



## Colorado Safe Routes to School Webinar Series

E is for Evaluation: Using Data to Tell Your Safe Routes Story

Kori Johnson, Safe Routes Partnership

Tuesday, October 25, 2022

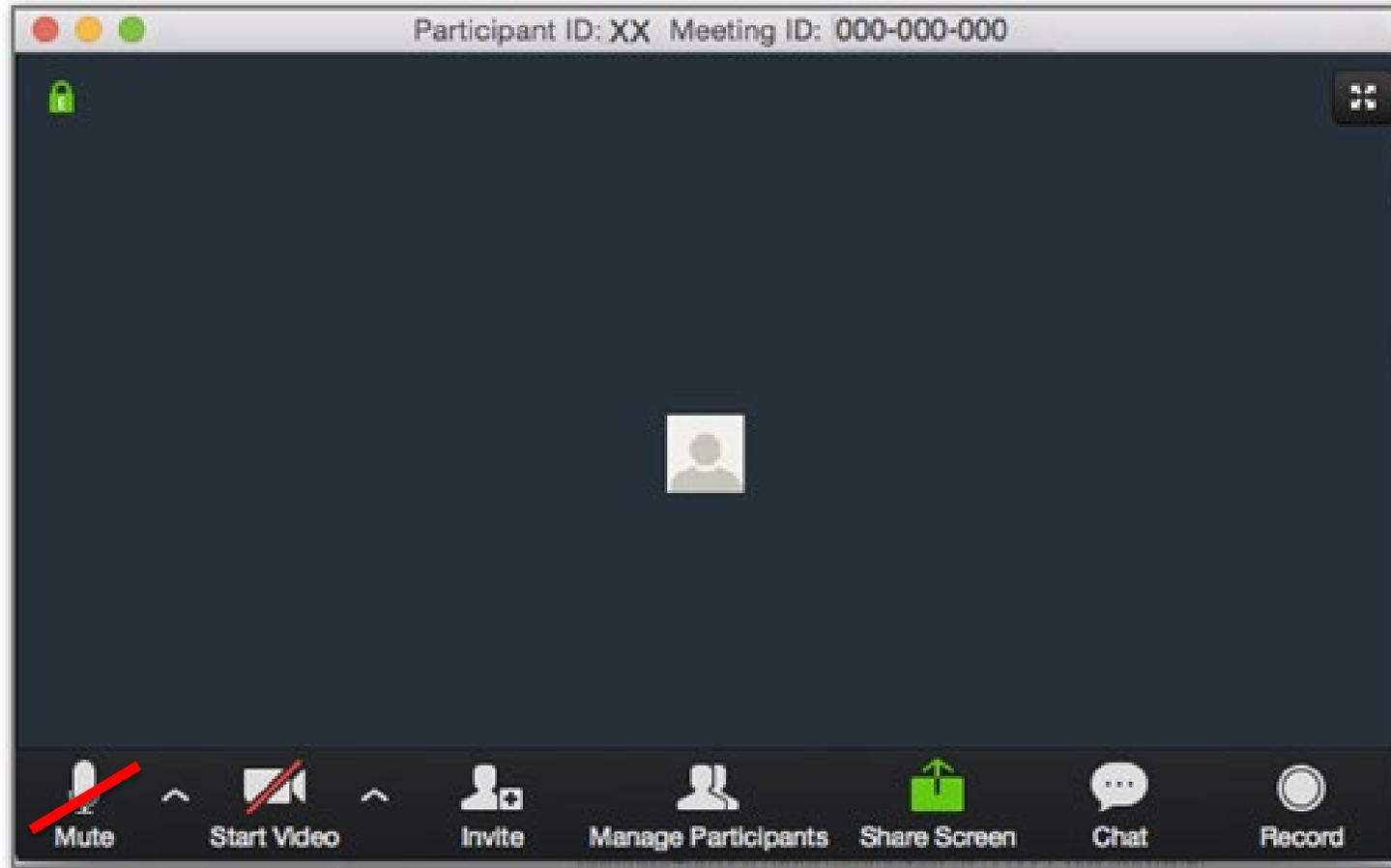


Safe Routes  
PARTNERSHIP

## MISSION

The mission of the Safe Routes Partnership is to advance safe walking and rolling to and from schools and in everyday life, improving the health and well-being of people of all races, income levels, and abilities, and building healthy, thriving communities for everyone.





SESSION IS BEING RECORDED

PLEASE PARTICIPATE IN THE CHAT

ASK QUESTIONS IN Q&A BOX

# TODAY'S PRESENTERS

## Kori Johnson

Program and Engagement Manager  
Safe Routes Partnership, Washington, DC

*Audience: Introduce yourselves in the chat!*

- *Name*
- *Location*
- *Connection to Safe Routes to School*





# Agenda

- Why Evaluation Matters
- Gathering Data
- Equity Considerations
- Working with Partners
- Telling Your Story

*Webinar recording and all resource links will be shared!*

# Poll

What types of Safe Routes to School data do you typically collect?





## Poll

What is challenging about data and evaluation?

