Using Data to Drive Decisions for SRTS Programs

City and County of Denver & San Mateo County
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Today’s Focus

- City and County of Denver & San Mateo County
- Our Data Inputs for prioritizing/selecting schools to engage with
- Our Process and Data Inputs for Determining Interventions
- Implementing the 6 E’s
- Lessons Learned
Denver Safe Routes to School serves to create safe places and opportunities for everyone and promotes physical activity, reduces obesity and makes traveling to and from school safer and more fun.
The 6 E’s of Safe Routes to School

**Encouragement**
Programming to support reducing traffic, increasing safety and encouraging active transportation.

**Education**
Programming to increase awareness, — the importance of active transportation and street safety.

**Engineering**
Identifying infrastructure improvements that increase safety and encourage active transportation.

**Enforcement**
Partnering with law enforcement to improve safety around schools.

**Evaluation**
Baseline, implementation and satisfaction evaluations to identify needs and measure change.

**Equity**
Ensuring safe and active school transportation opportunities for ALL students in Denver.
Functional Structure

SRTS Core Team

- SRTS Program Administrator (DDPHE)
- SRTS Planner (DPW)
- DPS Transportation (DPS)

SRTS Education Committee (non-contract roles)

- Community Resource Officers (DPD)
- Traffic Officers (DPD)
- Crossing Guards (DPS)
- Fire Dept Liaisons (DFD)
- Injury Prevention Coordinator (DPH)
- Bicycle Education (DPR)
- Metro Partners (Safe Kids Metro – Children’s, Swedish Hosp, etc)
- Education/Encouragement (DDPHE: CALC, Injury Prevention)
- Crisis Response (DPS)
- Youth Advisors
What is the Problem?
What is the Problem?

- Faster Speeds = Higher % Number of Crashes

CoC vs. Non-CoC
- Higher % Number of Crashes
- Faster Speed Limits
Criteria for Ensuring Equitable Safe Routes to School Support

Indicators for scoring Communities of Concern:
1. Proportion of older adults and no car ownership
2. People with disabilities
3. Children and schools
4. Socio-economic factors (education and poverty)
5. Health
6. Safety

Determinants of a High Injury Network street:
1. Crash and crash severity
Safe Routes to Schools Tier Categorization Criteria

This map visualizes criteria used to classify Denver schools into Safe Routes to School support tiers of priority. The colored dots represent Community of Concern (CoC) scores that are defined by six indicators* and are then categorized into four classifications of concern. Red indicates the highest scores and yellow the lowest scores. A higher CoC score indicates a higher need for support. The black outlines around each circle vary in size based on the number of High Injury Network streets that are within 500 feet of that school (dot). So a red dot with a larger circle suggests the greatest need for safety support.

*The indicators for CoC are:
1) Proportion of older adults and no car ownership
2) People with disabilities
3) Children and schools
4) Socio-economic factors (education and poverty)
5) Health
6) Safety (# of Crashes, and Speed Limits)
A needs-based approach to equitably provide Safe Routes to School services for all Denver school communities.

**Tier 1 Programming Support:**
5 to 6 focus schools within a community cohort.

- Needs assessment
- Comprehensive travel plan.
- Pre and post-implementation evaluations
- Customer satisfaction survey.
- Recommended Toolkit solutions
- Technical assistance
**Inputs: Assessing Needs**
- Safety/Travel Assessments (SOPs)
- School/Community Priorities (SOP)
- Response/Adverse Event 311/website (SOP)
- Parent Surveys (SOP)
- City data (crash, etc) (SOP)

**Identify tools, approach, and interventions through 5 E’s of SRTS**
- Education
- Engineering
- Enforcement
- Encouragement

**Documented path to desired future state in the School Travel Plan**

**Evaluation**
Travel Plan Inputs

Effort in 2019, standardize data collection to assess need

Quantitative and qualitative

Feeds into Evaluation

Some dependent on further action
NEW!
SRTS Website

http://www.denvergov.org/srts

These completed forms go directly to a spreadsheet and alert a SRTS core team member of a new sign up.
**Inputs: Assessing Needs**

