Spare the Air Youth Program
Technical Advisory Committee Meeting

DATE: Wednesday, February 20, 2019
TIME: 11:00 a.m. to 1:00 p.m
LOCATION: Bay Area Metro Center, 375 Beale Street, San Francisco
Golden Gate Conference Room, 8th floor
WEBINAR: https://zoom.us/webinar/register/WN_c72OvjmJRsun3JaXnOjKVA

AGENDA

1. Welcome and Introductions (10 minutes)

2. Policy and Funding Updates (10 minutes)
   Karl Anderson, MTC
   - MTC received about 5% of the statewide funds, with about 25% of the state’s population. Staff are pursing why the discrepancy occurred.
   - Regional funds are recommended for multiple SRTS programs, in Alameda County and Oakland.
   - ATP Cycle 5 will start in Spring 2020. ATP will be every 2 years, with 4 years of funding in each cycle.
   - There is an issue with no representation for NI programs at the CTC discussions of ATP.
   - Key elements of the winning Alameda Countywide program: speak to all the points discussed in the discussion. Implementing an Access Safe Routes program and Student Transit Pass program that targets disadvantaged communities and underserved (new to SRTS) populations.
   - The SRTS National Partnership found that projects which combined NI and IN tended to score well.
3. 2019 Youth for the Environment and Sustainability Summits (10 minutes)

Ana Vasudeo and Kristina Chu, Bay Area Air Quality Management District

- The Air District is proceeding with a summit-style smaller conference, based in part on the letters and emails of support from the STAY TAC.
- The two-day summit is tentatively August 2nd and 9th. The project team will aim for 150-250 students and 50-75 practitioners.
- Day 2 is professional development for SRTS practitioners.
- Outreach materials will come out before the end of the school year to announce the event to students. STAY TAC attendees indicated that having material for April promotion would be ideal.

4. 2019-20 High School Grant Update (10 minutes)

Amy Jolly, Center for Climate Protection
Beth Martin, Alta Planning + Design

- The project team is about to release the updated guidelines and application for the 2019-20 High School Grant.
- The application period will be open from March – May 2019.
- The total grant funding will be $90k, with 6-10k allocated per project.
- The grant guidelines have been updated to emphasize student leadership and multi-tiered engagement within projects. We will have a webinar to go through the application process in March.
- There will be one application this cycle, and applications may be written by the program providers but must have input from all in the leadership team, typically composed of program provider, high school students, teacher champion. There is a required school administration letter of support.

5. Evaluation Beyond Mode Split (60 minutes)

Applying Behavior Change Theory to SRTS Evaluation, Hannah Day-Kapell

- At Alta, our TDM group has been incorporating public health approaches, blending psychotherapy and behavior change methods into our work. This enables practitioners to reach participants on a more personal level with methods that have documented effectiveness. It also provides a framework for understanding some of the culture and attitudes that SRTS programs can change, before or tangential to mode shift.
- Our TDM group has found the Transtheoretical Model or Stages of Change as a useful tool for understanding intentional behavior change. It’s a behavior change model that centers individual decision making and assesses one’s readiness to change behavior(s) based on one’s stage. Individuals in different stages require different messaging, support, and tools to help them progress towards behavior change.
- Understanding these stages and how they apply to program participants helps to create tailored interventions for each stage, engaging more people, more effectively.
- Pre-contemplation: examine the costs of maintaining their current behavior and/or the benefits of changing their behavior; in SRTS you
might provide statistics - and be as encouraging as possible (e.g. explain all the co-benefits of trying walking or biking).

- Contemplation: these individuals need to be reassured that they can make the change and need some motivation - so you might offer success stories about people just like them. The research suggests that for this, the most effective approach is hearing from others that they didn’t think they could do it, but they did it.

- Preparation: commit to and plan for the new action. You may work with them to set an achievable goal like participating in Walk to School Day or learning about safety tips and safe routes. You can help them come up with an action plan: which day will they try walking, what route will they use, when will they get started, can they prep lunch or lay out rain gear the night before? Also talk about how they will know they have succeeded, and how will they reward themselves.

- Action: Build confidence over time and establish the “good” habit – monthly or weekly Walk and Roll days or Walking School Buses can really build these good habits. Think about ways to prevent ‘backsliding:’ Palo Alto families form rainy day carpools and Winter Walk to School days celebrate walking in inclement weather. You can also establish a goal to keep them motivated like they might buy a new bike after riding for a month.

- Maintenance: This group is already doing the behavior but they could relapse. We want to keep them motivated. We may work with them to anticipate how a major life change (e.g. changing schools) might induce relapse and suggest a support system in advance.

— Alameda County SR2S Pilot Evaluation, Leslie Lara-Enriquez, Alameda County Transportation Commission

- The Annual Report describes progress towards Alameda County SRTS Program goals using quantitative and qualitative methods.

