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2019
Portland, Oregon
August, 25-28

Safe Routes to School Planning and Engagement in Diverse Communities

Lessons from Santa Ana and Seattle

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Santa Ana Citywide Safe Routes to School Plan

Cory Wilkerson, Active Transportation Coordinator
City of Santa Ana, California

Ryan Johnson, Planning Associate
Alta Planning + Design

APBP Conference
August 26, 2019

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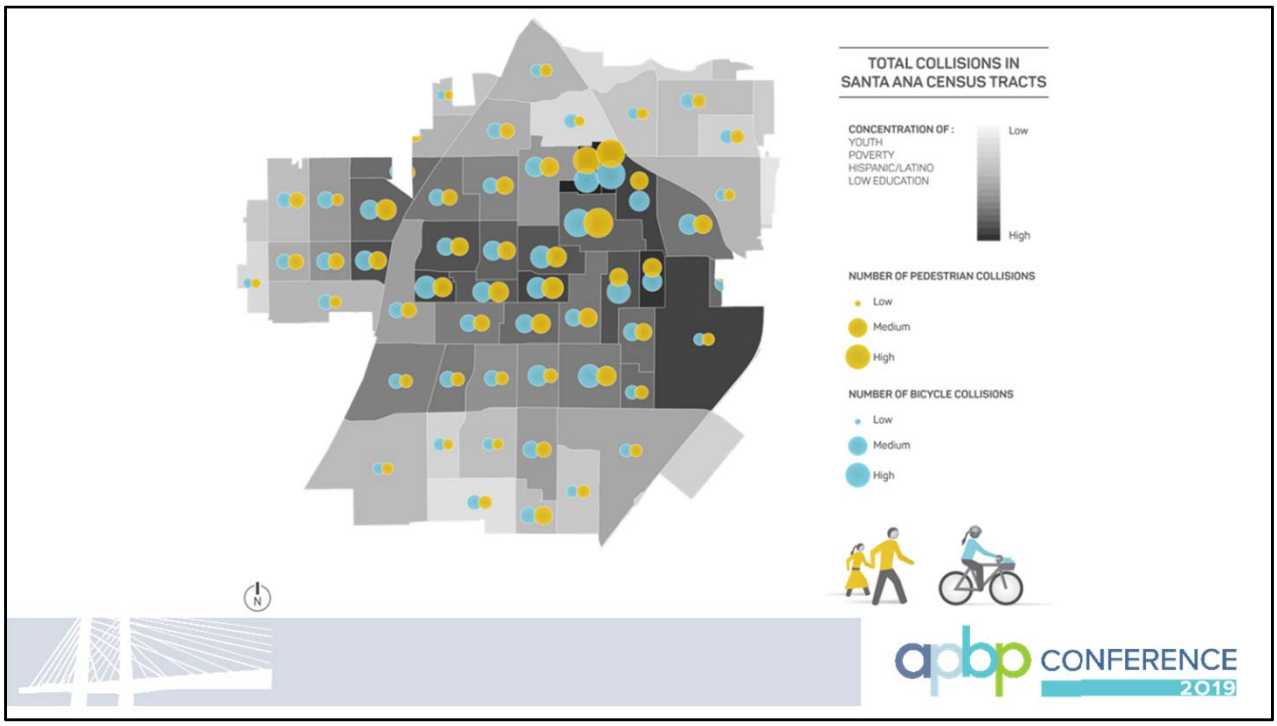
TOTAL COLLISIONS IN
SANTA ANA CENSUS TRACTS
CONCENTRATION OF :
YOUTH
POVERTY
HISPANIC/LATINO
LOW EDUCATION
Low
High
NUMBER OF PEDESTRIAN COLLISIONS
Low
Medium
High
NUMBER OF BICYCLE COLLISIONS
Low
Medium
High
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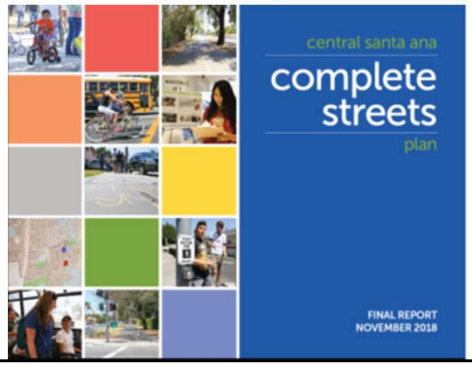
SAFE
MOBILITY
SANTA ANA
PLAN
2016

Muévete
santa ana
ACTIVE TRANSPORTATION PLAN
Final Draft June 2019

santa ana
downtown
complete streets
plan


central santa ana
complete
streets
plan
FINAL REPORT
NOVEMBER 2018

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- **ATP Cycle 1 (2014) –**
  - **8 Projects (4.8 million)**
- **ATP Cycle 2 (2015) –**
  - **6 Projects (13.8 Million)**
- **ATP Cycle 3 (2016) –**
  - **3 Projects (13.5 Million)**
- **ATP Cycle 4 (2018) –**
  - **4 Projects (20.9 Million)****

