- Ensure accessibility
- Disseminate information in a variety of formats and outlets

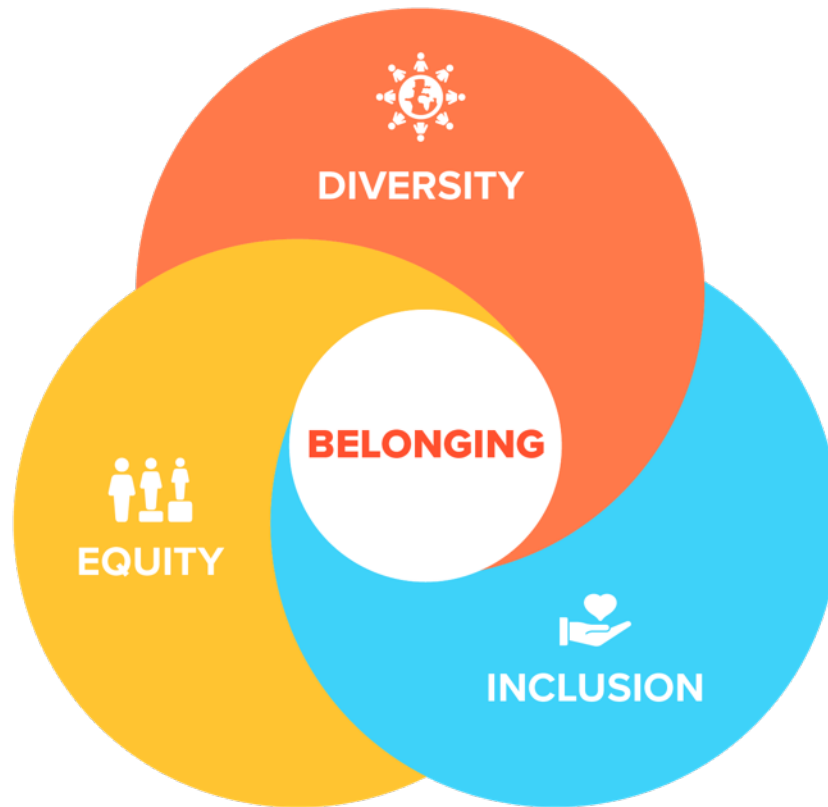


# IDENTIFY YOUR EQUITY COMMITMENT

- Define equity for YOUR community
- Think about your equity process for inclusion
- Incorporate equity through programs and partnerships



# DEI&B: SEPARATE BUT EQUAL IN IMPORTANCE





# INCLUSION

PRESENTER: DAVID HOFF (ICI)

MAY 22, 2023



## HOW DO WE DEFINE INCLUSION?

The **active** and **meaningful** involvement of people with disabilities and older adults in transit planning and operations.

# INVITING AND WELCOMING

- Outreach through variety of methods
- Various and trusted communication methods
- Use of trusted partners
- Don't expect everyone to come to your house





# PROACTIVE CONSIDERATION OF NEEDS

- Apply universal design principles
- Support needs and assistance
- Language and cultural considerations

# ACTIVE AND MEANINGFUL INVOLVEMENT

- More than asking opinion
- Opportunities to be involved at variety of levels and variety of ways
- Multiple ways of providing input and being engaged



# EXAMPLES OF STRATEGIES FOR INCLUSION

1. Overall culture of engagement and inclusiveness
2. Ability to participate remotely and in-person
3. Ensuring understanding of methods/mechanisms for transportation planning
4. Technology (access, knowledge, comfort)
5. Time, place, easy access
6. Opportunities and concrete roles
7. Easy availability of accommodations and support
8. Training and capacity-building: *staff and community members*



# PARTNERSHIPS

PRESENTER: VIRGINIA DIZE (US AGING)

MAY 22, 2023

# COORDINATED TRANSPORTATION PARTNERS

- Key organizations, government agencies, providers and groups involved in funding, designing, developing, managing, providing and/or overseeing community transportation programs that are committed to inclusive coordinated transportation planning and willing to be actively engaged in the process. (TP4A RFP)
- “BORPSAT” – Bunch of the right people sitting at the table
- Recruit – not just the “usual suspects”



# WHAT MAKES AN EFFECTIVE PARTNERSHIP?

## FLEXIBILITY

- Clarity of purpose
- Communication
- Education for All: Take the time to learn from each other
- Open to change



# SUCCESSFUL PARTNERSHIPS

## RESPECT

- Plan meetings – have an agenda
- Set ground rules
- Write it down
- Track progress and
- Keep everyone informed



# SUCCESSFUL PARTNERSHIPS

## TRANSPARENCY

- Handle conflict
- Avoid complacency
- Seize new opportunities
- Seek expertise from others as needed
- Recognize when change is needed





# SUCCESSFUL PARTNERSHIPS

## CELEBRATE SUCCESS

- Acknowledge failures and discouragement
- Each milestone achieved deserves celebration!
- Acknowledge partner contributions
- Keep the community informed



