Seattle Department of Transportation

SAFE ROUTES TO SCHOOL (SRTS) RACIAL EQUITY ANALYSIS REPORT

Seattle Department of Transportation

August 2019

CONTENTS

Acronyms Included in this Report

POC: Person/people of color
RSJI: Race and Social Justice Initiative
SDOT: Seattle Department of Transportation
SPS: Seattle Public Schools
SRTS: Safe Routes to School

ACKNOWLEDGEMENTS

On behalf of the Seattle Department of Transportation (SDOT), we would like to express our sincere gratitude and appreciation to those who assisted, partnered or engaged with the Safe Routes to School Racial Equity Analysis. This project is made possible only by the amazing individuals of Seattle. SDOT and the Safe Routes to School team remains humbled, dedicated, and excited to create better opportunities for our students.

Figure 1: Left to right: SDOT employees, Elise Rasmussen, Mitchell Lloyd, Belen Herrera; attending Dunlap Elementary School's Health Foods and Family Fitness Night in the Rainier Beach neighborhood.

A heartfelt thank you to:

- The Concord Elementary School Family
- The Aki Kurose Middle School Family
- The Wing Luke Elementary School Family
- The West Seattle Elementary School Family
- The Dearborn Park Elementary School Family
- The Dunlap Elementary School Family
- The Rainier Beach High School Family
- The Dr. Martin Luther King Jr. Elementary School Family
- The Emerson Elementary School Family
- The Van Asselt Elementary School Family
- African American Festival
- Ethiopian Community of Seattle
- Southeast Seattle Education Coalition
- Refugee Women's Alliance (ReWA)
- Seattle Housing Authority
- The Beacon Hill Community
- The Rainier Beach Community
- The High Point Community
- Rainier Beach Action Coalition
- South Park Community
- SeaMar Community Health Centers
- SRTS REA Steering Committee
- Seattle School Traffic Safety Committee
- SDOT Interns: Elise Rasmussen, Sarah Bartosh, Rachel Yahn, Carrie White, Jamie Carlson & Amber Berg

INTRODUCTION

The goal of Seattle Department of Transportation's (SDOT) Safe Routes to School (SRTS) program is to increase safe walking and biking to school. Unfortunately, many students encounter barriers at home and at school that make walking and biking difficult. The City of Seattle is also working to end institutional racism and race-based disparities in City government and throughout Seattle. To meet these significant goals, we performed a racial equity analysis to better understand how we can increase and improve options for safe walking and biking to school, particularly for Seattle's students of color.

In addition to gaining a better understanding of the barriers to walking and biking to school, the SRTS team worked closely alongside communities of color to create potential solutions addressing the challenges their respective communities identified. Beyond improvements to transportation infrastructure (e.g. new crosswalks), we also focused on concerns pertaining to public safety, distance, weather, and access to bicycles. Through a citywide survey, focus groups and coffee chats, and one-on-one interactions with community members at nearly 70 community events in communities of color, SRTS staff learned about Seattle's students' and families' lived experiences, choices and perceptions, and the decisions they make about getting to and from school every day.

In addition to sharing their lived experiences, communities of color in Seattle provided racial justice-oriented recommendations for the SRTS program that City staff captured in this report. These recommendations aim to make walking and biking a widely-used mode of transportation among all of Seattle's students.

Seattle's Safe Routes to School program is committed to taking a racial justice-driven approach to promote more active commuting among students because all children have the right to health, happiness, and academic success, regardless of race.

Safe Routes to School Vision

The Seattle Department of Transportation's vision for Seattle's school children is to start their day experiencing the benefits of walking and biking to school, including:

- Having fun
- Feeling safe
- Strengthening connections to their communities
- Arriving to school in time for breakfast and ready to learn
- Improved physical and mental health

To support Seattle's effort to end institutionalized racism and build a more equitable city, SRTS staff are focused on students in these groups:

- Communities of color
- Low-income communities
- Immigrant and refugee communities
- People with disabilities
- People experiencing homelessness or housing insecurity
- The LGBTQ community
- Girls

KEY LEARNINGS

SRTS staff learned a great deal from communities about their daily lived experiences using Seattle's transportation options, and also learned an incredible amount about best practices for inclusive community engagement. The following four areas summarize City staff's major takeaways from this two-year process:

1. Barriers to Getting to School Safely

Seattle residents shared the challenges of getting students to and from school each day through the SRTS citywide survey and at the nearly 70 community events in communities of color that SRTS staff attended. Community stories and input provided detailed nuances about the lived experiences and access to, or perceptions of, various transportation options for Seattle's students across races, ethnicities, cultures, communities, and neighborhoods.

2. Recommendations to Remove Barriers

The recommendations in this report are community-generated because SRTS staff were committed to working alongside communities of color throughout this project to inform next steps for Seattle's SRTS program. Community leaders provided recommendations based on their respective communities' perspectives and lived experiences to authentically and effectively address infrastructure, distance, safety, bike access, and policy barriers.

3. Promoting Equitable Investments in Communities of Color

Neighborhood improvements such as new sidewalks or bike lanes increase neighborhood desirability which can lead to increasing nearby rents and home values that result in an increased risk for gentrification and displacement, yet, all Seattle communities deserve walkable and bikeable neighborhoods regardless of race or income. SRTS staff are committed to fulfilling SDOT's mission to deliver a high-quality, equitable transportation system that works to avoid the unintended consequences of new development in a way that truly serves all of Seattle's residents.

4. How to Collaborate with Communities Effectively

Safe Routes to School staff worked closely with numerous community partners to foster long-term partnerships. Thoughtfully investing in community relationship building was a top priority of this project, and City staff greatly appreciated the honesty, patience, and investment from various communities around Seattle.

CHILDHOOD HEALTH LASTS A LIFETIME: SAFE ROUTES TO SCHOOL MATTERS

Investing in Safe Routes to School means investing in an entire community's physical, mental, and emotional health that will carry over to future generations.

The following section links Safe Routes to School to improved student and community health outcomes. SRTS programming in Seattle is one tool which we, as a city, can use to combat the current health challenges we face through promoting a more active lifestyle on both individual and community levels.

Direct Link Between Active Transportation and Lifelong Health Outcomes

The United States is currently experiencing a national obesity epidemic among adults and youth, which is directly linked to the nation's leading killer responsible for one in four American deaths: cardiovascular disease.

- Nationally, Black and Latinx children have higher obesity rates and tend to have the least access to parks, playgrounds, walkable streets, or other fixtures in the built environment that promote physical activity
- Nationally, nearly 25% of Black youth are getting less than the recommended hour of daily physical activity, compared to 13% of White youth

Student walk and bike rates have sharply declined nationally while youth obesity has almost quadrupled over the last four decades, and this epidemic has disproportionately affected youth of color. Seattle is no exception. Walk and bike rates increased 60% from 2005 to 2015 in Seattle, however, schools with high percentages of students of color have lower walking and biking rates than schools with fewer than 50% students of color (Figure 2).

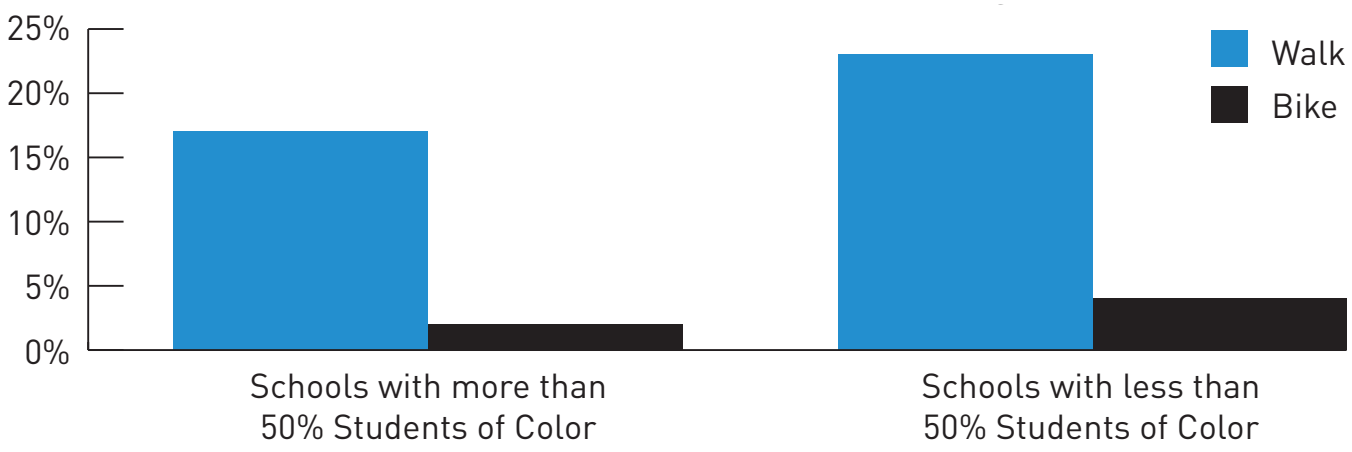


Figure 2. 2015 Seattle Student Bike an Walk Percentages by Race

Less time in the car means more time for physical activity. Safer routes to school benefit all community members within a neighborhood through reducing traffic-related air pollution, which is linked to asthma and cardiovascular and respiratory diseases. Transportation infrastructure improvements like creating a more connected network of sidewalks also allow pedestrians to avoid busy streets and reduces the risk of traffic collisions. Research shows that the availability of multiple safe pathways to school results in a higher likelihood of families choosing "active" modes of transportation, such as walking and biking.

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.

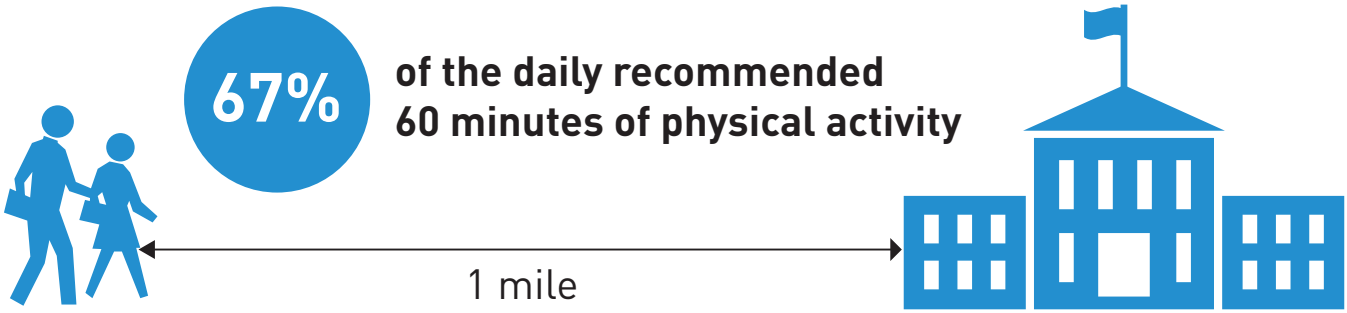


Figure 3. Students who walk or bike a mile to and from school are likely to achieve the daily recommended physical activity.

Improving Safe Routes to School Means Increasing School Attendance & Academic Performance

For many of Seattle's students, walking and biking is the only reliable mode of transportation to school directly linking SRTS programming, policies, and investments to improved school attendance, access to free breakfast, and overall academic performance. Currently the Seattle Public School District's underfunded transportation budget means regular two-hour school bus delays, or for many of Seattle's students, no school bus service at all. Students of color are most likely to be chronically absent, defined as missing more than three weeks of school in a given academic year.

In 2016, 40% of Native Hawaiian and Pacific Islander students, 29% of American Indian and Alaskan Native students, 20% of Black students, and 17% of Latinx students were chronically absent, compared to 10% of White students in Seattle Public Schools.

	Percent Chronic Seattle	Total Students	Number Chronically Absent
All SPS Students	**12.9%**	57,057	7,386
American Indian/Alaskan Native	**28.9%**	408	118
Asian	**10%**	8,585	862
Black/African American	**20%**	9,392	1,874
Hispanic/Latino	**17.4%**	7,266	1,266
Native Hawaiian/Other Pacific Islander	**39.9%**	281	112
Two or More Races	**12.2%**	5,358	652
White	**9.7%**	25,767	2,502

Figure 4. Chronic Absenteeism in Seattle Public Schools by Race in 2016 (Chronic Absenteeism is defined as missing at least three weeks of school in an academic year).

Student attendance rates are heavily influenced by caretakers' ability to provide reliable transportation for their student. Families that are fortunate enough to have flexible work schedules have cited taking over 100 vacation hours from work to accommodate getting their students to school. Majority White schools in Seattle tend to have Parent Teacher Associations (PTA) with more robust financial resources and social networks with the flexibility to provide transportation for students by organizing volunteers for programs such as walking school buses or a carpooling system than schools that predominately serve students of color.

Income is also a contributing factor to safely getting to and from school. Race and income are inextricably linked due to the institutional racism that has systematically stripped resources from people of color, such as a quality education to prepare the next generation's highly skilled workforce, or affordable and adequate homes in healthy neighborhoods that contribute to wealth accumulation over generations. Higher income households are also more likely to have flexibility with work demands (e.g. paid vacation time) or even a stay-at-home parent that supports their family in non-monetary ways such as providing reliable transportation to school, preparing healthy meals, or participating in the school PTA.

Improper nutrition, including a lack of adequate amounts of food, directly reduces a student's ability to perform at their peak academic potential. Access to healthy meals is a concern for many Seattle families, and getting to school on time is imperative to receiving free school breakfast. Students of color disproportionately receive Free-or-Reduced Priced Lunch in Seattle due to their low incomes, and many families depend on this free or low-cost meal to feed their students. Having a reliable route to school ensures that these students can arrive on time for school breakfast where they can positively engage with their peers and teachers to prepare them for a meaningful and productive school day.

Figure 5. Percentage of Seattle's Students with Free-or-Reduced Price Lunch by Race in 2016	
Black	84%
Hispanic	64%
Native American	69%
Asian/Pacific Islander	52%
White	10%

SRTS' EVOLVING APPROACH TO PRIORITIZING INFRASTRUCTURE INVESTMENTS

This section discusses the evolution of the SRTS project prioritization policy since the beginning of the SRTS program in Seattle in 2007. The reality of transportation planning in any city or town is that there are often too many infrastructure improvement projects for the resources that are available and this reality is certainly true of Seattle's SRTS program. In an effort to provide and promote an equitable transportation system in Seattle, the SRTS program prioritizes schools for safety improvements based on Pedestrian Master Plan data, collision data, and equity data.More information about this prioritization system can be found in the Safe Routes to School Action Plan.

Previous Prioritization Processes

Seattle's Safe Routes to School project prioritization process has substantially evolved since its start in 2007.

2007 Project prioritization did not specifically consider race when prioritizing investments. Instead, prioritization was based exisitng infrastructure needs within specific city sectors resembling council districts.

2012 SRTS began to integrate the percentage of students eligible for Free-or-Reduced Price Lunch by school as a factor in the project prioritization system.

2015 SRTS Action Plan adopted that created the current prioritization process which heavily weighs race.

2016 Voters approved the Move Seattle Levy mandating that each public school in Seattle will get a SRTS engineering improvement by 2024. This requirement currently informs the project prioritizations and investment decisions.

Current Prioritization Process

The Safe Routes to School program uses weighted prioritization criteria to determine upcoming infrastructure improvement projects. Race is the main criterion, defined as the percentage of students of color at a school. For more information about the current prioritization criteria, visit the Safe Routes to School Action Plan Prioritization Process.

The purpose of conducting this racial equity analysis was to better understand complexities pertaining to physical barriers and public safety barriers that hinge on racial, cultural, ethnic, and language differences to inform future infrastructure investments. SRTS staff recognize that this program can continue to improve the ways in which it accounts for race when prioritizing infrastructure investments. Currently race data are categorized by the percentage of students of color or non-White Hispanic students at a school, and the SRTS program acknowledges that there are nuanced barriers to walking and biking to school within various communities of color, cultures, or ethnicities that go beyond the physical infrastructure.

COMMUNITY ENGAGEMENT PROCESS

SRTS staff worked to achieve an inclusive outreach and public engagement process that included a multi-pronged approach to reaching and communicating with communities of color, immigrants, refugees, and English Language Learners. Community-based organizations and schools that predominately serve communities of color were the backbone of this racial equity analysis. Another goal of this process was to identify the ways in which SDOT can support the outstanding work that already exists in communities.

The SRTS team identified potential community-based organizations and schools through consultation with SDOT's Race and Social Justice Initiative (RSJI) Change Team, the SRTS Racial Equity Analysis Steering Committee, the Department of Neighborhoods Community Liaisons, and the Seattle Public Schools Equity and Race Advisory Committee.

SRTS staff used three approaches to identify key community stakeholders invested in students of color:

- **School-based approach:** Identified priority schools based on their racial, ethnic, and language diversity with feedback from Seattle Public Schools.
- **Geographic-based approach:** Identified priority community groups located in neighborhoods of color, such as Rainier Beach, Chinatown-International District, South Park, and the Central District.
- **Racial and Ethnic group-based approach:** Identified priority community groups that serve specific racial and ethnic groups, regardless of geographic boundaries.

Overview of Data Collection Methods

The following is an overview of the ways in which the SRTS team engaged with communities. This section, and subsequent sections, will describe each method in greater detail.

1. **A citywide survey** (Appendix A) was mailed to all households in Seattle with school-age children, and was also available online in nine languages. The purpose of this survey was to provide an opportunity for input for all Seattle residents about the barriers they face getting students to and from school.
2. **Dot surveys** were completed at in-person events in communities of color. The purpose of this method was to quickly get input about the barriers communities face in a setting that is less conducive to a longer survey (e.g. a community festival or a school lunch period).
3. **Focused outreach** consisted of community conversations, coffee chats, and focus groups with community organizations, schools (e.g. students, parents, staff, PTA), and community members at events. The purpose of this method was to understand the lived experiences when commuting to school, and to dive deeper into the nuances pertaining to barriers that the survey could not capture. For a complete list of community partners, refer to Appendix B.

