

THE ARC OF NORTHERN VIRGINIA INCREASING CAPACITY PROJECT: TRAVELMATE RESEARCH & RESULTS

OVERVIEW

In 2015, the Arc of Northern Virginia utilized the ONEder special education platform to create the TravelMate curriculum to build self determination and enable independent travel for their adult clients with intellectual and developmental disabilities (IDD).

Over the course of one year, 40 Travel Trainers were trained to use TravelMate and the ONEder platform, increasing the capacity of the independent travel program to 151 participants. At the end the year, 96% of users increased their ability to travel without assistance and nearly half were able to travel independently.

Following the success of TravelMate, the Arc launched a similar product called EmployMate which also used the ONEder platform to create a curriculum to help students in the work setting.

Both TravelMate and EmployMate were awarded a 2015 Technology Innovation Award from 501cTECH in the category of "Skills to Succeed and Workforce Development Award". TravelMate and EmployMate were also awarded the 2016 Public Service Innovator of the Year by the Northern Virginia Chamber of Commerce at its Greater Washington Innovation Awards. In addition, TravelMate was highlighted by the President's Committee for People with Intellectual Disabilities in their 2015 and 2016 Reports.

Following the TravelMate program implementation, 83% of the 40 Travel Trainers who were trained completed the Travel Trainer Follow-Up Survey, demonstrating the overall success of the Travel Mate program. This report summarizes the results of those findings.

Travel Trainees Trained – Twenty-five (76%) of the 33 surveyed Travel Trainers reported training a total of 151 unduplicated Travel Trainees, with:

- Range = 1 to 30 Travel Trainees per Travel Trainer (n=25)
- Mean = 6.0 Travel Trainees per Travel Trainer (n=25)
- Median = 5.0 Travel Trainees per Travel Trainer (n=25)

Travel Training Trips – Twenty-two of the 25 Travel Trainers reported on the number of travel training trips taken by 115 of the 151 Travel Trainees, with a total of 947 one-way travel training trips:

- Range = 1 to 20 travel training trips per Travel Trainee
- Mean = 8.5 travel training trips per Travel Trainee
- Median = 7.5 travel training trips per Travel Trainee

Travel Trainee Travel Competence Achieved – Twenty-two of the Travel Trainers reported on the nature and level of the travel training competence achieved by 104 of their Travel Trainees, of whom:

- 100 (96%) were reported as having decreased their need for assistance in making use of public transportation for the trips for which they were being trained; and
- 45 (43%) were reported as having learned to travel independently for the trips for which they received training.

Major Obstacles to Effectively Travel Training Travelers with IDD to Make Use of Public Transit – The Travel Trainers surveyed were asked several questions designed to elicit information on the major obstacles that they had encountered in their efforts to teach Travel Trainees. Table 1 below provides a list of the most frequently cited obstacles to effective travel training as encountered by the Project’s Travel Trainers.

TABLE 1: MOST FREQUENTLY CITED OBSTACLES TO EFFECTIVE TRAVEL TRAINING

Obstacles to Effective Travel Training as Most Frequently Cited by Travel Trainers	Number Citing	Percentage (n=33)
Not enough time to train Travel Trainees	9	27%
Unexpected changes in training activities in response to training challenges encountered	6	9%
“Regular” staff duties interfered with time available to travel train	6	19%
Having to travel train students in groups	5	15%
Need for more travel training practice with Travel Trainees, including more 1:1 training	5	15%
Cancellations in training due to inclement weather	4	12%

Usefulness of TravelMate in the Travel Training Process – Twenty-two of the 25 Travel Trainers surveyed who trained Travel Trainees made use of TravelMate, of whom 21 responded to the survey request to rate the “usefulness” of TravelMate in the training process, with results as follows (n=21):

Extremely useful – 4 (19%) *Useful* – 12 (57%) *Not useful* – 4 (19%) *Not useful at all* – 1 (5%)

