



# Spare the Air Youth

TECHNICAL ADVISORY MEETING

September 15, 2020



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Initiatives Program*



# AGENDA



1. Welcome and Speed Networking Breakout (20 minutes)
2. Announcements (20 minutes)
3. Updates from the Regional Working Groups (20 minutes)
4. Discussion of Dropping Enforcement from the Safe Routes to School 6 E's (60 minutes)

*High School Working Group Meeting scheduled for September 23 at 10AM*

*Topic: Engaging with high school youth during distance learning*



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# BREAKOUT GROUPS



- Two breakout groups: one for introductions and one during the Safe Routes Partnership conversation
- Please assign a facilitator, scribe, and someone to report back to the group.
- [Google doc](#) for discussion prompts and notes
- 10 minutes for speed networking



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# ANNOUNCEMENTS

TAC-WIDE



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## 2020 AWARDEES



Bay Region	County Served	Grantee
Central	Contra Costa	Bike Concord / Bike East Bay
	Alameda	Cycles of Change
	San Francisco	San Francisco Transit Riders
North	Sonoma	Daily Acts
	Marin	Marin County Bicycle Coalition
	Napa	Napa County Bicycle Coalition
	Solano	Safe Moves
South	San Mateo	Peninsula Family YMCA
	Santa Clara	San Jose California Walks



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# UPDATES FROM REGIONAL WORKING GROUPS

TAC-WIDE



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# REGIONAL WORKING GROUPS

- Slow Streets and Engineering Improvements
- Walk and Roll to School 2020
- Virtual Education Strategies
- Grants and Funding Support
- Data Collection and Evaluation

Bay Area Regional Working Groups [Sign-Up Form](#)  
[Working Group Resources](#)



# STRETCH BREAK!

WE'LL RESUME IN 5 MINUTES







# DROPPING ENFORCEMENT FROM THE SAFE ROUTES TO SCHOOL 6 E'S

MICHELLE LIEBERMAN, SAFE ROUTES PARTNERSHIP



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## **Dropping Enforcement from the 6 E's of Safe Routes to School Framework**

Michelle Lieberman, Consulting and Program Support Director



# Hello!

## I am Michelle Lieberman

I am the Consulting and Program Support Director at the Safe Routes Partnership

I live in Foothill Ranch (Orange County), CA where I walk a lot!



# Agenda

- The 6 E's of Safe Routes to School
- Traditional Role of Police in SRTS
- Why is policing and enforcement in SRTS problematic?
- Alternatives to policing/enforcement
- Adding Engagement to the E's
- Change: The Difficulty and the Opportunity
- Resources
- Discussion



## MISSION

The mission of the Safe Routes Partnership is to advance safe walking and rolling to and from schools and in everyday life, improving the health and well-being of people of all races, income levels, and abilities, and building healthy, thriving communities for everyone.



**Safe Routes**  
**PARTNERSHIP**  
*Active Paths for Equity & Health*





# What do we mean by “Safe”?



- Not injured or killed as a result of traffic violence
- Not bullied or harassed
- Not victim to physical violence, threats, or intimidation





# The 6 E's of Safe Routes to School

- The 6E's support programming, practioners, parents and students
- Integrating Equity into the Safe Routes to School framework
- The 5 or 6 E's are not codified into federal law





The Six E's provide a framework for ensuring that Safe Routes to School efforts take a comprehensive approach:



#### **EDUCATION**

Providing students and the community with the skills to walk and bicycle safely, educating them about benefits of walking and bicycling, and teaching them about the broad range of transportation choices.



#### **ENGINEERING**

Creating physical improvements to streets and neighborhoods that make walking and bicycling safer, more comfortable, and more convenient.



#### **EVALUATION**

Assessing which approaches are more or less successful, ensuring that programs and initiatives are leading to equitable outcomes, and identifying unintended consequences or opportunities to improve the effectiveness of each approach.



#### **ENCOURAGEMENT**

Generating enthusiasm and increased walking and bicycling for students through events, activities, and programs.



