ROUGHLY EDITED TRANSCRIPT

ASSOCIATION OF PROGRAMS FOR RURAL INDEPENDENT LIVING (APRIL)

TITLE II AND TRANSPORTATION WITH THE 3 KEYS WEBINAR

APRIL 11, 2018

3:45 P.M.

Captioning Provided by:

Closed Caption Productions, LLC

www.CaptionFamily.com

Phone: (800) 335‑0911

\* \* \*

REALTIME CAPTIONING AND/OR CART (COMMUNICATIONS ACCESS REALTIME TRANSLATION) ARE PROVIDED IN ORDER TO FACILITATE COMMUNICATION ACCESSIBILITY AND MAY NOT BE A TOTALLY VERBATIM RECORD OF THE PROCEEDINGS.

\* \* \*

>> SIERRA ROYSTER: We will get started in about four minutes. This is the Americans with Disabilities Act youth training. We are on part five, talking about public transportation. So we'll get started in about four minutes.

While you are waiting, you can answer the questions on the screen. The question on the screen is share an experience you have had with public transit, you can share positive, negative or indifferent. Just let us know that. We will get started in about three more minutes.

All right. For those who just joined, if you want to answer the question on the screen, share an experience you had with public transit. The ADA youth training will get started in about one more minute.

All right. Good afternoon, everybody. We will go ahead and get started. This is ‑‑ I hope you are in the right place, this is the Americans with Disabilities Act, the ADA youth training, part 5. And Rene will be our presenter again today and I will go over some activities at the end. I'm Sierra Royster, I'm the program coordinator with APRIL. While you were waiting or while we are getting started here, if you want to drop in the chat box maybe an experience you have had with public transit. That could be positive, negative, or indifferent. We want to hear what some of your experiences are, as we get started talking about this topic which is so big that we decided to have its own section for today ‑‑ its own session for the training.

But as we get going, just remember if you have been on the call before, you know about how this works, but if you are new, this might be good information for you. This is interactive. So towards the end, you will know that there will be an activity and we do want you to get involved and jump into some of those conversations. You can join by the phone, or you can join via a microphone, whichever one is available to you. And I will mute everybody once Rene gets started and then if you would like to talk or have a question while she's going through, you can always go to the top of your screen. There's a person there that has their hand raised.

If you click on that, that will let me know that you have a question. If you don't want to do it that way, you can always drop it into the chat box or you can also just hold on to it and we will have a Q&A time right at the end of Rene's presentation.

So we hope that that will work for you all. And remember, while you are unmuted, you can mute from home. Like I mentioned before, we will have a Q&A break at the end, but if there's something that you would like to drop in as a question throughout the call, feel free To do that in the chat box or I can come to you when we get started.

All right. So this is part 5, like I mentioned out of a seven part series. We have gone over 9 overview of the ADA, disabilities disclosure, reasonable accommodations, the overview of Title I and then requesting accommodation, so the three keys. Last time we went over Title II state and local government and how the three keys applied to that. And we are taking state and local government and carving out a little bit more in detail, and just focusing on transportation today. We have two more trainings after this.

So I hope you will continue to join us after today.

So I will turn it over to Rene now. And I'm going to put everybody on mute, that way we can make sure that we keep down any background noise but just remember, you can ask questions by dropping that in the chat box or raising your hand.

All right, Rene, left me mute everybody.

All right. Rene, you are unmuted now, so if you will jump in, thanks for joining us again.

>> RENE CUMMINS: Okay. Thank you, Sierra and welcome to continue to look at the Title II. And we will take a look at public transit systems. So what does the ADA say about public transit systems? Under the ADA, they are public transit, which it's bus line or streetcars or light rail, or any other kind of transit system that the city or the county or maybe a regional system that several counties have come together to provide. Any of those transit systems must be accessible to people with disabilities and they must be usable by people with disabilities.

So both of those have to be true about the public transit system, but we know, and you probably have already hit upon some of these ideas in thinking on your ‑‑ back on your experiences with using public transit, we know that sometimes all of those are not in place so that the system is accessible to everyone with the disability who would like to use that system, or it may not be usable by some of the people who would like to use that system.

So what else does the ADA specify that state and local government has to do in this area of transit?

Next slide.