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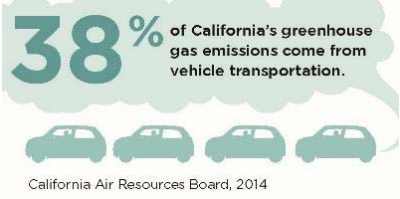
Purpose of the SRTS Plan

Issues to Address:

- Safety
- Public Health
- Equity
- Economic
- Environmental
- Quality of Life



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If we implement improvements around schools in a dense jurisdiction, you'll cover virtually the entire City.

Community Engagement

Necesitamos Su Participación

SAFE ROUTES TO SCHOOL

¿CÓMO PODEMOS HACER QUE SEA MÁS SEGURO CAMINAR Y ANDAR EN BICICLETA A LA ESCUELA PARA NUESTROS HIJOS E HIJAS?

Únase a otros padres, madres, personal de la escuela, maestros, ingenieros y urbanistas para observar cómo los estudiantes llegan a

Escuela Intermedia Lathrop

1111 S Broadway, Santa Ana, CA

Encuéntrenos en la entrada principal

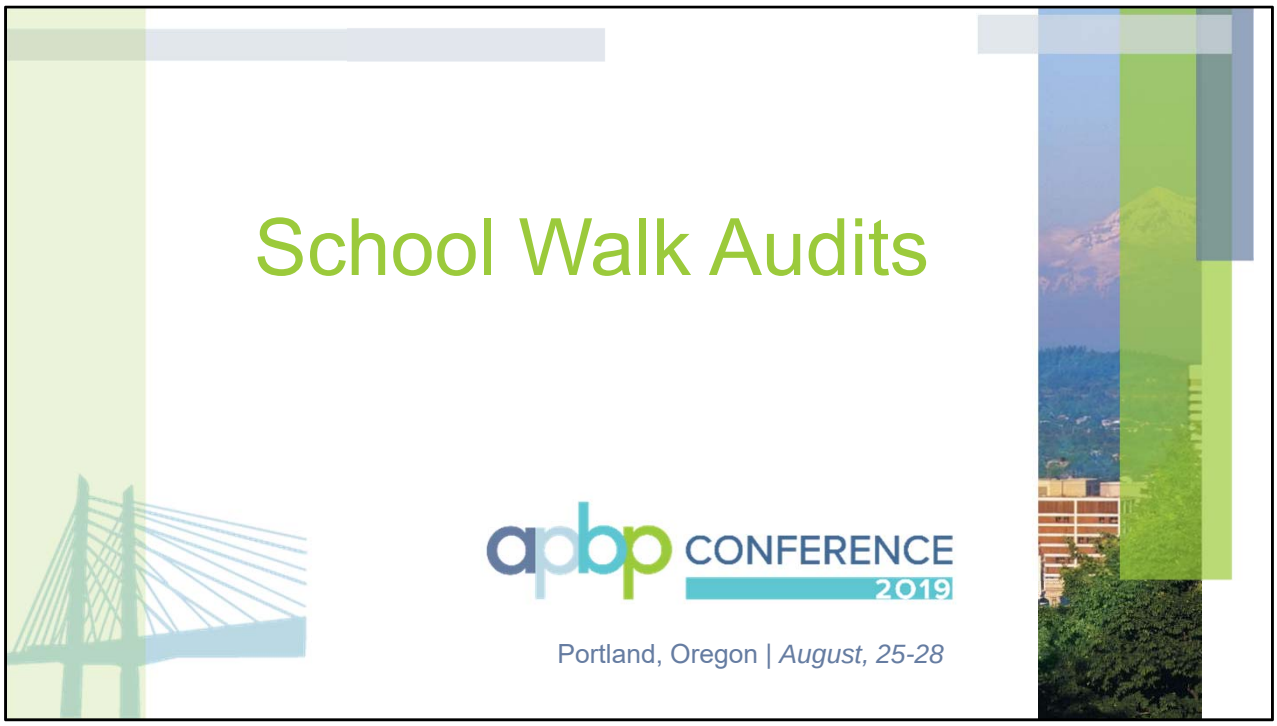
Jueves 11 de abril a las 7:30 AM

COMO GRUPO PODREMOS:

- Observar a la gente caminar, andar en bicicleta y manejar alrededor de la escuela
- Examinar las instalaciones como las aceras, cruces y señales alrededor de la escuela
- Discutir lo que vimos y hemos visto alrededor de la escuela para poder mejorarla

¿PREGUNTAS? CONTACTE A:

