![Spare the Air Youth Program logo]

Spare the Air Youth Program
Technical Advisory Committee Meeting

DATE: Wednesday, March 17, 2021
TIME: 10:00 a.m. to 12:00 p.m.
WEBINAR: **ZOOM**

In Attendance

Ana Vasudeo, SFMTA/SF-SRTS
Andre-Anne Cadieux, Alta
Ann Jasper, San Jose SRTS
Anna Gore, Alta
Becky Giliam, Safe Routes Partnership
Carlotta Sainato, NCBC
Cherie Walkowiak, Cupertino Safe Routes
Christina Oshinsky, Santa Clara County
Christopher White, SF Bicycle Coalition
David Gajer, SF Bicycle Coalition
Gwen Froh, Marin SR2S
Hannah Day-Kapell, Alta
Karin Bloesch , Solano SR2S

Karl Anderson, MTC
Kevin Anderson, Daily Acts
Kirsten Riker, 511 Contra Costa
Luz Gomez, Contra Costa County Public Health
Matt Dove, YBike
Peggy Clark
Sarah Hadler, Sonoma County Bicycle Coalition
Stephanie Jim, Transform
Theresa Vallez-Kelly, San Mateo Safe Routes
Tina Panza, Sonoma County Bicycle Coalition
Tommy Bensko, BikeMobile
Vanessa Castro, SMCOE SRTS
Wendi Kallins, Marin Safe Routes

Meeting Notes

MTC Announcements (15 minutes)

1. ATP Update, Karl Anderson, MTC

    - Published MTC staff recommendations yesterday 3/17!
    - Statewide competitive results
    - CTC is slated to adopt project next Wednesday
    - Five project selected in Bay Area ($50 million)
        - Two in Oakland
        - One in Santa Clara
        - Fairfield Complete Streets project
    - Average ATP request size increased
    - Number of statewide requests = 400+
    - Quick Build projects - adopted at the end of last year
        - CTC awarded 2.2 million in Bay Area (got about 50% of the funds)
        - Locations: Berkeley, Richmond, San Carlos, San Jose

![Metropolitan Transportation Commission logo] ![Bay Area Air Quality Management District logo] ![Alta logo]
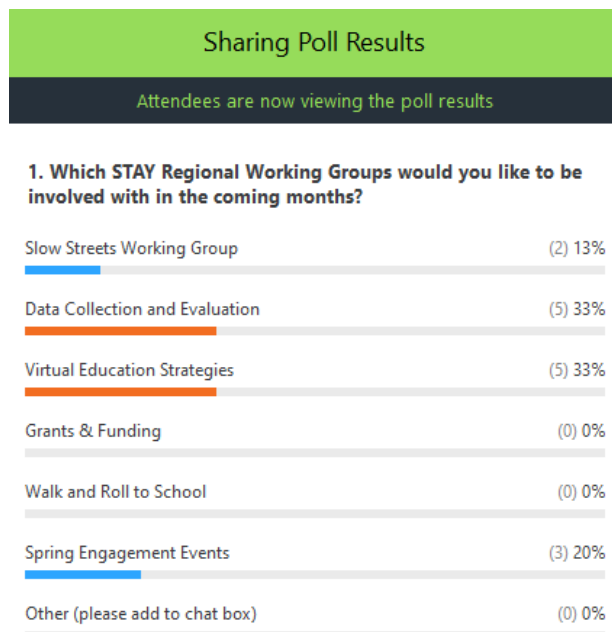
- MTC Component
    - 61 applications (over available amount); all eligible
    - Similar evaluation to state procedure
    - Recommending fully funding 7 projects, for a total of $37 million
    - 7 of 8 projects would benefit disadvantaged communities (exceeding the state target)
        a. State determines the definition in ATP guidelines. Census tracts can qualify. Five metrics:
            i. Most affected under CalEnviroScreen
            ii. Median HH income
            iii. Free and reduced lunch
            iv. Tribal lands
            v. Healthy places
    - Results were sent out yesterday; if you didn't receive it Karl can send it.
    - Includes Safe Routes to School projects
        a. One is a mix of infrastructure and non-infrastructure
- Programming allocations committee is considering the recommendations on 4/15 with recommendations by 4/25; Karl notified selected applicants yesterday. Will be published on the website ASAP.