Along with having a public transit system, once that public transit system is in place from your state and local government, it has a responsibility to provide a parallel or paratransit system for all the people that cannot use that public transit system because it's either not accessible to them, or it's not usable by them. And we're going to talk about that more in depth. But the important thing about the parallel or the paratransit system is that it is always built on the existing public transit system.

So many times people with disabilities have a mistaken idea about what the law requires and they think that one system is opposed to the other. In other words they think that they would like to advocate for paratransit and move all the money to paratransit and take money away from public transit or vice versa, but that's really not how it works.

The public transit system has no exist and then the paratransit system can be built on that public transit system. Let's take a look at this slide to understand what does that mean when I say it's built on the public transit system.

We know that the paratransit services and the paratransit system can only go in certain areas, and those are the areas defined under the law in this way. The paratransit area is the area that is three‑fourths of a mile on either side of the public transit fixed route line. So what does that mean?

We know that buses or streetcars or light rail systems travel on a fixed route. We know where we can go to get to a bus stop or a rail stop to be able to use that public transit line because it has a fixed route, and we know where that bus line is or that rail line.

So instead of not knowing where exactly, you would go to find that bus stop to get on that bus system, you do know that there's a fixed line and that's where the paratransit can go. It can go in an area that is three‑fourths of a mile on either side of that fixed route line.

And then when you get to the end of the line, it can also go into an area that is three‑fourths of a mile radius from the end point of that public transit. So what that means is you would more or less draw a circle that goes from the end point where that public transit line ends, that's the last stop it makes, that's the end of the line, and you can draw a circle more or less that goes out three‑fourths of a mile in all directions. So that's where the three‑fourths of a mile radius comes in from that end point.

That is the area that is defined as paratransit. So if you are one of the people that cannot use the public transit system, because it's either not accessible to you or you would have trouble using it. It's not usable by you for various reasons, then you can sign up or apply to get into the paratransit system.

Knowing that you would only to be able to go to destinations or be picked up in that area that is defined by that three‑fourths of a mile on either side of the fixed route line or three‑fourths of a mile from the radius when you get to the very end point.

So in other words, you can't go everywhere in the city, because most likely, your bus lines, your fixed route public transit does not go everywhere in the city.

So that's something to keep in mind. But under the law, there has to be a parallel or paratransit services provided. There has to be this parallel system once you have a public transit system that is provided by your state and local government.

So let's look at the next slide and let's look at some reasons why there might be barriers or problems that would cause you not to be able to use the public transit system. Some reasons why it would be accessible to you or usable by you. And this is not an exhaustive list. This is just some reasons that could involve having someone choose to apply to be in the paratransit system.

So let's look at some of these barriers or problems on this slide or the next slide.

Could you have a situation where there is not an accessible path of travel. So you would have an inaccessible path of travel in order to get a transit stop or a bus stop or perhaps to the transit station, where would you have to go in order to buy a fare card or find out information about the routes or any number of reasons why you might be needing to go to that transit station.

So if that were the case, then you have a reason why the system is not accessible to you or usable by you.

There could also be missing curb cuts so that people are not able to get down off of a curb, and to continue their path of travel or it may be that there's a curb cut missing to be able to get back up on to the sidewalk once you have crossed the street or crossed at an intersection, because there happened to be missing curb cuts in the path of travel that you would be required to use. Or there could be inaccessible, broken sidewalks or portions of sidewalks missing, or perhaps the entire sidewalk, a missing sidewalk in the first place. So there is no accessible path of travel for you to take.

Another reason could be that you are at a very busy intersection and that intersection lacks features to provide for safe crossings.

In my own experience, if I'm at a very busy intersection, I need to have the audible signals that have a tone that tells me when it is safe for me to cross, because the traffic has stopped and the traffic is going in my direction now has the light, because especially in bright sun light, I cannot access the traffic lights to know when it is my turn to cross, or it could be someone who has mobility limitations, and they need to have that countdown that tells them how long they have to cross, so that they know if it is safe for them to start crossing, and they will know that they have enough stamina and that they will be able to get across that intersection safely before that light changes. So those are a couple of features that could be missing, that would cause a person not to be able to cross safely at an intersection and therefore, not be able to get to the point to access the public transit system.

Also there might be drivers that fail to identify the routes or to make announcements along the routes. And there, again, this is something I can identify with, because if I'm at a public transit stop that is served by multiple buses, for example, then if a bus stops, I have to ask them which bus this is, because I can't just get aboard, knowing that because multiple buses stop there, I could be getting on entirely the wrong bus.