Jo Rosel
PHONE: 323.258.5384
EMAIL: jrosel@katherinepadilla.com


School Walk Audits
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Potential Improvements

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Mid-block crossing with flashing beacons

Landscaping adds other benefits (better stormwater management, beautification, stress relief)

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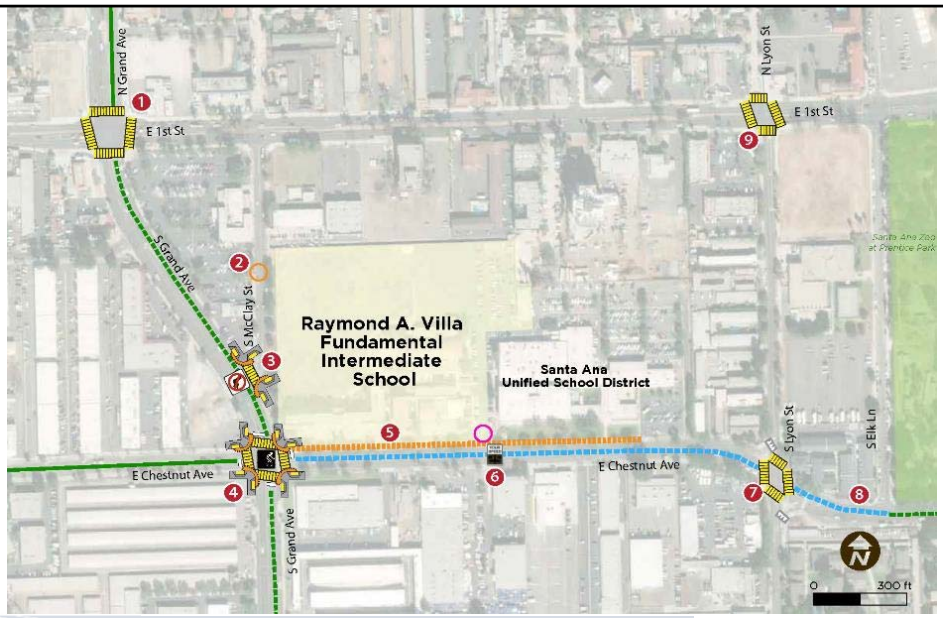

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Quick Build / Demos, Pilots

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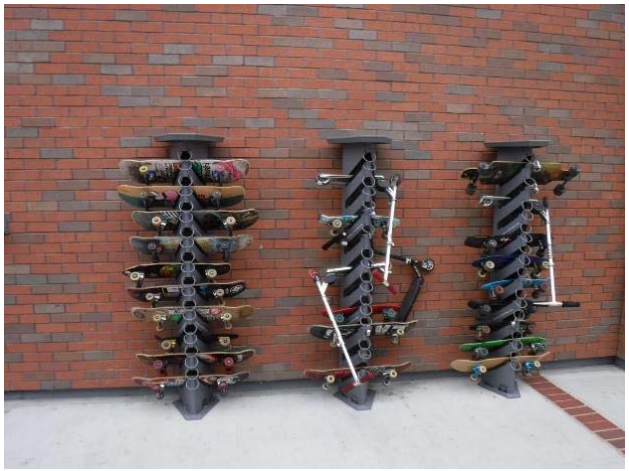

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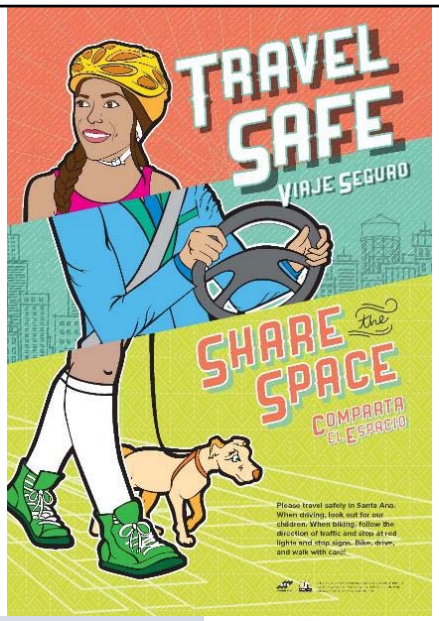
Support Programs: Parking for students' vehicles



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Support Programs:

Next Steps

- Identify priority “Safe Routes to School Corridors”
- Coordinate with recent and future plans and Capital Improvement Projects
- City continues applying for grants
- Continue engaging parents/guardians, staff, and students

Ask us tough questions!

cwilkerson@santa-ana.org | (714) 647-5643

ryanjohnson@altaplanning.com | (213) 437-3392

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Elise

- Hi I'm Elise Rasmussen and this is my partner in crime Mitchell Lloyd from the Safe Routes to School team here at the Seattle Dept of Transportation.