# The 6 E's of Safe Routes to School



## ENGAGEMENT

All Safe Routes to School initiatives should begin by listening to students, families, teachers, and school leaders and working with existing community organizations, and build intentional, ongoing engagement opportunities into the program structure.



## EQUITY

Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income students, students of color, students of all genders, students with disabilities, and others



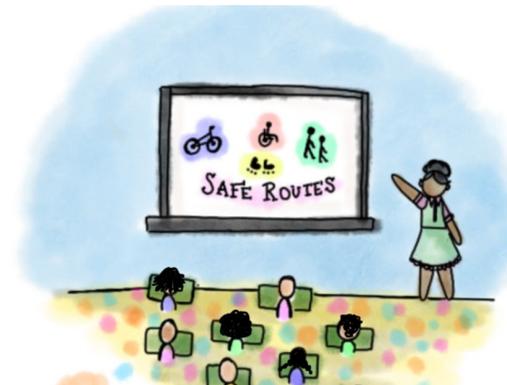
## ENCOURAGEMENT

Generating enthusiasm and increased walking and bicycling for students through events, activities, & programs



## ENGINEERING

Creating physical improvements to streets and neighborhoods that make walking and bicycling safer, more comfortable, and more convenient.



## EDUCATION

Providing students and the community with the skills to walk and bicycle safely, educating them about the benefits of walking and bicycling, and teaching them about the broad range of transportation choices



## EVALUATION

Assessing which approaches are more or less successful, ensuring that programs and initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve the effectiveness of each approach



# The 6 E's of Safe Routes to School



Assessing which approaches are more or less successful, ensuring that programs and initiatives are supporting equitable outcomes, and identifying unintended consequences or opportunities to improve the effectiveness of each approach

## In other words...

Evaluation is using information you've collected in order to help you make an informed decision.

- *Safe Routes Partnership Local Project Evaluation Handbook*



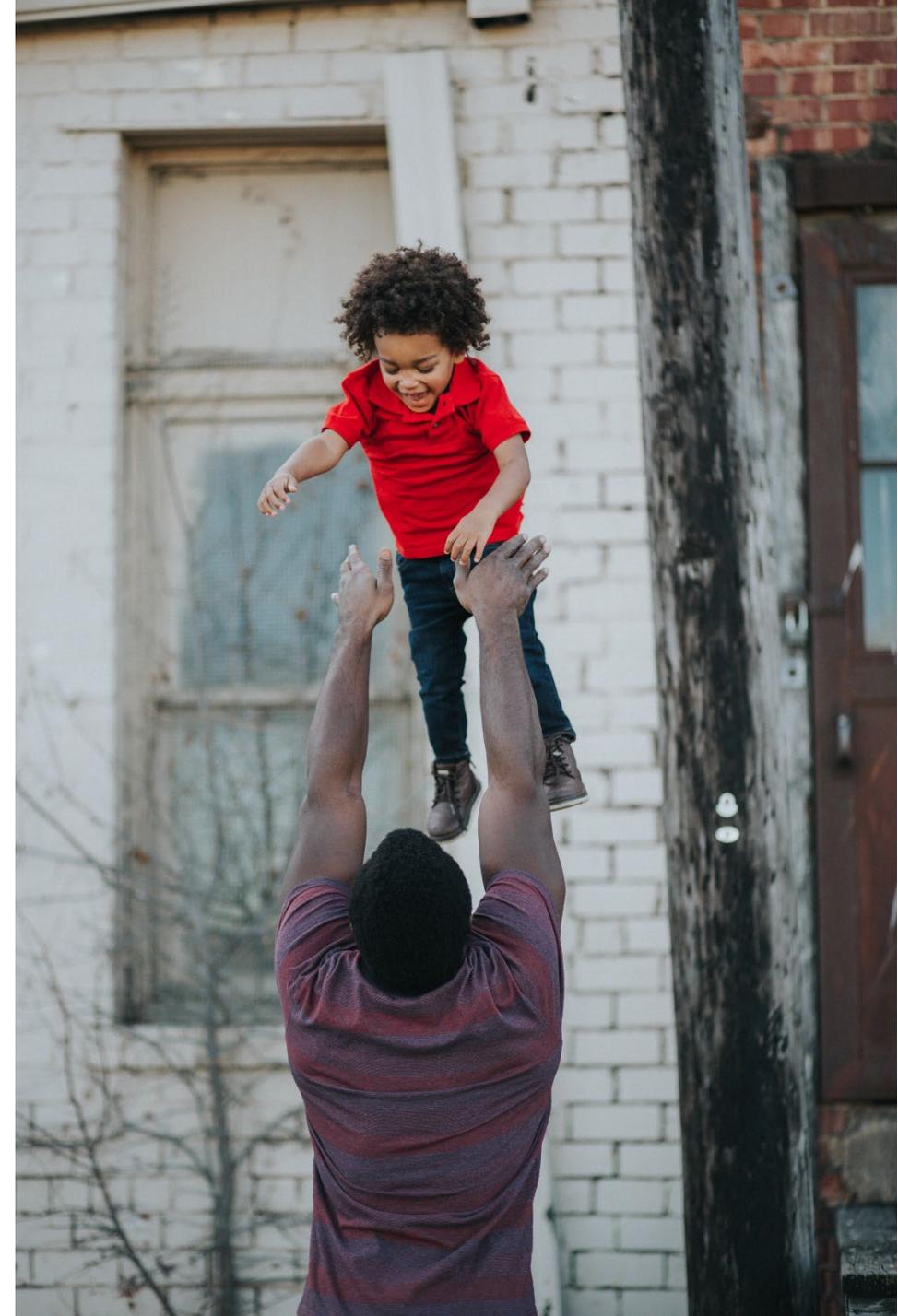
## Why Evaluation Matters

- Accountability
- Informs future programming
- Supports equitable outcomes
- Identifies areas for improvement
- Allows opportunities for reflection
- Highlights community priorities
- Shows gaps in community engagement