QUESTIONS



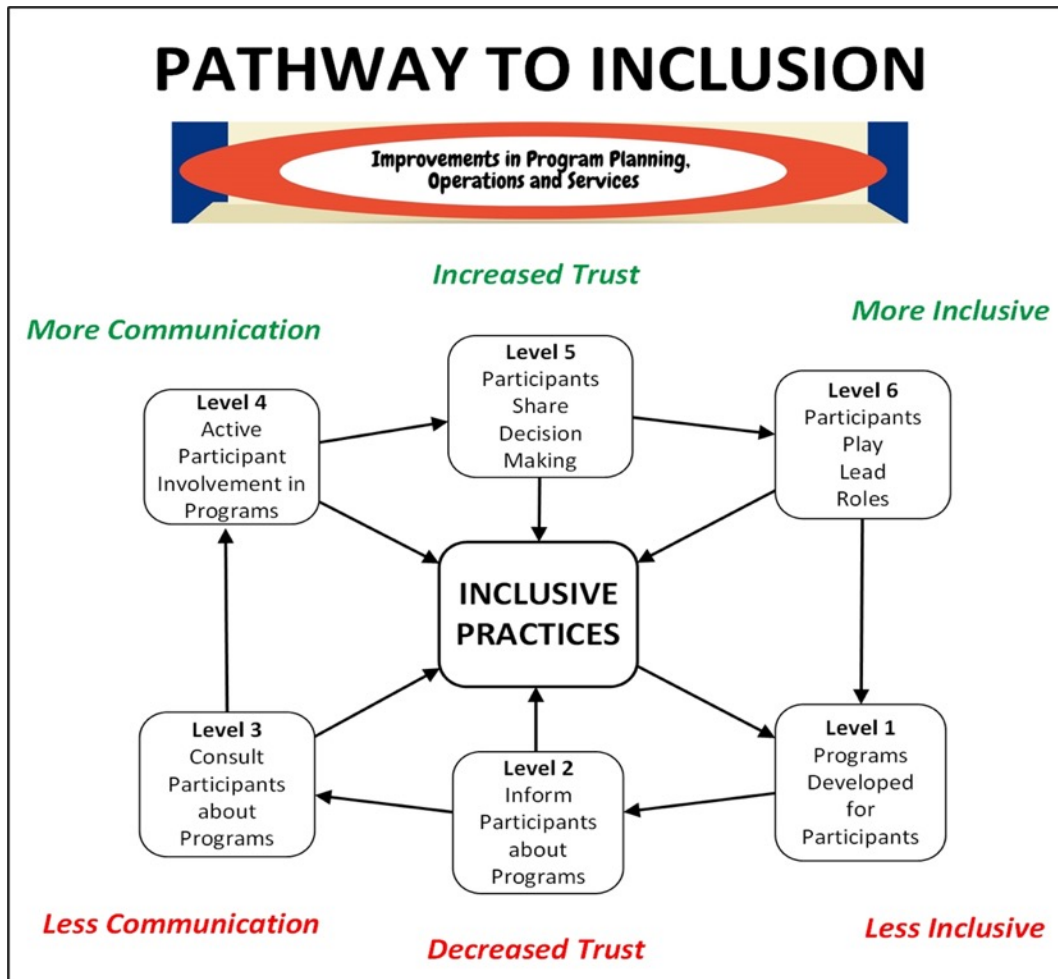


# PATHWAY TO INCLUSION

PRESENTER: DAVID BERNSTEIN (DJB EVALUATION)

MAY 22, 2023

# THE PATHWAY TO INCLUSION



- Inspiration: Arnstein Ladder of Citizen Participation.
- Participants: People with disabilities, older adults, caregivers.
- Levels 1-3: Necessary, but less communication, decreased trust, and less inclusive.
- Levels 4-6: **Aspirational!** More communication, increased trust, and more inclusive.
- Programs conduct activities at all levels needed.
- Inclusive programs should be able to provide examples of inclusive activities at different levels.



# PATHWAY LEVEL I

- **Programs Developed for Participants**
- Purpose: Mobility programs are needed for people with disabilities and older adults to live active, meaningful lives.
- Little or no involvement of participants.
- Assumption: Few programs continue at Level 1 because success is unlikely without participant involvement.



# PATHWAY LEVEL 2

- **Inform Participants About Programs**
- Purpose: Communicate to stakeholders.
- Programs provide information to current and potential participants.
- Communication is generally one-way (from program to participants).
- Examples: Brochures, websites, emails, social media, community presentations by program staff or consultants.



# PATHWAY LEVEL 3

- **Consult Participants about Programs**
- Purpose: Collect feedback from participants about current services, unmet needs, and potential services.
- Programs have individual or group discussions or data collection from people with disabilities and older adults.
- Examples: Surveys, focus groups, community meetings.



# PATHWAY LEVEL 4

- **Active Participant Involvement in Programs**
- Purpose: Build credibility; expand resources.
- Participants, through steering committees or other activities, play active, meaningful roles in planning and program activities that serve people with disabilities and older adults.
- Examples: Participants lead person-centered activities; participants review program materials.





# PATHWAY LEVEL 5

- **Participants Share Decision Making**
- Purpose: Decision-making expands influence (“Nothing about us without us.”).
- Participants share in the process of making decisions regarding planning and operations of programs.
- Examples: Participants consider program and policy alternatives, share influence in decision-making.

