



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, 8 th 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 pursuing 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.



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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:
 - i. Schools served
 - ii. Students served
 - iii. Success stories
 - iv. 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.
- 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, campagins, and bike field trips)
- 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

- STEAM standards → community
- BETTER ATTENDANCE
- Idle Free Campaigns → all quality research
- BUILDING PROJECTS WITH MEASURABLE ACTIONS

- BRIDGING MULTIPLE SUBJECTS & GRADE BAND
- Physical health → academic achievement
[INTERSECTION]
- focus is increased ability to take in knowledge

- project based learning + engagement 4 teens.

- Provide opportunities for students to be academically creative w/ special challenges (ie essay/poetry/art/video challenge)

STUDENT MENTORING / COMMUNITY SERVICE OPPORTUNITIES
DATA PROJECTS INVOLVE STUDENTS (E.G. traffic tellie)

- + Engaging school-day curriculum
- + Integration w/ common core
- ↳ SNICE Non-based SRTS Curriculum

ENVIRONMENT

↑ awareness of impact of travel choices on the environment

Connection between individual actions and community challenges

Connection between individual choices and large-scale stewardship attitudes → tying interests to career choices and opportunities

planting seeds for life long choices in how one gets around in the world + how it affects environment + communities

- Climate Change
- Increases stewardship 4 environment.

NEIGHBORHOOD HEALTH + SAFETY, Awareness

! ACTIVATING NEARBY PARKS

↳ Summertime
Exposure to career opportunities in environmental fields

* Students measuring Ozone

EQUITY

Get into college - SF Chinatown tracks walking

USING STREETS > INCREASES SAFETY
opportunities to try + experience walking/biking education ✓

- DRWS ATTENTION TO NEGLECTED NEIGHBORHOODS
- Pedestrian Learning to ride a bike + to be safe as pedestrian is a right not a privilege.

BUILD COMMUNITY THROUGH COMMUNITY SUPPORT FOR SRTS

- Working in schools with ↑ % 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 + mobility independence via transit route/ridership education
- job/opportunity access

HEALTH

↑ physical fitness via active transportation

↓ pollution in school zone/better AQ on walk/bike days better for health/breathing etc.

- ADHD intervention

↑ social res (habits)

- establishes healthy lifestyles thru adulthood
- RDA of physical activity

→ Gives students/children the opportunity to make their own choices re. their health

→ mental health/therapeutic benefits of physical activity

↑ mental health/therapeutic benefits of time spent outdoors (wind in hair)

addresses 3 tiers of health/personal/community + environment

SOCIAL

▲ PARENT & YOUTH LEADERSHIP

- Community engagement ** Fun factor*
- activating neighborhood spaces ** Alt. outdoor Qs for students*
- agency as changemakers ** focus groups*
 - peer to peer encouragement/older-younger
 - social connections/awareness of community
 - "stepping stone to civic engagement"
- intergenerational exchange + understanding *- voting behavior*
- increased parent volunteerism/participation *- youth development framework + studies*
 - more eyes on the street
 - building relationships/Meeting neighbors + parents of child's
 - Community organizing - classmates
 - (Self-) Advocacy
 - CREATING SPACE(S) TO BE (FOR BEING)

SAFETY

Reduced traffic congestion
- slower speeds

Increased Awareness

** Cars @ pickup/drop off*
** collisions per capita (bike sharing)*

→ Better drivers, ~~rides~~ when older
→ Less road rage because ^{ground} understanding of all users rights + rules of road

→ kids more likely to cross the street safely (w/ing)

→ ↓ injury in bike crashes due to ↑ helmet usage

↓ school related crashes

• VISION ZERO

↑ pedestrianism → people walking more because they feel safe

↑ ALTERNATIVE TRANSPORTATION = POLICY / INF. IMPROVEMENTS

OTHER

Job SKILLS BUILDING

- EVENT PROMOTION / STRATEGY
- EVALUATION
- BIKE REPAIR
- LOGISTICS
- COMMUNICATION
- SOCIAL MEDIA
- ✓ ACCESS TO JOB OPPORTUNITIES
- ✓ Internships
- ✓ organizing / community Activism
- INDEPENDENCE!
- INDIVIDUALITY!
- fostering youth/neighborhood art & culture