SRTS Racial Equity Analysis Process & Timeline

The Safe Routes to School Racial Equity Analysis was a two-year process that required community engagement and stakeholder feedback throughout.

FALL 2017

Analyzed data on how SRTS has served communities in the past and data on race and languages spoken at home to inform the schools and neighborhoods to prioritize during Phase I

Additionally, conducted a focus group with Community Liaisons from the Department of Neighborhoods to provide feedback on our outreach approach

2018

Phase I: Involved people impacted by our program through conversations and surveys

Partnered with specific schools and organizations based on their students' racial, ethnic, and language diversity

Conducted citywide & focused outreach informed by data analysis in Fall of 2017

WINTER 2019

Phase II: Worked with communities to develop new strategies and partnerships to reach our racial equity vision

SPRING 2019

Phase III: Identified evaluation metrics to measure our progress toward this vision

SUMMER 2019

Phase IV: Reported findings and next steps toward racial equity to communities

Phase I, Part A: Citywide Survey

The citywide survey had 2,276 respondents and was released twice: the last month of the 2017-2018 school year and the first month of the 2018-2019 school year. Refer to Appendix C for survey respondent demographic data.

Purpose: The purpose of this survey was to reach the larger Seattle public to understand the barriers to walking and biking to school in the city.

The SRTS staff used the following strategies to promote the citywide survey:

- Partnered with neighborhood and ethnic media outlets and organizations that serve communities of color to advertise the survey
- Worked with priority schools and community organizations based on race and language demographics to identify appropriate methods for reaching their respective communities
- Mailed the survey to all households with school-age children in Seattle (41,612 households total), with a postage-paid return envelope
- Attended nearly 70 community events to provide multiple opportunities to learn about the racial equity analysis and take the citywide survey. We had interpreters at many of these events to translate conversations between SRTS staff and community members, and to guide individuals through the survey who do not read in their first language.
- Created an online version of the survey via the survey platform, Survey Monkey
- Offered the survey in nine languages corresponding to the most frequently spoken languages in Seattle
- Created a separate high school student version of the survey to understand the barriers specific to this age demographic
- Printed copies of the survey for priority schools and community organizations in requested languages to address any technology barriers. SRTS staff coordinated with schools and organizations to bring surveys to the school and pick up completed surveys so schools and organizations did not have to take on that burden
- Compensated as many community members as possible for their time spent taking our survey

Phase I, Part B: Dot Surveys

The dot survey had nearly 600 responses, and focused on the question: *What makes it hard for you or your students to walk and bike to school?* Community members selected from ten barriers by placing a sticker on each barrier that corresponded to their lived experiences; they could also write an alternative response if their lived experience was not represented among the options on the board.

Purpose: Dot surveys revolutionized the data collection process, and created a more accessible input opportunity for communities of color. The dot survey took less than a minute, making it possible to reach more community members, and youth as young as five were able to participate because it was a relatively simple exercise. The dot surveys often stimulated rich conversations between SRTS staff and community and community members.

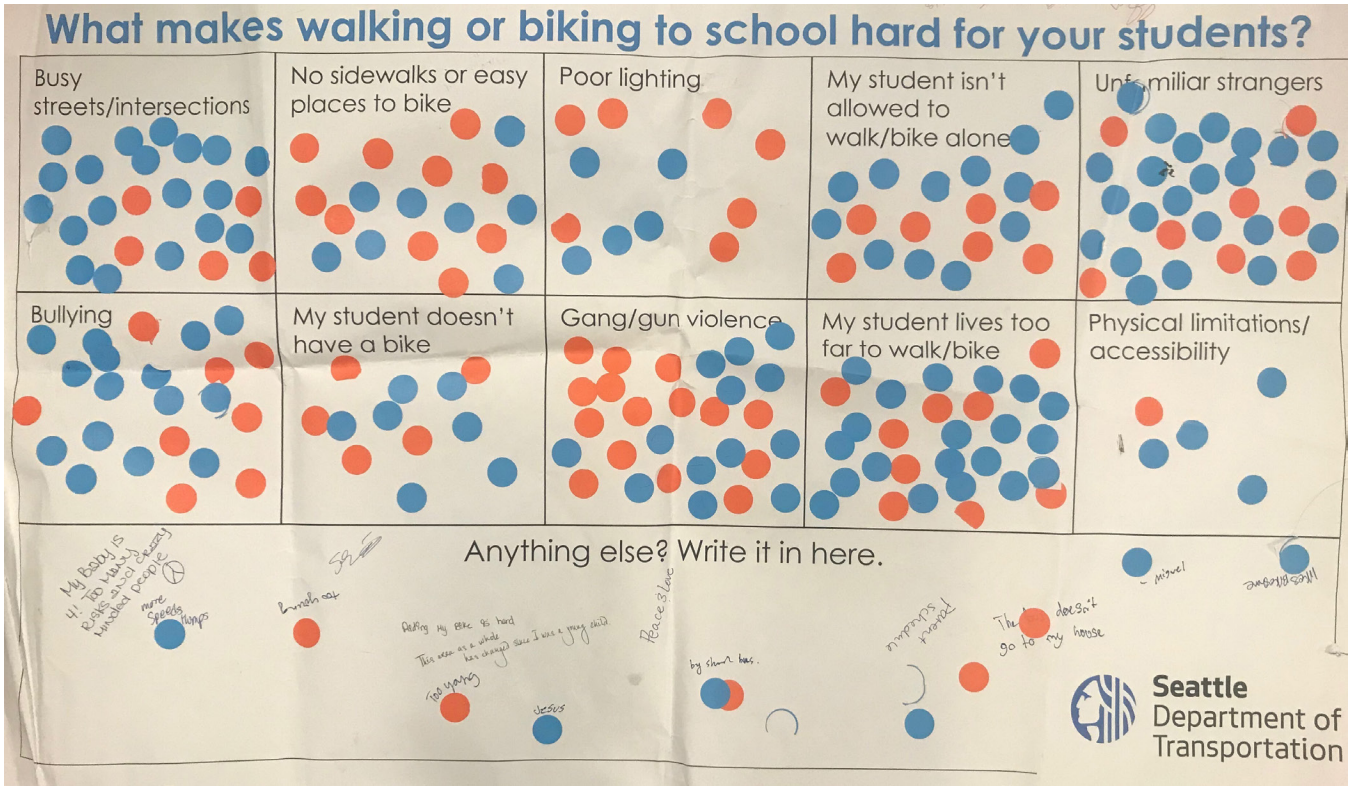


Figure 6. Example of a "dot survey". Poster boards were available in other languages when attending community events with specific language needs.

The Safe Routes to School staff used the following strategies to promote the dot surveys:

- Worked with priority schools and community organizations to identify appropriate methods and opportunities for reaching their respective communities
- Brought the dot surveys to dozens of community events or school dismissal, arrival, and lunch periods
- Translated the dot survey into languages other than English
- Compensated all participants with bike lights or blinking lights for pedestrians that they could attach to their jackets or backpacks

Phase I, Part C: Focused Outreach

Purpose: Focused outreach provided more insight into the lived experiences that the citywide survey or dot survey could not quite capture. As a part of the focused outreach process, the SRTS team conducted focus groups with various community leaders in communities of color, and also hosted coffee chats—or informal conversations with coffee and refreshments—with community members in partnership with schools and community organizations that primarily serve students of color. Community stories and experiences greatly added to the richness and specificity of the Racial Equity Analysis findings and recommendations for the future of the Safe Routes to School program. SRTS staff worked closely with schools and community organizations (Appendix B) to carefully plan for any focused outreach event to ensure that each event catered specifically to that community's needs (e.g. having translators for specific languages, or making sure the event date did not interfere with cultural or religious priorities) and preferences for engaging with local government.

Phase II: Community-Driven Strategy Identification & Closing the Loop

Purpose: After listening to community members about the barriers to walking and biking school, Phase II provided a natural opportunity to share the findings from Phase I (surveys and focused outreach) with community leaders to ensure City staff correctly heard and understood their respective communities. The second major focus of Phase II conversations was to listen to community leaders' ideas for potential solutions to the barriers that their communities face. Community leaders, unsurprisingly, had several recommendations that were specific and actionable.

Figure 7. Coffee chat event at an organization that builds community and power among Seattle's Ethiopian community. The event had an interpreter, and SDOT purchased food and coffee from the organization's café. Thoughtful planning and partnership contributed to a much more relaxed atmosphere where individuals were willing to share their personal stories about the barriers getting their students safely to and from school.

CHALLENGES TO THIS COMMUNITY ENGAGEMENT PROCESS

Privacy

The citywide survey included a limited set of questions in order to protect respondents' privacy. A key priority of this racial equity analysis was to keep survey responses anonymous by asking questions that could not be disaggregated to the individual level, so SRTS staff omitted several desired questions from the survey.

Mailing Surveys

This project included SDOT's first attempt to mail a citywide survey to a subset of Seattle's population: households with school-age students. Mailing the survey was highly effective and greatly contributed to the volume and range of responses. However, this was an imperfect process in which several households without school-age students also received the survey, causing a small amount of public confusion.

Language and Literacy

Many of our respondents speak and read languages other than English. Translators were almost always present at community outreach events, and the survey was translated into nine different languages, but there were still several missed opportunities to get community perspectives due to language and literacy barriers. SRTS staff acknowledge these shortcomings in engaging all of Seattle's residents, and are continually working to reach truly inclusive outreach approaches.

Digital Divide

Of the 32% of respondents who completed the survey online, most everyone who completed the online survey were White, well-educated, and had annual household incomes exceeding $150,000. SRTS staff carefully examined the accessibility of various mediums (e.g. paper survey, online survey, focus groups, etc.) with subsets of Seattle's population to create a variety of other engagement opportunities to provide input about the barriers to walking and biking to school. This racial equity analysis demonstrated what SRTS staff already knew to be true: inclusive public engagement incorporates much more than asking the public to complete a survey.

WHO WE HEARD FROM

The survey was mailed to 41,612 households with children within the City of Seattle and was also shared online through community organizations that work with people of color (POC) located in Appendix B. Of all responses, 68% were completed by mail and 32% were completed online (Appendix C). When examining race, ethnicity and culture, respondent counts from all racial and ethnic communities were disaggregated when statistically possible, but some groups with small numbers of respondents were combined with other groups for reporting purposes (Figure 8). Any community not listed in these combined groups or respondents who selected multiple races were included in the "Multiracial or Race(s) not listed" group.

Quick Facts

Who we heard from...

Total respondents: 2,465

- **Kindergarden - 5th grade:** 46%
- **6th grade - 8th grade:** 23%
- **9th grade - 12th grade:** 30%

White students: 62%

Students who are POC: 38%

Speak a language other than English at home: 18%

A comprehensive breakdown of citywide survey respondents by race, household income, and grade level is located in Appendix C.

Race Groups Asked in Survey	*Race Groups Analyzed in This Report*
White	White
Black or African American	Black or African American
Asian or Asian American	Asian/Asian American or Pacific Islander
Native Hawaiian or Pacific Islander	
Latinx, Hispanic, Latino, or Spanish (regardless of race)	Latinx, Hispanic, Latino, or Spanish
American Indian or Alaskan Native	Multiracial or Race(s) not listed
Race(s) not listed here	

POC
All race and ethnic groups (except white only non-Hispanic) are included as Students of Color or People of Color (POC) in this report

Figure 8. Race group designations asked in citywide survey versus groups used in this report. Survey respondents were asked to describe their student's race or ethnicity by checking one or more boxes corresponding to the race groups in the left column. There was also a write-in opportunity if the options did not fully describe the student's race or ethnicity. Some groups in the left column were then combined (right column) for reporting purposes when necessitated by the small numbers of respondents in that group. All groups except for White only Non-Hispanic were then included as People of Color (POC) in the report.

HOW STUDENTS GET TO AND FROM SCHOOL

Although racial differences in how students travel to school were not statistically significant across any age group, different groups face different barriers, and disparities across race and grade level do exist (Figure 9).

- **Cars are the most popular mode of transportation:** Across all races and grade levels, car/carpool is the most frequent mode of transportation used getting to and from school among Seattle's students (61%), which may influence parent and guardian work schedules for many families across the city.
- **Racial disparities in student walking rates:** White elementary school students have the highest rates of walking to school over any other group at 33%, whereas only 23% of their POC elementary school peers walk, the lowest walking rate of any group. POC elementary schoolers are also the most likely to rely on a car/carpool to get to school than any other group (53%).
- **Public transit is widely used among older students:** Students use public transit at higher rates as they get older. Universal ORCA cards for all high school students makes accessing the Metro Bus much easier, resulting in fewer students relying upon personal vehicles than previous years. On the other hand, some respondents reported that bus schedules are not well-aligned with school schedules, citing instances of waiting an hour between buses to get to school.

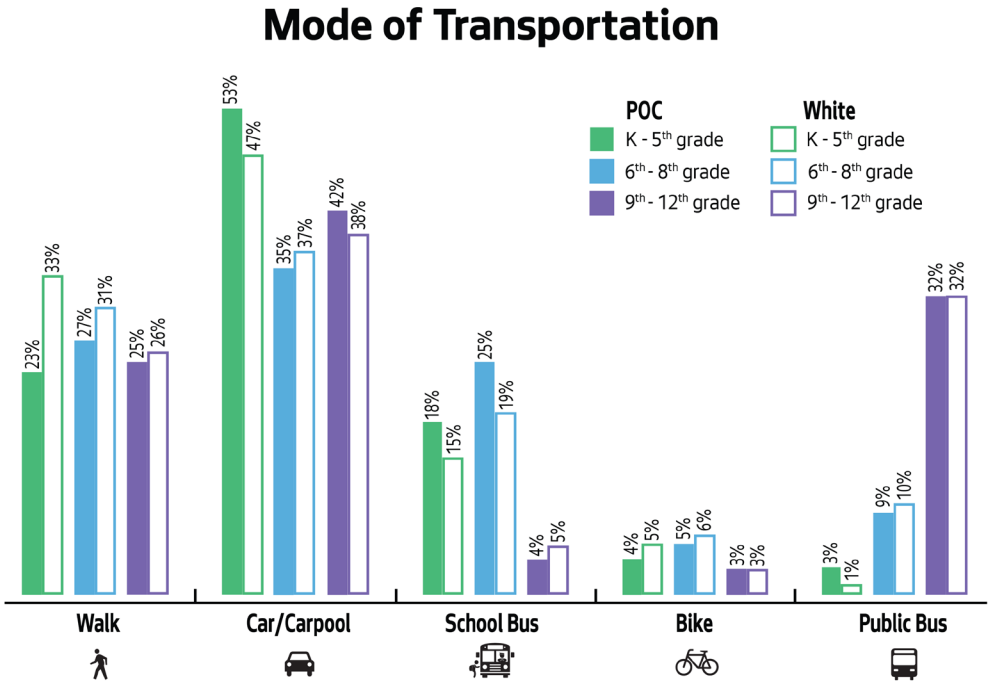


Figure 9. Mode of transportation broken down by age group and by students who identify as POC (solid) versus White (unfilled). Data from the citywide survey indicated how students traveled to and from school each day for the week leading up to taking the survey. Percentages for each day and group were averaged to find the average percent of students using each mode of transport over the course of a week.

BARRIERS TO WALKING AND BIKING TO SCHOOL

The following section synthesizes findings from all three data collection methods, the citywide survey, dot survey, and focused outreach. The barriers that communities identified are grouped into five different categories: distance, infrastructure, safety, bicycling, and other influencing factors.[1] For a more detailed analysis, Appendix D includes more transportation data derived from the citywide survey and Appendix E is a memo that summarizes the key findings from the citywide survey.

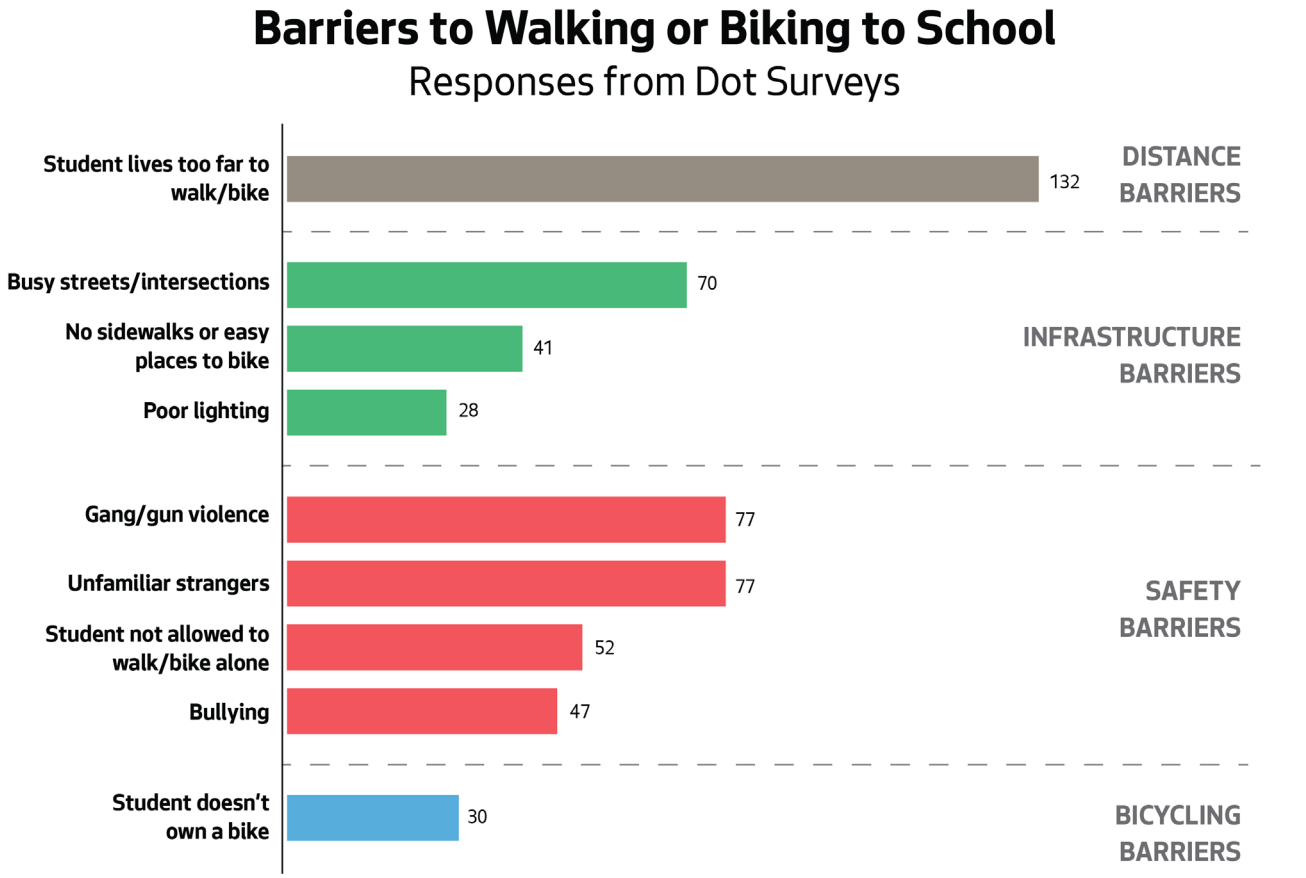


Figure 10. Dot Data gathered from community outreach identifying barriers that influence students' decision to walk or bike to school. Numbers indicate the total absolute number of dots from all community outreach events (See Appendix B for outreach sites and events). Participants were able to select as many barriers as they wished. Barriers were then categorized into the categories used in this report (Distance, Infrastructure, Safety, and Bicycling).