2. Legislative Update, Rebecca Long, MTC/ABAG
- Bills are being amended from spot bills to real bills. Working to identify which bills are meaningful and need to be tracked.
- Bike/Ped-related bills
    - Assembly member Friedman AB43 - relates to the 85th percentile issue around setting speed limits. Digging into this in a deep way. This came out of the Vision Zero task force. Likely bring this to leg committee for support in April.
    - Assembly member Chu - may introduce a speed safety bill. Might be more applicable on highways as opposed to local roads. Working to get comfort with speed safety cameras
    - SB 735 - Senator Rubio: Speed safety - targeting school zones
    - AB 122 - Idaho stop bill
- Funding efforts
    - Federal funds related to transportation - mostly targeting transit.
    - Highway funding - flexible similar to STP funds. Portion to be sub allocated to MPO's. Currently working with CTC on this, working to see if it needs to be allocated instead of going through STIP. Plan to target bike/ped projects. Working with partner MPO's to advocate that 50% of funds go through FTP program, and 50% through the STIP.
    - Washington - surface transportation and infrastructure package. Pushing to have funds sub allocated to regions instead of being programmed through state DOT's.
- Christina requested quarterly updates; Rebecca said this is not currently in place and there isn't capacity for it right now.
- Tina: Our County Vision Zero committee shared the following info and report in relation to AB 43 that I thought was interesting: The bill is a second attempt, after a 2018 effort was whittled down from reducing speed limits to creating a task force to study the issue. The Zero Fatalities Task Force, which was made up of a broad coalition of stakeholders, concluded that the way California sets speed limits should change. Their report also makes other recommendations for how to make roads safer, and the goal of AB-43 is to codify as much of that as possible: https://cal.streetsblog.org/wp-content/uploads/sites/13/2020/02/CalSTA-Report-of-Findings-AB-2363-Zero-Traffic-Fatalities-Task-Force.pdf
- Students writing letters could be really impactful.

- Becky to put links on what is being advocated for in the chat.
3. Air District Updates, Kristina Chu, BAAQMD
   - Prepping for Earth Day and Earth Week, and Air Quality Awareness week in early May.
   - Will be posting information on the STAY website.
   - Remote work clearinghouse on their website
   - Wildfire preparedness: Last year issued a record number of air alerts and fires. Working to prepare people for this year. Information on website.
   - Four openings for interns. $35 per hour. Closes soon. Posting on MTC website.
4. PBA Scavenger Hunt update, Hannah Day-Kapell, Alta
   - PlaceIt! Work on scavenger hunts coming soon
5. Video training Update, Hannah Day-Kapell, Alta
   - Recap of Video Storytelling Training with Mark Jones. Mark provided some great ideas for techniques, planning ahead, and affordable equipment
     - Hannah sent the notes on this. Alta will add this to the STAY website.
   - Coming soon: Convey's upcoming training videos and office hours

Regional Working Group Updates, Hannah Day-Kapell
- Last summer we established five regional working groups to discuss topics relevant to back to school during COVID-19. Take this quick poll to help us understand which groups you'd like to be involved with in the coming months.
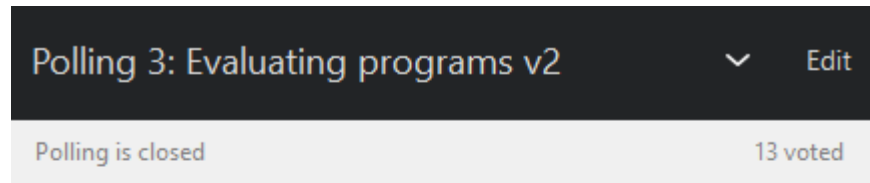 **Poll:** Which STAY Regional Working Groups would you like to be involved with in the coming months:

Sharing Poll Results

Attendees are now viewing the poll results

1. Which STAY Regional Working Groups would you like to be involved with in the coming months?

Slow Streets Working Group	(2) 13%
Data Collection and Evaluation	(5) 33%
Virtual Education Strategies	(5) 33%
Grants & Funding	(0) 0%
Walk and Roll to School	(0) 0%
Spring Engagement Events	(3) 20%
Other (please add to chat box)	(0) 0%

  Issue: the poll wouldn't accommodate multiple choice questions.
  ACTION: Alta to send a poll following the TAC meeting
- Upcoming meetings
  - Virtual Education Working Group meeting - March 23 from 2 - 3 pm
  - Data & Evaluation Working Group meetings are monthly on the 2nd Wednesday at 3PM.
- More information and sign-up form online at: sparetheairyouth.org/about/regional-working-groups

Evaluation Breakout Sessions (90 minutes)

1. Poll question**:** How are you evaluating your programs in Spring 2021?
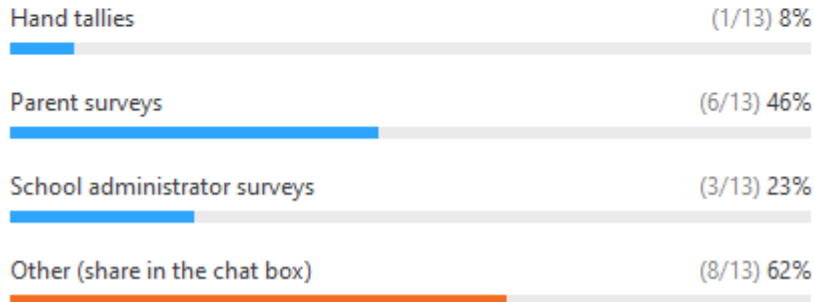
- Other (share in the chat box)
  - Ann: We are using Google Forms - no hardcopies
  - Matt: We also do student surveys- mostly Google Forms (except for in-person programs)
  - Gwen: Google forms with events.
  - Kevin: Same here- student/admin/parents surveys & evals
  - Tina: We do google forms with events...but we haven't made plans yet for Spring evaluation of how parents/kids travel.

2. 2021 Alameda County SR2S Comprehensive Evaluation Report *(20 minutes)*
   Presented by Hannah Day-Kapell, Alta Planning + Design
   - *Presentation recorded*
   - Comments/Questions:
     - Tommy: great to see this work come out of the years of collecting surveys.
     - Stephanie: Impressive to see this all laid out and analyzed. Nice to have it in an understandable format
     - It is a huge amount of data entry.
       a. Hannah to share thoughts on cost of evaluation per school.
   - **ACTION:** Alta to share a link to the evaluation report

3. Breakout Sessions *(40 minutes)*
   - *Notes appended to bottom of this document*

4. Group Debrief *(20 minutes)*
   - Karin - sharing road map evaluation from Mary Farmar Elementary
     - Helped to give parents an idea of how they could get to school based on where they live. School provided non-identifying locations where parents live. Planning department used GIS to establish zones for walking, biking, and carpooling.

- o   Map shows the amount of time it would take to walk, bike, etc..
- Wendi - most of us have mature programs. The increase in mode shift gets really negligible (things level out). There are other ways to evaluate programs, but agencies that fund the programs look at the numbers. Would like to work with MTC to acknowledge other ways to evaluate programs (other than mode shift).
    - o   What do we do when we do plateau? How do we reach people who are not walking and biking, and determine why they are not walking/biking?
    - o   Gwen: Anecdotally - if people have the means to get a car it can be seen as a status symbol and there is a desire to drive.
- Theresa: Here is a link to San Mateo County parent/caregiver survey - https://www.surveymonkey.com/r/21_SRTSEnglish
    - o   If you would like to test it, choose "private school" and then choose "other." Write your name or "test" in "other" so we know to delete your answers.

Next TAC Meeting: June 2021 (5 minutes)
We welcome feedback on format, or ways to improve this meeting.