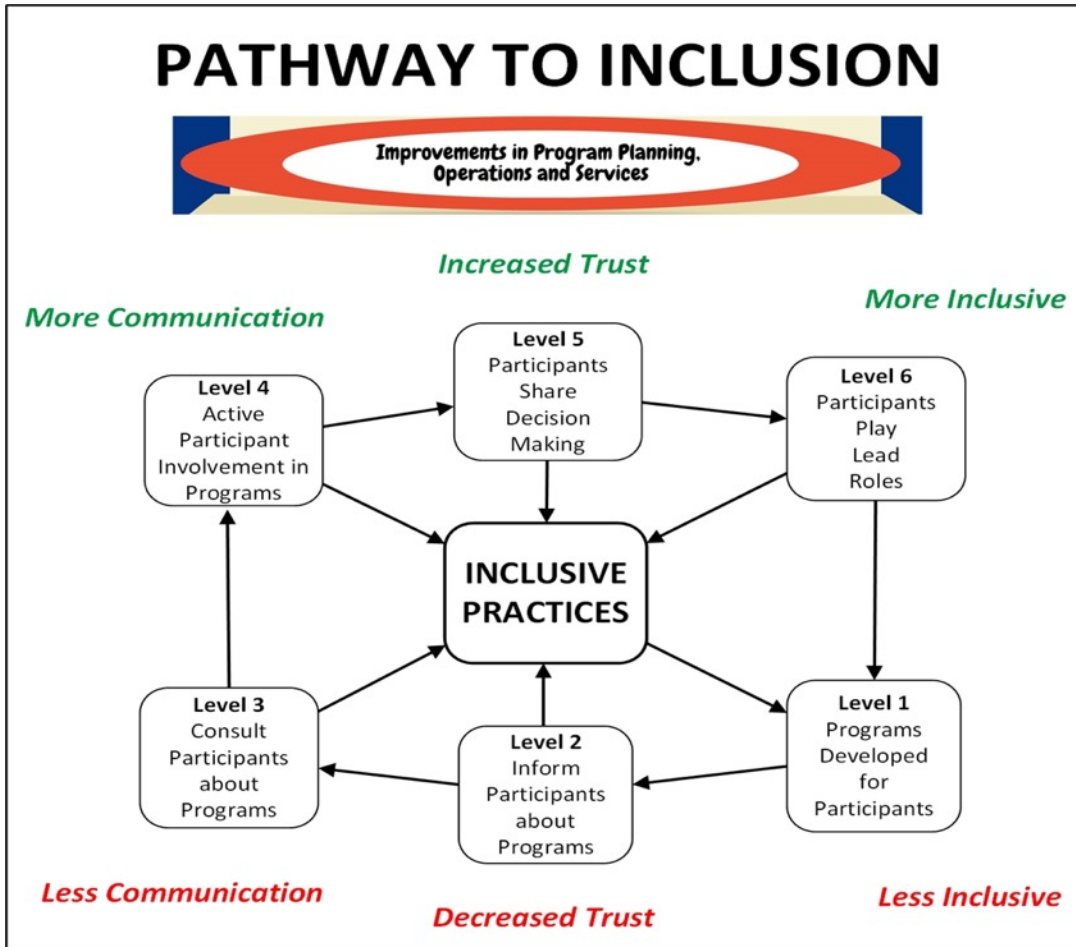


# PATHWAY LEVEL 6

- **Participants Play Lead Roles**
- Purpose: Programs for people with disabilities and older adults are led by participants.
- Individual participants (not representing partner organizations) take on leadership roles in program planning and operations.
- Examples: Participants assume responsibility for planning and carrying out project tasks.



# PATHWAY TO INCLUSION EXERCISE



## Table Discussion:

1. Are people with disabilities and older adults actively and meaningfully involved in program planning/operations in your agencies?
2. Identify examples at **Pathway Level 4-6**.

## Share 1 or 2 examples with the Larger Group:

1. What was the activity?
2. What was the role of people with disabilities or older adults?
3. What Level on the Pathway to Inclusion did your Team identify?

- Level 4: Active Participant Involvement in Programs
- Level 5: Participants Share Decision Making
- Level 6: Participants Play Lead Roles



# USE THE PATHWAY TO INCLUSION

1. TRACK inclusive activities.
2. REVIEW inclusive activities (inclusively).
3. SCORE the Pathway Level for each activity.
4. IDENTIFY the overall Pathway Level.
5. REPORT overall Pathway Level (transparency).
6. EXPAND inclusive activities.