## Who can be involved in evaluation?

- Community members
- SRTS Coordinators/Implementers
- School staff
- Program partners



## Evaluation can look like..

- Student travel tallies
- Surveys
- Focus groups
- Observations
- Walk and roll audits
- Conversations with community members



## Evaluation can lead to...

- Funding
- Increased participation
- Increased engagement
- New activities
- New partners
- Action plans
- Policies



# Gathering Data



# Colorado Community Engagement Toolkit

- Outlines a community engagement framework
- Highlights engagement best practices
- Guiding questions for each section
- Features Colorado programs
- Links to tools, worksheets, and additional resources
- Emphasis on equity



# Community Engagement Framework

- **Reflect** on your role as a community partner
- **Research** the community where you are working
- **Partner** with other organizations to build community relationships
- **Plan** thoughtful, culturally-responsive community engagement experiences
- **Implement** your community engagement experiences and events
- **Sustain** your community engagement beyond a single event or initiative





## Why Research Matters

- Builds your understanding of the community
- Gives important context around persisting inequities
- Builds trust with community members
- Shows a willingness to learn about others perspectives
- Helps inform future programming
- Can dispel negative narratives around communities of color, low income communities, rural communities, etc.

## Research looks like...

- Taking a walk or ride around a neighborhood
- Hopping on and off public transit
- Historical and archival research
- Attending different community events
- Having casual conversations with people
- Exploring Google Maps and Google Earth
- Formal data collection – surveys, travel tallies, focus groups, observations, audits
- *Check out the guide for more ideas!*



# CDOT SRTS Grant Data Requirements

## *Option #1*

- **Free/reduced lunch data**
  - Can use 2019-2020 data
- **Student travel tally** – 25% completion rate
- **Parent/caregiver survey** – 25% completion rate
- **Action plan**
  - Goals
  - Objectives
  - Action steps



# CDOT SRTS Grant Data Requirements

## *Option #2*

- Develop your own **evaluation plan**
- **Action plan**
  - Goals
  - Objectives
  - Action steps





## Planning for Evaluation

- What to Measure
- How to Measure
- When to Measure

# Getting Started

- What is your program goal?
- What is your program activity that will help you reach your goal?





## Example: Walking School Bus Program

- **Overall Program Goal:** Increase number of students walking and rolling to school
- **Program Activity:** Implement a Walking School Bus Program
  - Runs every Wednesday as part of school's Walking Wednesday initiative



## Review General School Data

- Student population
- Race/ethnicity
- Free/reduced lunch
- Language
- Gender
- Disability
- Current infrastructure around campus
- Work with school or district staff to see what data is available



## Gather Baseline Data

- Will help determine if your program activity has an impact
- Types of baseline data:
  - Parent/caregiver surveys
  - Student travel tallies
  - Arrival/Dismissal observations
  - Bike rack counts
- Gather data before program activity begins



## Example: Walking School Bus Program

- **Overall Program Goal:** Increase number of students walking and rolling to school
- **Program Activity:** Implement a Walking School Bus Program
- **Baseline Data:** Student travel tallies and parent surveys show that 3% of students are walking and rolling to school
  - 61% free/reduced lunch eligibility
  - 64% students are non-white



## What to Measure: Determine Program Objectives

- Link back to overall goals
- Measurable
- Accurate
- Fair
- Challenging yet achievable



## Types of Program Objectives

- Safety
- Mode shift/mode share
- Health
- Education and attendance
- Knowledge and cultural shift
- Program outputs and general effectiveness



## Example: Walking School Bus Program

- **Overall Program Goal:** Increase number of students walking and rolling to school
- **Program Activity:** Implement a Walking School Bus Program
- **Baseline Data:** Student travel tallies and parent surveys show that 3% of students are walking and rolling to school
  - 61% free/reduced lunch eligibility
  - 64% students are non-white
- **Mode Shift Objective:** 25% of students will walk to school by the end of the first semester



## How to Measure: Determine Data Collection Methods

- Link back to program goals and objectives
- Review grant or funding requirements
- Consider what works well for your community



## Common Data Collection Methods

- Parent/caregiver travel surveys
  - Colorado can access National Center for Safe Routes to School's data portal
- Student travel tallies
  - Colorado can access National Center for Safe Routes to School's data portal
- Arrival/dismissal observations
- Listening sessions
- Informal conversations



## Example: Walking School Bus Program

- **Mode Shift Objective:** 25% of students will walk to school by the end of the first semester
- **Data Collection Methods:**
  - Student travel tallies
  - Parent/caregiver surveys
  - Participation numbers
  - Observations