Overall Satisfaction with Travel Training Project – Twenty-six of the 33 Travel Trainers surveyed rated their degree of “satisfaction” with the Travel Training Project, with results as follows (n=26):

Very satisfied – 15 (58%) *Satisfied* – 10 (38%) *Dissatisfied* – 0 (0%) *Very dissatisfied* – 1 (3%)

Most Important Thing Learned in Travel Training Program – Twenty-five of the 33 surveyed Travel Trainers responded to the question of: “What would you say are the most important things that you learning in the Travel Training Program?” The most frequent types of responses were as follows (n=25):

- 14 (56%) made specific reference to the TravelMate/ONEder application/program and/or various aspects thereof and/or learning how to use it.
- 5 (20%) specifically cited the “visual” aspects of the instructional methodology, and the importance of such for either their Travel Trainees and/or themselves.
- 4 (16%) cited the “hands-on” nature and/or “practice” component of the Travel Training Program instructional methodology.
- 4 (16%) cited the training “structure” and/or the “step-by-step” nature of the instructional methodology, with particular reference to how it allowed them to match the learning styles of the individuals whom they travel train.

Suggestions for Improving the Travel Training Program – Twenty (80%) of the 25 Travel Trainers who engaged in travel training activities subsequent to their participation in the Travel Trainer Training Program responded to the survey request as to how they would improve the Travel Training Program to make it more effective in the future, of whom 17 made one or more suggestion for improving the program, with the most frequent citations being as follows:

- 5 (25%) indicated a need for more training, inclusive of “more in-depth training,” “more time for practice,” “more field experience,” “more time creating lessons” in training and developing materials in the field, and “to actually go through a travel training experience to see how it is done.”
- 3 (15%) suggested having the Travel Trainer Training Program presented at their place of work and/or to have supervisors involved (e.g., schools or career centers)

Information Dissemination – Twenty-six (87%) of the 33 survey respondents said that they had told professionals, families, and/or individuals about the Travel Training Program, most of whom told a number of different people a number of different things about the program, most of whom were said to have been “interested” and/or “excited” about what the Project was doing.

Impact of Expanding Enhancement Program about Accessibility to and Availability of Travel Training to Individuals with IDD – Survey respondents were asked two questions in this regard, with one being about whether their Project participation had resulted in any changes in their existent travel training programs and activities, and the other being whether their schools or agencies had plans in place for expanding and/or enhancing travel training program activities in the future:

- 24 of the Travel Trainers surveyed responded to the first question, with half saying that their Project participation had resulted in some positive changes in the travel training programs of the organizations in which they work, and half saying that it had not.
- 24 of the Travel Trainers surveyed also responded to the second question, with 9 (30%) saying that their schools or organizations are planning to enhance and expand travel training activities, 8 (27%) saying that no such plans have been made, and 7 (23%) saying that they are “not sure” or “don’t know.”

There replies of the surveyed Travel Trainers to these two questions reflect the fact that most are in program coordinator or direct support positions and did not possess thorough knowledge as to the overall impact of the Project while it was in operation or as to the higher-level plans for expanding and enhancing travel training activities for individuals with IDD within their organizations.

Quotes from trainers:

- *“As I've faded my support mostly by not sitting with my students on the metro bus, it's been great watching them use the program and also following along with where they are on Google Maps. This has helped a lot with confidence. They enter their destination into Google Maps so they can follow along with the route.”*
- *“I found the tools to be user friendly. I have also found myself using my cell phone camera to take pictures that I know will be "perfect" for adding to the app for use in our future Travel Training.”*
- *“For one of my students he really enjoys that the app is his app so to speak. The pictures of him standing at the bus stop, checking the schedule, etc. Also the rewards are geared towards his likes.”*
- *“One young lady said that it made her feel better to know what the location looked like ahead of time and how to get to the wheelchair accessible elevator.”*
- *“An Employment Resource Teacher atschool said, "I have a few students who could really benefit from this amazing app! Keep us in mind when you start scheduling your openings for the TravelMate Travel Training.”*
- *“The feedback has been very positive. There are several people who do not have access to an Ipad, who are very excited that this app will be available on smartphones/droids next year.*

GAPS IN SERVICE FILLED

Provision of transportation options that would not otherwise be available for individuals with disabilities measured in numbers of individuals afforded mobility they would not have without program support, over the life of the project.