[1]The citywide and dot surveys asked for information regarding trips to and from school without distinguishing between the two. However, for simplicity this report uses the language "to school" instead of "to/from school" to refer to the roundtrip commute.

COMMUNITY OUTREACH RESPONSES

Given the high proportion of survey responses that were completed by students and families who identify as White, dot surveys translated and interpreted in several different languages were administered at community outreach events in communities of color (Appendix B). This provided an opportunity to hear from individuals of color more directly about the barriers they face. Figure 10 shows the barriers identified during these events, grouped by category, and is referred to throughout this report.

DISTANCE BARRIERS

The Distance category is related to findings involving distance between a student's home and school. Figures 11 and 12 include the citywide survey data pertaining to distance barriers.

- **School is too far to walk or bike:** Distance between a student's school and home is the third most common factor that influences decisions to walk or bike to school, reported by 32% survey of respondents (Figure 11), and was overwhelmingly the most frequently cited barrier among students and families that participated in our dot survey with 132 total responses (Figure 10).

  Most elementary school students, regardless of whether they identify as White or POC, live within a mile of their school (58% POC and 65% White). This group was the least influenced by distance in their decision to walk or bike to school. On the other hand, most high school students live 2+ miles from school (53% POC and 52% White) and were the most influenced by distance (Figure 11, 12). However, racial disparities in distance were more apparent for middle schoolers, with the largest number of White students living 1-2 miles from their school (41%), which is within the walking radius, while the largest contingent of students who are POC live 2+ miles from their school (42%), outside of the walking radius.

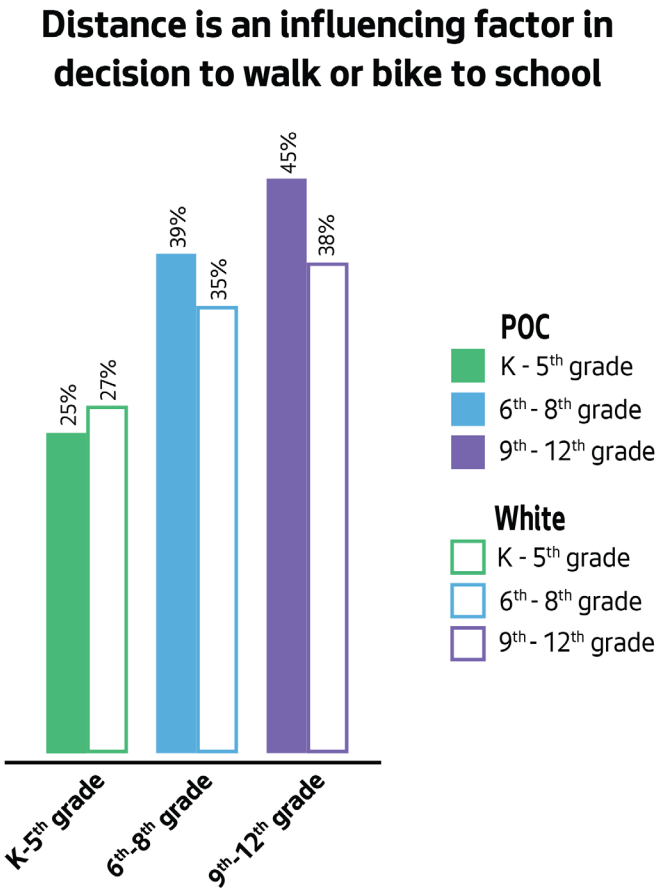


Figure 11. Students for whom distance is an influencing factor in their decision to walk or bike to school, broken down by grade group and students who identify as POC (solid) versus White (unfilled). Data were collected from the citywide survey where respondents were given the opportunity to identify as many factors as desired. Percentages represent the proportion of participants within each age and race group who identified distance as a barrier.

Longer distances are often attributed to housing instability or residential displacement, which was often mentioned in conversations during focused outreach. Community members reported that 20% to 30% of the annual student turnover in some Seattle Public Schools is due to students moving outside of the city as their families search for more affordable housing options. Compounding this issue, respondents who said distance influences their decision to walk or bike to school were also two times more likely to report that poor traffic safety also influences their decision.

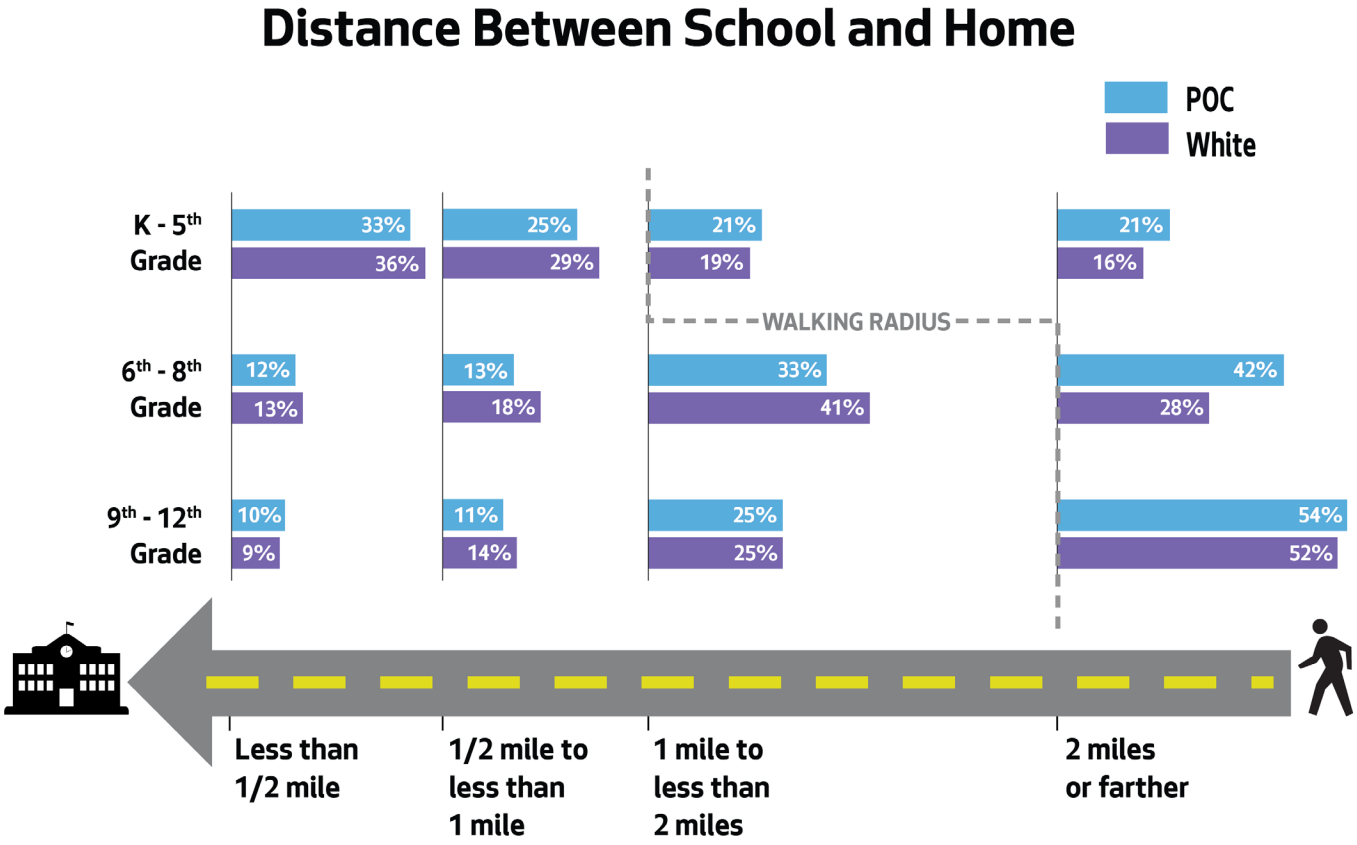


Figure 12. Reported distance between school and home for students broken down by age group and students who identify as POC (blue) versus White (purple). Data were collected from the citywide survey where respondents were asked to identify if they lived less than a half mile, ½ mile to less than 1 mile, 1 mile to less than 2 miles, or 2 miles or farther from school. The dotted line labeled 'walking radius' represents the school walk boundary for each grade group. Students living within the walk boundary are not eligible for Seattle Public Schools district arranged transportation.

INFRASTRUCTURE BARRIERS

The Infrastructure category is related to findings involving the physical environment existing in the public right-of-way.

- **Busy and/or confusing intersections:** In the citywide survey, busy or confusing intersections was the most common infrastructure barrier to walking or biking to school across all races (47% POC, 71% White and 66% overall), and was the biggest infrastructure-related barrier identified in the dot survey during community outreach (Figure 10). Multiple lane roadways with bus lanes and light rail tracks are especially concerning for young students. During focused outreach, respondents emphasized the dangers of Rainier Ave, and how even crossing to or from the bus stop feels unsafe, to the point where traveling by bus is not perceived as a safe option.
- **Missing/disconnected sidewalks:** About a third of citywide survey respondents reported frequently encountering stretches of streets with disconnected, cracked, or missing sidewalks. Students in far North and South Seattle experience such conditions at much higher rates. Families specifically expressed concerns about missing sidewalks near arterial roads.

- **Poor lighting:** 23% of overall respondents reported that poor lighting influences their decision to walk/bike to school. 13% of overall respondents stated they experienced poor lighting on their route to school. Black/African American respondents were most influenced by poor lighting (33%). Lighting is especially an issue in the winter when it becomes dark by 4 pm.

When accounting for other influences like student and household characteristics, the following respondents were more likely to say poor lighting influences their route to school:

- Students who are influenced by poor traffic safety
- Students who are influenced by bullying
- Students who are influenced by and have experienced drug activity on their route
- Students in temporary or unstable housing
- Students who encounter sections that do not have sidewalks when walking or biking to school

Of all the infrastructure improvements, improving lighting offers the broadest positive influence for addressing equity for students in the survey.

SAFETY BARRIERS

The Safety category is related to concerns about public safety (e.g. violence, perceived threats, bullying, etc.) as opposed to infrastructure barriers that may also affect the safety of students.

- **Lack of adult supervision:** The most common barrier encountered by respondents for walking or biking to school is students crossing intersection(s) without adult crossing guards (50% POC, 68% White and 67% Overall). This is closely tied with parent(s)/guardian(s) work schedules, which was overall the most common influence on students' decisions to walk or bike to school (Figure 13). In write-in responses, many reported having concerns about whether students would be capable of traveling to school without adult supervision, and that walking would be a possibility if there was an adult to accompany the child to school. However, while parents expressed that established walking programs could be beneficial, some also noted they may not trust other adults with their children.

  Write-in responses related to adult supervision were closely related to student gender. Guardians were more likely to write about concerns regarding young girls walking/biking alone than for boys. Written responses implied that girls were more vulnerable to being attacked, while guardians with boys were more likely to voice concerns about age and developmental maturity.

Factors related to adult supervision that influence decision to walk or bike to school

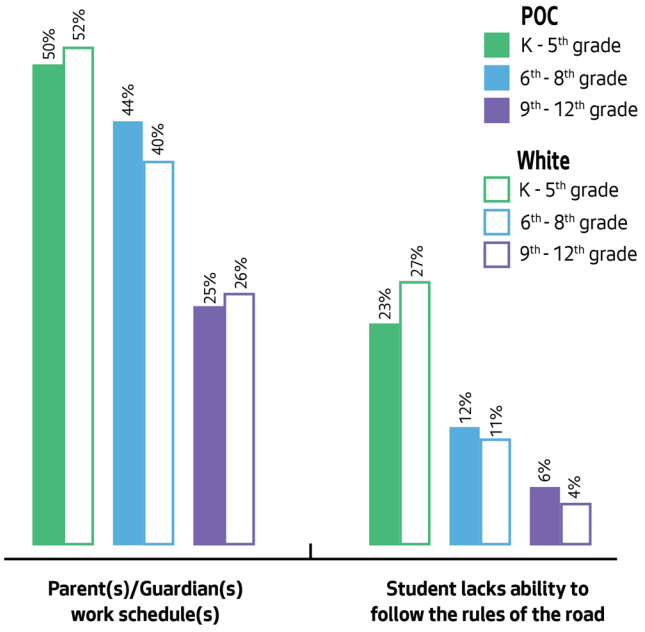


Figure 13. Safety factors related to adult supervision that influence students' decision to walk or bike to school by age group and students who identify as POC (solid) versus White (unfilled). Data were taken from the citywide survey where respondents could select as many factors as they desired. Percentages indicate the proportion of respondents in each group who identified these factors as an influence.

- **Concerns about violence:** While 14% of overall respondents reported that the threat of gang or gun violence influences their decision walk or bike to school, only 3% of overall respondents reported experiencing this kind of violence firsthand (Figure 14). Students of color are at least two times more likely to fear the occurrence of gang or gun violence during their commute than White students, with Black students being over three times more likely to have this potential threat influence their decision to walk or bike to school than White students (8% White vs 31% Black or African American). In the dot surveys, gang/gun violence was the second biggest barrier identified (Figure 10).

In citywide survey written responses, participants also referenced crime in broader terms. Sexual harassment was a concern, especially among students who are POC, although fewer people reported that their student had experienced this first-hand. For almost all the safety barriers, but especially those related to violence, Black or African American respondents were most likely to report being influenced by the perception of these dangers but were often the least likely to have experienced them firsthand. During focused outreach, community members noted that their neighborhoods are often portrayed in the media as unsafe, whereas crime data suggests that criminal activity has actually decreased in recent years.

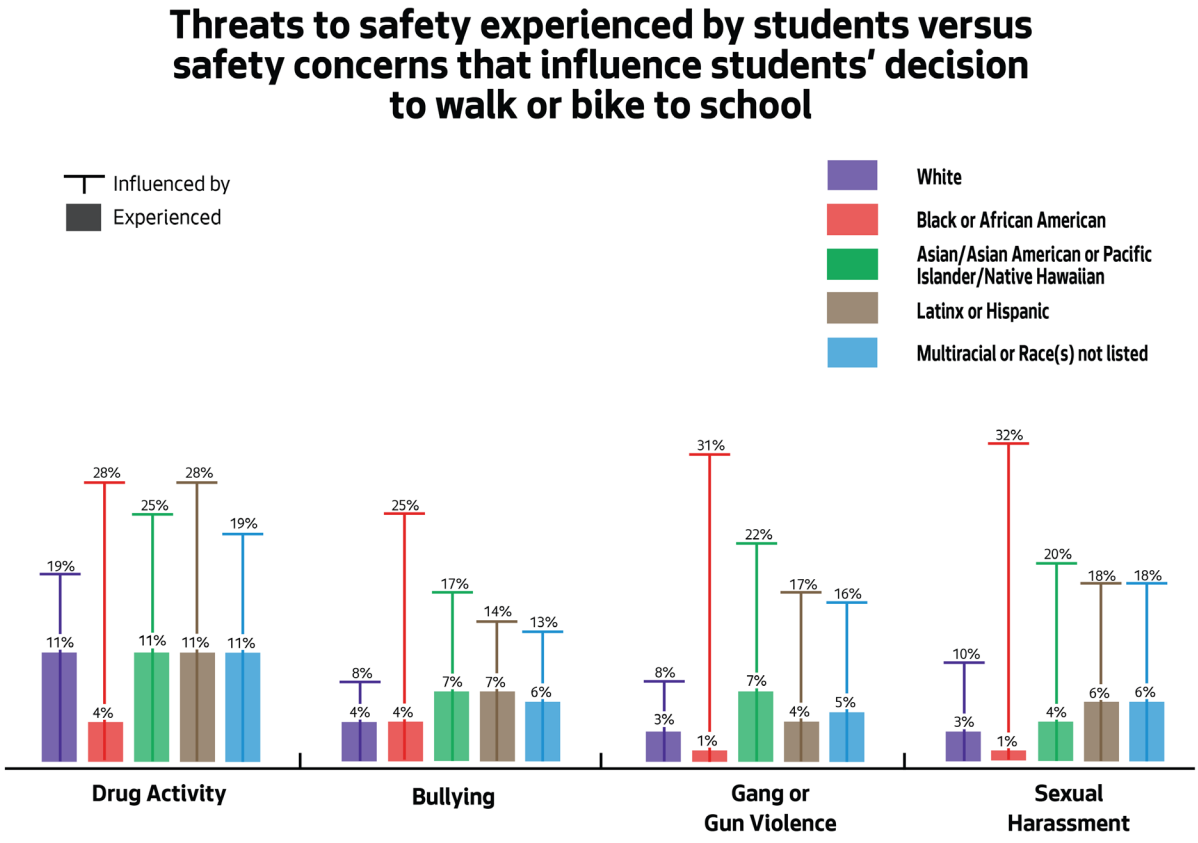


Figure 14. Threats to safety experienced by students (solid bar) versus safety concerns that influence students' decision to walk or bike to school (T-line), disaggregated by race. Data were collected from the citywide survey, in which respondents could select as many factors as desired. Respondents were asked to identify whether each factor influenced their decision to walk or bike to school (T-line) and whether they had actually experienced those conditions on their way to school (solid bar).