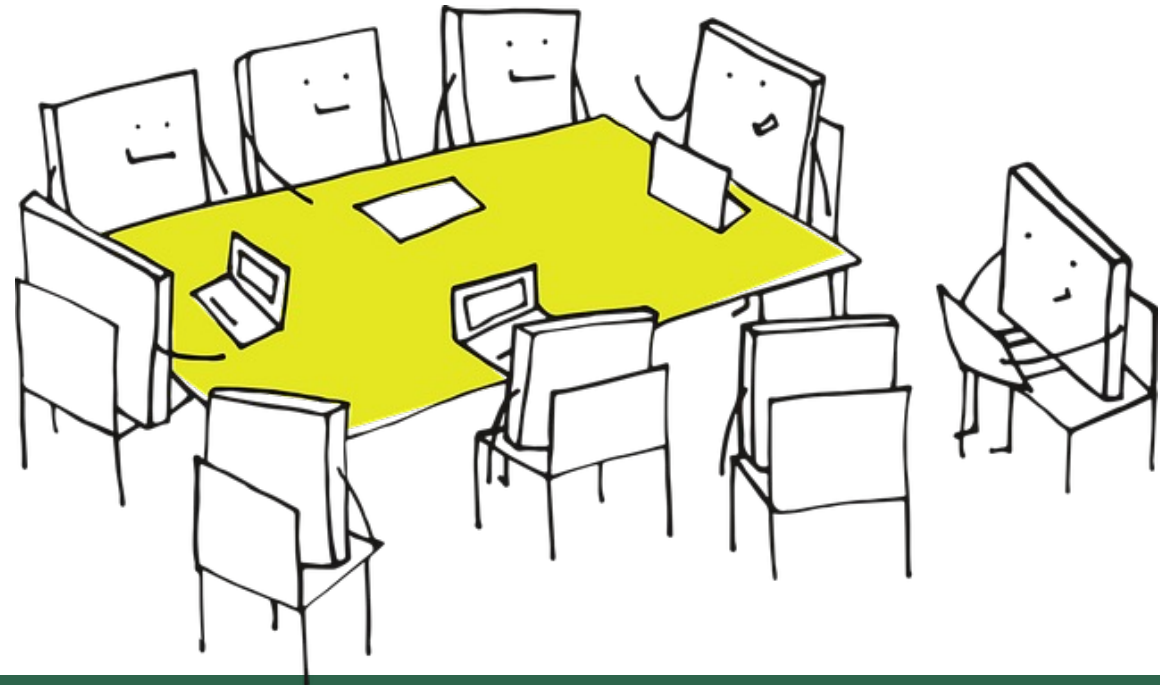


# 10 MINUTE BREAK



# DISCUSSION ON TRANSPORTATION ACCESSIBILITY

CHALLENGES, BARRIERS, AND SOLUTIONS





# TRANSIT PROVISIONS OF THE AMERICANS WITH DISABILITIES ACT

PRESENTER: CHARLIE DICKSON (LINDEN TREE ASSOCIATES)

MAY 22, 2023

# INTRODUCTION

- The Americans with Disabilities Act (ADA) is a civil rights law that prohibits discrimination based on disability. The ADA was signed into law by President George H.W. Bush on July 26, 1990.
- The ADA's transit provisions require public transportation systems to be accessible to people with disabilities. This includes buses, trains, subways, and other forms of public transportation.





# HISTORY OF THE TRANSIT PROVISIONS

- **1986:** The Architectural Barriers Act (ABA) is amended to include public transportation.
- **1988:** The Fair Housing Amendments Act is passed, which includes provisions that require public transportation to be accessible to people with disabilities.
- **1990:** The ADA is signed into law.
- **1991:** The Department of Transportation issues regulations that implement the ADA's transit provisions.
- **1998:** The ADA Amendments Act is passed, which makes several changes to the ADA, including clarifying the definition of disability.
- **2008:** The Department of Transportation issues new regulations that implement the ADA Amendments Act.

# ADA TRANSIT REQUIREMENTS

- Making all new vehicles accessible. All new buses, trains, and other vehicles used for public transportation must be accessible to people with disabilities.
- Making existing vehicles accessible. Transit agencies must make their existing vehicles accessible to people with disabilities, if it is readily achievable to do so.
- Providing paratransit service.
- Transit agencies must provide accessible information about their services to people with disabilities. This includes providing information in accessible formats, such as Braille or large print, and providing information in accessible languages, such as American Sign Language.

## IMPACT OF THE ADA

- The ADA's transit provisions have had a positive impact on the economy. Studies have shown that the ADA has created jobs, increased productivity, and boosted tourism.
- The ADA's transit provisions are an important part of the law's overall goal of ensuring equal opportunity for people with disabilities. The transit provisions have made it possible for people with disabilities to participate fully in society, and they have had a positive impact on the economy.

## CONTINUING ISSUES

- Ancient fixed route systems
- Problematic Paratransit
- Training
- Accessing Transit

## SOME TP4ALL PROJECTS

- Maryland Transit Administration (Baltimore) – Way Finding
- Ride Connection (Portland, OR) – Dialysis Transportation



# DISCUSSION: CHALLENGES, BARRIERS, SOLUTIONS

FACILITATOR: DAVE SOMERS (US AGING)