So if the buses aren't equipped with those kind of automated announcements that leapt you know when the bus pulls up which bus it is, then many of us cannot tell if that's the bus we need and therefore, the system is very difficult to use.

Also once you get on the bus, if you are a person, for example, who has hearing loss and there's no scrolling display going across, and the driver is announcing stops but you can't hear it, then that system may not be usable to you because you would not know exactly where are you on that route, and what stop is coming up so that you would know, is this the stop that I need and I need to be ready to get off the bus or am I just going to be on the bus and miss my stop?

So that's one of the reasons why a system might not be usable by a person, because of the driver or the bus itself or the light rail, not giving out the information that the person would need. And the last bullet here says that there could be missing pedestrian signals.

So here again, in the path of travel that you may want to take, to be able to access a bus stop or a bus station or any of the transit stops or stations, you may not be able to cross all of the intersections because there may not be a pedestrian button for you to push, so that you can know that you are able to change the light and stop the traffic, so you can get across a side street or any street that's in your path of travel.

Let's look at the next slide. Here some are more reasons and like I said before, this is not an exhaustive list, but this gives you an idea of some of the problems that would cause a person to decide to check out and disclose that you have a disability and apply to be in the paratransit system.

One reason might be that the drivers pass by people who are waiting at the stop, but they are also using wheelchairs or other mobility devices.

Unfortunately, this does happen, and a second bullet is that drivers may pass by people who are waiting to be picked up, who are accompanied by a service animal. There have been studies that have looked at this problem, and unfortunately, there is evidence that this is still persisting that this does happen, that some drivers do not stop. They just pass by people who are clearly at the transit stop and waiting for that public transit, but they may be using a mobility device such as a wheelchair or a scooter or they may ab companied by a service animal and unfortunately sometimes drivers just pass them by.

Also, it might be that you just have poorly trained drivers, and people have had bad experiences trying to use that public transit system. For example, if the vehicle has a lift that has to be operated by the driver, and the driver has not been well trained on how to operate that lift, a person may have a bad experience either boarding or getting off of the public transit.

Or the person ‑‑ the driver may be poorly trained in how to use the securements to do the tiedowns once the person boards the bus and wants to be seated in the accessible seating area and that may be a bad experience too, and that ‑‑ that may cause potential riders to feel like, because these drivers are poorly trained, they do not want to use that public transit system.

Also, there may be inaccessible stops or inaccessible transit stations. And that could cause problems being encouraged and wanting to explore how well they could use the public transit system.

Another reason might be that the system fails to maintain its accessibility features. So in some instances, a bus, for example, might stop to pick up somebody who is using a mobility device, such as a manual wheelchair, and they go to activate the lift for this person to be able to come on board, and they find out that the lift is not operating. It's broken.

And that should not have happened, because before that vehicle went out on that route that day, that should have been checked out. The driver should have run that lift through its process and made sure that everything was working well.

Or there could be automated announcements on that bus but the driver may turn them off sometimes. That seems like it doesn't make sense, but I can tell you it does happen. A person may find they have boarded a bus wanting to rely on those automatic announcements to come on periodically as you go through the route so that the person would know where they are on the route and when to prepare to get off the bus, only to find that those have been turned off, and they are not getting that information.

So once you have accessibility on a transit line, you also are responsible for maintaining those accessibility features. But unfortunately, sometimes riders have encountered the fact that a system has not done their part to maintain those accessibility features.

Or another reason is there could be unavailable travel training. I don't know if any of you have had the ability to do travel training, but for a lot of people that find the system is difficult for them to use, if the system offers travel training, so that someone will work with an individual rider who would hike to be able to travel on that public transit system, in many cases, those particular routes or that system can be learned. So if we have a person who has, for example, an intellectual disability and trying to read the schedules is very difficult, a travel trainer might be able to work with that person and help them to pull out the information that they need to be able to understand those schedules better.

Or let's say a person is a stroke survivor, and has difficulty with learning and having all of that information to be able to use an entire system, but if someone will work with that person, they can learn a particular route, a particular destination that they would like to go, and they can have the advantage of having a travel trainer support them and learning that and traveling a few times or however long it takes for them to feel comfortable, but many systems do not provide that travel training. A lot of times that is provided through organizations in the community, such as Centers for Independent Living. But if that not available, a lot of times that's the reason why the person finds that that system is not usable by them.