- **Safety/Travel Assessments (SOPs)**
- **School/Community Priorities (SOP)**
- **Request or Response (adverse event, 311, website (SOP)**
- **Parent Surveys (SOP)**
- **City data (crash, air, speed, etc) (SOP)**

**Identify tools, approach, and interventions through the 5 E’s of SRTS**

- **Education**
- **Engineering**
- **Enforcement**
- **Encouragement**
- **Evaluation**

**Documented path to desired future state in the School Travel Plan**

**On-Site School Intake Form**

The purpose of this form is to better understand a school's request for improving student travel safety by learning more about previous efforts taken, context of travel behaviors, and sociodemographic information of the school. The information gathered here can be used to best determine what course of action can be taken to address the request. This process will help to institutionalize collecting information from schools, collaborating with the DPW team, assessing safety treatments with the DPW team, and communicating with schools about their requests. This form can also serve as a record of requests and information about a specific school or request submitted by a school.

1. **Name** *
2. **Name of School** *
3. **School Location** *
4. What are the safety challenges to and from school? Please provide as much detail as possible. *
5. What do you think could solve the safety challenges just described in previous question? *

- Sidewalk Improvements
- Safer Bike Lanes
- Designated Drop Off Zones
- Improved Lighting
- Improved or Increased Bicycle Parking
On-Site Assessment
Success Story
Moving Forward with Tier 1

**Step 3:** School community storymapping.
Inputs: Assessing Needs

Safety/Travel Assessments (SOPs)

School/Community Priorities (SOP)

Request or Response (adverse event, 311, website (SOP)

Parent Surveys (SOP)

City data (crash, air, speed, etc) (SOP)

Potential Interventions

- Education
- Engineering
- Enforcement
- Encouragement

Documented path to desired future state in School Travel Plan

Evaluation

Parent Surveys (SOP)

City data (crash, air, speed, etc) (SOP)

Evaluation

Community Story Mapping Results
### Inputs: Assessing Needs

- **Safety/Travel Assessments (SOPs)**
- **School/Community Priorities (SOP)**
- **Response/311 / Adverse Event Protocol (SOP)**
- **Parent Surveys (SOP)**

### Key Contacts / Role

- Key Contacts / Role (Lisa Diaz / School Contact for follow-up)

### Available Services

- Education, Evaluation, Equity

### Action

- Report to other city agencies to collect and disseminate education, evaluation, planning coordination needed.

### Evaluation

**Denver Safe Routes to School (SRTS) Sign Up for Support**

Thank you for your interest in the City and County of Denver Safe Routes to Schools Program! Schools can join the program by completing this enrollment form, which will be used to determine the most effective implementation of the Safe Routes to School Program at your school. Once completed, schools are eligible to receive services, technical support, and activities.

* Required

**School Name** *

Your answer

**Applicant Name** *

Your answer

**Applicant Title/Position**

- School staff or leadership role
- Engaged parent
- Other: Please describe your Title/Position if “other” was selected.

Your answer

**Email address** *

Your answer
Inputs: Assessing Needs

Safety/Travel Assessments (SOPs)

School/Community Priorities (SOP)

Response/Adverse Event Protocol (SOP)

Parent Surveys (SOP)

### Parent estimate of distance from child’s home to school

#### Typical mode of arrival at and departure from school

<table>
<thead>
<tr>
<th>Mode</th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Bike</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School Bus</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Family Vehicle</td>
<td>65</td>
<td>61</td>
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<tr>
<td>Carpool</td>
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<td>3</td>
</tr>
<tr>
<td>Transit</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Travel Plan Actions

Inputs: Assessing Needs
- Safety/Travel Assessments (SOPs)
- School/Community Priorities (SOP)
- Response/Adverse Event Protocol (SOP)
- Parent Surveys (SOP)

Identify tools, approach, and interventions through 5 E’s of SRTS
- Education
- Engineering
- Enforcement
- Encouragement

Evaluation
Informed by City GIS/data & Dashboard

Pre-Standard School Zone (current state)

Documented path to desired future state in the School Travel Plan

Travel Plan Actions
Prioritizing Equity in Active Transportation Projects Near Schools

Theresa Vallez-Kelly
Safe Routes to School Coordinator
San Mateo County Office of Education
San Mateo County, California

- Population: 754,748
- Median rent: $1,830
- Rent burdened households: 52%
- Bachelor’s degree or higher: 47%
- Median household income: $98,546
- Per capita income: $50,262
- Below 100% Federal Poverty Level ($25k): 8%
- Below 200% Federal Poverty Level: 20%
Equity

Equality = Sameness
Equality provides the same thing for everyone. This only works when people start from the same place, history and set of circumstances.