- **Concerns about bullying:** Students who bike to school are four times more likely to have experienced bullying on their route to school, while students who walk to school are three times more likely to have experienced bullying. Students who identify as POC are more likely to have experienced and be influenced by bullying (Figure 14). Black or African American students were most influenced by the perceived danger of bullying.
- **Concerns about unfamiliar people and/or unpredictable behaviors:** Concerns about unfamiliar people, including people experiencing homelessness, commonly influence the decision for students to walk/bike to school (Figure 10). These concerns also influence the routes of students who do choose to walk or bike to school in order to avoid any evidence of undesirable or unpredictable behaviors. However, many of those who were concerned reported that their students had not actually experienced instances in which unfamiliar people threatened their safety during their trip to school.
- **Unjust criminalization of youth of color and their guardians:** Survey respondents and community members shared instances in which neighbors called law enforcement on youth of color without evidence of criminal activity, and some reporting that police presence caused them to avoid certain areas because they feel unsafe. Community members also reported situations in which neighbors called law enforcement on guardians of color for lack of supervision while youth were walking home from school or playing in their own neighborhoods, again, with no evidence of criminal activity.

BICYCLING BARRIERS

The Bicycling category is related to findings involving bike access, infrastructure and education (Figure 15).

- **Biking is not an option:** More students of color never bike to school because it is not an option for them (52%), compared to their White peers (37%). The most common reasons why biking is not an option are: no access to affordable bikes, lack of bike storage options and concerns about bicycle theft, minimal bicycle infrastructure (e.g. bike lanes) along their routes, and a lack of trust between predominately White bicycle advocates and communities of color. Lack of access to a bike was identified as a common barrier to biking to school according to the dot surveys conducted during community outreach (Figure 10). The citywide survey showed parents/guardians with fewer years of formal education were over two times more likely to say owning/affording a bike influences students' walking or biking to school. Black and African American students and Latinx students were two times more likely to not own a bicycle or not be able to afford one. Additionally, concern regarding a student's ability to follow the rules of the road was especially high among Black and African American respondents (24%) (Figure 15).
- **Lack of bicycle infrastructure:** 33% POC, 71% White, and 54% for overall survey respondents reported that missing bicycle lanes impact their ability to ride a bike; this was the second largest barrier to walking or biking to school across all racial groups. Until Seattle's separated or protected bicycle lane network is further developed, student cyclists who are still learning the rules of the road may encounter sections along their routes where they are bicycling next to vehicles.

Barriers that influence students' decision to bike to school

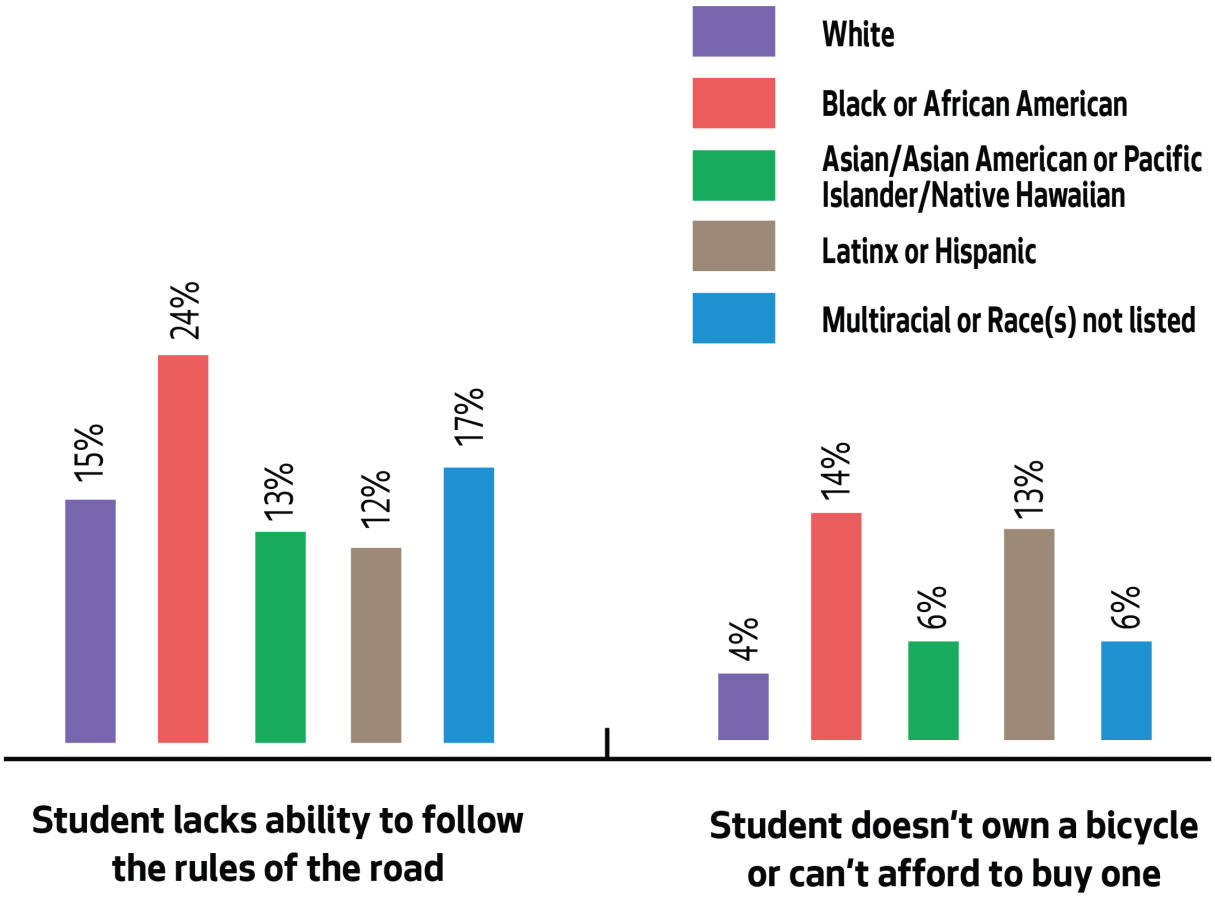


Figure 15. Barriers that influence students' decision to bike to school broken down by race. Data were collected from citywide survey where respondents could select as many factors as they felt applied. Percentages represent the proportion of respondents who selected each barrier from each racial group.

OTHER INFLUENCING FACTORS

The Other category includes key findings outside of Infrastructure, Distance, Safety, or Bicycling categories.

- **Weather**: Over 60% of respondents (64% POC, 63% White) who normally walk or bike to school were deterred or prevented from walking or biking due to cold or rainy weather. For immigrants, refugees, and other Seattle newcomers, weather conditions can be drastically different from what they are used to, and they may not have appropriate weather gear.
- **Physical limitations:** Both students of color and White students may have difficulty walking and biking to school due to physical limitations. The challenging terrain and distance students must travel during a commute can be difficult to overcome for students with mobility needs, and this becomes especially challenging when considering the compounded effects of multiple barriers that communities of color face when attempting to walk or bike to school.

- **Before- and after-school activities:** Factoring extracurricular activities into transportation decisions is more of an influence for White students than their POC peers across all grade levels. It is the second most common influence on White students' decision to walk or bike to school and the third most common influence for students who are POC. Overall, high school students were twice as likely to report before- or after-school activities influence their transportation options than elementary school students (Figure 16). Respondents, especially high schoolers, also cited weight concerns relating to before- and after-school activities, including instruments and heavy backpacks, influencing their decision to walk or bike to school.
- **Housing:** In most cases, White students are more likely to have permanent housing than their peers who are POC, who are more likely to have unstable or temporary housing. Temporary or unstable housing greatly influences transportation options, as routes to school may vary more for students who move often than for students with permanent housing. Citywide survey data confirmed this; students who reported walking to school were five times more likely to have permanent housing versus unstable or temporary housing.

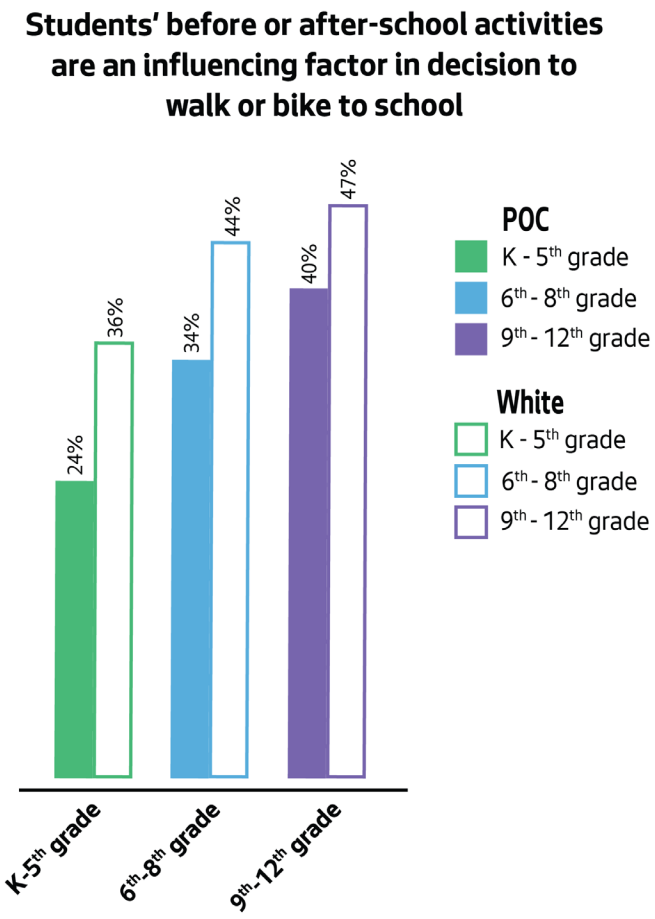


Figure 16. Students who reported before or after-school activities influenced their decision to walk or bike to school, separated by age group and by those who identify as POC (solid) versus White (unfilled). Data were taken from the citywide survey where respondents could select as many influencing factors as they desired. Percentages represent the proportion of students belonging to each grade and race group who indicated that this was an influencing factor.

ROOT CAUSES: WHY DO THESE BARRIERS EXIST FOR COMMUNITIES OF COLOR?

Racism

Institutional Racism: The barriers to walking and biking to school that students of color in Seattle face are symptoms of larger racist systems and institutions. Investments have often historically intentionally neglected communities of color segregated from the White communities that often benefitted the most from public and private resources. As a result of this inequitable distribution of resources, communities of color continue to live in neighborhoods that are less walkable or bikeable than many of Seattle's predominately White neighborhoods. Neighborhoods of color often have less access to opportunity centers, and often rely on cars to get to work, high-quality schools, healthy food options, and parks. Currently, people of color are disproportionately displaced from Seattle as the cost of living continues to soar. Although displaced individuals may not live within city limits, they continue to work and play in Seattle despite the longer commute time and increase in commute expenses. All of these factors contribute to lower walking and biking rates among Seattle's communities of color, and ultimately result in higher rates of toxic stress, obesity, diabetes, and other adverse health outcomes.

Racism among individuals: Families of color who are long-time residents in their neighborhoods reported feeling a decreased sense of belonging as their neighborhoods continue to gentrify. Families have clearly stated that they do not want their Black sons to walk, bike, or take public transit to school to avoid any potential interactions with law enforcement, and have even stated that their neighbors have called enforcement officials simply due to the presence of youth of color on their block.

Distance

Impacts of Residential Displacement: Communities of color are disproportionately displaced from the city as Seattle's cost of living soars. Several families reported that they are working to maintain some semblance of consistency by keeping their students in the same school community after they are forced to move. Displacement for many students means a commute distance or route that is not bikeable or walkable even for older, or more experienced, cyclists and pedestrians.

Culture

Cultural Differences & Preferences: Many communities across Seattle do not view walking or biking as a reliable mode of transportation. Instead, they prefer driving, or view walking and biking as a recreational activity. This is true for both communities of color and white communities.

Stories of Negative Experiences: Often a few individuals within a community had heard about negative, or even tragic, experiences pertaining to walking and biking within community such as pedestrian collisions. Furthermore, media outlets disproportionately highlight undesirable or violent situations in communities of color, effectively spreading fear around a community. If a family has a multiple transportation options, these factors may directly influence a guardian's decision about how their student gets to and from school to avoid walking and biking.

Public Safety Concerns

Public safety was a resounding theme among students and guardians alike. Fear of the unknown, "stranger danger," the potential threat of violence, the presence of people experiencing homelessness, and unpredictable behaviors of individuals suffering from mental health or substance use issues are all influencing factors as families decide how students should get to and from school each day.

STRATEGIES FOR RACIAL EQUITY AND INCLUSIVE SAFE ROUTES TO SCHOOL PROGRAMMING

These community-generated strategies were compiled from meetings with school principals and community leaders in communities of color in Seattle. The recommendations in this report are organized into six categories: infrastructure, distance and weather, safety, bicycling, policy and neighborhood-specific recommendations. When appropriate, a category has a vision statement with corresponding recommendations, implementation options, and measures of success.

Recommendations to Address Infrastructure Barriers

Vision: Leverage opportunities to elevate safety in neighborhoods and along routes to schools through infrastructure and engineering improvements.

Infrastructure Recommendation 1: Explore opportunities to pilot the installation of physical markers indicating safe routes to school throughout neighborhoods of color.

Implementation Options:

- Make yard signs modeled after the Vision Zero campaign available to schools to clearly mark safe routes.
- Explore opportunities to install Thermo plastic markers or Rainworks on sidewalks to guide students safely to and from school as a wayfinding measure with messages to prompt students to stop and look before crossing. For example, directional or distance markers can be installed on the sidewalks to prompt students.
- Explore opportunities with school PTAs and other community organizations to host a walk with families using these physical wayfinding markers at community events (e.g. at a Back to School Night event) so students and families are familiar with the safe routes they can use throughout the school year.
- Support City efforts to create new citywide wayfinding designs and implementation plans, especially in communities of color.
- Explore opportunities to implement Learning Landscapes in communities of color in Seattle.

Measures of Success:

- Increased usage of marked safe routes by families as measured by observational surveys.

Infrastructure Recommendation 2: Continue to prioritize communities of color when seeking opportunities with schools to complete walking audits identifying areas for improvement of the current infrastructure along routes to and from school.

Infrastructure Recommendation 3: Explore ways to support SDOT's efforts to develop a curriculum for communities of color, immigrants, and refugees about how to advocate for SDOT resources in their communities.

Implementation Options:

- Work with SDOT's Interdepartmental Transportation Equity team (IDT) to incorporate existing Safe Routes to School programming and resources into their Transportation Equity Workgroup curriculum. The goal of this curriculum is to bolster community advocacy efforts in navigating and understanding many of SDOT's initiatives and policies.
- Disseminate curriculum to schools and community organizations serving communities of color, immigrants, and refugees identified in the Safe Routes to School Racial Equity Analysis Workplan.
- Connect community organizations to funding opportunities such as the SDOT's Transportation Equity Grant.

Infrastructure Recommendation 4: Explore ways to improve street or pedestrian lighting in poorly lit areas alongside upcoming infrastructure improvements.

Recommendations to Address Distance and Weather Barriers

Distance and Weather Recommendation 1: Support SDOT's Transit & Mobility Division, Department of Neighborhood's Community Liaisons, the Office of Immigrant and Refugee Affairs, and other local government agencies to connect communities of color, immigrants, and refugees to resources that would mitigate barriers to walking and biking to school such as bike, helmet, cold/rainy weather gear giveaways.

Implementation Options:

- Contact local companies such as Patagonia, REI, and Charlie's Coats for weather gear donations for community organizations, schools, initiatives, etc. that serve communities of color, immigrants, and refugees.
- Pilot a reflective/bright umbrella donation program with specific schools and community organizations identified in the Racial Equity Analysis Workplan that primarily serve immigrants and refugees in Seattle.
- Provide Safe Routes to School information and weather gear (e.g. umbrellas) at community events for communities of color, immigrants, and refugees.

Recommendations to Address Safety Barriers

Vision: All Seattle's school children feel safe walking and biking to school.

Safety Recommendation 1: Explore options for partnership between schools and existing adult walking and biking programs to increase chaperone presence for students walking and biking to school.

Implementation Options:

- Connect with Seattle's Human Services Department's Healthy Aging work, Age Friendly Seattle, and Seattle Parks and Recreation's Sound Steps Walking Program (ages 50+) to explore opportunities for walking school bus chaperones. Partnerships between these programs and the Safe Routes to School program would foster intergenerational interactions and is a natural fit for a volunteer chaperone base to kickstart walking school buses across Seattle.
- Connect with Girl Trek's Seattle Chapter to explore potential opportunities for walking school bus chaperones. Girl Trek is a program to rally "Black women to walk in their neighborhoods for radical self-care and healing." Girl Trek organizers in Seattle expressed great interest in working with youth and getting more students out walking in initial conversations about a potential partnership to chaperone walking school buses.

