Program Background
Alameda County SR2S Program Goals

1. Provide a **comprehensive, equitable program** in a fiscally responsible manner

2. Develop a core program where **every student** has access to age-appropriate bike/pedestrian safety training

3. Establish and maintain strong, effective **partnerships to foster program sustainability**

4. Support **improvements to the built environment** near schools to improve access and increase safety

5. Encourage adoption of SRTS **policies and curriculum** within schools

6. **Evaluate** SR2S program at school level, so that it is context-sensitive and will allow the program to adjust

7. **Engage parents** as transportation “decision makers”
# Program’s Desired Outcomes

<table>
<thead>
<tr>
<th>Increase Mode Shift</th>
<th>Increase Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Increase use of active and shared transportation modes to travel to school</td>
<td>➢ Increase safe pedestrian and bicycling behaviors</td>
</tr>
<tr>
<td>✓ Biking</td>
<td>➢ Decrease incidence of collisions</td>
</tr>
<tr>
<td>✓ Walking</td>
<td>➢ Increase student and parent confidence in safe walking/bicycling/transit riding abilities</td>
</tr>
<tr>
<td>✓ Taking transit</td>
<td>➢ Provide safe multimodal access to schools</td>
</tr>
<tr>
<td>✓ Carpooling</td>
<td></td>
</tr>
<tr>
<td>➢ Promote walking, bicycling, carpooling and use of transit as viable, everyday</td>
<td></td>
</tr>
<tr>
<td>transportation options</td>
<td></td>
</tr>
</tbody>
</table>
### Survey Instruments: Activity Surveys

#### Bike Mobile Participant Survey

Thank you for participating in the BikeMobile event!
Please fill out this brief survey to help us improve the program.

<table>
<thead>
<tr>
<th>Name of School/Event</th>
<th>Guy Emery</th>
<th>Date</th>
<th>3/24/19</th>
</tr>
</thead>
</table>

1. **What grade are you in?**
   - 9th

2. **The BikeMobile is...**
   - Very fun
   - Somewhat fun
   - Somewhat boring
   - Very boring
   - I did not participate

3. **Will you use your bike more often now that it’s working better?**
   - Yes
   - No
   - I already bike every day
   - Not sure

4. **Are you able to repair your own bike?**
   - Yes
   - No
   - No one at my house can repair my bike
   - Someone at my house is able to repair my bike
   - I don’t own a bike

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#### Drive Your Bike Participant Survey

Thank you for participating in the Drive Your Bike program!
Please fill out this brief survey to help us improve the program.

<table>
<thead>
<tr>
<th>Name of School/Event</th>
<th>Willard Middle School</th>
<th>Date</th>
<th>4/14/18</th>
</tr>
</thead>
</table>

1. **What grade are you in?**
   - 8th

2. **Did you like the Drive Your Bike program?**
   - Very much
   - Somewhat fun
   - Somewhat boring
   - Very boring
   - I did not participate

3. **Would you like to bike more often after participating in the Drive Your Bike program?**
   - Yes
   - No
   - I already bike every day
   - Not sure

4. **Do you feel like you know how to bike more safely after participating in the program?**
   - Yes
   - No
   - Not sure

---

#### Drive Your Bike Biking Safety Quiz

For each of the statements below, mark True or False.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You should wear a bike helmet every time you ride a bike.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>2. You should always ride the opposite direction of the traffic.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>3. The most important thing you can do to bike safely is to be predictable.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>4. People biking must obey the same rules as people driving.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>5. At an intersection, you should check both ways before entering through it.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>6. It’s safe to wear headphones when riding your bike.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>7. You should check your bike regularly to be sure it’s safe to ride.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>8. Cars always get to go first at intersections.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>9. A yield sign means I should stop, no matter what.</td>
<td>F</td>
<td>T</td>
</tr>
<tr>
<td>10. If you don’t have a stop sign but cross traffic does, you should stop.</td>
<td>F</td>
<td>T</td>
</tr>
</tbody>
</table>
Survey Instruments: 2020-21 Changes