Let's take a look at the next slide.

Under the ADA, this is the way the public transit and the parallel paratransit system, this ‑‑ these two systems are supposed to be working together, but the two systems are separate and they are not equal. So let me tell you what I mean by that. When we look at the two systems, there are many ways in which they differ. The public transit system differs from the public transit system. And that's the reason why they were intended to work together, and intended to be complimentary, but in many cases, in many cities and counties, where public transit is provided, that is not what we see happening.

So how are they separate but not equal? The cost differs greatly between the two systems, and by that I don't mean just the cost to the rider, but the cost to the local government, the state or the local government that is providing that transportation. It costs the same for a driver to take a bus out on a fixed route and drive that route, no matter how many riders they pick up. They can have a few riders when they drive that route, or they can have a packed bus, and their buses are absolutely packed with riders, but the cost of running that bus on that fixed route system for that particular trip remains the same.

Paratransit is going to different destinations to pick up riders and destinations, and take the riders to where they want to go and that cost will vary.

So the two systems do not cost the same for the state and local government to provide, and they don't cost the same for the rider to use. Now by law, the paratransit system can charge the rider as much as double the fare on the public transit system. They don't have to charge double, but in most cases what I have seen, that's how they set their fare. They set it at double the fare of using the public transit system.

So not only do they not cost the same. They don't offer the same degree of independence. Now, what do I mean by that? When you decide one morning, when you get up and you are getting around and you are wondering what you are going to do that day, you can decide that you are going to go take a trip on the public transit system.

You are going to go downtown. You are going to go to a coffee shop where you like to go. You are going to go to a movie, wherever you want to go in your community, and you have just decided that you want to do that that day, you can go to the public transit stop and catch the bus or catch the light rail and go, but that is not true of paratransit. For the paratransit system, you have to contact the system ahead of time and you have to schedule that trip because you are going to have to make sure that you are not only within that three‑quarters of a mile corridor that we talked about or three‑quarters of a mile radius of the end point of the transit line, but where you want to go also falls within one of those public transit corridors, three‑fourths of a mile from the fixed route line.

So all of that has to be arranged ahead of time, and you have to schedule in advance. So that's what I mean by you don't have the same degree of independence when you compare what you can do on the public transit system, as compared to the paratransit system.

And also, the public transit system is an inclusive system that is open to anyone who wants to use it, and finds that it is accessible to them and it is usable by them. But the paratransit system is designed to be a segregated system that is dedicated to anyone who is a person with a disability that cannot use the public transit system.

So this is where your first key about disclosure comes in, because you will have to disclose to your public transit system are that you are a person with a disability, and you will have to provide the information that they require in order to apply to get into that paratransit system.

So that's where the two systems are very much separate but not equal.

The last bullet on the slide is how a public transit system and its complimentary are paratransit system should be working, but in many cases, I find that that is not the case. The way that they should be working is that for any trip that you could take on the public transit system, you should be able to go ahead and travel on the public transit system to go anywhere and like I said, at any time that you decide that you just want to immediately go take a trip on the public transit system, that option should be available to you.

But for any trip that will not work for you, because of any number of reasons that we have talked about and some that we have not talked about, that mean that that trip is going to be not accessible to you or it's not going to be usable by you, because of some of those barriers and problems we talked about, and in that case, you should be able to take that trip under the paratransit system.

Unfortunately, instead of doing conditional trips throughout the whole paratransit and public transit system, a lot of times what I see is that the riders are afraid, intimidated, whatever word applies, to take any trips whatsoever on the public transit system, because they think that that might cause them to lose their access to paratransit. So in other words, they feel like if they can take any trip whatsoever on the public transit system, then that means that they could be in the public transit system 100% and not taking any trips on paratransit, and that is not the way the two systems are intended to work, and that is not the way they should be working in any state and local government system that is providing public transportation under the ADA.

So I'm sure there might be some questions, because we have gone over a lot of information about public transit and paratransit and Sierra did ask for some experiences, if you want to just share any about what has happened to you on public transit or in using paratransit systems.

So I will turn it back over to Sierra and see if we have some questions and we will move into question and answer. Thank you.

>> SIERRA ROYSTER: Thank you, Rene. This is Sierra. Scott did post. He says I'm in a small town where there's one accessible system, not a separate paratransit. And that situation, the barriers you cited become issues that need to be addressed if there's no other system to use.