Measures of Success:

- Dedicated funding is allocated for community member volunteers.
- Every public school has received a Walking School Bus handbook.

Safety Recommendation 2: Partner with schools and community organizations to create a safety awareness campaign to look out for students.

Implementation Options:

- Work with community organizations, schools and City Departments to engage in community mapping exercises in various neighborhoods to map "human infrastructure" or assets within a community that would contribute to neighborhood safety to answer the following questions:
    - Who is looking out for students in the community?
    - Where can you stop by on your way to school to feel safe?
- Create window clings and pledges to "watch out for students" and promote active transportation in participating neighborhoods.
- Support partnerships and incentives for neighborhood businesses (e.g. a coffee shop) to place window clings pledging support for safe routes to school in the window of their business for discounts or other perks (e.g. discounted coffee) for adults who are chaperoning students to school via active transportation. If done successfully, these discounts will bring more customers to small businesses, bring more awareness to the community to look after students through community pledges, get more people to walk and bike, and increase the odds that students are walking or biking with a responsible and trusted chaperone.
- Use the work of the Urban Peace Institute and Advancement Project as a guide for creative ways to leverage neighborhood assets.

Safety Recommendation 3: Incorporate analysis findings into the development of walking and bicycling safety education curriculum at the middle school level with Seattle Public Schools and Cascade Bicycle Club.

Implementation Options:

- Part of the curriculum could be homework or group assignments for students to map out walking, biking or transit routes to and from school that they recognize as safe to travel. Students can identify safe places along their route, such as a friend's or relative's home, library, community center, local business, etc. where they could go for help, if needed. These maps can also support emergency preparedness efforts.
- Routes that students identify through community asset mapping exercises could be candidates for yard signs and window clings that indicate safe routes for students.
- Incorporate positive behavior intervention strategies (PBIS) into safety education curriculum language, where available. PBIS can reinforce positive behavior for students and is consistent with language and behaviors that the student is learning in the classroom.

Measures of Success:

- Window clings and pledges are made and disseminated to communities.
- Contracts with communities to fund "human infrastructure" and asset mapping are created.
- Communities map human infrastructure or assets within their neighborhoods.
- Marked routes identified by the "human infrastructure" or asset maps are utilized in observation surveys.

Safety Recommendation 4: Amplify existing community efforts that are successfully addressing perceptions of neighborhood crime by activating neighborhood pockets that residents perceive as dangerous in a way that brings more agency and power to long-time residents of communities of color.

Implementation Options:

- Continue to partner with Rainier Beach Action Coalition's Corner Greeters program to beautify and activate corners in the Rainier Beach neighborhood.
- Seek potential partnerships with the Seattle Neighborhood Group's Neighborhood Clean-Ups and Rainier Beach: A Beautiful Safe Place to beautify neighborhoods and prevent crime with the goal of making communities feel safer to walk through.

Measures of Success:

- Communities are connected to City beautification efforts such as Seattle Public Utilities' Spring Clean events.
- SDOT staff participate in neighborhood beautification projects.

Safety Recommendation 5: Consult with City and regional leadership as enforcement policies are reevaluated to identify areas for improvement in training programs to decriminalize enforcement approaches.

Implementation Options:

- Connect with Sound Transit's Equity Diversity and Inclusion Director and the Mayor's Office as Sound Transit's fare enforcement policies are reconsidered.
- Connect with SDOT's Vision Zero team as they coordinate targeted enforcement campaigns with the Seattle Police Department.

Safety Recommendation 6: Partner with schools in communities of color with strong family and community engagement to leverage walking school buses.

Implementation Options:

- Fund walking school bus coordinators at schools through the Safe Routes to School Mini Grants program. Consult with schools to identify community leaders at the school level that may be a good fit.
- Provide schools with a Walking School Bus handbook that lays out step-by-step how to organize walking school buses.
- Disseminate Walking School Bus handouts to schools and community organizations.

Measures of Success:

- Dedicated funding is allocated for community member volunteers.

Safety Recommendation 7: Bring community stories from people of color to the forefront to highlight their positive experiences walking/biking through their neighborhoods.

Implementation Options:

- Partner with media outlets (e.g. Freedom Net and Seattle Emerald), City of Seattle social media outlets (e.g. SDOT, Mayor's Office), and Seattle Public Schools.

Measures of Success:

- At least five stories are highlighted each year.

Recommendations to Address Bicycling Barriers

Bicycle Recommendation 1: Support and raise awareness around students bicycling to and from school in communities with limited bicycle infrastructure.

Implementation Options:

- Find ways to center the voices of those who are dependent on bikes as their sole mode of transportation when making policy and programming decisions for the Safe Routes to School program.
- Support Odyssey Teams, Cascade Bicycle Club, Bike Works, and the McDonalds in the Rainier Beach neighborhood to connect schools to bike, skateboard, bike lock, bike light, reflective gear and helmet donations.
- Continue sponsoring Cascade Bicycle Club's work to support Seattle Public Schools in providing walking and bicycling safety education for every 3rd, 4th, and 5th grade student, as well as the development of a similar program for middle school. Communities highly valued this educational experience.
- Continue to prioritize school bike parking for schools that predominately serve students of color by using the School Bike Parking Inventory Analysis.
- Consider partnering with private funders to fund school bike parking.

Measures of Success:

- Partnerships with organizations in Rainier Beach neighborhood that link schools to bike/skateboard donations are created.
- Bike parking is added to schools in communities of color.

Recommendations to Address Policy

Policy Recommendation 1: Support ongoing efforts by agencies and community groups that are involved in work related to expanding transportation options for students and families.

Implementation Options:

- Identify opportunities to work with King County Metro's Safe Routes to School program to leverage county-wide resources.
- Coordinate with Seattle Public Schools' Superintendent Transportation Task Force, Seattle School Traffic Safety Committee, and other City or County Departments such as Public Health Seattle & King County to create a walking school bus coordinator position that bolsters Safe Routes to School programs, aside from infrastructure improvements.
- Identify grant opportunities for active transportation coordinator positions specifically for schools and students.
- Support Seattle Public Schools in their efforts to address student transportation challenges including alternative transportation options.
- Encourage and support community organizations identified through the SRTS Racial Equity Analysis to apply to the Transportation Equity Program's youth-focused grants pertaining to transit.
- Create a Mini Grant program that accepts applications on a rolling basis to support community groups, schools and organizations that implement SRTS recommendations in their neighborhoods. This new Mini Grant program would also serve to build leverage among community organizations to contract with the SRTS program to provide funding to take on large projects in neighborhoods.

Measures of Success:

- A permanent Walking School Bus (WSB)/ Active Transportation Coordinator position is created.

Neighborhood/Community-Specific Recommendations:

- Coordinate with Rainier Beach Action Coalition (RBAC) and Concord Elementary School to incorporate positive behavior intervention strategies (PBIS) for both students and adults that is congruent with PBIS strategies used in neighborhood schools.

South Park Community Recommendations:

- Continue to leverage existing partnerships with community organizations and schools that serve communities of color such as Seattle Neighborhood Group, Seattle Neighborhood Greenways, Duwamish River Opportunity Fund, and Concord PTA.

Rainier Beach Community Recommendations:

- Support RBAC's Corner Greeters efforts to report crime data, which has shown that crime is down in Rainier Beach.
- Bring community stories to the forefront to highlight their positive experiences walking/biking through the Rainier Beach neighborhood.
- Financially support organizations that are implementing SRTS recommendations or strategies (or closely related strategies) through the Mini Grant program.

UNRESOLVED ISSUES

SDOT recognizes that there are many contributing factors that influence the decision making of parents or guardians that are outside of SDOT's realm of influence. Issues that remain unresolved include:

- **Available funding for programming and resources** needed to effectively provide the access to information and personnel capacity needed to run programs are insufficient in city and school budgets.
- The Government Sector throughout the region historically has a muddy past with communities of color with damaging past policies and ideals that have **broken trust and strained working relationships with communities** decades ago and remain disconnected.
- As Seattle prospers, the City will need to strategically ensure that all residents have an opportunity to also prosper within city limits. Currently, there is a disparity in who benefits, and it manifests in people's ability to **access affordable housing options** at low- and middle-income wages.
- **Distracted driving** consistently poses a threat to the safety of all, whether it's driving under the influence of drugs and alcohol, texting and driving, etc.

SDOT is committed to addressing these complex social issues by continuing to build on the relationships with community-based organizations and other government agencies that this racial equity analysis has fostered and try to support the recommendations this report offers.

CONCLUSION

In conclusion, the findings of this analysis demonstrate the need for continued efforts to dismantle barriers for students to walking and biking, especially those barriers disproportionately affecting students of color. One lesson learned from this analysis was that flexibility is key for reaching the people you want to reach and building strong relationship with community members. The flexibility to mold your process based on the needs of diverse communities earns the trust and entrance into previously inaccessible spaces.

Furthermore, the role of media plays a different role in communities of color than White communities. Social media and word of mouth are the quickest and most trusted ways community members get information, so finding the right spokespeople that are respected is key.

Last, the Safe Routes to School staff will need to find a delicate balance between programming and physical improvements. While the need for physical improvements is enormous, those improvements do not guarantee people will utilize the new infrastructure because social and personal barriers remain. Furthermore, building physical improvements without understanding community needs and building strong programming can contribute to the displacement of communities.

Not only will the findings benefit the Safe Routes to School program, but they will also inform SDOT practices, as well as other City-led initiatives.

Promising Practices for Community Engagement

- Provide a variety of ways to engage while listening to trusted community leaders about what are the preferred or most effective ways to engage with respective communities.
- Never assume the input you receive from individuals is representative of entire communities. Close the loop with communities by sharing what you heard and asking for feedback before drawing conclusions.
- Community members and organizations are experts in their communities and often have the best solutions.
- Compensate communities for their time and participation in the planning process through knowledge sharing, skill building, financial incentives or other ways that are mutually beneficial.
- Be consistently present in the community even when you are not seeking input. Reinforce that you are a community resource and not only an implementer.

This racial equity analysis is the first step towards making sure the SRTS team is holding ourselves accountable to having a racially equitable Safe Routes to School program in Seattle. This process has illuminated ways in which the City can effectively partner with organizations and schools to reach the shared vision and goals for all students to enjoy the benefits of walking and biking to school. Going forward, the Safe Routes to School team will strive to continue to be present in these communities to continuing building a "shared leadership" model for community involvement and program improvement.

APPENDIX A: CITYWIDE SURVEY

1 What is the grade of your student? ☐ Kindergarten – 5th grade ☐ 6th – 8th grade ☐ 9th – 12th grade

2 How far does your student live from school?

☐ Less than 1/2 mile (less than a 10 minute walk; less than a 2 minute drive)
☐ 1/2 mile to less than 1 mile (about a 15 minute walk; 5 minute drive)
☐ 1 mile to less than 2 miles (about a 30 minute walk; 7 minute drive)
☐ 2 miles or farther (more than a 40 minute walk; at least a 10 minute drive)

3 Think about how your student traveled to and from school last week (Monday to Friday). Mark an X for each mode of travel they used during their morning and afternoon trips. Mark all that apply.

	Monday	Tuesday	Wednesday	Thursday	Friday
Walk (including scooter, skateboard, wheelchair, etc.) - **Morning**	☐	☐	☐	☐	☐
Afternoon	☐	☐	☐	☐	☐
Family car or carpool (riding with other students in a personal vehicle) - **Morning**	☐	☐	☐	☐	☐
Afternoon	☐	☐	☐	☐	☐
School Bus - **Morning**	☐	☐	☐	☐	☐
Afternoon	☐	☐	☐	☐	☐
Bike - **Morning**	☐	☐	☐	☐	☐
Afternoon	☐	☐	☐	☐	☐
Light rail (Sound Transit light rail) - **Morning**	☐	☐	☐	☐	☐
Afternoon	☐	☐	☐	☐	☐
Public bus (Metro Transit, Sound Transit) - **Morning**	☐	☐	☐	☐	☐
Afternoon	☐	☐	☐	☐	☐
Other (please specify):_____ - **Morning**	☐	☐	☐	☐	☐
Afternoon	☐	☐	☐	☐	☐

4 Which of the following applies to your student for the 2018-2019 school year?

☐ They **never** walk to/from school because it **is not** an option for them.
☐ They **never** walk to/from school, but it **is** an option for them.
☐ They **have** walked to/from school at least once.

5 Which of the following applies to your student for the 2018-2019 school year?

☐ They **never** bike to/from school because it **is not** an option for them.
☐ They **never** bike to/from school, but it **is** an option for them.
☐ They **have** biked to/from school at least once.

6 If your student normally walks or bikes to school, does cold or rainy weather deter or prevent the student from walking or biking?

☐ Yes, often ☐ Yes, sometimes ☐ No ☐ It's complicated

7 Thinking about your student's route for walking/biking to school, would they encounter any of the following on their trip? Select all that apply.

☐ Busy/confusing intersection(s)
☐ Crosses under/over a freeway
☐ Crosses road(s) with 4+ lanes
☐ Intersection(s) without adult crossing guards
☐ Section(s) do not have sidewalks
☐ Section(s) have poor lighting
☐ Section(s) with train tracks or light rail tracks
☐ Section(s) without bike lanes
☐ Other (please specify) _____
☐ None of the above

8 Do any of these factors influence your decision for your student to walk or bike to/from school? Select all that apply.

☐ Coordination with other children's schedules
☐ Parent(s)/Guardian(s) work schedule(s)
☐ Student's before or after-school activities
☐ Don't own a bicycle or can't afford to buy one
☐ Student's ability to follow rules of the road
☐ Distance (the school is too far away)
☐ Student has physical limitations or accessibility concerns
☐ Other (please specify)_____
☐ None of these

9 Check all boxes that apply

	Do any of these factors influence your decision for your student to walk or bike to/from school?	Has your student experienced any of these conditions on their way to/from school?
Sexual harassment	☐	☐
Bullying	☐	☐
Poor traffic safety (cars speeding, not stopping, etc.)	☐	☐
Poor lighting	☐	☐
Drug activity	☐	☐
Gang or gun violence	☐	☐
Other (please specify):_____	☐	☐

These demographic questions help us shape our outreach efforts more appropriately to diverse groups of people in Seattle. All questions are **OPTIONAL** and **ANONYMOUS**.

10 How long has your student lived in your current neighborhood? ☐ Less than 2 years ☐ Between 2 and 5 years ☐ More than 5 years

11 What is the zip code of your student's school? ☐

12 With which gender does your student most identify? ☐ Female ☐ Male ☐ Gender(s) not listed here

13 How many students do you have in Kindergarten through 12th grade? ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

14 How many members of your household are 18 years or older, including yourself? ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

15 How would you describe your student's race or ethnicity? Please select all that apply.

☐ American Indian or Alaska Native
☐ Black or African American
☐ Native Hawaiian or Pacific Islander
☐ Asian or Asian American
☐ Hispanic, Latino, Latinx or Spanish
☐ White
☐ Some other race(s) (please specify):_____

16 The options listed above might not fully describe or define a person's racial, ethnic, or cultural identity. How would you describe your student's race, ethnicity, or culture? (examples include: Vietnamese, Japanese, mixed race, Oromo, Pakistani, Samish, Samoan)

☐

Please continue on next page

17 **Does your student speak languages other than English at home?** ☐ No ☐ Yes (please specify):_____

18 **Which of the following categories include your 2017 annual household income, before taxes?**

☐ Less than $14,999 ☐ $25,000 to $34,999 ☐ $50,000 to $74,999 ☐ $100,000 to $149,999

☐ $15,000 to $24,999 ☐ $35,000 to $49,999 ☐ $75,000 to $99,999 ☐ $150,000 or more

19 **Does your household have access to a working vehicle?** ☐ No ☐ Yes

20 **Which of the following best describes your student's housing stability?** ☐ Long-term/permanent ☐ Temporary ☐ Unstable

21 **Does your student use accommodations to get safely to or from school? (e.g. ramps, audible signals at intersections, etc.)** ☐ No ☐ Yes

22 **What is the highest level of schooling that you or another parent/guardian of your student has completed?**

☐ Some high school, no diploma ☐ Some college or trade/vocational school/Associate's degree

☐ High school graduate, diploma or the equivalent (GED) ☐ Bachelor's degree/Post-graduate degree (PhD, MA, JD, MD, etc.)

23 **How did you hear about this survey?**

☐ My student ☐ Social media ☐ Other (please specify):_____

☐ My student's school ☐ City of Seattle/SDOT website

☐ A friend or family member ☐ A local organization (please specify):_____

Seattle Department of Transportation (SDOT)'s Safe Routes to School Program – Racial Equity Analysis Parent Survey

Through our Safe Routes to School program at the Seattle Department of Transportation (SDOT), it's our goal to get more kids walking and biking to school. Unfortunately, many kids encounter barriers between home and school that make walking and biking a difficult choice. As a City, we're also working to end institutional racism and race-based disparities in city government and throughout Seattle. To meet these significant goals, we're performing a racial equity analysis to better understand how we can increase safe walking and biking to school options, particularly for students from communities of color.

Please take a few minutes to share your thoughts and experiences in this survey so we can customize our programs and services around the challenges people face. This will help us create the best possible Safe Routes to School program to serve our students in the ways they need it the most. We plan to share the findings of this survey and how it will inform our program's direction during the 2018-2019 school year. All questions are OPTIONAL and ANONYMOUS and results will be shared in the coming months. This information may be subject to citizen information requests. You can fill out the paper questionnaire provided here or take the survey online here: http://www.seattle.gov/transportation/srts-rea

This survey will take less than 10 minutes to complete. If you have multiple students, please fill out the survey for the student you feel faces the most barriers in their commute or submit additional surveys online for multiple students.