A. Please describe how this grant filled gaps in service and impacted individuals with disabilities, over the life of the project (*consider geographic coverage, service quality, service time*):

The Arc of Northern Virginia New Freedom Enhanced Mobility of Individuals with Disabilities Project, commonly known as the Northern Virginia Travel Training Project, helped to fill at least two gaps in the services available to individuals specifically with intellectual or developmental disabilities (IDD) over the life of the Project. The gaps the Project helped to fill included significant increases in:

- The number of persons trained in how to train individuals with intellectual or developmental disabilities (IDD) to make use of public transit (hereafter referred to as “travel training”), most of whom work for public schools and public and private agencies supporting people with IDD (hereafter referred to as “Travel Trainers”); and
- The number of individuals with IDD trained in how to make use of public transit (hereafter referred to as “Travel Trainees”), including an increase in the number who became more independent in doing so.

At the onset of the Project, there were just three trained Travel Trainers providing individuals with intellectual and development disabilities (IDD) who reside in the Northern Virginia region of the Washington Metropolitan Area with training in how to make use of public transit. Over the life of the Project, 40 persons participated in the Project’s unique Travel Training Program, designed for travel training professionals who work with individuals with IDD, with a focus on making use of TravelMate, an online curriculum for iPads and now iPhones, for this purpose. The organizations, agencies, and programs represented by the 40 professionals who went through the Project’s Travel Trainer Training Program are as follows:

- Alexandria Cmty Services Board (CSB) – 1
- Alexandria City Public Schools – 6
- Arlington County Public Schools – 12
- Falls Church City Public Schools - 1
- Fairfax County Public Schools – 9
- Virginia Department of Aging & Rehabilitation Services Cooperative Employment Program - 1
- Washington Metropolitan Transit Authority – 1
- George Mason University LIFE Program - 1
- Abilities at Work – 1
- Endependence Center for Independent Living - 1
- Lead Changes Therapy Services, Inc. – 1
- Starfish Savers – 2
- SPARC (Specially Adapted Resource Clubs) – 1
- Parents of Individuals with ID/DD - 2

Over the life of the Project, 25 of the 40 persons trained as Travel Trainers through the Project trained 151 individuals with IDD in how to make use of public transit. These 25

individuals represent an eight-fold increase in the number of trained Travel Trainers available in Northern Virginia to specifically teach individuals with IDD in how to make use of public transit.

Among the 104 Travel Trainees for whom Travel Trainers kept travel training progress records, most (96%) were reported to have demonstrated a decreased need for assistance in making use of public transit on the trips for which they were trained to travel. Forty-five (43%) of these 104 individuals were reported as having learned to travel independently for the trips for which they were trained, that is, they evidenced the ability to make use of public transit by themselves and without assistance from others.

B. Number of individuals with disabilities served over the life of the project: 151

C. Please describe any additions or changes to environmental infrastructure, technology, or vehicles that impacted the availability of transportation services to individuals with disabilities as a result of the project, over the life of the project.

This particular project did not address vehicles or infrastructure such as bus stops or train stations involved with the public transit system. Instead the focus of this Travel Training Project was to increase the awareness of the critical need for travel training specifically for individuals with IDD and to help the community address and overcome two main obstacles to providing that training to the individuals that need it.

