



Ways to Work & School

A Forum for Improving Transportation Options

Friday, November 13, 2015 ♦ Fall River, Massachusetts

Agenda

8:00 am - 8:30 am

Registration

Networking & Continental Breakfast

8:30 am - 9:00 am

Welcome & Introductions

> **Who We Are & What We Do**

Julie Boren, M.Ed., COMS, MA Commission for the Blind & SERCCOT Co-Chair

Senator Welcome

Michael Rodrigues

MA State Senator (D-Westport) & Senate Chair of the Joint Committee on Revenue

9:00 am - 9:20 am

Why We Are Here Today

> **Understanding the Challenges of Transportation to Education and Employment in Southeastern Massachusetts**

> **Presentation of Unmet Needs Survey Results**

Angie Azevedo, SRPEDD Transportation Planner & SERCCOT Co-Chair

9:20 am - 9:50 am

Online Transportation Resources

> **MassRIDES** - Commuter/Employee Solutions

Adam Blye, DOT Outreach Coordinator

> **Ride Match** - Online Directory of Accessible Transportation Options

Mary Basilone, GATRA Mobility Manager & SERCCOT Secretary

9:50 am - 10:00 am

Break

10:00 am - 10:45 am

Group Forums (World Café)

Janet Richardi, Coordinator, South Coast Regional Network to End Homelessness (SoCo)

10:45 am - 11:15 am

Group Share

11:15 am - 11:30 am

Next Steps & Wrap-up

Julie Boren, M.Ed., COMS, MA Commission for the Blind & SERCCOT Co-Chair

Event Sponsors:





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Forum Evaluation

- 1) What aspects of the forum do you recommend stay the same (presentations, World Café, group share)?

- 2) What changes would you recommend?

- 3) What did you gain from today?

- 4) Do you feel that ideas/suggestions with potential for implementation were formed? If yes, in brief what are the ideas you feel have the strongest potential for implementation?

- 5) Would you like to receive email updates on SERCCOT's progress? If so, please provide your email and contact information.

- 6) Would you like to attend future SERCCOT meetings? If so, please provide your email and contact information.



World Café Scenarios/ Topic Questions

- 1) Scenario:** Mike T., a resident of Rehoboth, has been offered employment at the Christmas Tree Shop warehouse in Middleboro. He's unable to drive due to a medical condition but does hold a disability half fare bus pass. The work shift he was offered is overnight, 11pm-7am, and he needs the differential wage this provides. His family has agreed to drive him to the work site but he will need a ride home.

Mr. T. also recently attained an Associate's degree from BCC's transfer program and has been accepted into a Bachelor's program at Bridgewater State University, where he hopes to begin in January. The nature of the training program in which he's enrolled limits the number of courses he can take as online options.

Group Question: What options currently exist to support his transportation home from his work site? What steps can he take to seek resources to access his college program and how could such services be coordinated?

- 2) Scenario:** Anna T. resides in No. Attleboro and was recently offered employment as a quality control technician at Sensata in Attleboro. She recently lost her license temporarily due to a medical event and cannot drive for at least another six months or until she has medical clearance. Because she lives more than 3/4 of a mile from a bus stop, the ADA paratransit will not come to pick her up at home. She is eligible for a disability half fare bus pass, but in order to use the fixed bus route service she not only would need to walk the 1 1/4 mile from her home to the bus, but also 1 mile from the bus stop for Sensata to the remote location of the company from the main road.

Group Question: What collaborative resources might be utilized so that she can accept the position and safely travel to and from the work place?

- 3) Scenario:** John is a 25 year old male who is in recovery at a sober house. He was hired for a job at a business located in the Myles Standish Industrial Park in Taunton. The position offered requires him to work shifts. For the afternoon to late evening shift, he can take public transportation to his employer but there is no public transportation for his return home. For the overnight shift, there is no public transportation either way. He has been bringing his bicycle on the bus for the afternoon shift but finds it a safety concern riding home in the evenings and he cannot ride his bike during the winter due to the cold weather and icy conditions. He lives 8 miles from his work site. He does use a taxi service however the out of pocket cost is greatly affecting his income and decreasing his ability to save money to live independently.

Group Question: What might be some reliable transportation options for John for 2nd shift and 3rd shift?

- 4) Scenario:** Joe C. lives in Fall River, MA. He has graduated high school. He is disabled and unable to drive. He begins attending classes at Bristol Community College in Fall River. To complete the required courses for his next semester he needs to travel to the Taunton campus. Both his parents work full time and do not commute to Taunton. The only transportation for Joe C. to go from Fall River to Taunton is a public fixed route bus to New Bedford and transfer to a private commuter bus (i.e. DATTCO). The cost of this trip would be over \$20 a day and his commute each way would be just over two hours if the connection is timed correctly.

Group Question: How can persons wishing to pursue education get from one campus site to another if their only transportation option is costly and time consuming?

Key Words/Definitions Used in World Café Work.

Social Innovation – new strategies, concepts, ideas and organizations that meet social needs of all kinds; extend and strengthen civil society

Systems Thinking – study systems in a holistic way; aims to gain insights into the whole by understanding linkages, interactions and processes between the elements that comprise the whole “system”

Community of Practice – share a concern, set of problems, mandate a sense of purpose; informal group of experts serve to connect individuals with each other in self-organizing, boundary-spanning communities

Global Citizenship – contributing to public life and participating in the process of addressing and solving public problems

Collaborative Inquiry – emphasizes that dialogue contributes to collective thought and learning by encouraging the group to attend collectively

Diversity – differences of ideas, opinions, histories, and cultures and using these differences to solve problems

Collective Intelligence – shared or group intelligence that emerges from purposeful engagement; shared decision process