# Safety Objectives

- **Bike/Ped Injuries and Fatalities**
  - [CDOT Crash Data](#)
  - Local data – police departments, hospitals, MPOs/regional planning groups
- **Perceptions of Safety**
  - Student/parent/caregiver/community surveys
  - Mapping activities – [Place It!](#)
  - Observations and walk audits



## Mode Share/Mode Shift Objectives

- Student travel tallies
- Parent/caregiver surveys
- Bike rack counts
- Walk and roll counts/observations



## Health Objectives

- Physical activity surveys
- School wellness surveys
- Air quality data
- Environmental data
  - [Colorado EnviroScreen](#)
- Public Health data
  - [CDPHE Data Portal](#)



## Education and Attendance Objectives

- School attendance monitoring
- On-time arrival monitoring



## Knowledge and Cultural Shift

- Pre and post educational activity assessment to measure knowledge gain
- Parent/caregiver/student surveys to measure change in knowledge or attitude



## Program Outputs and General Effectiveness

- Participation numbers and demographics to measure program reach
- Feedback surveys
- Listening sessions



## Other Data

- Photos
- Videos
- Social media metrics – Likes, reposts, follower counts
- Informal anecdotes

**Potential Key Indicators of Success for a Safe Routes to School Program**

<b>OUTCOME</b>	<b>MEASURE BEFORE/AFTER</b>	<b>MEASUREMENT TOOLS</b>
<b>Change In behavior of children</b>	<ul style="list-style-type: none"> <li>• Number of children walking to and from school</li> <li>• Number of children bicycling to and from school</li> <li>• Physical activity of children outside of travel to/from school</li> <li>• Skills/knowledge for walking and bicycling safely</li> </ul>	<ul style="list-style-type: none"> <li>• Student hand tally</li> <li>• Observation in front of school</li> <li>• Pre and post test</li> </ul>
<b>Change In behavior of drivers</b>	<ul style="list-style-type: none"> <li>• Number of vehicles arriving and departing school at morning drop-off and evening pick-up times</li> <li>• Speed of vehicles in and around school area</li> <li>• Aggressive driving behavior (not yielding to pedestrians, etc.)</li> <li>• Number of driving trips by parents and length of morning and evening commute</li> </ul>	<ul style="list-style-type: none"> <li>• Observation on streets near school</li> <li>• Observation/speed board</li> <li>• Parent survey</li> </ul>
<b>Community facilities</b>	<ul style="list-style-type: none"> <li>• Quality of walking environment: amount of sidewalk, provision of other pedestrian features (bulb outs, refuge islands, etc.)</li> <li>• Quality of bicycling environment (bike lanes, separated paths, etc.)</li> <li>• Safely designed intersections (lights, crosswalks, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Observation or pre and post walking and bicycling audits</li> </ul>
<b>Crashes and injuries</b>	<ul style="list-style-type: none"> <li>• Number of traffic crashes involving children walking or biking to and from school</li> <li>• Severity of injuries to children from traffic on their way to and from school</li> <li>• Number of conflicts between motorists and pedestrians/bicyclists</li> </ul>	<ul style="list-style-type: none"> <li>• Community crash data and count of traffic stops</li> </ul>
<b>Community buy-in</b>	<ul style="list-style-type: none"> <li>• Different groups/agencies involved in SRTS</li> <li>• Parents' attitudes toward allowing their children to bike/walk to school</li> <li>• Children's perception of walking and bicycling as a way to travel</li> <li>• Walking and bicycling integrated into curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Pre and post parent surveys</li> <li>• Pre and post interviews</li> </ul>
<b>Environmental Quality</b>	<ul style="list-style-type: none"> <li>• Level of air and noise pollution in school areas</li> <li>• Land devoted to parking and drop-off/pick-up areas</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post student hand tallies</li> <li>• Air pollution monitoring via mechanical device</li> <li>• Observation</li> </ul>

Source: Wisconsin Department of Transportation. [www.dot.wisconsin.gov/localgov/docs/saferoutes-toolkit-eval.pdf](http://www.dot.wisconsin.gov/localgov/docs/saferoutes-toolkit-eval.pdf)

**[Spare the Air Youth \(STAY\) Evaluation Guidebook](#)**

# When to Measure: Determine Evaluation Timeline

- Gather baseline data before project starts
  - First month of school
  - First semester
  - First month of project
- Throughout project
- End of project





## Example: Walking School Bus Program

- **Evaluation Timeline:**

- Student travel tallies – September/October and April/May
- Parent/caregiver surveys – September/October and April/May
- Participation numbers - Monthly
- Observations – Once a quarter