#### **ENFORCEMENT**

Deterring unsafe traffic behaviors and encouraging safe habits by people walking, bicycling, and driving in school neighborhoods and along school routes.



#### **EQUITY**

Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income students, students of color, students of all genders, students with disabilities, and others.





# The traditional role of police in Safe Routes to School

- Educating students about traffic safety
- Closing streets for temporary installations/events
- Conducting speed surveys
- Targeted enforcement of traffic laws





# How effective are police law enforcement as part of Safe Routes to School?

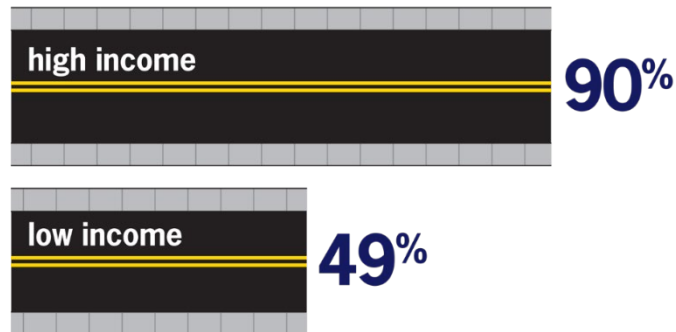
- **Research conducted by the Dept. of Justice Office of Community Oriented Policing states,** “Law enforcement responses alone are seldom effective in reducing or solving the problem.”
- *Responses with limited effectiveness:*
  - *Enhancing enforcement of existing traffic laws*
  - *Increasing traffic fines*
- Same research suggests the following responses:
  - Educating parents
  - Encouraging students to walk or bike to school
  - Mapping out safe pedestrian routes
  - Implementing a “walking school bus” program
  - Altering dropoff and pickup rules



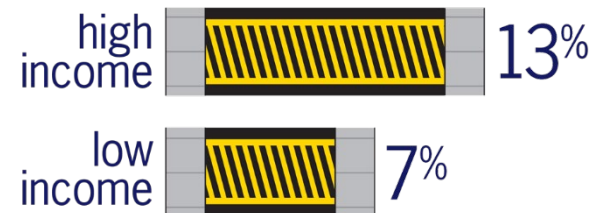
# What's the problem with police involvement in Safe Routes to School?

- Our streets, neighborhoods, and land use patterns are built on historically unjust decisions

## Communities with Sidewalks



## Communities with Marked Crosswalks



Bridging the Gap, *Income Disparities in Street Features that Encourage Walking*, 2012

© 2015 Safe Routes to School National Partnership

Bridging the Gap, *Income Disparities in Street Features that Encourage Walking*, 2012

© 2015 Safe Routes to School National Partnership



# What's the problem with police involvement in Safe Routes to School?

BREAKING NEWS NEWS

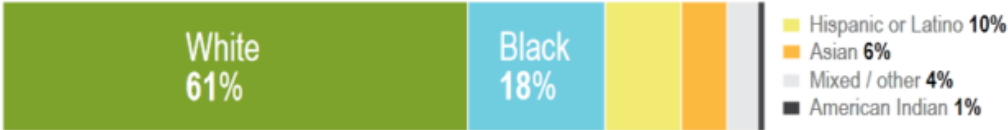
## 'Biking while black': Chicago minority areas see the most bike tickets