MAY 22, 2023

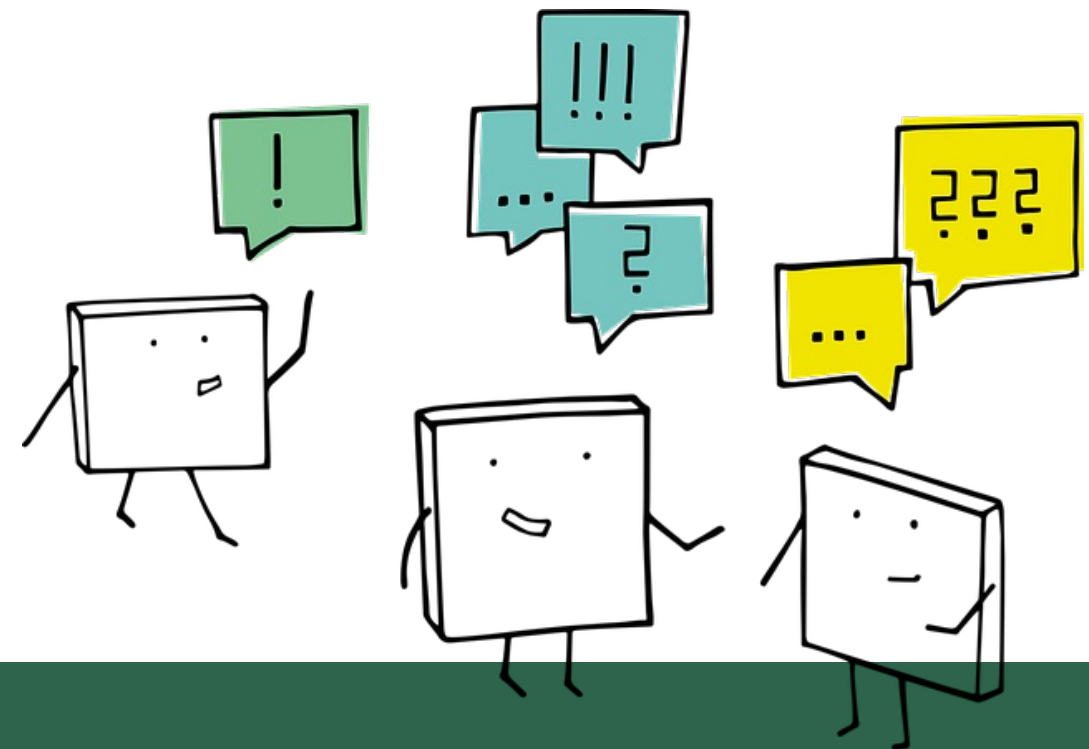
# MORNING WRAP-UP AND LUNCH

- A buffet will be served at the Courtyard Grille on the 1<sup>st</sup> floor.
- Refer to your hotel map for help finding the Courtyard Grille.
- We will meet back in this room at 1pm to continue the Institute!





# TEAM ACTIVITY: IDENTIFYING ACCESSIBILITY CHALLENGES





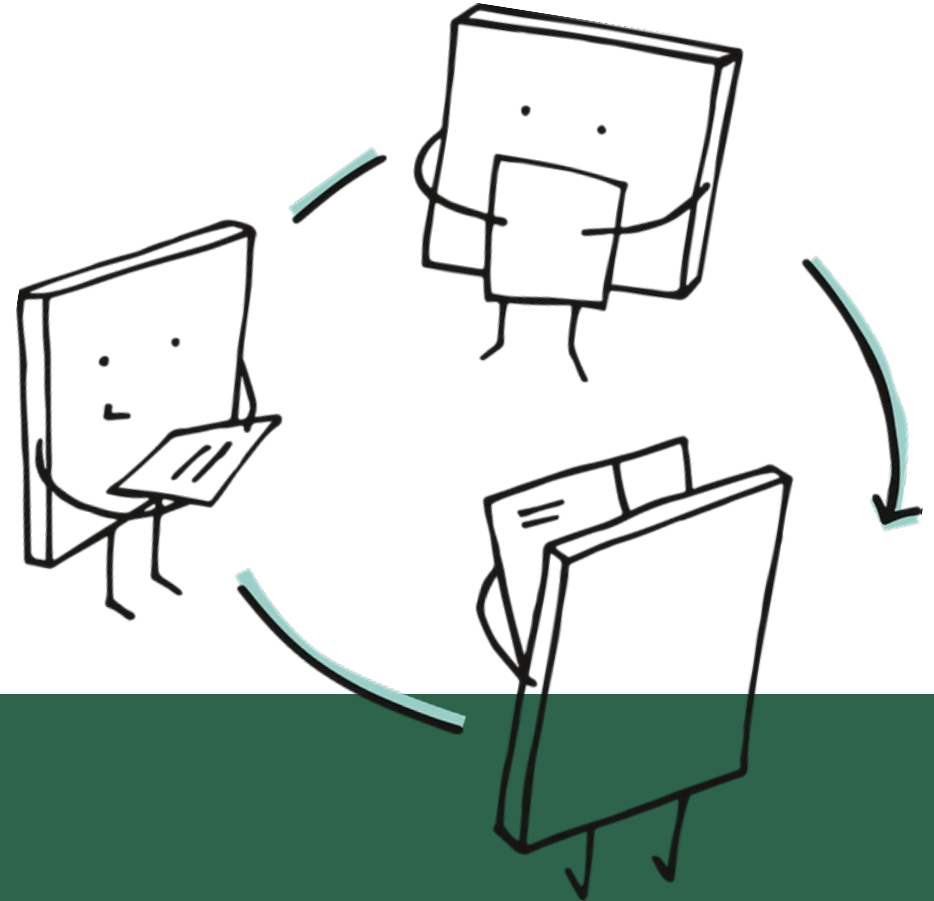
# TEAM ACTIVITY: IDENTIFYING ACCESSIBILITY CHALLENGES