Thank you for participating in our survey!

APPENDIX B: SCHOOL AND COMMUNITY ORGANIZATION PARTNERSHIPS & COMMUNITY EVENTS ATTENDED

Community and School Partnerships

The Safe Routes to School Team partnered with schools and community organizations in communities of color to host several events, in addition to attending the community events.

Schools

Aki Kurose Middle School
Concord Elementary School
Dearborn Park Elementary School
Dunlap Elementary School
Emerson Elementary School
MLK Jr. Elementary School
Rainier Beach High School
Rainier View Elementary School
Van Asselt Elementary School
West Seattle Elementary School
Wing Luke Elementary School
Seattle Public School District

Community Events

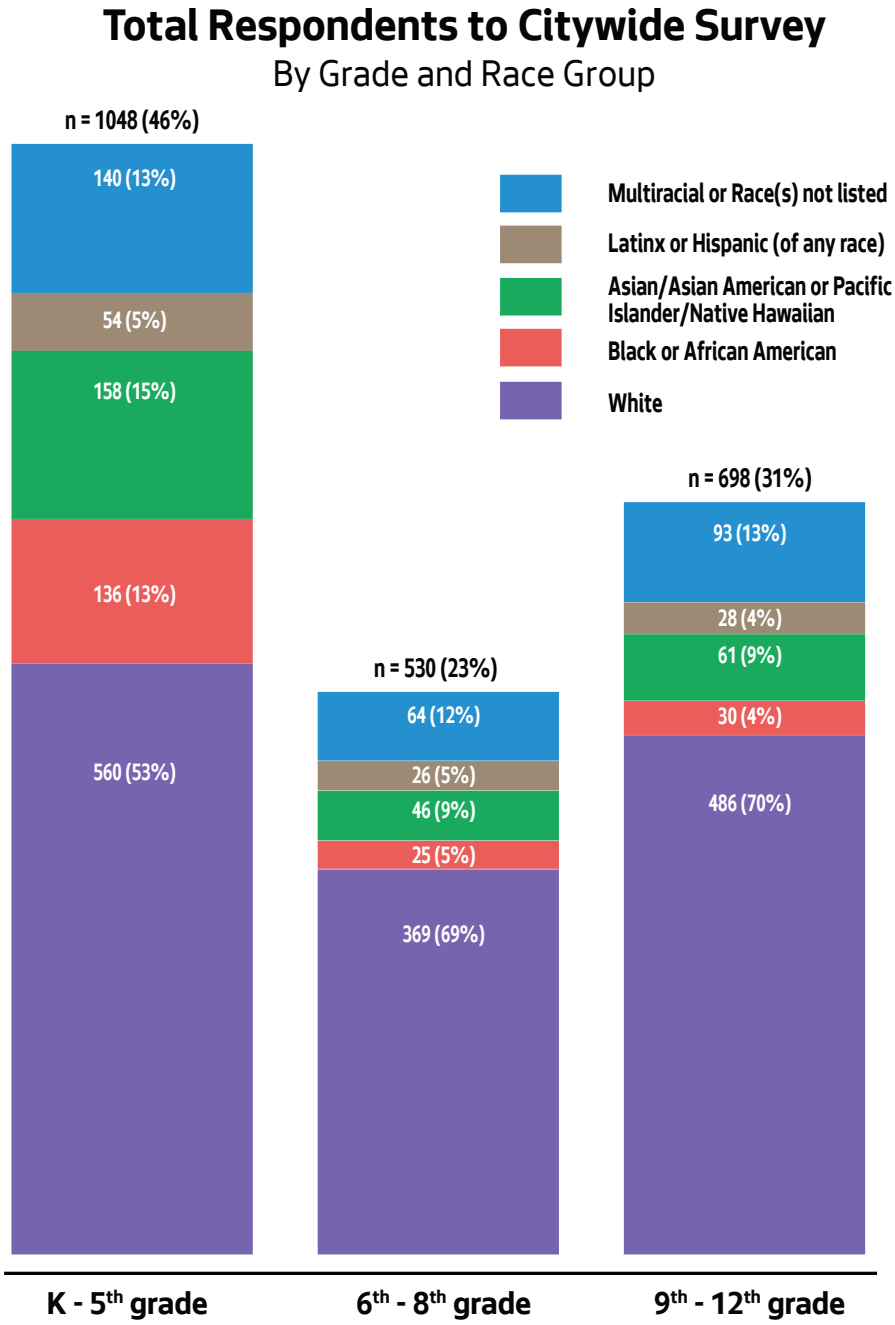
Back 2 School Bash (Rainier Beach neighborhood)
Discover Your Community/Bee Festival (High Point neighborhood)
Fiestas Patrias (Latinx Festival)
Juneteenth Celebration (African American Festival)
Lake Washington Apartments Night Out (Rainier Beach neighborhood)
Neighbor Night Out (Rainier Beach neighborhood)
Neighborhood House Healthy Families Event (High Point neighborhood)
Numerous Rainier Beach Action Coalition Corner Greeters Events
Rainier Vista Health Fair and Block Party (Rainier Valley neighborhood)
ReWA Youth Summer Program workshop (High Point neighborhood)
SeaMar Health Clinic Fresh Produce Distribution
Seattle Teen Summit (Seattle Housing Authority event)
Umoja Fest (African American Festival)

Community Organizations

Ethiopian Community of Seattle
Rainier Beach Action Coalition: Corner Greeter Program
Refugee Women's Alliance (ReWA)
Seattle Neighborhood Group
South Park Neighborhood Association
Southeast Seattle Education Coalition

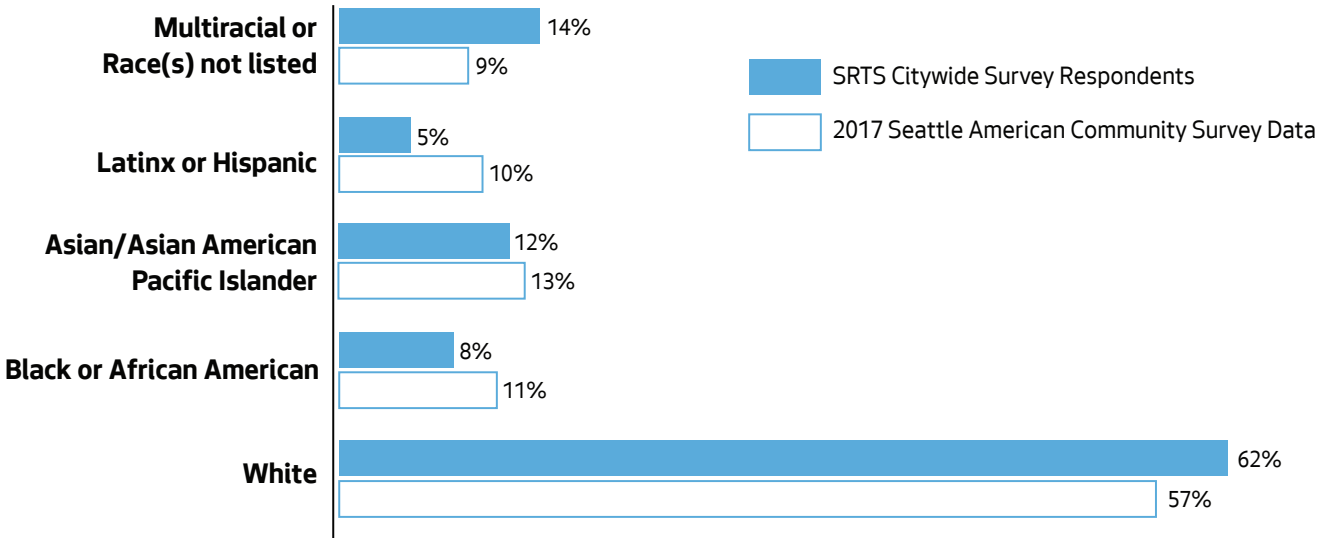
APPENDIX C: CITYWIDE SURVEY DEMOGRAPHIC DATA

Citywide survey respondent demographic data, by age and race group. This graph illustrates the demographics of citywide survey respondents by race and age group. Numbers indicate the absolute number of respondents and the percentage in parantheses gives the percent of respondents of each race or ethnicity for each age group. Guardians had the option to complete a survey for each of their students, and high school students (grades 9 though 12) had the option to participate in the citywide survey designed specifically for high school students. Survey respondents were asked to describe the student's race or ethnicity by checking one or more boxes corresponding to the race groups listed in Figure 8, or, if the options did not fully describe the student's race or ethnicity, they had the option to write in a response. Some groups with fewer responses were then combined for reporting purposes (see Figure 8). All groups except for White only Non-Hispanics were then included as People of Color (POC). Survey respondents were also asked to select from the following options to indicate the student's approximate age: Kindergarten through 5th grade, 6th grade through 8th grade, and 9th grade through 12th grade.

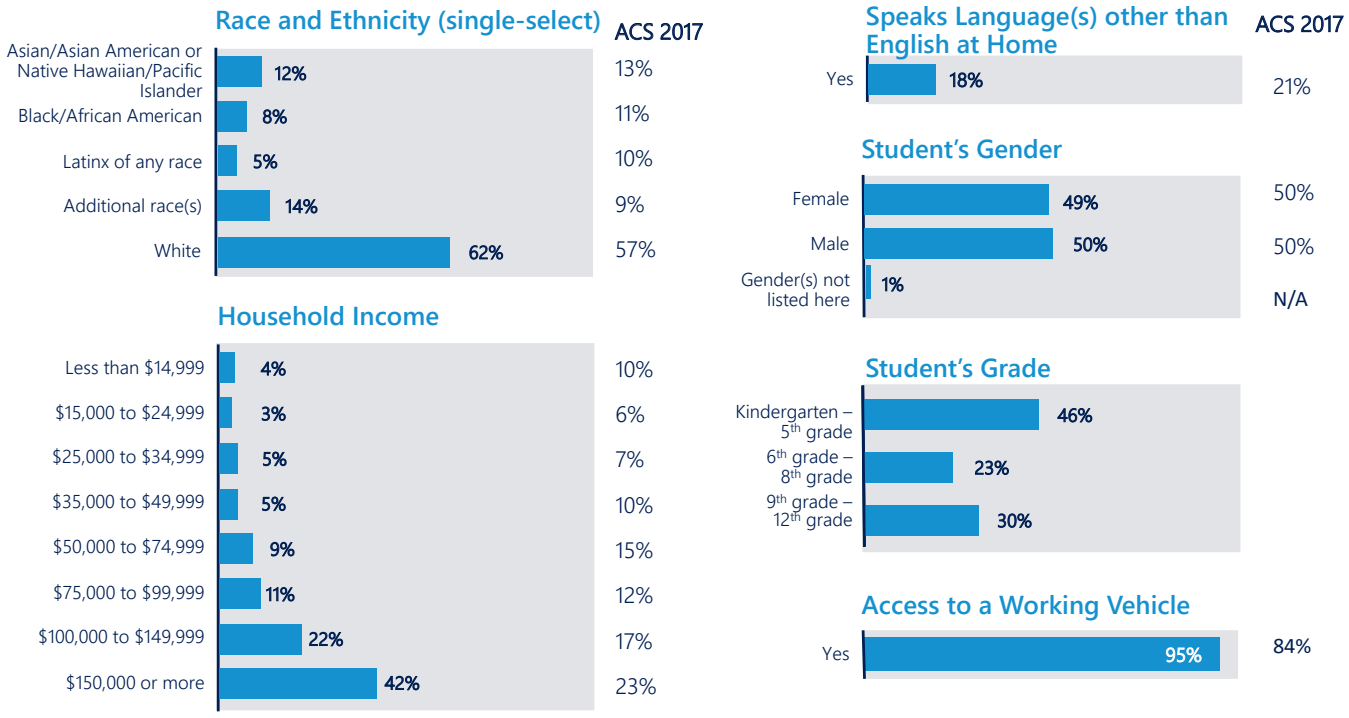


Race and Ethnicity

All Students



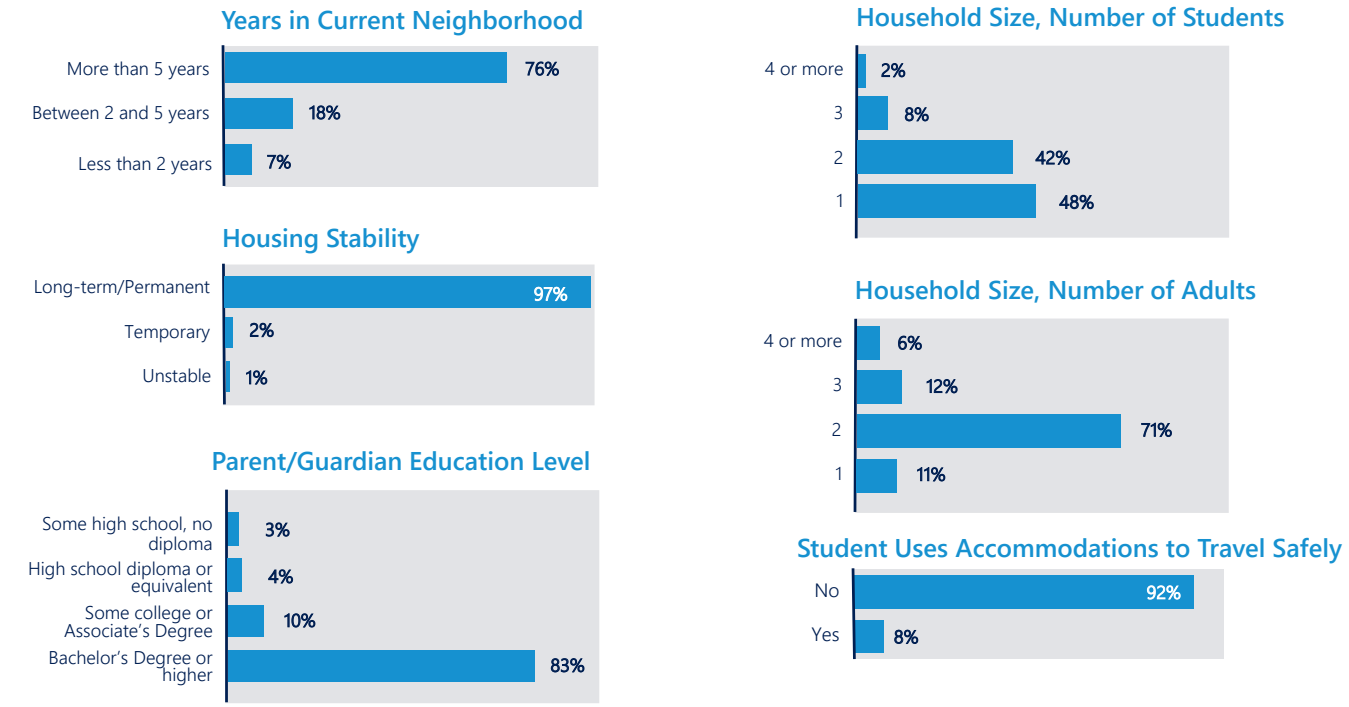
Demographic Profile: All students (n = 2,465)



Due to rounding, percentages may not sum to 100%. Rounding occurs on all slides.

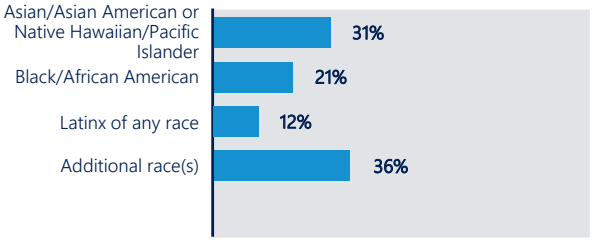
2017 American Community Survey data on children age 5-18 used for comparison purposes only.

Demographic Profile: All students (n = 2,465)

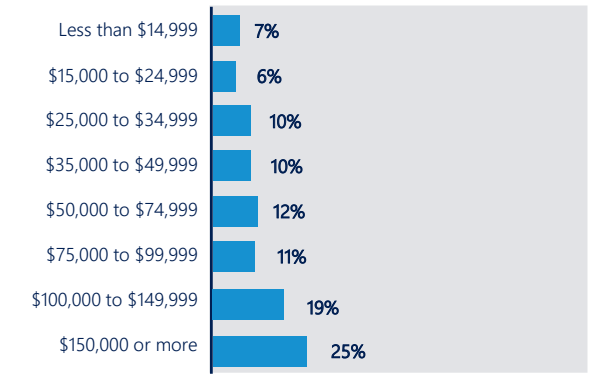


Demographic Profile: Students who are POC (n = 1,139)

POC Race and Ethnicity (single-select)

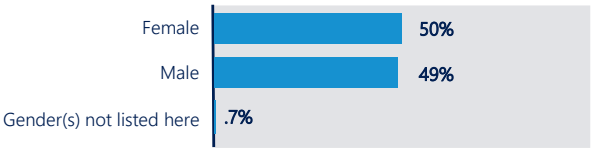


Household Income

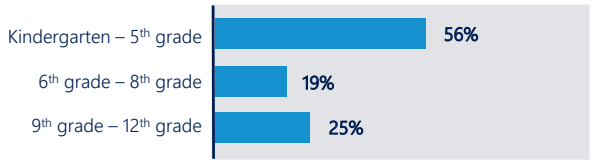


Speaks Language(s) other than English at Home

Student's Gender



Student's Grade

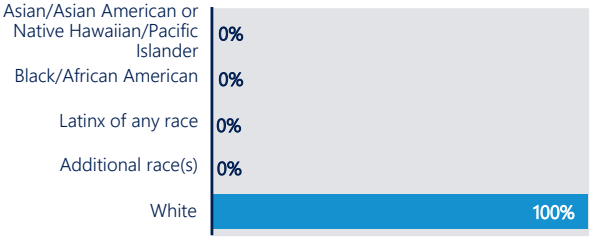


Access to a Working Vehicle

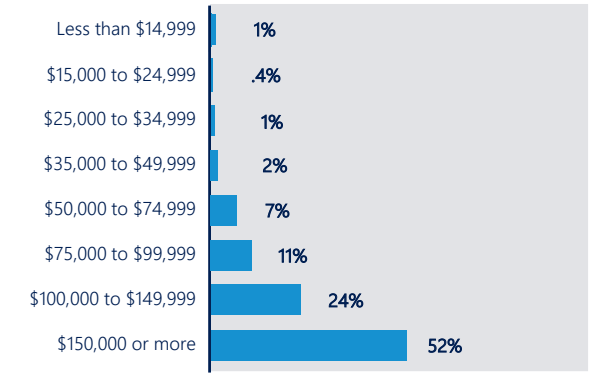
Students who selected Asian/Asian American were combined with Native Hawaiian/Pacific Islander students for reporting purposes. Any community not listed in these combined groups (e.g., American Indian or Alaskan Native) appears in the "Additional race(s)" category. This includes individuals who selected more than one race.