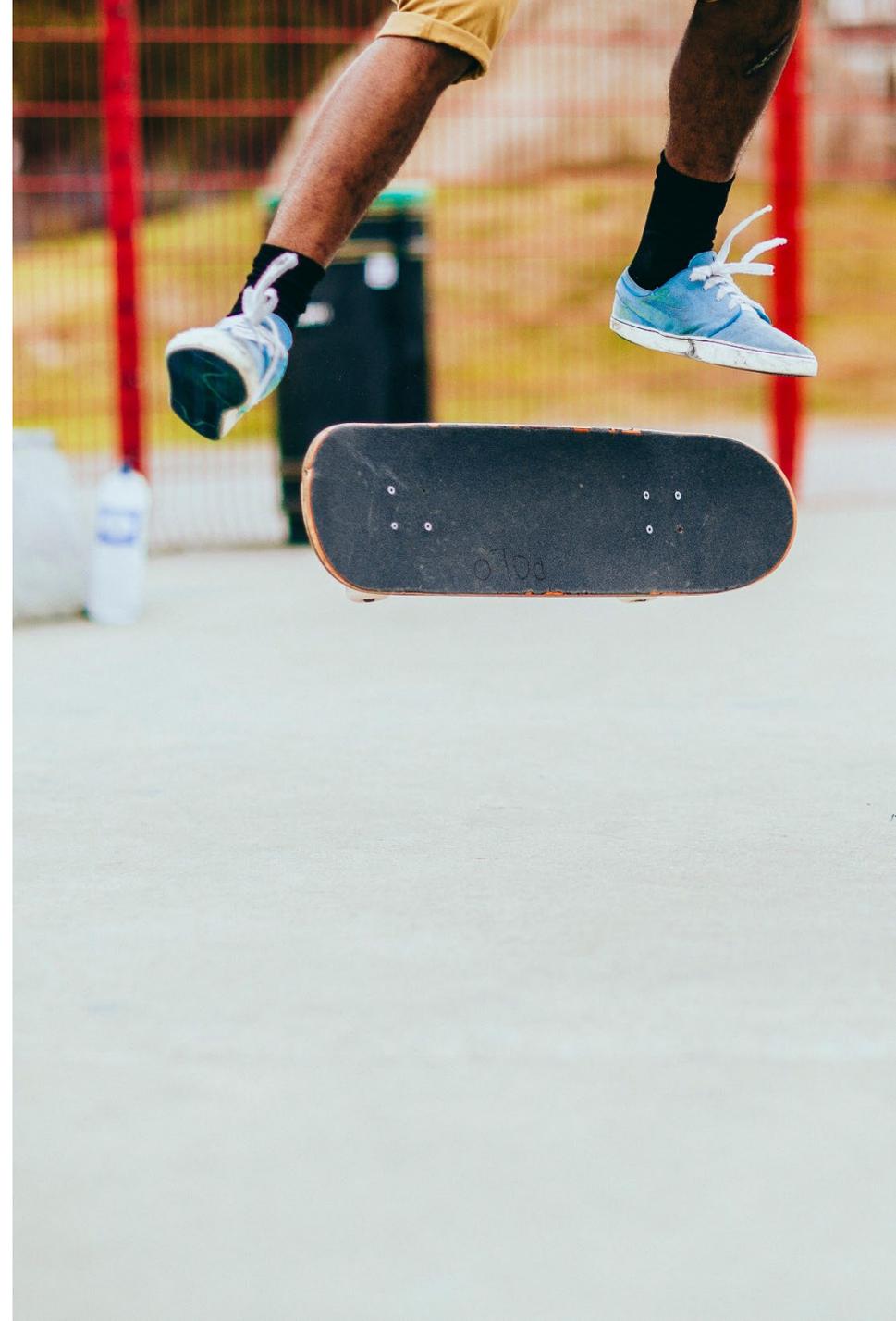
## Data Collection Considerations

- Grant or funding requirements
- Coordination with school staff
- Volunteer time
- Time of year/weather
- Age of students
- Evaluation and data fatigue



## Data Collection Resources

- [Sonoma County Safe Routes to School Google Forms](#)
- [Safe Routes Partnership Walk Audit Toolkit](#)
- [Safe Routes to School Listserv](#) – Email [Brittany@saferoutespartnership.org](mailto:Brittany@saferoutespartnership.org) to join!



# Equity Considerations





# The 6 E's of Safe Routes to School



## EQUITY

Ensuring that Safe Routes to School initiatives are benefiting all demographic groups, with particular attention to ensuring safe, healthy, and fair outcomes for low-income students, students of color, students of all genders, students with disabilities, and others