High School Working Group scheduled for Friday, March 19 from 11 am - 12 pm
Topic: Plan Bay Area Youth Engagement - HS student scavenger hunt
Register in advance for this meeting:
https://zoom.us/meeting/register/tJAtcuqpqDIpH914orkR6eETwuWTmFmoAon8

Spare the Air Youth

Breakout Session Notes | March 17, 2021

Discussion Ground Rules
As participants in this discussion, we agree to the following in conversation with each other:

1. **Listen actively and with humility**
2. Speak from our **own, individual experiences**
3. Share the airtime so **everyone's voice can be heard**
4. **Break it down**: avoid jargon and acronyms
5. **Critique ideas, not people**: Consider asking "how" someone arrived at their statement or idea

Each group has a facilitator to make sure everyone has a chance to speak, take notes, and coordinate the report back.

Breakout Session 1
Group 1: Overall Program Evaluation
- Facilitator: Hannah Day-Kapell
- Attendees:
    - Tommy Bensko, BikeMobile
    - David Gajer, SFBC
    - Becky Gilliam, Safe Routes Partnership
    - Carlotta Sainato, Napa County Bicycle Coalition
- Prompts:
    - Do you survey - or otherwise collect systematic data from - school administrators and/or champions?
    - Are you conducting hand tallies or parent surveys during the pandemic? How have you changed the forms or process?
    - Hand tallies
        - When do you collect hand tallies? How often?
        - How do you collect the tallies: Safe Routes staff, volunteers, or teachers?
    - Parent surveys
        - Do you offer hard copy and/or electronic surveys?
        - How do you reach more families (text-based surveys, map surveys)?
- Notes
    - Tommy - They collect paper surveys and now are doing the online feedback form, which seems to be successful. Don't offer incentives. They have put stickers on the bikes they repair and conduct counts of bikes before and after. It clearly communicated the impact of the programming.
    - David - piece of larger SRTS program, need to do eval for them. He's developing programming - eg. Spanish language. Google forms are working well, based on online webinars. Curious about new ways as they come back together. They're doing Bike and Roll, looking at how they're going to evaluate.
    - Carlotta - Partnership of bike coalition and County Office of Ed. Bike Coalition is doing walk audit evals - participation varies. Ed does tallies, not tied to individual activities. They use Google Forms for eval. Doing a parent survey now - virtually through an online link & phone. Good to reach Latinx population via phone and fliers.

- ○ Becky - SRP is developing a report on SRTS during COVID and physical activity. Interested in what's been working and what hasn't.

Group 2: Activity Surveys
- Facilitator: Ann Jasper
- Attendees:
  - ○ Ann Jasper, Vanessa Castro, Kevin Anderson, Peggy Clark, Ana Vasudeo, Matt Dove
- Prompts:
  - ○ How are you collecting data (participation and attitudes) for your walk and roll activities? Do you collect data about learning objectives?
    - Vanessa: collecting data through quarterly SRTS coordinator meetings in a gamified manner with Kahoot!. This makes it more fun to offer feedback. Survey asks participants for input on SRTS vendors.
    - Ana: Conducting pre/post surveys to measure what was learned during events. Engaging teacher champions to boost survey responsiveness, but it's hard to collect data from teachers because of their busy schedule.
    - Matt: moved away from content-specific survey questions, towards attitudinal questions. Realized that it's the attitude change (more confident rider, etc) that is the goal of events and activities. Also sent teacher evaluations, especially PE teachers where SRTS conducted virtual learning events.
    - Peggy: observed various events and activities (I missed about half of what everyone said due to poor internet connection).
  - ○ What information are you collecting about your activities - event days/education programming? What about ongoing events like Walk Wednesdays, Walking School Buses, etc.?
    - Kevin: worked with youth board to conduct surveys about climate change education/environmental issue awareness. This helps identify gaps in knowledge so those areas are covered in upcoming events and activities. He had about 350 responses from high school students.
  - ○ How are you sharing the information with the schools?
  - ○ What languages do you use for the surveys?
  - ○ Are the surveys online and/or hard copy?
- Notes
  - ○