- The goals we’re trying to show progress toward are:

  i. Provide a comprehensive, equitable program in fiscally responsible manner,

  ii. Develop core program where every student has access to age-appropriate bicycle and pedestrian safety training,

  iii. Establish and maintain strong, effective partnerships,

  iv. Support improvements to built environment near schools to improve access and increase safety,

  v. Encourage adoption of Safe Routes to Schools policies and curriculum within schools,

  vi. Evaluate the SR2S program at school level so that it is context sensitive and allows the program to adjust, and

  vii. Engage parents as transportation “decision makers.”
To do this, we collect a lot of data, relying on the annual hand tallies as the primary mode split information, and supplementing them with surveys targeted for specific groups: school champions, administration, parents, and participants in specific program elements.

We also conduct more data-driven analyses to prioritize how we allocate resources, considering safety statistics and equity factors.

The Report summarizes what we call ‘program elements,’ or the individual activities that make up the SR2S Program.

These sheets describe the reach of each program activity, including:

- Schools served
- Students served
- Success stories
- Participant feedback

The School District Report summarizes data from all participating schools in each district in the County (all 14).

District Reports cover participation data, demographics, and activities at participating schools—in addition to mode split, comparing the district to the countywide average for participating schools.

What’s next? Over the last 2 years, we launched Access Safe Routes, which is a new approach to increase program participation in under-resourced schools. The pilot provides highly-tailored support to participating schools to identify and address the barriers to increasing use of active modes. Site coordinators are working with these schools to build internal leadership to promote sustainability in the long term.

This spring, we’ll be doing focus groups to better understand the impact and challenges of more concentrated staff support.

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Marin County SR2S Report Cards, Gwen Froh, Marin County Bicycle Coalition

- Report Cards are given out at School District Meetings and they can be paired with letters of top recommendations to the principals
- The report cards use a consistent year across schools so that they can measure from the same time point
- The report card measures: encouragement activities, educational activities, district participation, specialty activities (such as assemblies, campaigns, and bike field trips)

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Group discussion of data sources and benefits

6. Information Sharing (20 minutes)

- STAY Attendees wrote about key outcomes, and data sources.

High School Working Group Meeting to follow, 1:30-2:30
ACADEMICS
- STEM education - community
- Better attendance
- IdeaLab Campaign - oil quality research
- Building projects with neighborhood actions
- BRIDGING MULTIPLE QUESTS & SOCIAL BAND
- Physical Health/Health Education (intersection)
- Focus on healthy lifestyles
- Project based learning/engagement for teens
- Provide opportunities for students to be mentors of younger students with special interests
STUDENT MENTORING/COMMUNITY SERVICE OPPORTUNITIES
- Environmental science
- Data projects like science fairs (e.g., water quality)
+ Engaging homework curriculum
+ Integration of common core
La Guage with integrated STEM curriculum

ENVIRONMENT
- Awareness of impact of travel choices on the environment
- Connection between individual actions and community challenges
- Connection between individual actions and large-scale sustainability initiatives
- Fostering a culture to lower carbon and greenhouse gases
- Planting seeds for lifelong choices in how one gets around in the world
- How does environmental sustainability affect community health?
- Increase stewardship of environment
- Neighborhood health & safety awareness
- Activating nearby parks
- Diamond Park
- Experience the benefits of environmental health
- Students measuring ozone

EQUITY
- Get into college - 3 feet countswalks
- Using streets = increases safety opportunities to try + experience walking/active education
- DE
draws attention to neglected neighborhood
- Lightning learning to ride a bike & be safe as pedestrian in a right not a privilege
- Build community through community support EFCC
- Working in schools with up to 50% of students on Free Reduced lunch programs
- Track use of public spaces (activating public spaces)
- Promoting active transportation for most vulnerable populations
- Supporting adolescents in gaining their independence through transit route/ridewithship education
- Job/opportunity access

HEALTH
- Physical fitness is active transportation
- Reduce in school: smoking, alcohol, peers
- 30 minutes of physical activity/day
- Health & physical activity
- Establish healthy lifestyle thru adulthood
- USDA: physical activity
- Generic: active children the opportunity to make their own choices in their health
- Mental health/therapeutic benefits of physical activity
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- Promotes the overall community environment
- "Mind In"
SOCIAL

- Parent & Youth Leadership
  - Fun Facts
    - Young people need leaders to look up to

- Community engagement
  - Agents as champions
    - Peer-to-peer mentorship
  - Staging of social media
  - Social connectors

- Social connections
  - Intergenerational exchange
  - Understanding
  - Increased parent volunteers

- Youth development
  - Community activism
  - (Self-) Advocacy
  - Creating space(s) to be (for being)

OTHER

- Skills building
  - Event promotion/strategies
  - Evaluation
  - Site repair
  - Logistics
  - Social media
  - Access to job opportunities
  - Internships
  - Organizing/community activism
  - Independence
  - Individuality

- Fostering youth/neighborhood art/culture

SAFETY

- Reduced traffic congestion
  - Slower speeds
  - Increased awareness

- Better drivers, reduced when older
  - Less road rage because everyone understands the rules of the road

- School-related crashes
  - Vision Zero
  - Pedestrian/slower streets
  - Alternative transportation

- Cars vs. other
  - Decrease in collision rate
  - Pedestrian/cultural