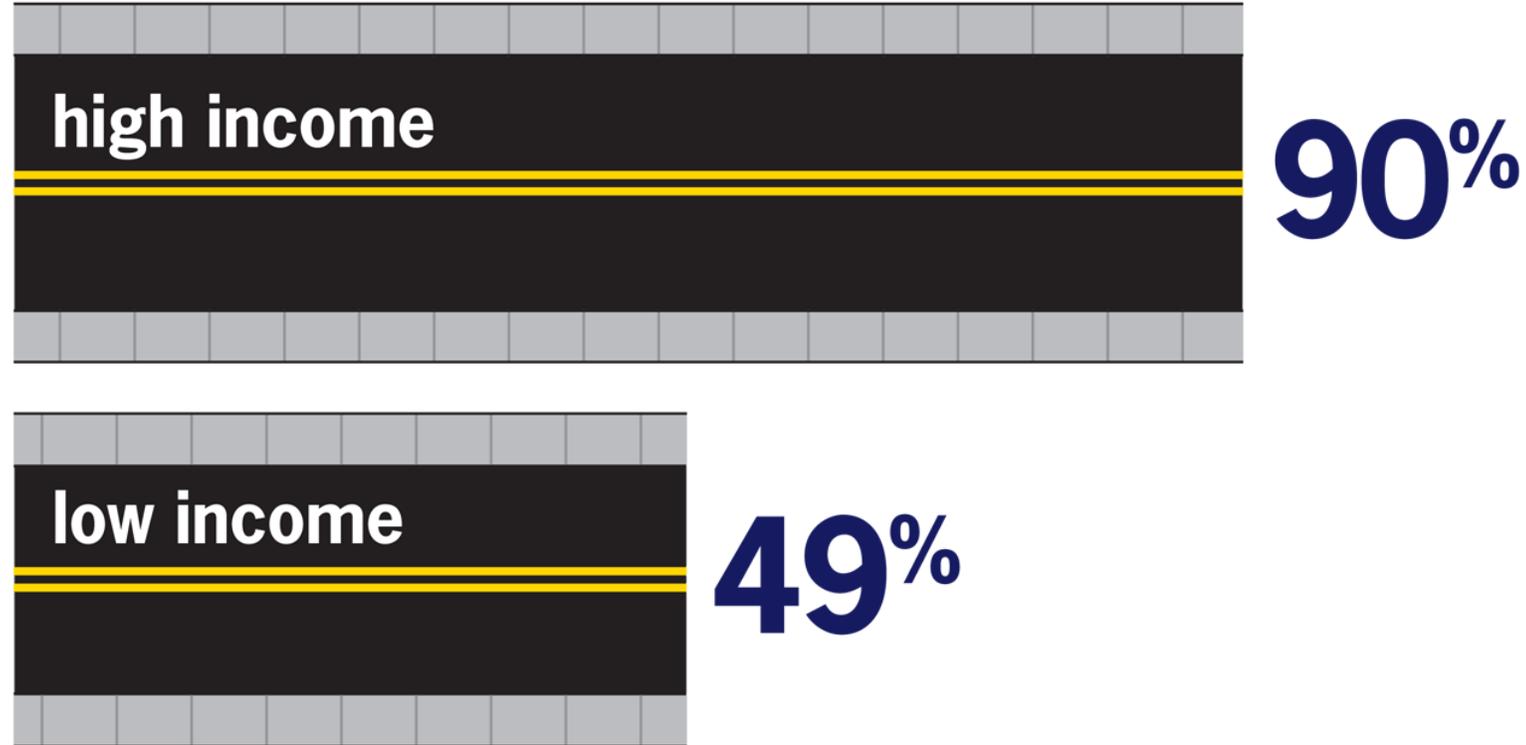
# Children Killed While Walking



*Dangerous by Design, 2011*

© 2015 Safe Routes to School National Partnership

# Communities with Sidewalks

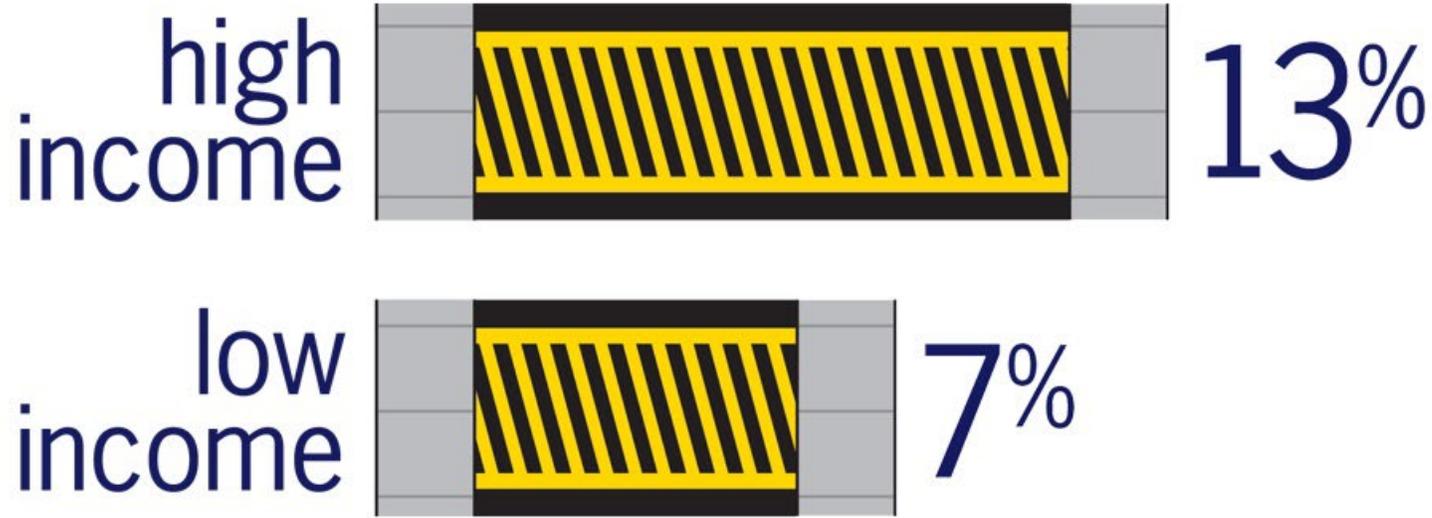


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*Bridging the Gap, Income Disparities in Street Features that Encourage Walking, 2012*