Equity = Justice
Equity is about fairness, and providing people with the resources and opportunities they need, given their history and set of circumstances.
Improving Health Outcomes Through Transportation

• Decrease traffic
  – Pick up / drop off times
  – Vehicle speed

• Increase safety
  – 50 lives lost in 2016 (+50%)
  – 47% of students who live within ¼ mile walk and bike to their schools
  – 1 in 4 ped/bike collisions involved a youth under 18
Schools as Focal Point of a Healthy Neighborhood

Improve walk/bike safety around schools

- Support SRTS initiative
- Develop early habits
- Promote preventative health & equity
- Improve safety on El Camino Real

Get Healthy Report (2016)
How We Got Here...

1. **An idea is born**
   November 2016
   Monthly Active Transportation Meeting

2. **SMC Public Health & SMCOE Collaborate**
   January 2017 – An equity lens on SRTS in SMC
   March 2017 – first draft of the report

3. **Schools & Cities**
   September 2017 – December 2017
   SMC PH and SMCOE SRTS meet with principals of schools highlighted in the report and their cities counterparts

4. **Final Report**
   March 2018
   Creating Safer Streets Near Schools
Analysis

Data:

• ACS, 2011-2015
• SWITRS, 2009-2016
• Area poverty and bike & pedestrian collisions
Schools with History of High Bike & Ped Collisions in High Poverty Areas
1) Woodrow Wilson Elementary
2) North Star Academy
3) Hoover Elementary
4) Bayside Elementary
5) Los Cerritos Elementary
6) Hawes Elementary

Schools with History of Bike & Ped Collisions in High Poverty Areas
1) Orion Alternative
2) College Park Elementary
3) Fair Oaks Elementary
4) Green Oaks Elementary
5) Belle Haven Elementary
6) Taft Elementary
7) Westlake Elementary
8) Costano Elementary
9) Brentwood Academy

High Poverty Neighborhoods*
30% or more residents live below 200% Federal Poverty Level

Bicycle/Pedestrian Collision Hot Spots (2009-2016)

Legend:
- Lowest
- Highest
Collisions Around 90 Public Elementary Schools (‘09 – ‘16)

- Bayshore
- Belle Haven
- Brentwood
- College Park
- Costaño
- Fair Oaks
- Green Oaks
- Hawes
- Hoover
- Los Cerritos
- North Star
- Orion Alternative
  - new campus
  - Taft
- Westlake
- Woodrow Wilson

15 schools = 30% ped/bike collisions
6 districts

Ped/bike collisions (85th percentile)

1. Bayshore
2. Hawes
3. Hoover
4. Los Cerritos
5. North Star
6. Woodrow Wilson

Note: Lists in alphabetical order
Suggested Recommendations

- Prioritize Bike & Ped Infrastructure Improvement
- Identify opportunities for engagement
- Collaboration of schools and cities
- Implement Vision Zero and design streets with pedestrian and cyclists in mind
City & School Engagement
Collective Impact Project

- Common Agenda
- Shared Measurement System
- Mutually Reinforcing Activities
- Continuous Communication
- Backbone Support Organization

5 Conditions of Successful Collective Impact
Daly City Collective Impact

Creating Safer Streets Near Schools
Prioritizing Health in Transportation (2018)
Ruby Bridges Walk to School Day
November 14

“Don’t follow the path. Go where there is no path and begin the trail. When you start a new trail equipped with courage, strength and conviction, the only thing that can stop you is you!”

— Ruby Bridges

“Ruby Bridges” poster decorated by students, parents, and teachers from two elementary schools.

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Lessons Learned

Relationships Matter

Challenges Ahead

The Long View

They're Out There...
Thank you!
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