- With your team, have a brainstorm session to identify specific transportation accessibility challenges in your community
- Then, narrow down these accessibility challenges and choose 1 – 3 priority areas that you wish to discuss and address today



# BREAKOUT GROUPS

CHALLENGES AROUND TRANSPORTATION ACCESSIBILITY



# FIND THE TABLE LABELED WITH THE NAME OF THE GROUP YOU ARE REPRESENTING AND SIT TOGETHER.

- Persons with Disabilities
- Older Adults
- Caregivers
- Organizations that serve people with disabilities and/or older adults (CILs, AAAs, UCEDDs, ADRCs, Assistive Technology Act Programs, CCH's)
- Health Care Providers or Plans/Human Service Agencies
- Public Transportation
- Local Government/Planning Agencies



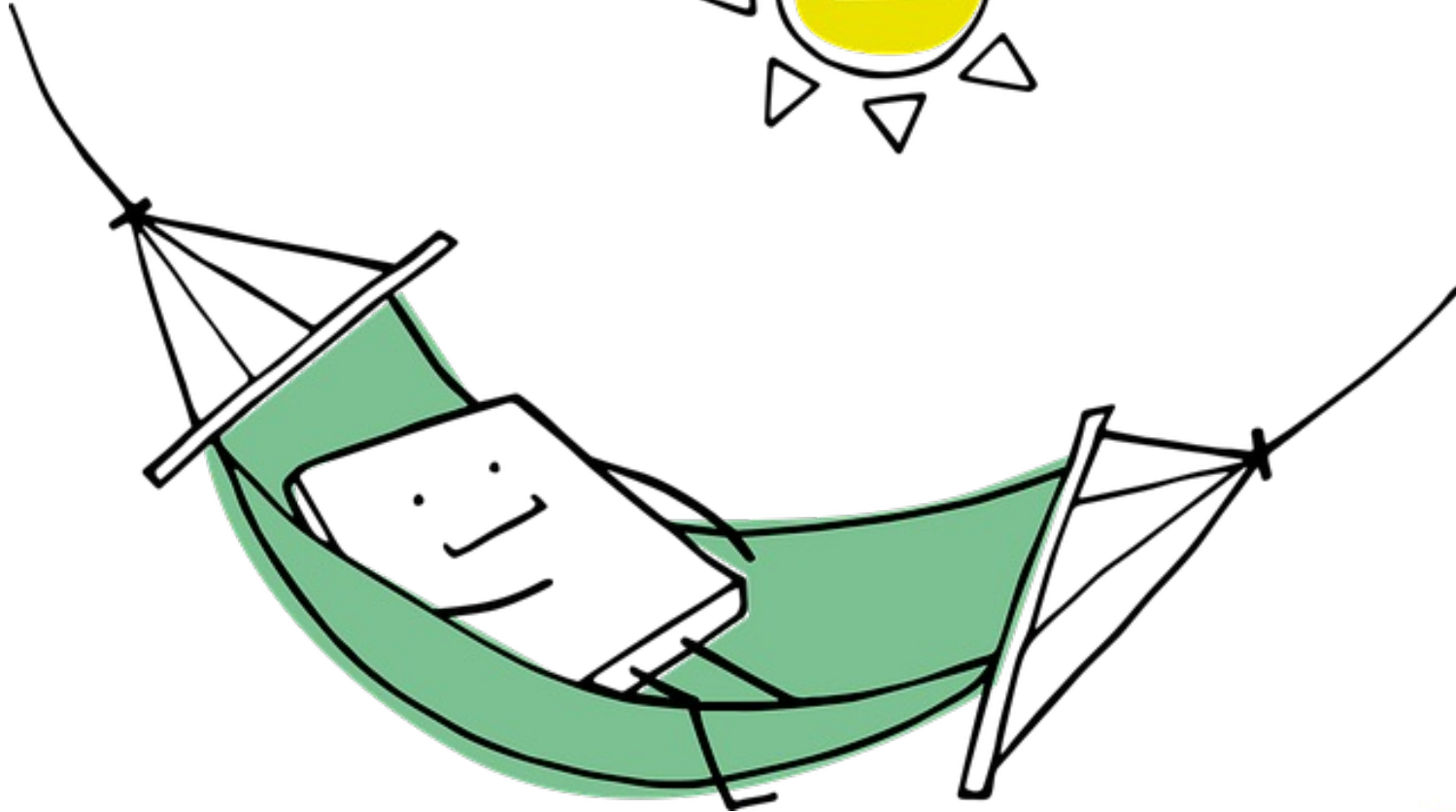
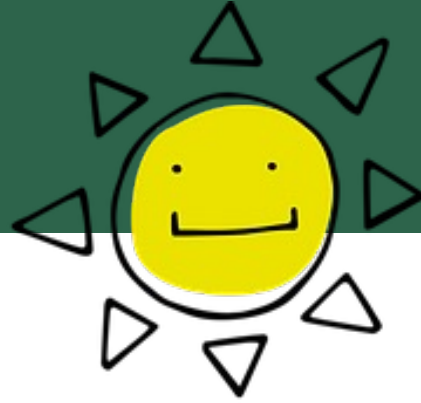
# BREAKOUT GROUPS: DISCUSSION

**Identify and discuss challenges around transportation accessibility specific to your group. Use these questions to help guide your discussion:**