The first obstacle for training individuals with IDD is the increased need for an increased amount of time needed for training and the required repetition of specific trips multiple times for each individual. A recent pilot study (2009-2011 Metro-CIL) found that the need for comprehensive and individualized travel training services is significant in this region, especially for people with intellectual and developmental disabilities. The second obstacle is that current travel training provided by ECVV in Northern Virginia with 2 travel trainers, does not necessarily provide the specialized or long-term travel training required for individuals with IDD nor does it have the capacity in staff or funding to support their needs. This prior grant revealed that this specific population required more travel training time and a great deal of trip repetition, much more than others with physical disabilities because of their cognitive challenges, to learn to travel independently. As a region, local and state funding does not support the level of time and number of trips needed by this population to become independent. Therefore, there is no priority to provide training to individuals with IDD currently yet this is the population who has some of the most critical need of travel training to support sustained employment and community living. As a result, these individuals tend to use the much more expensive para-transit system or they stay at home dependent on family members for transportation, never fully realizing the higher level of independence that utilizing public transit could afford them.

The innovation that we developed to impact the availability of transportation services to individuals with IDD specifically over the life of this project is in the area of technology. With the development of the iPad, professionals in the field quickly realized that this type of

technology that afforded a visual format was extraordinarily effective when working with people with cognitive challenges. So to address these barriers to independence, The Arc of Northern Virginia, working with ONEer as a software partner, has successfully designed and launched TravelMate, which provides the individual user with step by step interactive instruction on how to navigate transit between home and work. This software platform and the curriculum we developed is unique in its ability to support a spectrum of functional needs. It can easily customize each user's program with visual smart scenes and stories, video modeling, a grid based sentence builder, GPS technology, IEP or training data tracking and lesson sharing included a content library. It can also be used in any language (text and audio) and also uses pictures and videos from the young adult's real life transit rides.

Research indicates that most individuals with IDD have difficulty generalizing skills across multiple contexts and respond more readily to visuals such as photos or videos that depict their real life environment. With the complexities involved in understanding transportation and acquiring transportation skills, it is important to present this new and challenging information in a visually meaningful manner to better teach skill acquisition and support individuals to generalize skills across multiple contexts. The use of technology in this manner directly addresses the primary obstacle of the extra time it takes for an individual with IDD to master the travel training concepts.

The Arc of Northern Virginia partnered with ONEer to use their completely customizable software platform in a user friendly format that allows trainers and students to target communication, behavior and life skills, while promoting the independence of the individual with a disability. For the life of the project this was only available on iPad, but by mid January 2016 partly as a result of feedback from this project, the application will be available on any device including iOS, Android, and MacBook, Chrome and Windows platforms. This newly updated platform allows users to utilize visual scene displays which represent actual real life images of the trainee's environment such as their own bus stop or Metro station. Within these visual scene displays, users can incorporate a variety of customizable visual supports including schedules, stories, video modeling and a variety of communication tools to assist students in navigating through their environment and provide them with the ability to communicate important messages related to their transportation environment and experience.

We chose to use the only software available at this time that allows users to customize each and every aspect of the platform to meet their individual needs. Within the application, teachers and trainers can easily represent visual scenes, schedules and stories using real photos and videos of the trainees' fixed route for bus or rail. Also, all of the audio output and text within the application can be customized for any language allowing opportunity for non-English speaking users to benefit from the program which is a vital component for trainers in the diverse suburban areas in our region.

What is absolutely unique to our TravelMate curriculum is that it has different levels of instruction for not only the individual with special needs, but it can also be used as a training platform for parents, siblings, caregivers, teachers or new staff and other professionals. What

sets these programs apart from anything else available in the market today are embedded videos and resources that can be used to train teachers, job coaches, parents and caregivers on how to utilize the content with their student or family members as they navigate and use the Washington Metro transportation system in the local region. Within each scene, trainers can also listen to and watch a demonstration of how to navigate all of the visual supports within the scene to help build independence while navigating the transportation system. They can also receive detailed resource information and videos about the local public transit system such as how to know which reduced fare card each individual is eligible for and how to apply.

With the influx of mobile technology in our lives, we understand how technology has changed the lives of individuals with IDD for the better. Mobile technology provides individuals with the ability to be as independent as possible and allows teachers to support their individual and unique functional needs in more responsive ways than in the past.