Group 3: Mapping and Analysis
- Facilitator: Karin Bloesch
- Attendees:
  - ○ Gwen Froh, Christopher White, Kristen Riker, Wendi Kallins
- Prompts:
  - ○ How does your program use mapping data for communicating with families?
    - Kristen: We're just starting out, and I'm experimenting with maps. Prefer not to reinvent the wheel every time
    - Wendi & Gwen: in Marin a staff person from engineering does mapping. Start with workshop with parent groups and school leaders (now online), ask ppl to map what are the routes to schools that they're taking (best ones), issues along those routes as well. Create an issues list from that. Create draft maps and get feedback, finally getting approval from local jurisdiction. Now includes park & walk locations. Almost always put on school website, distributed electronically. Sometimes there have been specific requests for printed copies, but funding for that is case specific. Different modes shown

as different routes. They do 6 or so per year — time and work intensive. Want to use this info to push out recommendations. Schools usually push it out once per year unless there are more active school participants. (Q: how are park & walk locations chosen?) Supposed to get permission to include it, if it's a private location (like parking lot for a store, etc.), but for public locations (park etc) don't bother. Messaging around U-turns around park & walks. (Q: involve law enforcement?) Not directly — they attend various meetings with their program. Planners involved in planning for park & walk locations. Also go to BPACs (bicycle ped advisory committees).
      - Karin: Create flyers with zones based on distance from school to give recommendations of what modes might be appropriate (based on where students live in relation to school). Not all districts will provide where students live, but sometimes will provide non-IDing data. Data came from schools, worked with engineering. Also used collision/crash data to ID traffic hot spots to avoid in developing routes.
    - Where do you get the data from?
    - Who do you work with to create the maps?
    - What data do you share with families vs. keep internal?
- Notes
    - Add notes here

Group 4: Reporting and Communications
- Facilitator: Sarah Hadler
- Attendees:
    - Stephanie Jim; Tina Panza; Luz Gomez; Andre-Anne Cadiuex; Theresa Vallez-Kelly; Christina Oshinsky
- Prompts:
    - How do you report and communicate successes/challenges to funders?
    - How do you report and communicate successes/challenges to schools and the communities you work with?
    - How often do you report/communicate to the schools/communities you work with?
    - Do you ask for input/evaluation/feedback from the schools/communities that you work with?
- Notes
    - Sonoma county Bicycle Coalition funders haven't had to do a lot of reporting to funders.
    - Stephanie Jim--great that Alta does a comprehensive report but also it is very important to have quick stories/posts that people can digest easily.
    - Christina Oshinsky from Santa Clara--data is important for politicians and funding but reality is that parent/principals and students care about how the event is impacting them. Walk/Roll Wed scanning, engaged 5th graders to share the message.
    - Theresa Valley-Kelly--gives quarterly reports about what she has been doing to support the schools, also an annual report to the congestion management agency; gave report last week, SRTS is "feel good" program
    - Andre-Anne (Menlo Park) collects feedback from communities from Task Force meetings; does promote parent surveys and supports schools in supporting data collection.
    - Luz--new to her role

Breakout Session 2
Group 1: Overall Program Evaluation
- Facilitator: Hannah Day-Kapell