>> RENE CUMMINS: If I understand, Scott, what you are saying, part of the problem is that by providing a public transit system, even if it's a small system, and there are very few routes and those routes may only take you a limited area within your city, however, because there is a public transit system, your city, your community has a responsibility for providing paratransit and working with riders in some way if that system is not accessible to you and not usable by you.

Now, because you said it's a small system, and may have very few routes, the same applies to where they have paratransit obligations. So in other words, they are only obligated to provide the paratransit in those three‑fourths of a mile corridors where they are putting a fixed route line, and then, of course, that three‑quarters of a mile radius at the end point.

This might be an advocacy issue that you and other advocates in your community or maybe if you have a center for independent living, someone needs to sit down and talk to the people in your public transit system about the parallel obligations that they have to provide paratransit if for some reason people with disabilities are not able to use even a small public transit system that they have put in place. Whatever they have in place, that needs to be accessible to and usable by people with disabilities.

I hope that answers your question.

>> SIERRA ROYSTER: He said that everyone uses the same accessible bus.

>> RENE CUMMINS: And I'm not sure if I understand. If there's a need for the bus ‑‑ the buses do need to be accessible, you are absolutely right. Any public transit that is out there needs to be accessible. Now to what degree it's accessible, that is a discussion to have with your public transportation system. For example, when Raleigh, North Carolina, where I live, had buses that were lift equipped, and people with mobility limitations could get on that bus and could use that bus system, but I ‑‑ because it did not have announcements and automated systems on the bus, what we sometimes call the talking buses, it was difficult for me to use that system.

So this is a discussion to have with your public transit people in terms of how much accessibility are they providing, but for a fixed route line, if they have a bus line that is going on a fixed route, then they will have to provide a vehicle that will provide parallel or paratransit system services to anyone who can't use that fixed route line.

It may be the case that your state and local government is not living up to that responsibility under the ADA.

>> SIERRA ROYSTER: I guess my question is: If the transit system is accessible, why is there a need for a separate para system?

>> RENE CUMMINS: That's exactly the point I was trying to make.

So what you really want is a complimentary system, where people are not just in one system or the other. You may have a paratransit system, ideally that's serving very few people because the system has taken seriously their obligation to remove barriers and they have made the public transit system so accessible. And I have seen examples of this. For example, I have seen a light rail system that had a lot of accessibility features, that had been added such as a push button from outside the light railcar and a person that needs to have the lift that comes out, they could push that button. They don't even have to wait on somebody to activate anything, and then the same is true from inside, when they know that they will get off, they can push a button and it also will activate that.

Or I have seen kneeling buses that when they come up to the curb, they automatically tilt down to where everyone just gets on at a level that goes right on to the bus and there's no need to have a separate lift, and everybody enters at the same mace where the fare box is at the front of the bus. So there are many of these features that have been added to the transit system and it has allowed more people with disabilities to access that system and use that system, and in the long run, it should mean that you should have fewer and fewer people that end up needing paratransit services. That's ideally what should be happening.

>> SIERRA ROYSTER: Okay. Great. Thank you, Rene.

The next question came from Joe. Do city agencies such as city hall, have committees or individuals that can address any concerns or complaints regarding city‑wide issues?

>> RENE CUMMINS: That's a very good question. There should always be a policy ‑‑ your public transit office ‑‑ so if your city has a city bus system or light rail or streetcar or any of those kind of public transit systems, you should be able to go to the transit office and ask them for their policy on giving input because there should be such a policy and there should be a policy that is already in place for people to have a complaint without being retaliated against, because a lot of times people who depend on these systems, they think well, I don't want to complain because then, you know, what if it comes back on me and I get even less services or I get really poor service by, especially paratransit where people do get to know the paratransit providers. But the same thing could be true of the public transit system. So there should be a policy in place where you can have a grievance or a complaint about something that is going on with that system, and be able to give that information and that feedback in a way that you don't have to be concerned about retaliation. And a lot of this could be tied into your city council, your city government, your county government, so that if there are significant problems, you and a number of other people, if you know there's a group of consumer advocates or people in the community that are affected by a particular situation, such as a barrier, or a problem with the system, you might want to take that information and share it with your city council by getting on the agenda to have time during public comment or however you want to approach it.

But because this is a Title II, state and local government service, yes, you are entitled to be able to give that kind of feedback to find out what their policies are, to give input on those policies. All of those things should be in place for you to be able to do that.