Demographic Profile: White students (n = 1,546)

Race and Ethnicity (single-select)

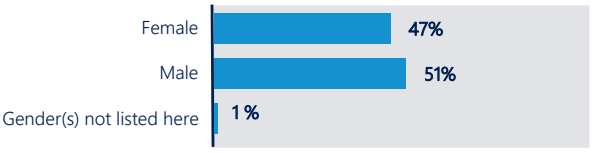


Household Income

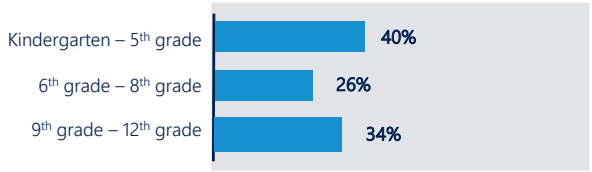


Speaks Language(s) other than English at Home

Student's Gender



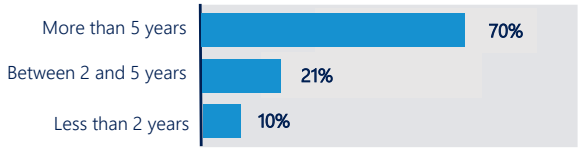
Student's Grade



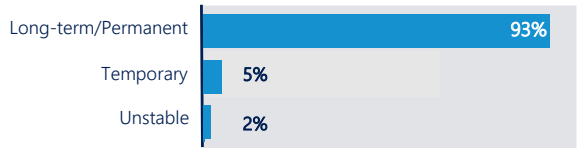
Access to a Working Vehicle

Demographic Profile: Students who are POC (n = 1,139)

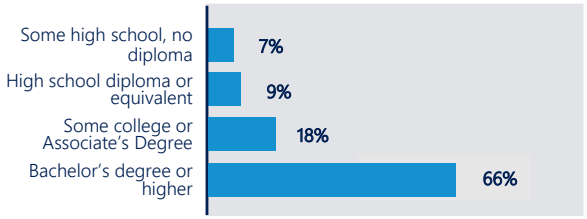
Years in Current Neighborhood



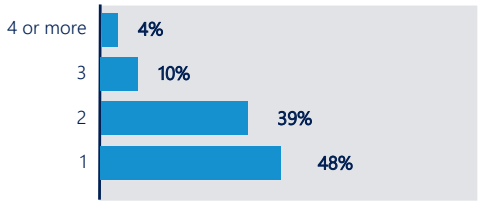
Housing Stability



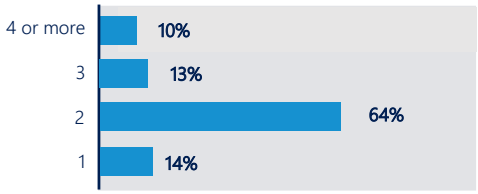
Parent/Guardian Education Level



Household Size, Number of Students



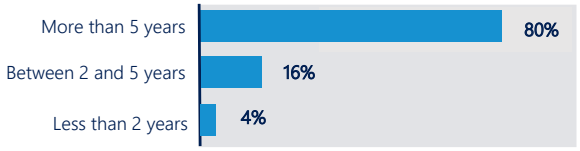
Household Size, Number of Adults



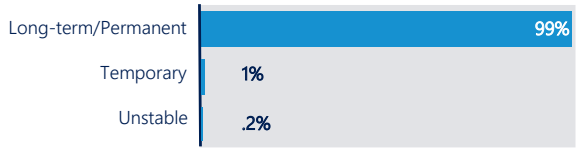
Student Uses Accommodations to Travel Safely

Demographic Profile: White students (n = 1,546)

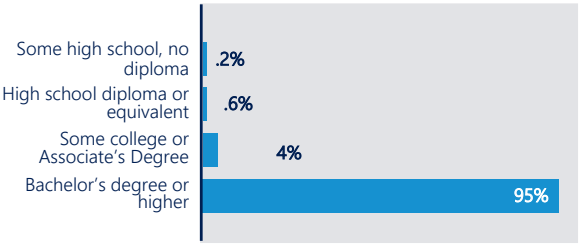
Years in Current Neighborhood



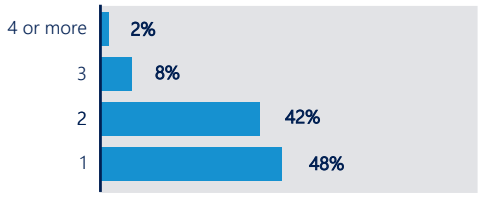
Housing Stability



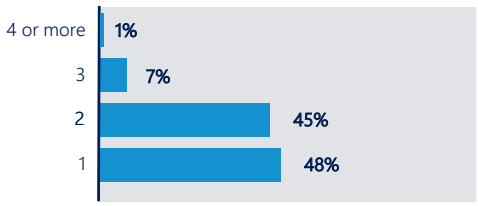
Parent/Guardian Education Level



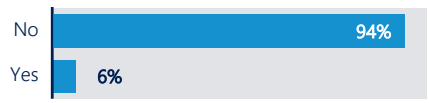
Household Size, Number of Students



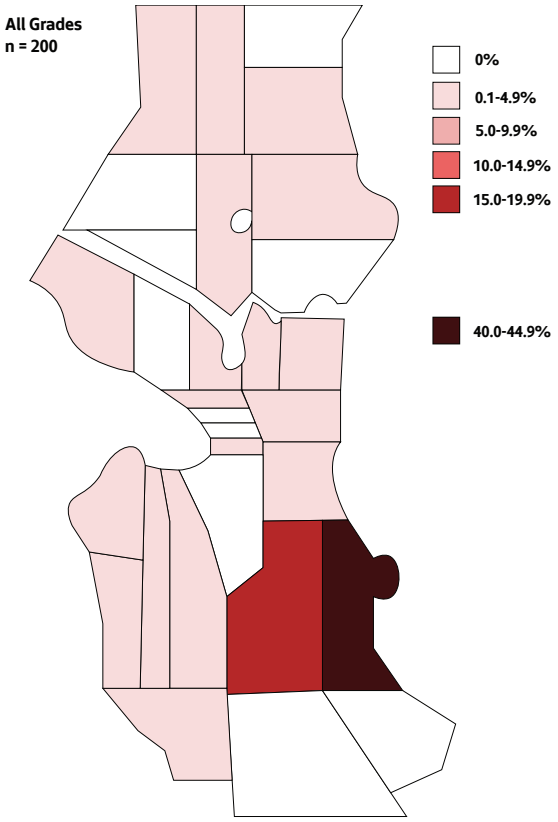
Household Size, Number of Adults



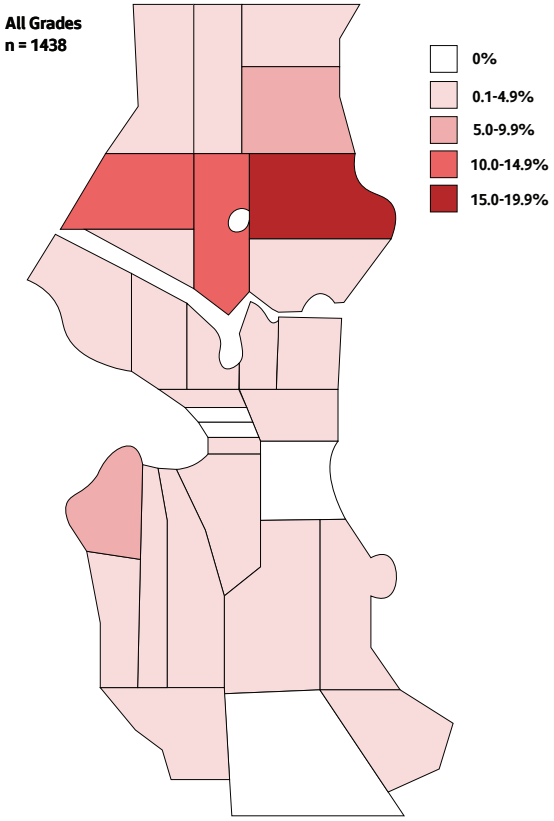
Student Uses Accommodations to Travel Safely



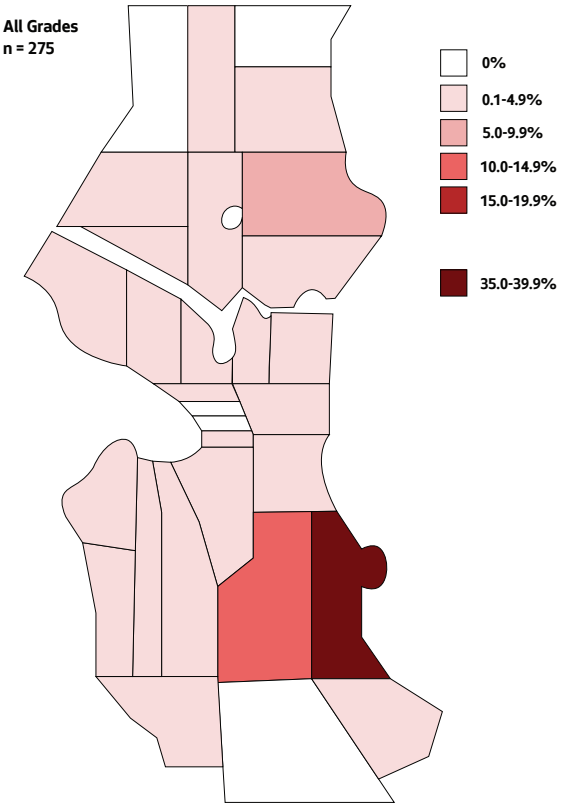
School zip code map of citywide survey participants by race. The following maps show the distribution of respondents belonging to each race who reported attending school in each zip code. Data were collected from the citywide survey. To protect the privacy of survey participants, the survey asked for school zip codes rather than asking for the zip code of a student's residence. Note that some maps (e.g. the "Black or African American Students" map) may have gaps in the percentage increments in the legend because there were no zip codes in which students of a specified race matched the percentage of that particular percentage increment.



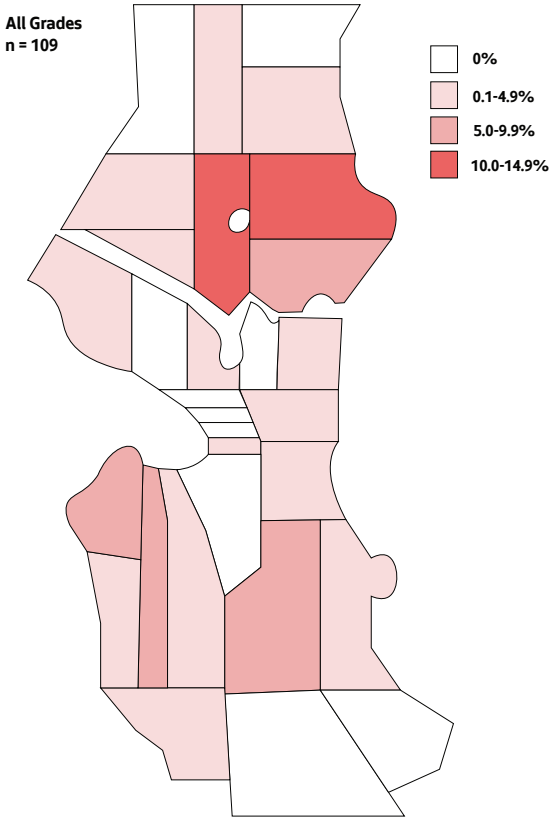
Black or African American Students



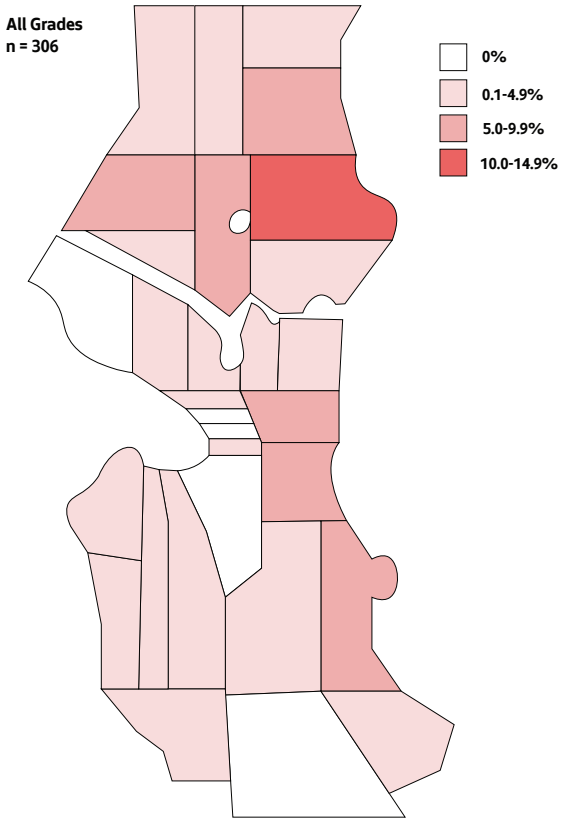
White Students



Asian/Asian American or Pacific Islander/ Native HawaiianStudents



Latinx or Hispanic Students



Multiracial or Race(s) not listed Students

Most respondents learned about the survey via direct mailing or the City of Seattle/SDOT website.

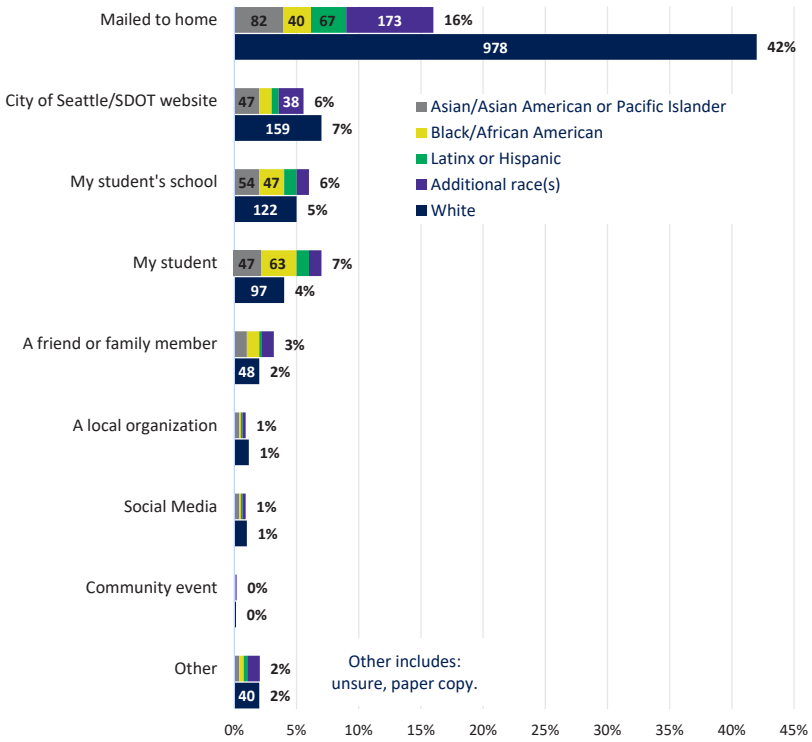
- The most common way respondents learned about the survey is via direct mail (41% POC, 68% White, and 57% Overall).
- The second-most common way respondents learned about the survey is via the City of Seattle or Seattle Department of Transportation website (14% POC and 11% White, and 12% Overall).
- Schools are the third-most common way respondents learned about the survey (15% POC, 8% White, and 11% Overall).

Looking Deeper

Even after accounting for other student and household characteristics, the respondents were:

- Four times more likely to get this survey directly from the student if the family has temporarily/unstable housing.
- Four times more likely to get this survey by mail if their student does not need accommodations to travel safely to school.
- Three times more likely get this survey from the school if student speaks a language other than English at home.
- Two times less likely to have received the survey by mail if student speaks a language other than English at home.
- Two times more likely get the survey directly from the student if the student is Black/African American.

How did you hear about the survey? (multi-select option).
Base: all respondents (n = 2,465).



APPENDIX D: TRANSPORTATION DATA FROM CITYWIDE SURVEY

Key Findings

About half of the students in this survey have walked or biked to/from school in the past year.

- In the past year, about half of the students in this survey (53%) have walked to/from school and fewer (20%) have biked.
  - Twice as many students have walked as those who have biked, but some students have done both. Only some students (28%) who have walked in the past year have also biked in the past year. Conversely, most who have biked have also walked (79%)
- About half of the students who are POC (52%) never bike to/from school because it is not an option for them, only about a third of their White peers say the same (37%).
- Young elementary students (e.g., Kindergartners) and older high school (e.g., students old enough to drive) students are less likely to walk or bike to school.
- Students who report they live farther away from the school are less likely to walk or bike to school.
- Under a third of students who are POC (30%) and over a third of White respondents (35%) walked to/from school in the last week.
- Overall, few (7%) students in this survey need accommodations to safely get to school.