- Today we're going to share the process that went into our two-year racial equity analysis of the Safe Routes to School program
- what we learned along the way,
- and what the SRTS program is going to do to improve racial equity.

- The focus of this racial equity analysis was to better understand the barriers that Seattle's students of color face when walking and biking to school,
- and then to work alongside communities to create potential solutions to address these barriers.

- We wanted to look beyond the typical scope of what the Dept. of Transportation does and in addition to addressing infrastructure improvements, we wanted to look into public safety barriers and gain insight into the lived experiences of Seattle's students and their families to understand the choices and perceptions they have, as well as the decisions they make, about getting to and from school every day with the goal of one day making walking and biking a more widely used mode of transportation.

Acknowledgements

Thank You

- The entire Safe Routes to School team for your continued support throughout this process
- The dozens of schools & community groups that gave their time & energy to guide this project with their expertise
- The interdepartmental steering committee for making sure we stayed focused on the goals of this process, & providing innovative and actionable recommendations

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SDOT's mission, vision & core values

Mission: To deliver a transportation system that provides safe & affordable access to places & opportunities

Vision: Seattle is a thriving, equitable community powered by dependable transportation

6 core values:

- Equity
- Safety
- Mobility
- Sustainability
- Livability
- Excellence

For all

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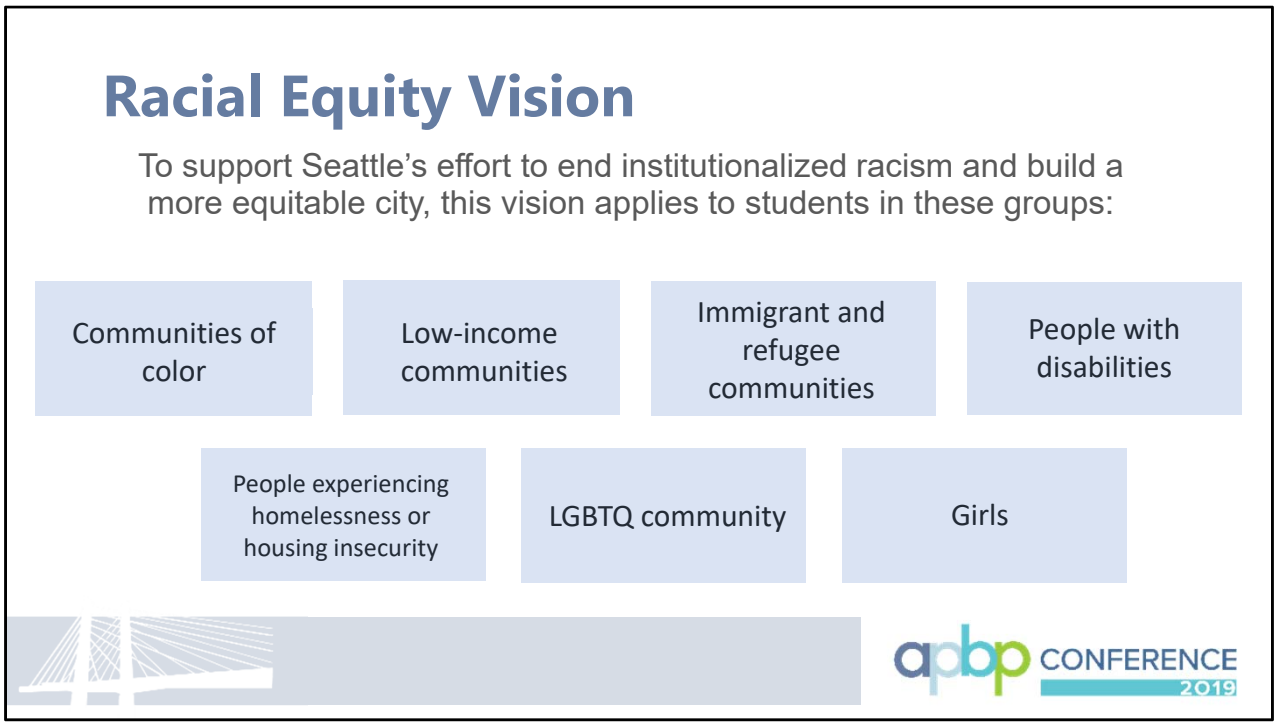
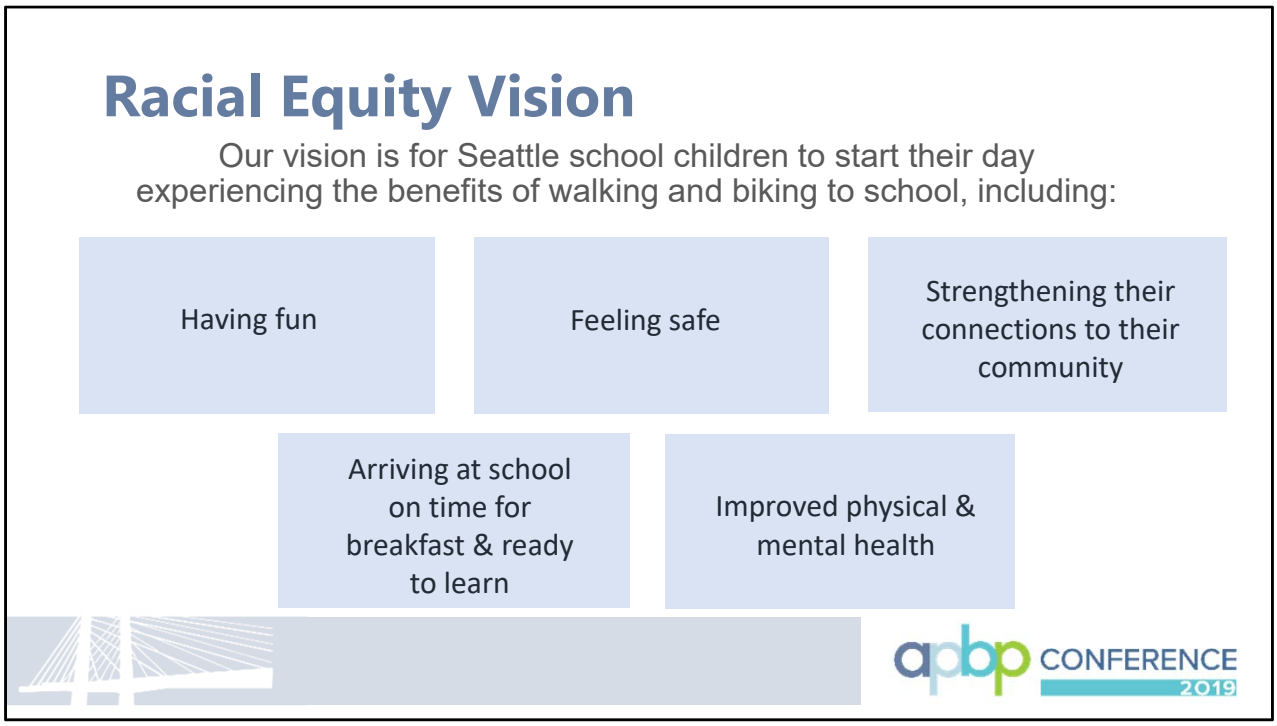