>> SIERRA ROYSTER: Okay. Great. Thank you, Rene, for that.

What I'm going to do now is unmute all the lines.

We are going back to the question that started us off, that goes into what are some of your experiences. That would be great if any of you could share that.

>> PARTICIPANT: Hello, can you hear us?

>> SIERRA ROYSTER: Yes, we can.

>> PARTICIPANT: I have a question. I have had a young adult raise a question concerning the degree of time that one needs to wait when they utilize the paratransit system. They coordinate that in advance be but ‑‑ but invariably, the paratransit can be late, and so they are wondering, say up to 30 minutes or 45 minutes late and they are wondering from an advocacy perspective, what can they do to try to address that?

>> RENE CUMMINS: Okay. That's a good question. And that's a very common question. The first thing you need to do is to find out from that transit system what is their window, because under the ADA by law, they are allowed to have so many minutes of window before the time that you want to be picked up and even after. So if you are needing to get to work by 9:00, and you say that you want to be picked up at 8:30, you need to be aware if your transit system in the paratransit has a 30‑minute window because that would mean that they could pick you up 30 minutes before your requested 8:30 pickup, but they could also pick you up within 30 minutes after, which would mean they could be picking you up when you are supposed to be at work at 9:00.

So the first thing you want to do is always find out from your transit system what is their window of time that you could be waiting to be picked up before and after the time that you request, because that's one of the things that I pointed out under the fact that these two systems are separate and not equal, because you know that when you look at the bus schedule for a fixed route bus, not that buses condition get off schedule or something could happen, but you know pretty much the time that they expect to be at each of the bus stops. And so you can allow yourself enough time that you know you are going to be at your destination within the time that you had planned on.

But in the paratransit system, that is not the same in terms of the wait time.

Now, the wait time, I can tell you by law that the wait time has to be reasonable. But, you know, if somebody said that you have to wait, like an hour and a half, before the time that you had requested to be picked up and an hour and a half afterwards, that would be a three‑hour window, that is not reasonable. But this is something that you will have to talk to your transit system and find out what is that window of wait time that they have agreed that you might be picked up earlier than you said, but you also might be picked up later than you said.

You always have to factor that in when you schedule a paratransit trip. And that's one of the ways that you don't have the same degree of independence. You don't have the same degree of experience in terms of making a decision to go somewhere at the last minute, because you have to schedule all of that with your paratransit system.

>> SIERRA ROYSTER: I hope that answers your question. Did somebody else ‑‑ anybody else have a question or comment or experience they wanted to share?

>> PARTICIPANT: I just wanted to say, Sierra we work with youth that have jobs and our biggest problem is we have people that take the bus system, but they could take up to three buses to try to get to work. That's like an hour and a half one way. Do you have any suggestions?

>> RENE CUMMINS: The only thing I can say to that, if it's an equally poor system for people without disabilities, as well as for people with disabilities, then it's just a poor transit system, and everybody has to put up with whatever that would mean.

Like you are saying, it could be three buses and very long commute. As long as that is true for everybody and everybody has an equally bad experience, which you don't really want, but that's what happens, then it is not a problem under the ADA and it's not having a negative impact based on disability, because everybody is having that equally long commute and having to take three buses or whatever.

Now, the way it could make a difference, though, is that if that is the situation that is not going to work for a rider because of their disability, then that would be one of the reasons why that system is not usable by that rider and that would be why they would apply to get into a paratransit system, because it's not going to work for them.

>> PARTICIPANT: Okay. Thank you.

>> RENE CUMMINS: You're welcome.

>> SIERRA ROYSTER: And this is Sierra. I have seen something if someone is working at a chain, if they can be transferred to a bus that's closer or a part of town that wouldn't take that long on the bus line, that has been successful for some people, where they can transfer their job to a more easily accessible location.

You could ask for an accommodation such as that on the job but that could be an option to say, well, is there anything open there? It would really cut down my commute time.

>> RENE CUMMINS: Sierra is exactly right.

That could be a reasonable accommodation request under Title I. When we were talking about Title I employment, if you find that your travel time is so excessive, just to get to work and then perhaps it's making you feel exhausted and you have trouble getting through your workday, but like Sierra said, you know that this is a chain that you are working for, like a retail store, and they may have a location that is closer or that does not require as much transit time and maybe transferring from one transit bus to another, or something like that, you might put in a reasonable accommodation request that when an opening comes up at that other location, that you would like to be transferred and a job transfer is a reasonable accommodation. So that kind of reemphasizes something that we talked about in Title I, but that's a great example of how these titles all work together.