GAPS IN SERVICE FILLED

Actual or estimated number of rides (as measured by one-way trips) provided over the life of the project to individuals with disabilities with grant-supported vehicles and services.

A. Number of one-way trips provided over the life of the project: Twenty-two of the Project's 25 active Travel Trainers reported on the number of travel training trips taken by 115 of the 148 Travel Trainees, with the 115 Travel Trainees reported as having taken a total of 947 one-way travel training trips:

- Range = 1 to 20 travel training trips per Travel Trainee
- Mean = 8.5 travel training trips per Travel Trainee
- Median = 7.5 travel training trips per Travel Trainee

B. Average Route Length (one-way in miles): None of the Project's Travel Trainers kept track of the length of travel training trips.

EVALUATION

How did you evaluate the response to and success of your project? Include things like feedback from stakeholders, surveys, focus groups, and other tools used.

The Arc of Northern Virginia originally contracted with Carl Cameron of the Inclusion Research Institute (IRI) to serve as the Project Evaluator. Using information and materials from a previous travel training project evaluated by IRI, he developed outcome and process evaluation plans for The Arc of Northern Virginia Travel Training Project and instruments for the collection of evaluation data, including:

- Two surveys for Travel Trainers to use in self-assessing their travel training capabilities, at the onset of training and 6 months subsequent to initiating engagement in travel training activities; and

- Four surveys for the Travel Trainees to complete with help as needed by the Travel Trainers, inclusive of assessments of their capabilities to make use of public transit at the onset of travel traveling, following each travel training trip, at the end of travel training, and three months following the final travel training session.

Unfortunately, Mr. Cameron suffered a serious illness which prevented him from fully implementing the original Project evaluation plans, and, partially as a result, the Travel Trainers made inconsistent use of the forms for collecting evaluation data, such that they did not generate the progress data for which they were originally intended.

As a result, in June 2015, The Arc contracted with Mark Wurzbacher of Wurzbacher and Associates to take over the role of Project Evaluator. The new Project Evaluator worked with the Project Coordinator, Kymberly DeLoatche, to develop and implement a revised outcome and process evaluation plan using a discrepancy design with a retrospective methodology relying principally on securing information from the Travel Trainers trained through the Project, and, in particular, those Travel Trainers who engaged in travel training activities after they had completed the Project's Travel Trainer Training Program. Efforts to identify and engage Travel Trainees in the retrospective program evaluation activities were not realized, as, in most cases, the Travel Trainees were not known to the Project Coordinator, in some cases because the school systems involved did not allow The Arc access to information on the identities of the students engaged by their Travel Trainers who had been trained through the Project.

The primary instrument used to secure program evaluation information from the Project Travel Trainers was a "Final Travel Trainer Follow-Up (FU) Survey," (see Appendix A) designed by the Project Coordinator with assistance from the Project Evaluator, which the Project Coordinator then posted on SurveyMonkey and then sent out to all 40 Travel Trainers who had been trained through the Project. The survey was sent out at the beginning of June 2015, and, by the end of that month, 30 Travel Trainers had responded. In the months that followed, the Project Coordinator attempted follow up with the other 10 Travel Trainers, and was successful in getting two more to complete the survey, and one more to partially complete the survey. The remaining trainers had moved out of the area or were no longer working with the organization through which they had completed the travel training. In addition, during the Fall of 2015, the Project Coordinator followed up with some of the Travel Trainers who completed the survey in June, and secured updated information on their travel training activities since June 2015.

So, in total, 33 of the 40 Travel Trainers trained through the Project completed the Final Travel Trainer FU Survey. The survey responses from these 33 Travel Trainers provided the bulk of the program evaluation information presented in this report.

In addition, a Travel Trainer Focus Group was held on October 1, 2015, which was attended by 4 of the active Travel Trainers, all of whom had completed an individual

Final Travel Trainer FU Survey in June 2015. These Travel Trainers provided some additional information relative to clarifying and/or detailed their individual survey responses, as well as updates on their travel training activities and/or travel training activities within the organizations they represent since the individual survey was completed in June 2015.