Elise

- Read vision
- We worked really closely with an interdepartmental steering committee to create this racial equity vision for the SRTS program, and design a robust analysis to further Seattle's SRTS racial equity work.
- There was no way one person could have thought through all of these steps, so coordination and leveraging resources that we already had access to was key.
- We continued to be advised by the steering committee throughout the implementation of this racial equity analysis.
- We have a larger vision to make walking and biking safer and easier for all students. This analysis led with race, but in order to really do

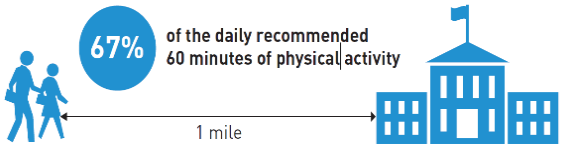
racially equitable work, we had to look at race through an intersectional lens which means addressing the barriers that all of these marginalized groups face in walking and biking to school.



Elise

- Read the vision.
- As a former teacher in schools located in various communities of color, I saw firsthand just how much active transportation can benefit students and their respective communities. All students regardless of their race, income, language, gender, ability status, housing status, or sexual orientation have the right to safely walk, bike, or wheel to school and reap the these benefits that coincide with active transportation.

Safe Routes to School Improves Health Outcomes for Entire Communities



Improves	Reduces	Lowers Risk of
• Mental Health • Self-Esteem • Mood • Sleep • Academic Performance	• Stress • Anxiety • Depression • Fatigue	• Obesity • Cancers • Diabetes • Strokes • Respiratory & Cardiovascular Diseases

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Elise

- My guess is that you are more productive, and are in a better mood when you walk or bike to your destinations. My guess is based on my own experiences active commuting, my observations of my students who walked or biked to school, and several studies that all came to the same conclusion – walking and biking is good for you in so many ways.

- Our students are not just trying to navigate our streets, but they are also living multi-issue lives and also live in a culture that prioritizes a sedentary lifestyle which is why only 67% of our students are getting the recommended daily physical activity
- The good news is that we can fix this!