>> PARTICIPANT: Great. Thank you.

>> RENE CUMMINS: You're welcome.

>> SIERRA ROYSTER: One more thought. If it's taking that long for someone to get to one part of time, regardless of disability or not, you could still go to the locations that Rene has talked about that organizes the public system in your area, and go and give feedback. Give that feedback. They probably are not riding that, you know, route that that individual is riding, and if they are seeing it's taking three hours, they may have feedback of how you could navigate the bus system a little bit differently, to cut down some of that time, but they also ‑‑ when they are looking at their routes, it will not be a quick turnaround but if they are looking at changing the routes or alternating anything, that could be valuable feedback later on down the road. So always feel free to give that feedback as well.

>> RENE CUMMINS: Yeah, I would like to underscore what Sierra just said. There's always a need for advocacy and your transit systems need to hear from not only the riders, but potential riders because at times they do consider either expanding the hours of service or expanding the areas of service.

So one of the things that may be missing is a route in an area that would cut down on a lot of travel that is currently being required because they don't have transit going in certain areas and you may be taking a long roundabout way to get where you are going. But there's always a need to give public input to the transit systems on future expansion, like Sierra just identified because they do make decisions about expanding the service in terms of service hours, as well as service area, and you want to be sure that you have people from the public who are constantly giving feedback about where you would like to see them go.

>> SIERRA ROYSTER: Great. We only have a few more minutes. Did anybody else have any other questions?

Already. Well, we will go ahead and move ahead. Thank you, Rene for that great coverage of transportation. It's such a big issue area, and it's hard to understand all of it, because it looks different in every town. So hopefully that gets you started with the right direction.

What we are going to do now is play a little red light/green light. So let's go back to our childhood days. No, I'm not making you run. If I would like to, you can do that in your own space there.

But what we're going to do is I'm going to ask you a few questions that are in regards to transportation. If you get the question wrong, you will move back a space. Or if you haven't even gotten started yet, you will not be able to advance.

And then if you get the question right, I'm going to ask you to pick a square in the ‑‑ a square that's on the maze in the next slide.

If you get that one wrong, then you will get to stay where you are at.

That will be a yellow light.

If you get the question right, and you are able to move forward, by picking the correct square in the maze, then you will be able to move ahead and go into the next person.

So this is the maze. So there's squares on ‑‑ it's like a table on the screen right now. And what we are going to be doing, I will ask a question and I will actually just go through everybody. So if I call out your area code, if you don't have your name on the list, then I will call out your area code and that means I'm talking to you, and you can have whoever you want from that number to talk to me.

But I will ask you a question and we will try to get from the start to the top of the table, which is the finish, the bottom of that table is where we want to come out at.

Okay. We have a pattern and you can pick any of the squares. You always move ahead, and you cannot move back.

So what we will do now is we will ask you a question, and then we will go from there and I will tell you if you get a red light, a yellow light or a green light at that point.

All right. So I'm wondering, can we hear from Elizabeth. So ‑‑ because you are first on my list with the lovely E, starting your name. I hope you are ready.

So my first question is what is one type of transportation that is included in public transit? Type that in the chat or you are unmuted.

We will hopefully get this right and then we will be able to navigate through the maze. One type of transportation. And I'm not tricking you. She says this seems like a simple answer. One type of public transit.

The fixed bus system. Where would you like to start in the maze. The fixed route system. Where would you like to start in the maze? The whole idea is to get from one side of the maze to the other. Pick one of the top squares.

While we are having her type that out. Oh, the left middle. Right here.

Okay. Joe, this is the next question. It's coming to you. It will get harder. What did the wheels on the bus do a famous song?

(Laughter).

Either say it out loud or type it.

What did the wheels on the bus do in a famous song?

Go round and round. Correct! You got a green light. Now you have to pick your square. Remember, you will move forward. Top left.

So I will move you right here. That would be the next ‑‑ we want to get to the bottom of the slide here.

We are moving ahead. You guys are correct. Kathleen, you are up next. Let's see if we can get all the way through. Do public transportation systems have to be accessible?

Type or say it out loud.

Yes. In theory, but many of them are not.