In addition, each of the 40 Travel Trainers completed a short evaluation at the end of each Travel Training Program. The results of these evaluations were overwhelmingly successful. The compiled versions of these evaluations are available as Appendix B.

ACCOMPLISHMENTS

What do you feel is your greatest accomplishment? For example, an especially successful or innovative element of your project. Include any other accomplishments of note.

Our greatest accomplishment has been developing, in concert with ONEder, and introducing, among Northern Virginia school personnel, service providers, and parents, use of a new and innovative application, TravelMate, for use with iPad (and now available for any electronic device including iPhone), in training individuals with intellectual and development disabilities (IDD) to travel via public transportation, either by bus and/or train. The technology allows the Travel Trainer, after assessing the Travel Trainee's travel capabilities, to break the public transit travel trip down into scenes or steps, with text and electronic assistance mechanisms, that provide the Travel Trainee with the type and level of information in the format needed to learn how to make the trip, not only during the trip itself, but while reviewing how to take the trip when not actually traveling. In the of this Project, the use of this travel training "task analysis" methodology through software technology clearly made it easier for the individual to learn how to make use of public transit, and, in some cases, seemed to expedite the learning process and create a more functional level of independence for the individual.

More specifically, over the course of the Project grant period, 40 persons from 13 school systems, service organizations, and social groups were enrolled in a two-day training session in which they learned how to travel train individuals with IDD making use of TravelMate. Twenty-five of those who went through the Travel Trainer Training Program went on to travel train 151 individuals with IDD as of September 2015, many of whom continue to train additional new people throughout this school year and into 2016. Among the 115 individuals for whom travel training activities were reported, they took a total of 947 one-way travel training trips (mean = 8.5 trips, and median = 7.5 trips). Among the 104 individuals for whom travel training progress was reported, 100 (96%) demonstrated the ability of make use of public transit for the trip they were learning to take with less assistance than they needed at the onset of training. In addition, 45 (43%) demonstrated the ability to make the trip for which they were being trained independently, that is, on their own and without assistance from others.

Almost more importantly, representatives of all the local school systems, service agencies, and social groups have indicated that the Project expanded and enhanced their capabilities and resources for the provision of travel training instruction, and, in some of the school systems,

has even raised the level of staff awareness and knowledge as to the importance of travel training within the overall special education curriculum, in particular among transitioning youth. Moreover, a number of the organizations engaged by the Project had indicated that they have plans to further increase and improve their travel training capabilities as a result of their participation in the Project.

One of the hallmarks of this project is that it has changed the expectation of travel training for individuals with IDD. Before the project, everyone involved with people with IDD knew Travel Training was a necessary piece of transition to adulthood and employment from the school system, but no one knew quite how to accomplish it in a real or sustainable way. Before the project, some teachers were “doing it on their own” if they were so inclined with no consistent curriculum and usually in groups of individuals with IDD with little to no success. With the provision of TravelMate through The Arc of Northern Virginia’s Travel Training Program, which was developed using information from Easter Seals Project Action and WMATA’s own guidelines and resources, now the teachers have a usable curriculum that is available in a way that engages these individuals and that they can utilize at home for “practice” and so both the professional, the individuals seeking to use public transit and their family members are ALL empowered to work towards this a successful skill so desperately needed for a higher level of independence in a meaningful way.

LESSONS LEARNED

What advice would you give someone starting or delivering a service like yours? What would you have done differently, or better? What modifications would you recommend?