By MARY WISNIEWSKI  
CHICAGO TRIBUNE | MAR 17, 2017 AT 2:18 PM

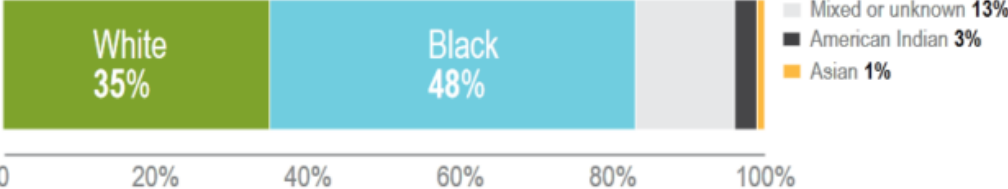


Racial Justice Health Care Techn

Race and ethnicity of Minneapolis residents in 2014



Race and ethnicity of people in bike-related CAPRS reports 2009-2015



Source: Bicycle Citations and Related Arrests in Minneapolis 2009-2015

# WALKING WHILE BLACK

Pedestrian Enforcement and Racial Profiling

- Racial profiling



# What's the problem with police involvement in Safe Routes to School?

REvised 01/10

<b>Traffic Citation</b>		TICKET NUMBER <b>7639871</b>	
<input type="checkbox"/> D.L. # <input type="checkbox"/> COM DL # <input type="checkbox"/> I.D. #		D.L. State	D.L. Type: A B C M
LAST NAME		FIRST NAME	MIDDLE INITIAL
RESIDENCE ADDRESS		CITY	
STATE	ZIP CODE	RES PHONE (AO)	DATE OF BIRTH
SOCIAL SECURITY NUMBER		RACE WHITE BLACK HISPANIC ASIAN AMERICAN OTHER	HEIGHT EYES
EMPLOYER OR SCHOOL		BUSINESS ADDRESS (AO)	
WORKERS IN CONSTR. ZONE?		HAZARDOUS MATERIAL?	
VEH. COLOR		VEH. MAKE	
VEH. YEAR		VEH. TYPE	
VIOLATION DATE		MUNICIPAL COURT use only	
VIOLATION LOCATION		COUNTY DIRECTION	
VIOLATION (A)		VIOLATION (B)	

**HABITUAL SPEEDER**

- It doesn't change driver behavior



# What's the problem with police involvement in Safe Routes to School?



"For millions of ... families struggling to get by, a simple traffic ticket can start a spiral of lifelong debt, license suspension, and possibly incarceration." – Driving into Debt

[https://insightcced.org/wp-content/uploads/2017/07/May2017\\_DrivingintoDebt-Final.pdf](https://insightcced.org/wp-content/uploads/2017/07/May2017_DrivingintoDebt-Final.pdf)

- **Traffic fines disproportionately impact low income people and people of color**





# What's the problem with police involvement in Safe Routes to School?

## Having 'The Talk': Expert Guidance On Preparing Kids For Police Interactions

August 27, 2019

ARIONNE NETTLES

MONICA ENG

FROM **WBEZ91.5**  
CHICAGO'S **npr** NEWS STATION

## The forgotten minority in police shootings

By Elise Hansen, CNN

🕒 Updated 2:51 PM ET, Mon November 13, 2017

## Portland area parent arrested by ICE at school bus stop

👤 Courtney Vaughn 📅 Tuesday, February 25, 2020



- It doesn't make communities feel safer!

Tigard-Tualatin School District wants 'safe zones' expanded as feds target Washington County



# Alternatives to policing in Safe Routes to School

- Invest in what we know works: engineering our streets and roads to be slower and safer; teach and encourage kids and families to walk and bike
- Use League Certified Instructors and other trained educators to teach helmet fitting, bicycle riding skills, and traffic safety
- Invest in crossing guards, public safety ambassadors (no weapons, no arrest authority, of the community they serve)
- Partner with public health, mental health, and social services to address personal safety concerns and provide for basic needs of families







# Alternatives to policing in Safe Routes to School

- Restorative Justice – school zone violators complete community service related to school zone traffic safety
- If using automated enforcement, ensure placement does not target low-income communities and communities of color; reinvest in site-specific engineering improvements; provide income-adjusted fines





# Dropping enforcement from the 6 E's of Safe Routes to School framework





# **This is the result of years of discussion and action, not an impulse reaction**

## **2014**

- **Launched Active Transportation Diversity Task Force**

## **2015**

- **Released report, At the Intersection of Active Transportation and Equity**
- **[Blog post on how police profiling undermines transportation equity](#)**
- **Equity added as the 6<sup>th</sup> E of the Safe Routes to School framework**