© 2015 Safe Routes to School National Partnership

# Communities with Marked Crosswalks



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Bridging the Gap, *Income Disparities in Street Features that Encourage Walking*, 2012

© 2015 Safe Routes to School National Partnership



## Data and Evaluation: Equity Considerations

- Missing or incomplete data
- Not everyone reports information
- Collection method not accessible
- Lack of trust
- Data fatigue
- Lack of meaningful follow-through
- Cultural norms

## Other Ways to Gather Data

- Anecdotes – document in your notes
- Comment boards
- Dot surveys
- Outreach tabling
- Event participation numbers
- Walk audits





## Creative Data Collection

- Comment board or graffiti wall
- Dot survey
- Contact information sheet
- Art or coloring table
- Ice breaker activities
- Photo booth
- Model building activity







# Our Community Quilt

Come inside to make your square!

A FOOD THAT I ENJOY EATING WITH FRIENDS AND FAMILY



I Relax After A Long day From Exercising in My Recliner Chair and Read My Bible For Relaxing, After A nap

HOW I LIKE TO RELAX AFTER A LONG DAY

More bike Paths

ONE WISH FOR MY COMMUNITY



Rent is Affordable  
The neighborhood is accessible  
& the people are Amazing

I DREAM OF A STREET WHERE...



Chipotle is Love it

I Love georgia avenue day



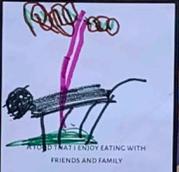
NETFLIX

HOW I LIKE TO RELAX AFTER A LONG DAY

A FOOD THAT I ENJOY EATING WITH FRIENDS AND FAMILY



A FOOD THAT I ENJOY EATING WITH FRIENDS AND FAMILY



KMWA Wimi

A FOOD THAT I ENJOY EATING WITH FRIENDS AND FAMILY



All types of people of all ages and all abilities can co-exist safely

I DREAM OF A STREET WHERE...



all people & modes can travel safely!

I DREAM OF A STREET WHERE...

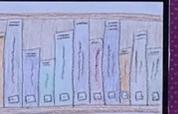


SOMETHING THAT WOULD MAKE ME FEEL SAFER TRAVELING AROUND D.C.



CLEVELAND PARK LIBRARY

WHAT I LOVE ABOUT MY NEIGHBORHOOD



MY FAVORITE PLACE IN D.C.



How I like to relax after a long day

The coldest footbeer!



One thing I like about my neighborhood is its very quiet

WHAT I LOVE ABOUT MY NEIGHBORHOOD

FREE CHOICE!



MY FAVORITE PLACE IN D.C.



MY FAVORITE PLACE IN D.C.



FREE CHOICE!



I love that My Friends Can Come Around and Play

WHAT I LOVE ABOUT MY NEIGHBORHOOD

SOMETHING THAT WOULD MAKE ME FEEL SAFER TRAVELING AROUND D.C.



I DREAM OF A STREET WHERE...

I can walk freely at any time of day or night without fear of my safety or harassed



## Documenting Qualitative Data

- Add a “Notes” section to spreadsheets and observation forms
- Photos
- Videos
- Pull numbers where you can
  - Ex. Five commentators said they would like to see more bike lanes in their neighborhood
- Ask partners for help

# Disaggregating Data

Breaking data down by subcategories:

- Race/ethnicity
- Gender
- Age
- Income
- Disability
- Zip code
- Free/reduced lunch



# Why is disaggregating data important?

- Reveals inequities
- Builds understanding about a particular group
- Improves accuracy of data analysis
- Shows where more engagement is needed
- Identifies program priorities
- Shows where data is incomplete
- Can help get more funding





## Example: Walking School Bus Program

- **Baseline Data:** Student travel tallies and parent surveys show that 3% of students are walking and rolling to school
  - 61% free/reduced lunch eligibility
  - 64% students are non-white
- **Mode Shift Objective:** 25% of students will walk to school by the end of the first semester
- **Mid-Program Evaluation:** 22% of students are walking and rolling to school
  - 2% students eligible for free/reduced lunch
  - 4% students of color



## Example: Walking School Bus Program

- **Potential Next Steps**

- Additional outreach in neighborhoods with high number of students receiving free/reduced lunch
- Recruit volunteers from these neighborhoods to lead walking school bus routes
- Connect with students and families who are already participating in the program to get more feedback

Working with  
Partners



# Community Engagement Framework

- **Reflect** on your role as a community partner
- **Research** the community where you are working
- **Partner** with other organizations to build community relationships
- **Plan** thoughtful, culturally-responsive community engagement experiences
- **Implement** your community engagement experiences and events
- **Sustain** your community engagement beyond a single event or initiative





# Why Partnership Matters

- Stretches resources
- Builds community
- Increases capacity
- Increases buy-in
- Brings accountability
- Expands your knowledge
- Everyone needs support – especially if you usually work on your own!