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Champion Survey</td>
<td>Thank you for participating in Alameda County Safe Routes to Schools Program. Please fill out this brief survey to help us improve the program.</td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>1. At what school are you a SR2S Champion?</td>
<td></td>
</tr>
<tr>
<td>11. How has the COVID-19 pandemic and the suspension of in-person learning affected your school's ability to participate in SR2S events/activities? (Select all that apply)</td>
<td>Staff or parents who usually champion SR2S activities were not available to do this. The school preferred to focus on other priorities. We continued to hold SR2S events virtually. No available time during the virtual school day for extracurricular activities. Other (please specify):</td>
</tr>
<tr>
<td>How do you see SR2S fitting into your school’s COVID-era curriculum and/or interactions with caregivers? (Open-ended question)</td>
<td></td>
</tr>
<tr>
<td>12. Do you plan to engage in SR2S events or activities once in-person learning resumes?</td>
<td>Yes, we plan to return to our previous level of participation in the SR2S program. We hope to accelerate our participation in the program. We will likely participate less. No, we do not plan to participate in SR2S activities when in-person learning resumes. Other:</td>
</tr>
<tr>
<td>13. What obstacles, if any, have prevented you from organizing SR2S activities at your school? Select all that apply.</td>
<td>Lack of funding Lack of City staff support Lack of parent support or interest Lack of support from the school or district administration Unsupportive school policies Lack of community support COVID-19-related changes in learning environment We haven’t attempted organizing any SR2S activities Other:</td>
</tr>
<tr>
<td>14. We recognize that this year has been challenging for many reasons. Is there any way the SR2S Team can better support you in acting as a SR2S champion during the COVID-19 pandemic?</td>
<td></td>
</tr>
</tbody>
</table>
## 2019 Evaluation Data Collection

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Total Responses</th>
<th>Number of Schools Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Travel Tallies</td>
<td>727 classrooms (ES, MS, HS); 418 individual HS surveys</td>
<td>76</td>
</tr>
<tr>
<td>Parent/Caregiver Survey</td>
<td>2,292</td>
<td>94</td>
</tr>
<tr>
<td>Administrator Survey</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>Champion Survey</td>
<td>55</td>
<td>53</td>
</tr>
<tr>
<td>Direct Student Safety Training Surveys</td>
<td>4,525</td>
<td>109</td>
</tr>
</tbody>
</table>
Additional Data Collection

- Participation tracking
- Schools Safety Assessments
  - Observations
  - Stakeholder meetings
- Focus groups
- Stakeholder feedback
- Staff feedback

Participation Incentives:
- 10 teachers won $50 classroom supplies gift cards for hand tallies
- 2 parents won $250 grocery gift cards for parent surveys
- 25 Champions won $10 coffee gift cards for their survey
- 5 Administrators won $50 school supplies gift cards for their survey
- All focus group participants received $10 Target cards
Data Considerations

- Tallies are a **volunteer effort** - schools can opt out
- Each schools’ **land use, transportation options, and program engagement vary**, so it is difficult to compare mode shift for different groups of schools.
- Parent/caregiver survey data is **self-reported** and may over-report parents who are favorable toward active transportation modes.
- **Weather** has a significant impact on mode choice, which can impact the results from year-to-year.
Reporting

Changes in Travel Behavior
From 2013-14 to 2017-18
- 2% active transportation trips
- 1% mixed trips
- 1% drive-alone trips

Top Parent/Caregiver Concerns (2018-19)
- No crossing guards
- Poor driving behavior on streets near school (distracted or not yielding at crosswalks)
- Other

Demographics
- The One School, 80% of school population identifies as non-white or Hispanic
- 4% of students qualify for free/reduced-price meals

Evaluation

Program Evaluation
In 2017, the Alameda County Transportation Commission, our funding and administering agency, adopted seven goals that guide the implementation of the SR25 Program. Goal 6 requires us to conduct an evaluation of the program at the school level to ensure that it strives for continuous improvement, as well as to actively monitor program impact. The 2019 Program Evaluation Report is the first of these efforts. The report includes a robust analysis of the program’s growth, impact, and plans for the future.