As our current Travel Training program is drawing to a close, there are several lessons learned that we want to be sure to include in future projects. The development and facilitation of both the Advisory Board and Steering Committee were crucial to the success of the project. The Advisory Board allowed key partners in different areas to come together regularly to oversee and guide the process as the project moved forward. They provided critical input and direction when encountering obstacles and often were extremely helpful in assisting with finding the appropriate teachers or trainers within their organization to participate in the project. These board members were also able to incorporate the newly trained staff into their existing program in ways that allowed the programs to grow and better meet the needs of the individuals they served. Schools added whole curriculums to address travel training, included budget line items to continue or add programs for future plans, and shared the impact across their professional networks over the course of the project. The Steering Committee members, as representatives of the Advisory Board members (sometimes one in the same) were able to devote more time to the development of different aspects of the project in a more hands-on manner. Having the two committees with a different focus greatly improved the outcomes as the individuals on the Steering Committee tended to have more direct experience of working with individuals with IDD and were able to design the programs to more closely respond to the needs of their students and clients.

In response to trainer feedback we have changed the design of the project moving forward. The original plan had us providing training in centralized locations (each program was hosted by one of the local school systems) while bringing together individual professionals from different schools and organizations. It was assumed that these individuals would go back and share the new information and resources with regards to travel training with their colleagues. In fact this dynamic did happen, however because the trainers were volunteers in terms of the Travel Training Program and were essentially “adding” a travel training component to an already packed professional schedule, the spread of travel training inside the organization did not happen as we envisioned. Moving forward at the request of these trainers and their supervisors, we will be going into a school or agency and training multiple staff at the same time so that they can implement an improved or new travel training program with support from each other and The Arc of Northern Virginia. The Arc will plan to follow up more directly with the individual trainers within the agency to help overcome obstacles that arise, capture real time data and monitor the development of travel training in the particular community. We have also expanded the actual Travel Training to three days instead of two at the request of the trainers in their evaluations.

One area where we experienced an obstacle is the collection of data during the actual training sessions with individuals with IDD. There were several mitigating factors for this including illness on the part of our evaluation partner, but the lesson learned is that we want to have more immediate access to the data during training. We also want to make it easier for trainers and teachers to provide or capture data. The newly revised software platform now allows the individual or teacher to customize data collection and captures it in real time right on the device that the individual is using or the teacher /trainer can capture the data on their device that is synced to the individual’s device. This radically changes our ability to collect and analyze valuable data about the use of these programs and the supports they provide to individuals with disabilities.

SUSTAINABILITY

Will the service continue? Why or why not? How will you fund it?

Most immediately, The Arc of Northern Virginia has recently submitted an application to the National Capital Region Transportation Planning Board for an “Enhanced Mobility of Individuals with Disabilities Program” grant to extend and build upon the accomplishments of its current Travel Training Project, which ends December 31, 2015. We have just recently heard that this project was approved and are now waiting on the authorization of funding. Once that is received, The Arc of Northern Virginia will continue with additional Travel Training Programs in the area with our current partners in this endeavor. We will at the same time reach out to the aging and the veteran organizations to expand the capacity of travel training in the area. One of the key components of The Arc’s sustainability plan for the Travel Training Project has been and remains the nature and extent of the community partnerships involved in the current project. As noted earlier, 13 organizations, agencies, and groups enrolled staff in the Project’s Travel Training Program. In addition, The Arc of Northern Virginia established a Project Advisory Committee that actively provided guidance and support to the Project and met on

eight occasions during the Project grant period, with representatives from the following organizations and agencies attending meetings:

- Alexandria Community Services Board (CSB) Department of Community & Human Services
- Arlington County CSB Department of Extended Services
- Down Syndrome Association of Northern Virginia
- Autism Society of Northern Virginia
- Fairfax County Public Schools Office of Special Education Instruction
- Fairfax County Disability Advisory Commission
- Falls Church City Public Schools Office of Special Education
- Arlington Public Schools Office of Special Education
- Arlington Career Center
- Arlington Special Transportation
- Alexandria City Public Schools Office of Special Education
- George Mason University Life Program
- Virginia Department of Rehabilitation Services
- Virginia Department of Behavioral Health and Developmental Services
- Washington Metropolitan Area Transit Authority (WMATA)
- And various Employment Providers including: Lead Changes, MVLE, Service Source, Abilities at Work, Starfish Savers