Spare the Air Youth Program
Technical Advisory Committee Meeting

DATE: Wednesday, June 15, 2022
TIME: 10:00 a.m. to 12:00 p.m.
WEBINAR: ZOOM

In Attendance
- Tommy Bensko, BikeMobile
- Amelia Adams, Alta Planning + Design
- Adrian Cardenas, SF Bike
- Alisa Campbell, Santa Clara County
- Nora Stoelting, Alta Planning + Design
- Kara Vernor, Napa Bike
- Hannah Day-Kapell, Alta Planning + Design
- Tina Panza, Bike Sonoma
- Ellen Griffin, MTC
- Nina Paige, SMCOE
- Peggy Clark, Marin Bike
- Theresa Vallez-Kelly, SMCOE
- Jasmine Law, SMCOE
- Eliana Marcus-Taylor, SF Bike
- Eleni Jacobson, Bike Silicon Valley
- Jen Pelletier, PDA Stats
- Michele Walker, Transform CA
- Diego Ortiz, Bike Silicon Valley
- Denise Turner, Alameda County
- Ann Jasper, SMCOE
- Kristen Riker, Contra Costa
- Kara Oberg, MTC
- Karl Anderson, MTC
- Leslie Lara-Enriquez, MTC
- Gwen Froh, Marin County
- Anna Gore, Alta Planning + Design

Meeting Notes
1. Introductions and Agenda (5 min)
   Hannah Day-Kapell, Alta Planning + Design
   - Welcome, agenda for the day
     - Introductions (name, organization, pronouns) - put in chat
     - How do you feel about SRTS evaluation in 5 words or less?

2. MTC Announcements (30 minutes)
   - Federal and State Legislative Update, Ellen Griffin, MTC
     - This is Ellen’s last appearance here – there will likely be someone new during the next TAC meeting to provide these updates
     - Today is the deadline for the state budget, and bills for the November ballot must be passed by June 30th, followed by summer recess, followed by bills getting advanced to the governor in August
     - AB2336, the speed camera program bill, died but will be reintroduced next year
     - Bicycle safety stop bill allows bicycles to have the right of way at intersections
     - AB1909, Omni Bike Bill, expands where e-bikes are allowed and requires cars to move into another lane when passing bikes on the road
• New infusion of money means that MTC is still figuring out how they will be allocated

• Active Transportation Funding Update, Karl Anderson, MTC
  • ATP Cycle 6 applications are due today!
  • New Safe Streets for All federal program. Funding notice will be released in May and it can fund safety-oriented action plans and capital improvement projects. Talk to Karl or Kara if you want to apply or want support: https://www.transportation.gov/grants/SS4A
  • MTC’s Summer Academy curriculum includes intro to agencies, climate tech, gentrification, parking policy, video storytelling, and a capstone project
    a. There may be some elements in person this year in addition to virtual, aiming for fully in person next summer
    b. Feedback from students in the past has been very positive
    c. Deadline to apply is Monday, April 4th
    d. Time commitment for students is 2-3 hours per week, in addition to 2-3 hours of homework per week
    e. Question from Vanessa about involving incarcerated youth - good opportunity to involve diverse populations.

• Active Transportation Plan Update, Kara Oberg, MTC
  • Four main AT Plan deliverables (complete streets policy, AT network, 5-year IP, stakeholder engagement).
    a. Stakeholder engagement is complete
    b. Complete streets policy is complete. This means that people biking, walking, and taking transit are protected by the AT network. All ages and abilities design principles are incorporated. A checklist is the mechanism for making sure people are complying with this.
    c. AT network: this is intended to prioritize projects that are within the network, applies equity and mode shift criteria, and weaves together existing trails and roadways. It connects transit rich areas, mobility hubs, and priority areas.
    d. 5-year IP has a 2050 time horizon and it identifies near-term steps to achieve early gains toward implementing the AT plan by 2050.

• High School Research Update, Hannah Day-Kapell, Alta
  o Research is paused at the moment; we will update this group when it picks back up again. Thank you to everyone who participated in the surveys and interviews!
3. **Group Poll (5 minutes)**
   - **Poll question:** What Safe Routes to School data collection methods are you currently using?
     - Hand tallies and parent surveys were the most common answers to appear
       - **Challenges:** Where to go next after learn to ride, promotion, letting things go that don’t work, trying again.