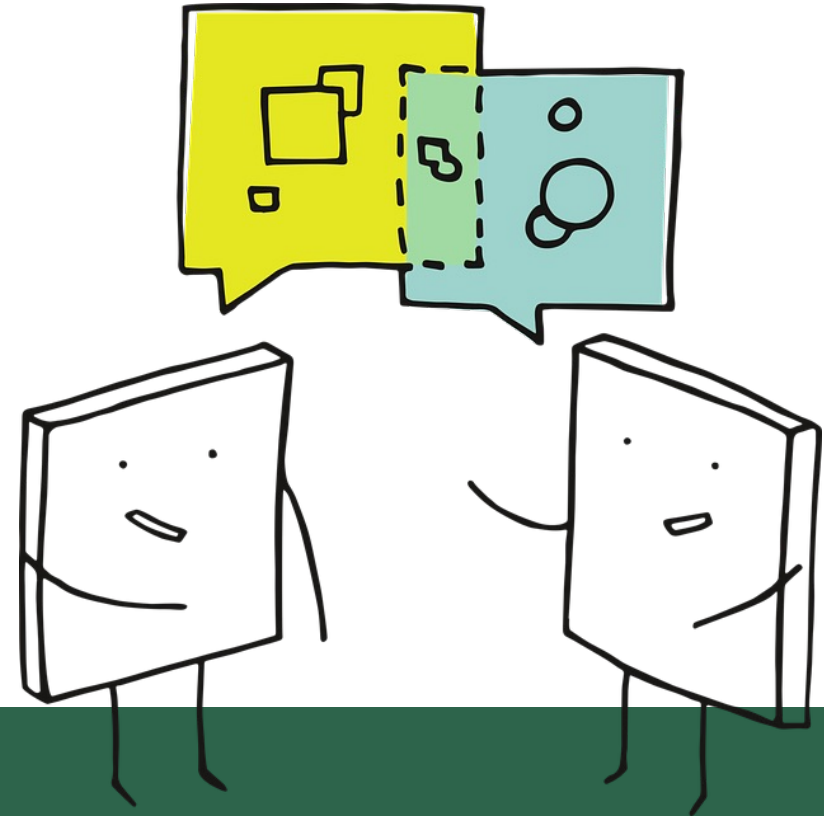
1. What are some of the challenges your group faces around transportation accessibility? What are similarities / differences across communities here?
2. How has your group been included/not included in accessible transportation planning in your community?
3. What would you like to see from your group in the future regarding accessible transportation planning?



# 15 MINUTE BREAK



# TEAM ACTIVITY: FORMULATING MOBILITY SOLUTIONS



# HOW WILL YOU WORK TOWARDS SOLUTIONS?

- **Work with your team to brainstorm solutions to the previously identified 1–3 priority challenges in your community. For each solution, work through these questions:**
  1. How will you include people with disabilities and older adults in the planning & operation of your mobility solution?
  2. What partnerships could you draw on or create to implement this solution?
  3. What kinds of resources will you need?
    - a. Hint: Funding is very important, but try to think beyond funding as well!
  4. How can you utilize assistive technology in your solution?



## 10 MINUTES LEFT TO DISCUSS!

- After this activity, each team will give a 5-7 minute presentation on their challenges and potential solutions. Then, the other teams will have to opportunity to ask questions or provide feedback.
- Appoint one or two of your team members as the spokesperson(s) for your team. This can be your team leader, but does not have to be.
- Your presentation should include:
  - Description of accessibility challenge(s)
  - Solution
  - Inclusion and role of riders (older adults & people with disabilities)