## Partnership looks like...

- Co-leading events
- Volunteer engagement
- Participating in a task force
- Group brainstorming sessions
- Coalition-building
- Data collection
- Program evaluation





## Potential Data Partners

- School District
- Department of Transportation
- Health Department
- Local college or university
- Trusted community leaders



## What can partners help with?

- Survey distribution
- Data mapping
- Observations
- Walk audits
- Graphic design –reports, infographics, flyers

# Telling Your Story



## Why Tell Your Story?

- Demonstrate program impact
- Modify or improve program
- Seek funding
- Advocate for larger change
- Action planning
- Build awareness about Safe Routes to School
- Build awareness about a specific issue or concern – health, safety, environment



## Where to Tell Your Story

- Grant applications
- Program reports
- Local news and radio outlets
- Blog posts
- Social media
- Infographics

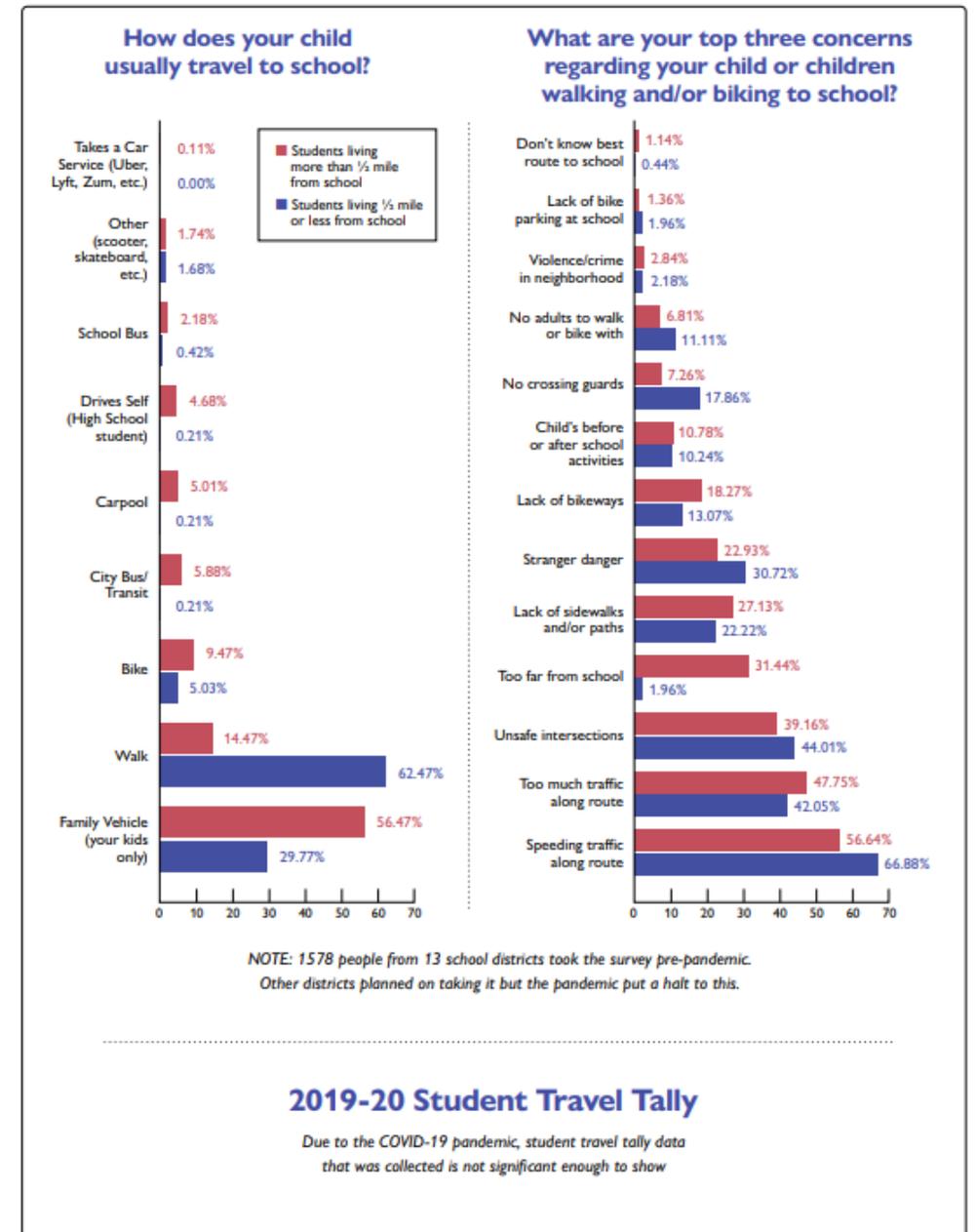


# Data in SRTS Annual Reports

- [Beaverton SRTS Annual Report](#)
- [San Mateo County SRTS Annual Report](#)

## SRTS Data in the Media

- [BikePortland](#)



## Additional Resources

- [STAY Evaluating School Commute Programs Guidebook](#)
- [Safe Routes Partnership Storytelling Toolkit](#)
- [Colorado Community Engagement Toolkit](#)
- [CDPHE Community Engagement Toolkit](#)





# Contact Information

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