![Image of word cloud related to data collection methods](image)

4. **Program Evaluation (1.5 hours)**
   - **Presenter:** Jen Pelletier (she/her), Senior Evaluator II | Professional Data Analysts
     - **Results based accountability (RBA) is a framework and process that starts with the end in mind or the difference you’re trying to make.**
     - It is a useful framework for programs hoping to make social change.
     - RBA uses both population level data (wellbeing of whole population), and program level data (wellbeing of people directly connected to program)
     - RBA is a powerful tool for disrupting historical patterns. Focusing on the end first allows you to interrogate the assumptions along the way and look for new ways of doing things by asking ‘why does the data look this way?’
     - Start at the population level, by defining the results (or conditions of wellbeing that you want to achieve) and then the indicators you’ll measure to know if you got there.
     - Then move on the program level measures. These are divided into ‘how much did we do?’ (quantity), ‘how well did we do it?’ (quality), and ‘is anyone better off?’ (attitudes).
     - It is important to define ahead of time what a ‘job well done’ looks like to inform the performance measures.
     - **Question from the group:** Is there a place in the framework for explaining why things may not have gone as well as we thought they could? (I.e. Covid impacts)
       - **Jen:** That is always important to include in the narrative/reflection. The framework helps to organize the data and then you would need to go back in and describe or clarify things like pandemic impacts.
     - **Question from the group:** Where does goal setting land within an RBA process?
- This always happens in the beginning. In working with Minnesota Safe Routes to School, the Strategic Plan already had goals and this was the jumping off point for using the RBA framework.

- Breakout rooms
  - The group broke up into two and brainstormed different ways to apply the RBA framework to our own SRTS programs. Participants moved question marks next to items they were curious about, and check marks next to items they agreed with.
• Group discussion
  o RBA framework includes the importance of community building that’s often hard to measure
  o In filling out the framework, you don’t need to specify the data source (i.e. feedback survey), you’re specifying the measure (what you want to know)
  o Participants found it easiest to come up with the ‘what did we do’ section
  o Denise: In the social services realm, RBA has been helpful for team morale
  o Theresa: Quarterly reports are already happening, maybe this would be useful to incorporate into those
  o Jen: It’s great to think about what you’re already doing and how the questions you’re already asking can fit into the RBA buckets
  o Denise: Behavior change theory (Stages of Change) might be a nice framework to compliment the parts that are hard to measure.
  o This conversation is timely because the national SRTS database is closing, so we will need to find new methods
  o Question from the group: Is data useful when there are only a few responses on a survey?
    ▪ It is important to be careful of interpreting results if rates are low. Pay attention to response rate, rather than number of responses.
• Jamboard activity
  o The group did one more Jamboard exercise as a full group, where they answered the following two questions:
What do you want to know that may be hard to measure?

- Why schools that don't participate don't participate?
- Confidence in biking or walking to school.
- What percentage of students who actually participated in on-bike activities like a bike rodeo or bike club changed their attitudes about biking or started biking more?
- How effectively do schools advertise their events?
- How do our work facilitate meaningful relationships between participants?

- How much "fun" is a big event for the individual participants?
- Why students don't walk/bike beyond walk/bike days?
- The general level of parent/family interest at a given school.
- The PREUNCS associated with programs/events.
- The impact of one-off events (bike rodeos, bike to school day) on behavior changes of elementary-age students.

- Barriers to higher modeshift.
- How are we tracking participation rates on event days (or does it matter)?
- Our STS facility funding improvements increase the # or students walking and bike.

What kind of support do you need to try new data collection methods in your community?

- Buy-in/excitement from others to try new things.
- Staff time for data collection & analysis.
- Technical assistance and time.
- Writing surveys/using data collection methods that will get the answers that we want, in a statistically significant way.

- Technical database to analyze data over time.
- Knowing how to explain the value of certain kinds of data beyond numbers.
- Interest from schools in responding - can we make it more useful to them?

- Examples of the variety of ways we can use the data we collect aside from the usual ways we use it - annual reports, funder presentations.

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Upcoming TAC meetings: Quarterly/Third Wednesdays of the month
  o June 17, 2022 High School Working Group
  o September 21, 2022: TAC Meeting
  o December 14, 2022 (second Weds of the month due to holidays)