## **2016**

**Began monthly #MoveEquity Tweetchats on topics like equity and law enforcement, racial profiling, street harassment**

## **2017**

- **Active Transportation Equity work group changes name**
- **Release blog post on overpolicing of Black people walking and biking**
- **Blog post on problematic reliance on enforcement as part of Vision Zero**
- **Tweetchat on inequitable enforcement of traffic violations**

**Note: this is not a comprehensive list**



# **This is the result of years of discussion and action, not an impulse reaction**

## **2018**

- **Funded legal research into ways to make traffic enforcement fines/fees more equitable**

## **2019**

- **Racial equity featured prominently throughout Safe Routes to School National conference**

## **2020**

- **Blog posts on problematic role of law enforcement in COVID-related Open Streets closures**

## **Ongoing Throughout**

- **Conversations with outside organizations and partners about differential impact of police in communities of color**
- **Conscious de-emphasizing of role of police law enforcement as part of Safe Routes to School**
- **Local and regional policy advocacy focused on de-emphasizing law enforcement as part of Vision Zero**

**Note: this is not a comprehensive list**





# Adding Engagement to the Safe Routes to School Framework

Why is engaging the community important to building a SRTS program?

- Meaningful community engagement is essential in creating a sustainable and successful program
- Engagement means building Safe Routes to School leaders and champions
- Engagement means a shared program vision
- The importance of valuing and trusting others' lived experiences as valid