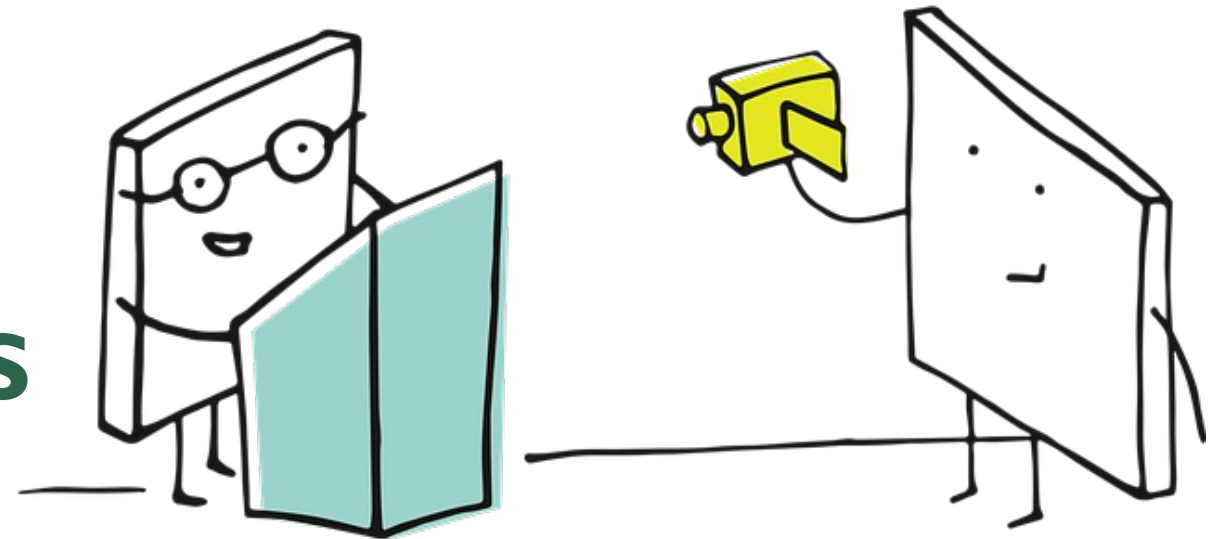
# 5-MINUTE STRETCH BREAK





# TEAM PRESENTATIONS

EACH TEAM WILL PRESENT ON THEIR SOLUTIONS



# TEAM PRESENTATIONS GUIDELINES

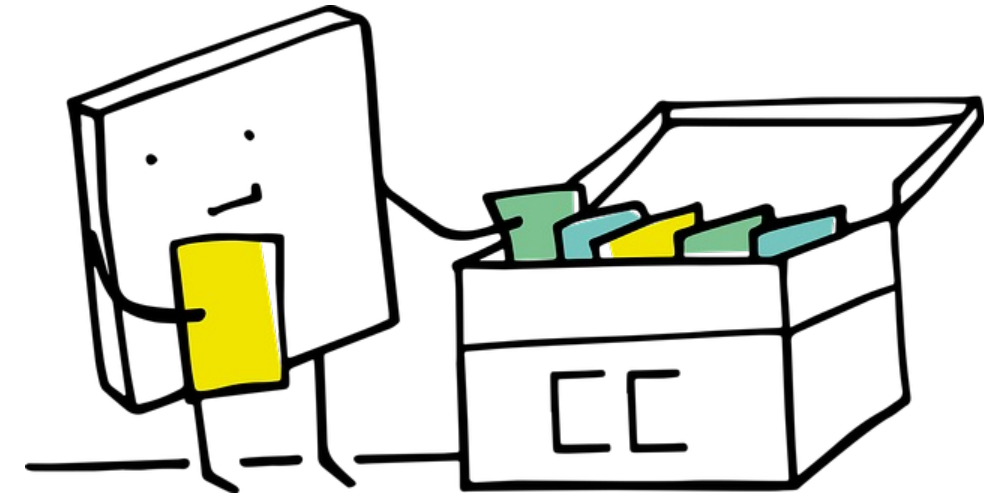
- Each team will have 5-7 minutes to present.
- After your presentation, we will open up the floor to 1-2 questions/pieces of feedback from other teams.
- Make sure to address these three topics in your presentation:
  1. Description of accessibility challenge(s)
  2. Solution
  3. Inclusion and role of riders (older adults & people with disabilities)





# SUMMARY AND CLOSING

SUSTAINABILITY, RESOURCES, AND THE FUTURE!



# SUSTAINABILITY

- **Sustaining inclusion**
  - Continue meeting with stakeholders & riders
- **Sustaining partnerships**
  - Recognize the value of your partnerships and continue working together
- **Sustaining momentum**
  - Nothing gets done without a plan
  - Pursue funding opportunities
  - Teams will meet again virtually in Summer



# FUNDING RESOURCES

- **Federal Transit Administration Section 5310**
  - Provides “formula funding to states for the purpose of assisting private nonprofit groups in meeting the transportation needs of older adults and people with disabilities when the transportation service provided is unavailable, insufficient, or inappropriate to meeting these needs.” (FTA Website)
  - Requires “local match” funding – state or local funds that the federal government will match
- **Technical Assistance Centers- FTA and ACL**
  - [transitplanning4all.org](https://transitplanning4all.org)
  - National Transportation Accessibility Center (NTAC) website under development
  - The NADTC website highlights new federal and non-federal grant opportunities
- **We will send out a resource list with links to funding guides, toolkits. etc.**
- **Follow up technical assistance from CTAA possible.**



# NATIONAL TRANSPORTATION ACCESSIBILITY CENTER (NTAC)

- New center, also funded through the Administration on Community Living, with a focus on identifying and disseminating best practices in transportation accessibility and serving as a hub for transportation accessibility resources.
- **Steering Committee** - 15 members with diverse representation
- **National Accessible Transportation Accelerator Network (NATAN)**
  - Call for accessible transportation strategies to be housed on NTAC website
- **Communities of Practice**
  - Goal: increase transportation access and use in historically underserved communities
  - 5 Communities of Practice, with at least 2/5 rural



# CLOSING

- Make sure to discuss with your team:
  - *How will you take what you learned and discussed and implement it in your community?*
  - *How will you continue to build and strengthen your partnerships with each other?*
- Be on the lookout for a resource list with links to toolkits, funding guides, videos, and more! We will send this by email.
- **Future meeting**
  - We hope to hold a virtual meeting with all the Institute teams later this summer. Stay tuned for more information!





# DINNER



- *Remember to hand in your surveys before heading to dinner!*
- Dinner will be held in on the 2nd floor in the Grand Room and the Hefner Room. Teams will be split among the rooms as follows:
  - **The Grand Room:** York County, Grand Rapids, North Texas, Oklahoma
  - **The Hefner Room:** St Louis, Ability Beyond CT, Seattle, Utah