That is correct. And as an advocate is our work ahead of us. We know they have to be accessible, and they have to be usable. So that is our job as advocates.

Where do we go forward?

>> This is Kathleen speaking. I'm not really 100% sure what pattern we are going for.

>> SIERRA ROYSTER: So I have the pattern, it's something that you can't see. That's why you are not sure. You guys have to get it right. If you don't, it will stay in place until the next person goes.

>> PARTICIPANT: So we are trying to get to the bottom of the screen?

>> SIERRA ROYSTER: Yes. And we have gone the top middle left, and then we went down to the next row, which went to the second row, but it went to the very left. That was Joe's right choice. So now just pick on the third row, you are either going to go down or you are going to go beside that, which will be the second one to the left.

>> PARTICIPANT: So it has to be somewhere in the third row?

>> SIERRA ROYSTER: It can be but you want to be in the second row. You want to try to move out.

>> PARTICIPANT: All right. So how about the second column, third down.

>> SIERRA ROYSTER: Very nice! You are seeing my pattern. All right, Sara from Arizona.

Thank you, Kathleen.

>> PARTICIPANT: You're welcome.

>> SIERRA ROYSTER: Sara from Arizona, how many wheels are on a car?

A regular car. We're not fancy.

>> PARTICIPANT: Normally four. Sara is reading my mind.

All right.

Where do you want to go Sara? We only have a few more minutes left.

Sara says she got new tires yesterday. She needed all four of them.

Let's go three rows down. Okay.

>> SIERRA ROYSTER: All right. Left side. So we're talking over here? All right. Well, maybe my pattern was a little bit too easy. We have now just gone back and forth. But you guys are smart. Scott, my next question is for you, and this might be our last one. But public transportation just has to have the transportation be accessible. It's something that at least they thought about us. Is that true or false?

They just have to be accessible? Oh, and Kathleen says my wheelchair (my car) has six wheels.

Scott says false. It has to be usable.

Can you get us close to getting out of this maze. You have a green light on that. I thought these questions would have been harder. I thought maybe some of you would have forgotten the "Wheels On the Bus" song. And I'm going to go to 305, whatever area code that is. I think it's Patrick, you guys down there in Florida.

Fifth row, second column.

You are going to get a yellow Scott, that is not the pattern. I'm not that predictable. So we are still stuck. So area code 305. Are you guys on the phone?

>> PARTICIPANT: Yes, we are.

>> SIERRA ROYSTER: Perfect! Next question. You have to help Scott get out of. This he thought he read my mind and he thought we were going the same pattern but I switched it up at the end.

Let's see. One way to prevent a barrier is to provide training to drivers on accessibility and disability awareness? Is that true or false?

>> PARTICIPANT: True.

>> SIERRA ROYSTER: True. That is right. That is right. So that's something that we can do as advocates. We can set up the training ourselves. He suggested the second column. We want to get out. So which direction should we go now?

>> PARTICIPANT: What are the options that I have?

>> SIERRA ROYSTER: You can do straight down or beside the last option.

>> PARTICIPANT: Let's go to the left then.

>> SIERRA ROYSTER: I'm going to say, you said let's go down because that would be the way out.

>> PARTICIPANT: Let's go down then.

>> SIERRA ROYSTER: Perfect. We ran out time, basically you all made it out. The whole point is that together if we continue to work together and understand the system and understand the rights and wrongs, the dos and don'ts we can navigate the transportation system to make it out of the accessibility accommodations and all of those things that they should know as advocates. So we can do it as long as we use each other as resources. But thanks for playing a little red light, green light. All of you were green lighted. So good job.

All right. Our next training, part six, we are coming to the end of these now. It's April 25th. That's going to be at 4:00 Eastern Time. So adjust that time zone for where you are at. Title III private entities is what we will cover. That's starting spot of trying to get you in that mind‑set, your homework of what makes ‑‑ (Background conversation).

Okay. So as you are making ‑‑ thinking about that, what makes up those private entities and Rene thank you again, for joining us and teaching us again so much. We do ask that if you would like to have any part of the survey or the certificate, you can follow the link that was provided in the chat box just now, and you can follow that to fill that out and give us some feedback, and then also let us know if you would like that certificate.

But I hope you learned a lot about transportation. We will keep moving forward for private entities and we will talk to you on April 25th! Thank you all again.

>> RENE CUMMINS: Thank you, everybody.

(End of session).