- *Students that walk and bike to school are likely to get the recommended 60 minutes of moderate to vigorous physical activity each day that health professionals recommend.*

- *Physical activity not only contributes to improved physical health, it is also directly linked to improved mental health, self-esteem, mood, quality of sleep, and academic performance. Physical movement also significantly reduces stress, anxiety, depression and fatigue, which then reduces the risk for obesity, cancers, diabetes, strokes, and respiratory and cardiovascular diseases later in life .*

- Again, we cannot just continue to place sole responsibility on the individual to change their own health outcomes when they live in an unhealthy environment to begin with. SDOT has a responsibility, along with other government agencies, to holistically and comprehensively combat the negative health outcomes that our country's population is facing, and work together to promote healthier environments for healthier future generations.

How We Heard From the Community

Phase I: Problem Identification

What makes walking & biking to school difficult?

- Citywide Survey Outreach
- Dot Boards
- Focused Outreach
  - Focus groups (more structured)
  - Coffee chats (less structured & casual)
- Purposeful partnerships
- Several dissemination outlets (mailers, POC media & hard copies at priority schools)
- Translated & interpreted project documents
- Community events catered to POC, priority schools & organizations

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How We Heard From the Community (cont'd)

Phase II: Closing the Loop

Verify what we heard & incorporate communities' recommendations

- Returned to community leaders and organizations from Phase I
- Verified findings with community leaders and members
- Identified community-oriented solutions for improved walking/biking conditions
- Ideas grouped in categories (Infrastructure, safety, distance, biking & policy) to discuss
- Goal to strengthen existing partnerships & identify new opportunities for partnerships

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Elise

- We then brought what we heard from communities through the Citywide survey, dot boards, and focused outreach to community leaders to verify that we heard their respective communities correctly.
- After making sure we understood the barriers in specific communities, we worked with community leaders to identify community-generated solution for improved walking and biking conditions
- These ideas naturally broke out in to infrastructure, safety, distance, policy, and neighborhood or community specific recommendations for the future of the SRTS program

- One great part about these phase II meetings was that we gathered various community leaders from the same communities into one room, and they organically created their own partnerships within their own communities.
- Supporting and amplifying the work that is already being done in

communities was one of the major goals of this process, and it was great to begin to see this happen.