- Attendees:
  - Chris White, SFBC
  - Wendi Kallins, Marin County Bike Coalition
  - Andre-Anne Cadieux, Menlo Park SRTS/Alta PLanning + Design
  - Stephanie Jim, TransForm
  - Gwen Froh, MCBC
  - Peggy Clark, MCBC
  - Christina Oshinsky
- Prompts:
  - Do you survey - or otherwise collect systematic data from - school administrators and/or champions?
  - Are you conducting hand tallies or parent surveys during the pandemic? How have you changed the forms or process?
  - Hand tallies
    - When do you collect hand tallies? How often?
    - How do you collect the tallies: Safe Routes staff, volunteers, or teachers?
  - Parent surveys
    - Do you offer hard copy and/or electronic surveys?
    - How do you reach more families (text-based surveys, map surveys)?
- Notes
  - Chris - They offer surveys, SFMTA does the centralized overall evaluation.
  - Gwen - Student surveys, 3-year program evaluation with parent surveys, activity levels at schools, yearly report cards. Also look at the population changes over the time period and how that impacts the percentages.
  - Wendi - see a big jump at the start, then smaller percent changes - mature programs have a hard time shifting the needle. Incentivizing behavior change only gives prizes to walkers/bikers - vs rewarding behavior change. Improving infrastructure and enforcement has a big impact - cultivate partnerships with police.
  - Andre-Anne - did tallies last year, will participate in County parent surveys. Focus on storytelling, activity participation surveys to understand how parents are engaged at home.
  - Stephanie - really interesting to see the qualitative data - stories of what went well. Asked: what did you like about this event? "I like walking and biking because it feels like flying to outer space!" Focus on parents as decision-makers: interesting development in scheduling activities and holding conversations with communities.

Group 2: Activity Surveys
- Facilitator: Ann Jasper
- Attendees:
  - Tommy Bensko, Sarah Hadler, David Gajer, Matt Dove, Theresa Vallez-Kelly
- Prompts:
  - How are you collecting data (participation and attitudes) for your walk and roll activities? Do you collect data about learning objectives?
    Tommy: used the Alameda SRTS surveys and helped draft the questions/prompts. Finds it useful to take care not to frame questions in a negative light, e.g., how can we make the program better? Rather, ask: what other topics/activities would you like to see in future events?
    Sarah: Conducting Walk n' Roll surveys during the 1st week of each month (what activities did students do - walking, biking, etc). Share the info back to each school, since students self-report directly to SRTS. Conduct education quizzes for students - simple questions, nothing too detailed. Asking teachers for feedback through surveys. Return rate depends on strength of relationship with school and school's enthusiasm for program.

David: in drafting surveys, thinks about what would motivate him to complete a survey. Acknowledges we all get a lot a survey requests so - what makes us answer one and not another? Incentivizes survey returns with prizes. Some discussion about certain government agencies not allowing gift cards, but could instead create a teacher supply gift box in place of a gift card for teaching supplies (Theresa)

- ○ What information are you collecting about your activities - event days/education programming? What about ongoing events like Walk Wednesdays, Walking School Buses, etc.?
  Sarah: Here is the [teacher evaluation](#).
- ○ How are you sharing the information with the schools?
- ○ What languages do you use for the surveys?
  - ■ Spanish and Vietnamese.
- ○ Are the surveys online and/or hard copy?
  - ■ Theresa offers online surveys with an option for hardcopies. Only one school has requested hardcopies.
- ● Notes
  - ○ Add notes here

Group 3: Mapping and Analysis
- ● Facilitator: Karin Bloesch
- ● Attendees:
  - ○ Tina Panza, Kevin Anderson, Vanessa Castro, Kirsten Riker, Luz Gomez, Karin Bloesch, Matt Dove
- ● Prompts:
  - ○ How does your program use mapping data for communicating with families?
    - ■ Is it shared with families or is it internal?
    - ■ Tina: uses GIS student address maps that show how many students live within ¼, ½ 1 mile radii from schools. Shared with school partners as measure for potentials of walking/biking to school, WSB, etc. They also share with parents, and they are shared in school newsletters (they use data as a marketing tool to reach parents)
  - ○ Where do you get the data from?
    - ■ County, School Districts. Remove identifying information for students.
  - ○ Who do you work with to create the maps?
    - ■ School personnel, community members, parent groups, school newsletters, etc.
  - ○ What data do you share with families vs. keep internal?
    - ■ Most people shared with families
  - ○ What kind of mapping software do you use?
    - ■ My Maps, Google Maps, Google Earth
    - ■ School District attendance boundaries, student address lists
    - ■ Google Maps/Word Doc and save as a PDF (user friendly)
- ● Notes
  - ○ Previous group looked at ways students and families interact with maps and how they use them. Some use collision heat maps to identify priority areas for infrastructure, and implementation. Some look at traffic patterns, student residences and clusters of residence around/near schools.