Click the link below to read the report and its appendices. If you are interested in the data, please send a request to staff@alamedacountysr25.org.

2019 Program Evaluation Report
- Appendix A — School Participation Matrix
- Appendix B — Mode Shift Methodology and Analysis Detail
- Appendix C — Safety Findings Methodology and Analysis Detail
- Appendix D — Qualitative Feedback
- Appendix E — Evaluation Framework
- Appendix F — Data Collection Instruments
- Appendix G — Detailed Recommendations
- Appendix H — Access Safe Routes Pilot Program Evaluation
Key Findings Overall

- Administrators, SR2S Champions, local jurisdiction staff, parents, and students value the SR2S Program almost unanimously and see it as an asset for their schools.

- Driver behavior and a lack of safe walking and bicycling facilities near schools are major barriers to families using active modes.

- Need to build partnerships because other issues beyond transportation affect the commute choice.

- A one-size-fits-all approach may result in under-participation by under-resourced schools and/or a mismatch of program resources.
Mode Shift Findings

47% of school travel is either shared or active transportation.

Schools that have participated in the Alameda County SR2S Program over the last five years have increased active and shared modes, while decreasing driving alone.

Other non-transportation factors appear to have a large impact on mode choice, such as distance, convenience, and personal safety concerns.

It is difficult to isolate specific elements that have the greatest potential to impact mode choice.

2018–19 School Year Mode Split

- Walk: 25%
- Carpool: 10%
- Bike: 4%
- School Bus: 4%
- Other: 2%
- Family Vehicle: 53%
- Transit: 3%

Source: 2018–19 Hand Tally Data
Mode Shift Findings

5-Year Change in How Students Get to School

Source: 2014–15 and 2018–19 Hand Tally Data for Schools with Data in Both Periods
Note: this includes only the 44 schools with data available in both time periods.
Safety Findings

PARENT CONCERNS WITH WALKING OR BIKING TO SCHOOL

- Speeding cars: 41%
- Poor driving behavior on streets near school: 36%
- Bad weather: 35%
- Takes too long to walk or bike to school: 33%
- Driving is more convenient: 29%
- Concerns about criminal activity: 25%

Source: 2018–19 Parent/Caregiver Survey
DO YOU ALLOW YOUR CHILD TO GET TO SCHOOL IN THE FOLLOWING WAYS?

Percentage of Parents Who Allow...

- Walking to School Alone or with Friends (or with trusted Adult): 19% (42%)
- Biking to School Alone or with Friends (or with trusted Adult): 11% (26%)
- Taking Transit to School Alone or with Friends (or with trusted Adult): 7% (12%)

Source: 2018–19 Parent/Caregiver Survey
Participation Findings

ACTIVE AND INACTIVE ENROLLED SCHOOLS

Source: Program participation data
Participation Findings

**Activity Participation by Enrolled School**

- 0 Activities: 35
- 1-5 Activities: 108
- 6-10 Activities: 53
- 11-15 Activities: 15
- 16-20 Activities: 3
- 21+ Activities: 16

*Source: School participation tracking data*
Program Element Findings

The [BikeMobile] event was a huge success thanks to the guys’ hard work and their ability to connect with the community... The families and children are very thankful for all [their] hard work and a number of students learned how to maintain their bikes themselves. We had a lot of smiles as kids head into spring break with a bike they can ride this next week. Thank you for doing this for our families.”