What We Heard from Communities

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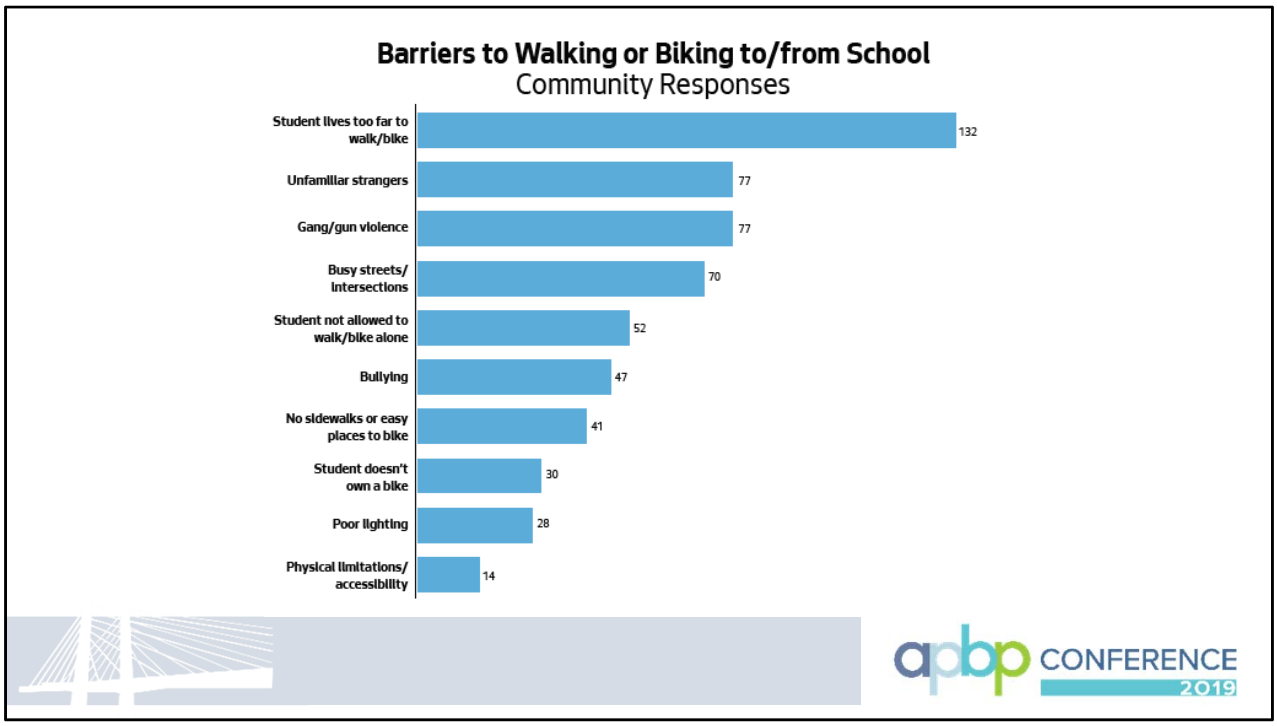
Barriers to Walking or Biking to/from School
Community Responses
Student lives too far to walk/bike
132
Unfamiliar strangers
77
Gang/gun violence
77
Busy streets/ intersections
70
Student not allowed to walk/bike alone
52
Bullying
47
No sidewalks or easy places to bike
41
Student doesn't own a bike
30
Poor lighting
28
Physical limitations/ accessibility
14
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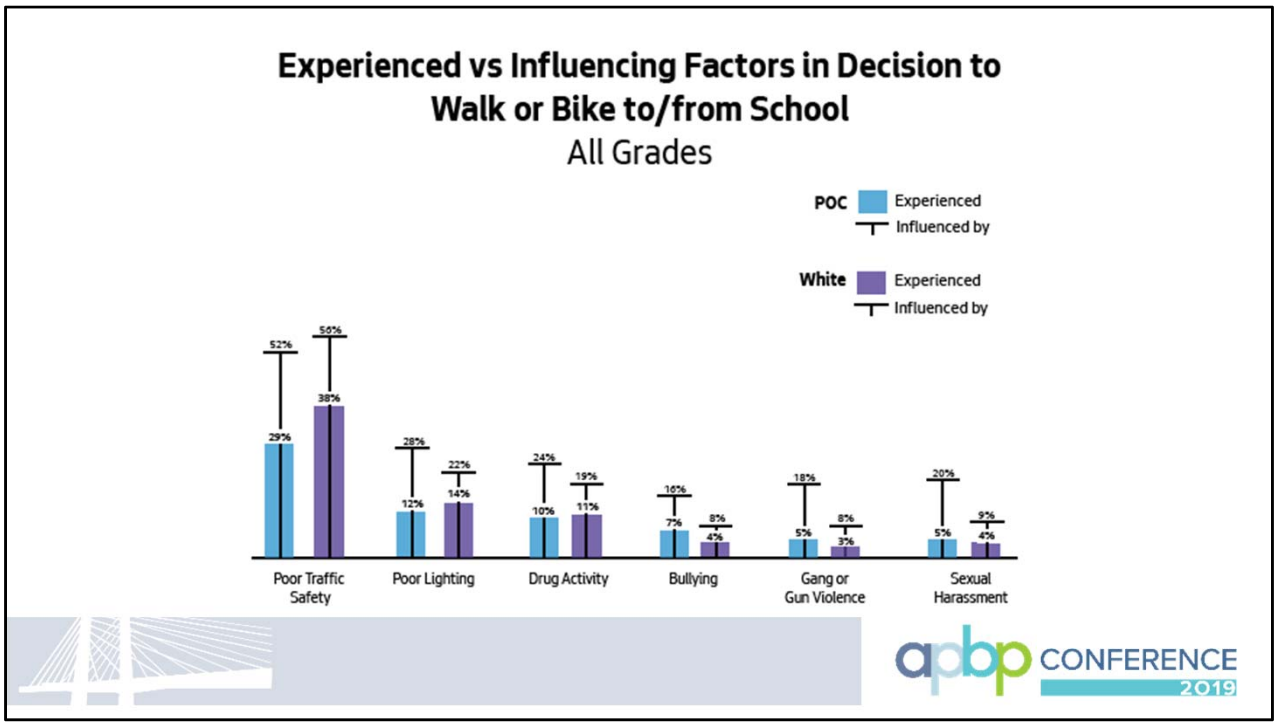
Experienced vs Influencing Factors in Decision to Walk or Bike to/from School
All Grades
POC
Experienced
Influenced by
White
Experienced
Influenced by
52%
29%
56%
38%
28%
12%
22%
14%
24%
10%
19%
11%
16%
7%
8%
4%
18%
5%
8%
3%
20%
5%
9%
4%
Poor Traffic Safety
Poor Lighting
Drug Activity
Bullying
Gang or Gun Violence
Sexual Harassment
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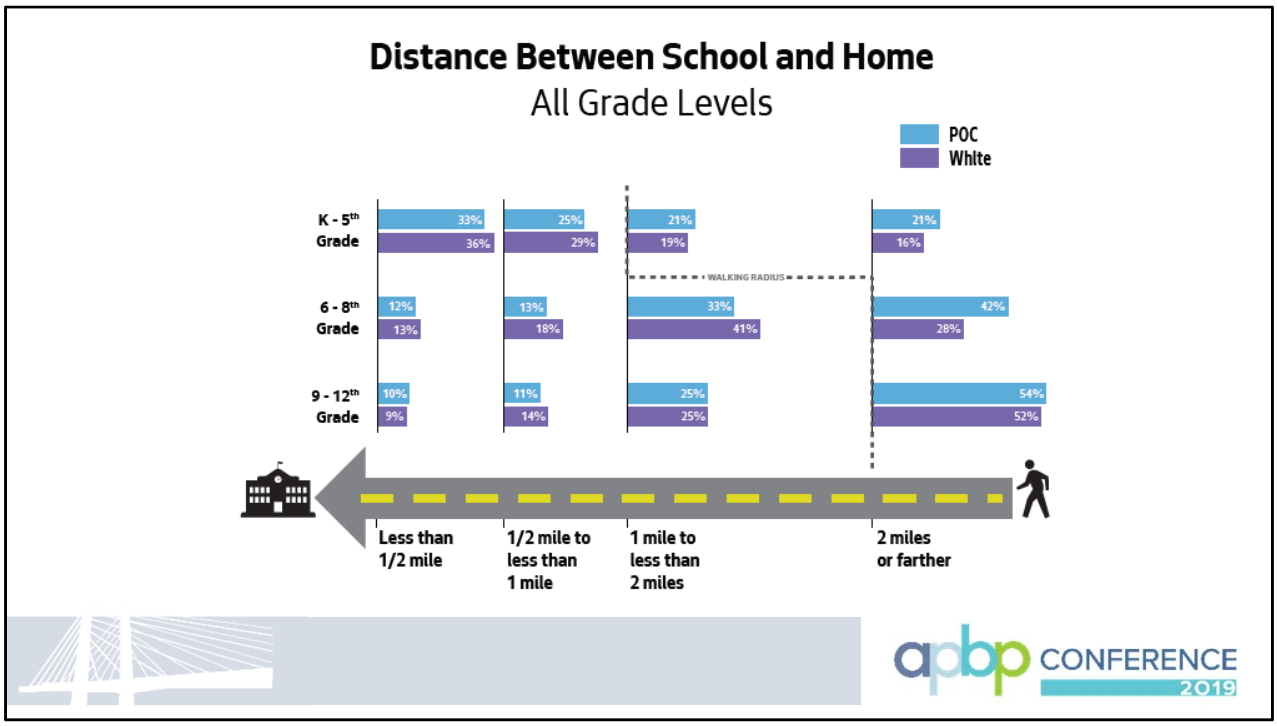
Distance Between School and Home
All Grade Levels
POC
White
K - 5th Grade
33%
36%
25%
29%
21%
19%
21%
16%
WALKING RADIUS
6 - 8th Grade
12%
13%
13%
18%
33%
41%
42%
28%
9 - 12th Grade
10%
9%
11%
14%
25%
25%
54%
52%
Less than 1/2 mile
1/2 mile to less than 1 mile
1 mile to less than 2 miles
2 miles or farther
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Concerns about violence: *Black, Asian/Asian American, Pacific Islander students heavily influenced*