**The opportunity: What do we stand to gain by removing Enforcement and adding Engagement?**

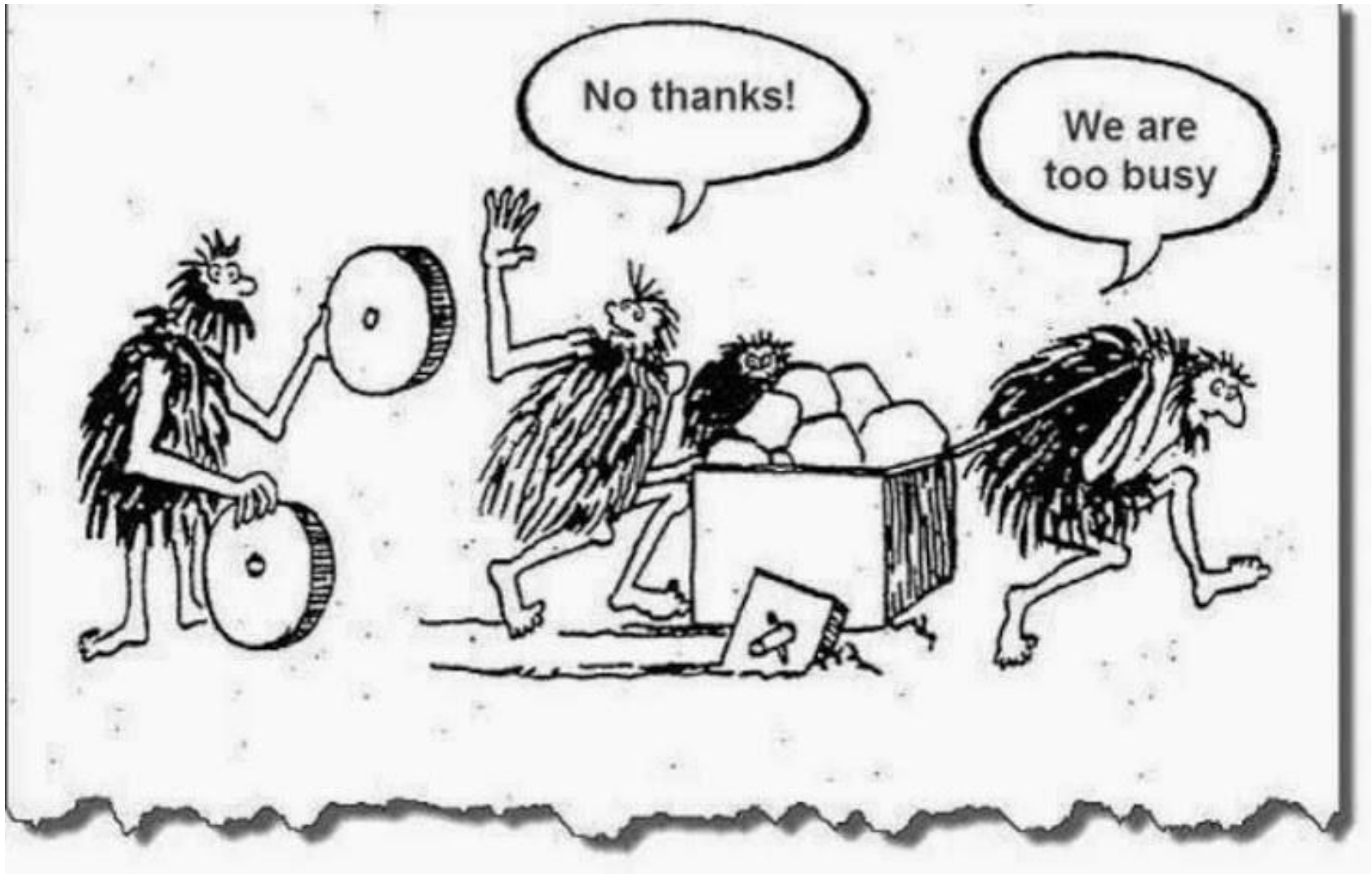


# Safe Routes to School works to get kids moving. What if it could work better?

- There are people and communities that have been systematically excluded from Safe Routes to School as we know it
- Build relationships with community members; it's okay that you may not be the right person for this
- Reach pockets of your school community you haven't been able to involve in the past
- Diversity of opinions lead to creativity and innovation



# Change is hard







# Why is change so difficult?

- Personal beliefs/experiences intersect with professional
- Individuals vs. systems
  - Nice people/interpersonal relationships
  - Turning a cruise ship
- The devil we know, or the devil we don't know?
- Differential experiences lead to confusion about path forward
- Lack of alternatives to the way "things have always been done"
- Slows work down
- Hurt feelings that idea isn't liked or well-received



# Change is necessary and can lead to great things

- Accepting change, listening to other people's out of the box ideas does not make your ideas or legacy bad, in fact, it can enhance it
- Lived experience is just as important as technical and professional experience (or more!)
- Opportunity to increase safety, rates of kids walking/biking, build social connections and cohesion





# Resources

## Safe Routes Partnership Resources

- [Dropping Enforcement from the 6 E's of Safe Routes to School Framework](#)
- [At the Intersection of Active Transportation & Equity](#)
- [Transportation Equity in the Face of policing](#)
- [Protecting Black Lives in Parks & Public Spaces](#)
- [Solidarity with Police-Free Schools in Salem-Kaiser, Oregon](#)

## More Resources

- [Untokening– Transformative Talks:](#) resources for BIPOC practioners and allies on mobility justice and equity
- [If You're New to Abolition Study Group Guide](#): learn about the abolition movement



# Forthcoming Resources

- October 15 - Zoom breakout discussion with Safe Routes to School coordinators/advocates around the country
- Engineering alternatives to Enforcement
- Engagement: what does it really mean and how do we do it?





# Questions to Consider

## **Enforcement in Safe Routes to School:**

- How does your program interact with police? What roles do they plan in your programming?
- How would (or could?) community organizations, family members, and others fulfill these roles?
- What conversations need to happen in order to shift away from including enforcement in Safe Routes to School?
- What are the barriers or challenges your program has or anticipates facing in having these conversations?



# Questions to Consider

## Engagement in Safe Routes to School:

- How are you currently engaging families, students and community members?
- How are you ensuring all community members are engaged, especially traditionally disinvested communities, Black, Indigenous and People of Color?
- How does community shape the vision of the program?



# Thank you!

**Michelle Lieberman**

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# THANK YOU!



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