Source: 2018–19 Participant and Teacher Surveys
Note: Percentages may not add to 100% due to rounding.
Program Element Findings

<table>
<thead>
<tr>
<th>Program Element</th>
<th>Learning Objective Finding</th>
</tr>
</thead>
</table>
| Pedestrian Rodeos     | 100 percent of teachers reported that their students definitely or somewhat benefited from pedestrian rodeos.  
                        | 100 percent of teachers reported that their students definitely or somewhat learned about pedestrian safety.                                                  |
|                       | 100 percent of students reported liking the program.                                                                                                     |
| Rock the Block Assembly| 100 percent of teachers reported that Rock the Block was very or somewhat informative for their students.                                                |
| Bicycle Rodeos        | 55 percent of participants wanted to bike more often after participating (18 percent already bike every day).                                               |
|                       | 51 percent of participants knew more about biking safety after participating (34 percent already knew how to bike safely).                                |
|                       | 78 percent of participants received a B or higher on the Bike Rodeo post-program quiz.                                                                      |
Short-term Recommendations

- Continue focusing resources on activities that sustain behavior change.
- Address driver behavior near schools.
- Investigate the barriers to participation for inactive enrolled schools.
- Engage parents as the transportation decision-makers to address parents’ attitudes toward and concerns about walking, rolling, and transit use.
- Track local investments in infrastructure near schools, particularly projects that were identified in the school safety assessments to better evaluate the impact of the assessments.
Short-term Outcomes: Parent Outreach

How to Drive Safely in School Zones During Arrival and Dismissal

Avoid the Hectic School Zone: Use in Park & Ride (if available) 
Park a block or two away and walk to school.

SLOW DOWN
The safe speed may be below the posted speed.

GO WITH THE FLOW
Follow school drop-off and pickup rules. Park drop-off and local students only in designated spaces. Stay in your car when directed to do so.

BE AN EXAMPLE
Set a positive example for your students and others. Follow posted instructions and instructions from crossing guards and safety patrol.

LOOK FOR CHILDREN
Families may be walking, crossing and bicycling on the street from all directions. Watch for students crossing, especially when other vehicles block your view.

PARK SAFELY
Park in legal spots and avoid double parking or blocking neighbors’ driveways. Keep crosswalks, handicapped spaces, fire hydrants, bus stops and driveways clean. Look behind you before backing out.

The Alameda County Safe Routes to Schools Program is a program of the Alameda County Transportation Commission (alamedactc.org) and is funded with Alameda County’s local sales tax Measure B, regional sales tax and federal funds.

Parent’s Role in Keeping Children Safe

As a parent/guardian, you know that your children are always watching and learning from you. Parent/guardians are the most important role models in a child’s life. This is just as true when it comes to safe walking as it is with anything else. By modeling safe walking habits when you are out walking with your children, it will lead to increased safe behaviors and decreases in walking-related deaths and injuries. Remember every step you take is a teachable moment. With your safe walking habits as a guideline, your child/children will be on their way to forming safe walking habits for themselves.

Here are a few basic safety behaviors you can role model for your child/children:

- Cross carefully
  - Stop, look all four ways and listen
  - Cross the street at marked crosswalks
  - Always use designated bicycle routes
  - Follow all four-way stop signs

- Eye on the driver
  - Make eye contact with drivers (or people bicycling, riding scooters, etc.) of the interactions before stepping off the curb
  - Explain to your child/children to do the same

- Phone away
  - Never text or talk on the phone when you are walking

- Music off
  - Do not walk with headphones or earbuds in your ears

The Alameda County Safe Routes to Schools Program is a program of the Alameda County Transportation Commission (alamedactc.org) and is funded with Alameda County’s local sales tax Measure B, regional sales tax and federal funds.
Selected Medium & Long-Term Recs

- Increase **targeted face-to-face outreach to schools** in under-represented areas of the county, especially at districts with program enrollment below the countywide average.

- Provide **tailored messaging** to administrators about the benefits of the SR2S Program.

- Advocate for **funding for infrastructure improvements** near schools.

- Explore, develop and pilot program elements that could **address the non-transportation barriers** that impact families’ transportation decisions, including building partnerships with other agencies/organizations around the county that work to address these barriers.
Thank You!

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