Concerns about unfamiliar people & unpredictable behaviors: *Specifically around people experiencing homelessness*

Biking is not an option: *More than half of students of color never bike to school*

Before- and after-school activities: *Older white students are more likely report this being an influence*

Guardian work schedules: *Widely reported as a significant influence*

Public transit is widely used among older students: *Access to Universal ORCA made usage rates spike*

Summary of Findings

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Community-Generated Recommendations
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What Should We Do Next?

Recommendations to Address Infrastructure Barriers

Pilot physical markers in communities to designate safe routes to schools

Recommendations to Address Distance and Weather Barriers

Incorporate lesson learned in walking and bicycle safety education curriculum

Recommendations to Address Safety Barriers

Amplify communities' stories of positive experiences walking/biking to combat negative perceptions

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What Should We Do Next?

Recommendations to Address Biking Barriers

Raise awareness around lack of bicycle infrastructure near schools

Recommendations to Address Policy

Support ongoing work in the community related to expanding transportation options

Recommendations for Specific Neighborhoods

Support existing priorities within communities

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Inclusive Outreach Promising Practices

- Findings have wide-spread benefits
- Best practices:
  - Invest time & partner early; adjust your timelines in accordance with community needs
  - Provide a variety of ways to engage & listen to community leaders about how to best engage with their respective communities
  - Never assume; check with communities before concluding anything
  - Community members and leaders are also experts; they often already have solutions
  - Compensate communities for their work & and find a way to make all relationships mutually beneficial
  - Be present; conducting an analysis is just the first step towards racially equitable work

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Elise

Findings illuminated a lot of what we already knew pertaining to racial disparities around active transportation to and from school, and now we have the data from surveys as well as community stories about the lived experiences to back that up.
Not only will the findings benefit the Safe Routes to School program, but they will also inform SDOT practices as a whole, as well as other City-led initiatives.
We plan to share our process and our findings widely.

Read best practices and relate back to process.

Questions?

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belen.herrera@seattle.gov | (206) 684-4690

www.seattle.gov/transportation

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