Older students are generally carrying more weight and this weight deters walking or biking to/from school.

- Older students generally carry more weight, including musical instruments and heavy backpacks. Students (including those who took the teen version) and adults who took the survey both described weight-related concerns that prevent traveling to/from school by biking or walking.

Trips to and from school in the last week were typically by car, walking, or bus.

- In the last week, morning trips to and from school differ slightly from afternoon trips.
- In the last week, cars (59%), walking (33%), and the school bus (17%) were the most popular ways students travelled to school in the morning.
- In the last week, cars (56%), walking (38%), and the public bus (20%) were the most popular ways students travelled to/from school in the afternoon. School buses were the fourth-most popular choice (18%) in the afternoon.

Concerns about unfamiliar adults are top of mind for many respondents.

- Concerns about unfamiliar people, including people experiencing homelessness, commonly influence the decision for students to walk/bike to school. These concerns also influence the specific routes of those who do choose to walk or bike to school.

Students often have to use intersections without adult crossing guards or bike lanes.

- Students commonly encountered intersections without adult crossing guards (67%), busy/confusing intersections (66%), and sections without bike lanes (54%) on their route as they walk or bike to school.

Caregivers' work schedules are the most popular social barrier for the decision for students to walk or bike to/from school.

- Parent/Guardian work schedules (43%), student extracurricular activities (40%), and distance (35%) are the most common factors influencing their decision to walk or bike to/from school.

Traffic safety, poor lighting and gang/gun violence are top of mind for respondents.

- Generally, conditions like poor traffic safety (57%) and/or lighting (24%), and gun/gang violence (14%) influenced the decision about how students travel to/from school.
- When asked about the difference between perceived barriers and respondents' first-hand experience, respondents usually named the same issues. Poor traffic (34%), poor lighting (13%), and gang/gun violence (3%) are the top barriers.

Weather deters most students who normally walk or bike to school.

- Many students (63%) who normally walk or bike to school are deterred or prevented from walking or biking due to cold or rainy weather. This is true for both students who are POC (64%) and White students (63%).

Key Findings

Different racial/ethnic groups are more or less likely to experience or be influenced by specific barriers to walking or biking to or from school.

- Latinx respondents are eight times more likely to say physical limitations or accessibility concerns influences the decision for students to walk or bike to school.
- Black/African American students are two times more likely to be say before or after school activities influence the decision for students' walking or biking to or from school.
- When comparing students who are POC with White students, students who are POC are more likely to be influenced by concerns about gun or gang violence. Some students who are POC are more likely to be influenced by concerns about gun or gang violence than others.
    - Black and Asian/Asian American or Pacific Islander students are over three times more likely than White students to be influenced by concerns about gun or gang violence.

Age and distance from school are stronger predictors than race for how students traveled in the past week.

- There are not any statistically significant race group differences in the mode of travel by day of the week. The lack of any significant differences by race indicates that overall, other demographic variables (especially age and distance from school) are the main predictors of differences in how students travel to and from school during the last week.

K–5th grade Morning: Cars, walking, and school buses are popular modes to get to school.

- In the week prior to taking the survey, most students traveled at least once to school by car (61%), walking (36%), and the school bus (19%). These are the most popular ways students travelled to school in the last week.
- While these tables show the results by race group, our regression analysis did not find any statistically significant racial differences in how students travel to school. This is true both for mornings and afternoons, and for all age groups.
- Page 24 contains in-depth analysis for these questions.

	Monday	Tuesday	Wednesday	Thursday	Friday
Black/African American					
Walk	27%	23%	23%	23%	22%
Family car or carpool	59%	58%	58%	55%	58%
School bus	22%	22%	22%	22%	22%
Bike	1%	0%	1%	0%	1%
Light rail	0%	0%	0%	0%	1%
Public bus	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%
White					
Walk	36%	35%	36%	35%	34%
Family car or carpool	48%	48%	47%	47%	48%
School bus	14%	14%	15%	15%	14%
Bike	6%	6%	6%	5%	5%
Light rail	0%	0%	0%	0%	0%
Public bus	1%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%

	Monday	Tuesday	Wednesday	Thursday	Friday
Asian/Asian American or Pacific Islander					
Walk	20%	20%	22%	20%	20%
Family car or carpool	61%	58%	57%	58%	60%
School bus	19%	16%	17%	17%	17%
Bike	7%	2%	2%	1%	1%
Light rail	4%	4%	1%	1%	1%
Public bus	8%	5%	4%	5%	5%
Other	0%	0%	0%	0%	0%
Latinx or Hispanic					
Walk	28%	26%	26%	28%	26%
Family car or carpool	48%	52%	46%	50%	50%
School bus	17%	17%	19%	22%	17%
Bike	6%	4%	6%	4%	6%
Light rail	2%	2%	2%	2%	2%
Public bus	4%	4%	6%	4%	4%
Other	0%	0%	0%	0%	0%
Additional race(s)					
Walk	26%	28%	27%	25%	27%
Family car or carpool	55%	53%	55%	58%	55%
School bus	12%	14%	12%	12%	12%
Bike	5%	8%	6%	6%	3%
Light rail	1%	1%	1%	1%	1%
Public bus	1%	1%	1%	2%	1%
Other	0%	0%	0%	0%	0%

Other includes: walk to bus stop

K–5th grade Afternoon: Cars, walking, and school buses remain popular modes to get to/from school.

- Overall in the last week, afternoon trips to and from school differed very slightly from morning trips. Cars (62%), walking (39%), and the school bus (20%) are the most popular ways students travelled from school in the afternoon.
- Page 24 contains in-depth analysis for these questions.

	Monday	Tuesday	Wednesday	Thursday	Friday
Black/African American					
Walk	21%	20%	20%	21%	21%
Family car or carpool	53%	53%	53%	50%	53%
School bus	20%	20%	20%	21%	20%
Bike	1%	0%	1%	0%	1%
Light rail	0%	0%	0%	0%	0%
Public bus	1%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%
White					
Walk	33%	30%	32%	30%	33%
Family car or carpool	45%	46%	47%	47%	45%
School bus	16%	15%	15%	15%	14%
Bike	5%	5%	5%	5%	5%
Light rail	0%	0%	1%	0%	0%
Public bus	1%	0%	1%	0%	1%
Other	0%	0%	0%	0%	0%

	Monday	Tuesday	Wednesday	Thursday	Friday
Asian/Asian American or Pacific Islander					
Walk	25%	28%	23%	23%	23%
Family car or carpool	44%	41%	47%	46%	45%
School bus	21%	17%	16%	17%	17%
Bike	4%	3%	2%	4%	2%
Light rail	1%	1%	1%	4%	1%
Public bus	6%	8%	5%	6%	6%
Other	0%	0%	0%	0%	0%
Latinx or Hispanic					
Walk	22%	22%	22%	22%	24%
Family car or carpool	50%	46%	46%	48%	43%
School bus	19%	24%	20%	24%	22%
Bike	6%	4%	6%	4%	6%
Light rail	2%	2%	2%	2%	2%
Public bus	4%	4%	6%	4%	4%
Other	0%	0%	0%	0%	0%
Additional race(s)					
Walk	21%	25%	21%	23%	23%
Family car or carpool	58%	53%	55%	56%	55%
School bus	14%	14%	17%	16%	14%
Bike	5%	7%	5%	4%	3%
Light rail	1%	1%	1%	1%	1%
Public bus	3%	1%	1%	0%	1%
Other	0%	0%	0%	0%	0%

Other includes: after-school activities van, mom's bike

6th – 8th grade: Half were driven to or from school at least once in the last week and a third walked. Walking was slightly more common in the afternoon.

- Overall, cars (51%), walking (32%), and the school bus (25%) were the most popular ways students travelled to/from school in the last week.
- Page 24 contains in-depth analysis for these questions.
- Overall in the week prior to the survey, afternoon trips differed slightly from morning trips. Cars (50%), walking (41%), and the school bus (28%) were the most popular ways students travelled to/from school in the afternoon.

Morning

	Monday	Tuesday	Wednesday	Thursday	Friday
POC					
Walk	26%	25%	25%	25%	23%
Family car or carpool	41%	40%	42%	40%	41%
School bus	25%	24%	25%	25%	24%
Bike	5%	5%	4%	4%	7%
Light rail	0%	1%	1%	1%	1%
Public bus	7%	9%	7%	8%	8%
Other	0%	0%	0%	0%	0%
White					
Walk	29%	30%	27%	30%	28%
Family car or carpool	40%	40%	41%	42%	42%
School bus	21%	21%	20%	18%	20%
Bike	6%	6%	5%	5%	6%
Light rail	1%	1%	0%	1%	0%
Public bus	9%	8%	9%	9%	8%
Other	0%	0%	0%	0%	0%

Afternoon

	Monday	Tuesday	Wednesday	Thursday	Friday
POC					
Walk	29%	29%	28%	30%	25%
Family car or carpool	31%	29%	31%	29%	30%
School bus	25%	25%	25%	25%	24%
Bike	6%	5%	5%	5%	7%
Light rail	2%	3%	2%	3%	2%
Public bus	9%	10%	10%	10%	10%
Other	0%	0%	0%	0%	0%
White					
Walk	34%	33%	33%	33%	31%
Family car or carpool	29%	35%	30%	35%	32%
School bus	22%	16%	19%	17%	19%
Bike	6%	6%	6%	5%	6%
Light rail	1%	0%	0%	1%	1%
Public bus	9%	10%	12%	11%	10%
Other	0%	0%	0%	0%	0%

Other includes: ferry

9th – 12th grade: Most students in these grades traveled in the morning via car or bus, but used more different travel modes in the afternoon.

- Overall, cars (61%), public buses (30%), and walking (29%) were the most popular ways students travelled to school in the last week.
- Page 24 contains in-depth analysis for these questions.
- In the week prior to taking the survey, afternoon trips to and from school differed from morning trips. Cars (51%), public buses (46%), and walking (33%), were the most popular ways students travelled to/from school in the afternoon.

Morning

	Monday	Tuesday	Wednesday	Thursday	Friday
POC					
Walk	26%	28%	27%	25%	27%
Family car or carpool	48%	50%	46%	50%	48%
School bus	6%	5%	5%	5%	4%
Bike	4%	3%	3%	3%	2%
Light rail	7%	6%	5%	6%	7%
Public bus	29%	28%	29%	26%	26%
Other	0%	0%	0%	0%	0%
White					
Walk	23%	22%	22%	22%	22%
Family car or carpool	48%	49%	51%	50%	50%
School bus	8%	8%	6%	8%	7%
Bike	3%	3%	2%	2%	2%
Light rail	2%	2%	2%	2%	2%
Public bus	21%	21%	20%	21%	21%
Other	0%	0%	0%	0%	0%

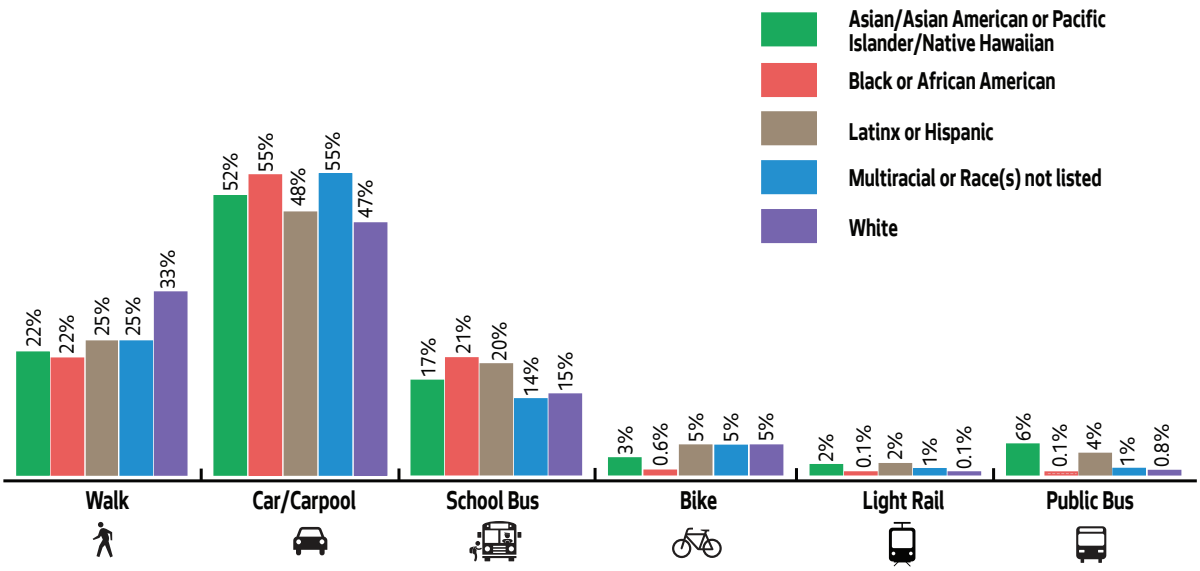
Afternoon

	Monday	Tuesday	Wednesday	Thursday	Friday
POC					
Walk	30%	24%	25%	22%	27%
Family car or carpool	38%	41%	39%	41%	37%
School bus	4%	2%	4%	2%	3%
Bike	4%	2%	2%	2%	2%
Light rail	6%	6%	6%	6%	7%
Public bus	32%	32%	33%	34%	33%
Other	0%	0%	0%	0%	0%
White					
Walk	26%	25%	25%	26%	26%
Family car or carpool	33%	35%	35%	35%	33%
School bus	5%	5%	4%	4%	4%
Bike	4%	3%	3%	3%	2%
Light rail	2%	2%	2%	2%	2%
Public bus	36%	35%	36%	34%	36%
Other	0%	0%	0%	0%	0%

Other includes: ferry, monorail

Mode of Transportation

K - 5th Grade



Mode of transportation disaggregated by race for K-5th grade students. Citywide survey respondents were asked to report which modes of transportation their student used to travel to and from school each day for the previous week. For each group, percentages for each day were averaged to find the average percent of students using each mode of transport in a week. Participants could select all modes of transportation that applied to their lived experiences. This graph is disaggregated by race for Kindergarten through 5th grade students. Transportation mode data for students in 6th through 12th grade disaggregated by race are not reported due a small quantity of surveys highlighting the experiences of students in 6th through 12th grade.

Looking Deeper: Meaningful relationships in the data.

Students who **bike** to/from school are:

- Four times more likely to have experienced bullying on their route to/from school.
- Three times more likely to speak a language other than English at home.
- Thee times less likely to have access to a household vehicle.
- Two times more likely to be male.
- Two times more likely to be deterred by cold or rainy weather.

Students who use the **public bus** to/from school are:

- Four times more likely be older.
- Three times more likely to live father from school.
- Two times more likely to have experienced bullying on their route to/from school.

Students who **walk** to/from school are:

- Five times more likely to have permanent housing (versus unstable or temporary housing).
- Three times more likely to have experienced bullying on their route to/from school.
- Three times more likely to report they live closer to school.

Students who use the **school bus** to/from school are:

- Three times more likely to be younger.
- Over two times more likely to live farther from school.

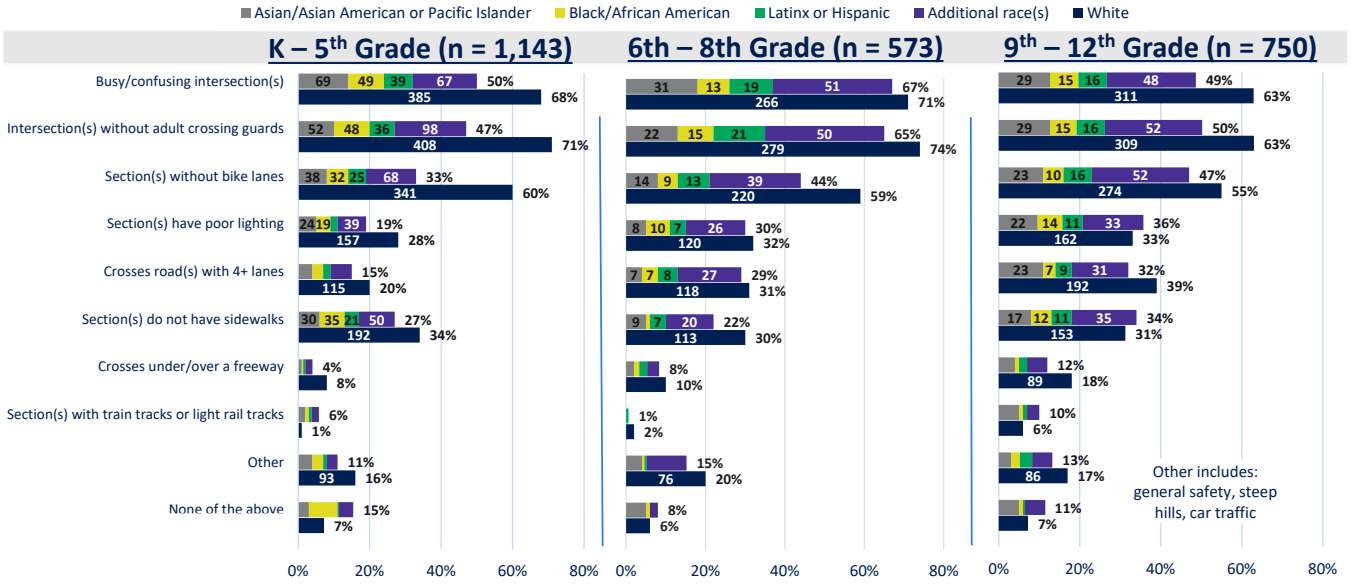
There are not any statistically significant race group differences in the mode of travel by day of the week. The lack of any significant differences by race indicates that overall, other demographic variables (especially age and distance from school) are the main predictors of differences in how students travel to and from school.

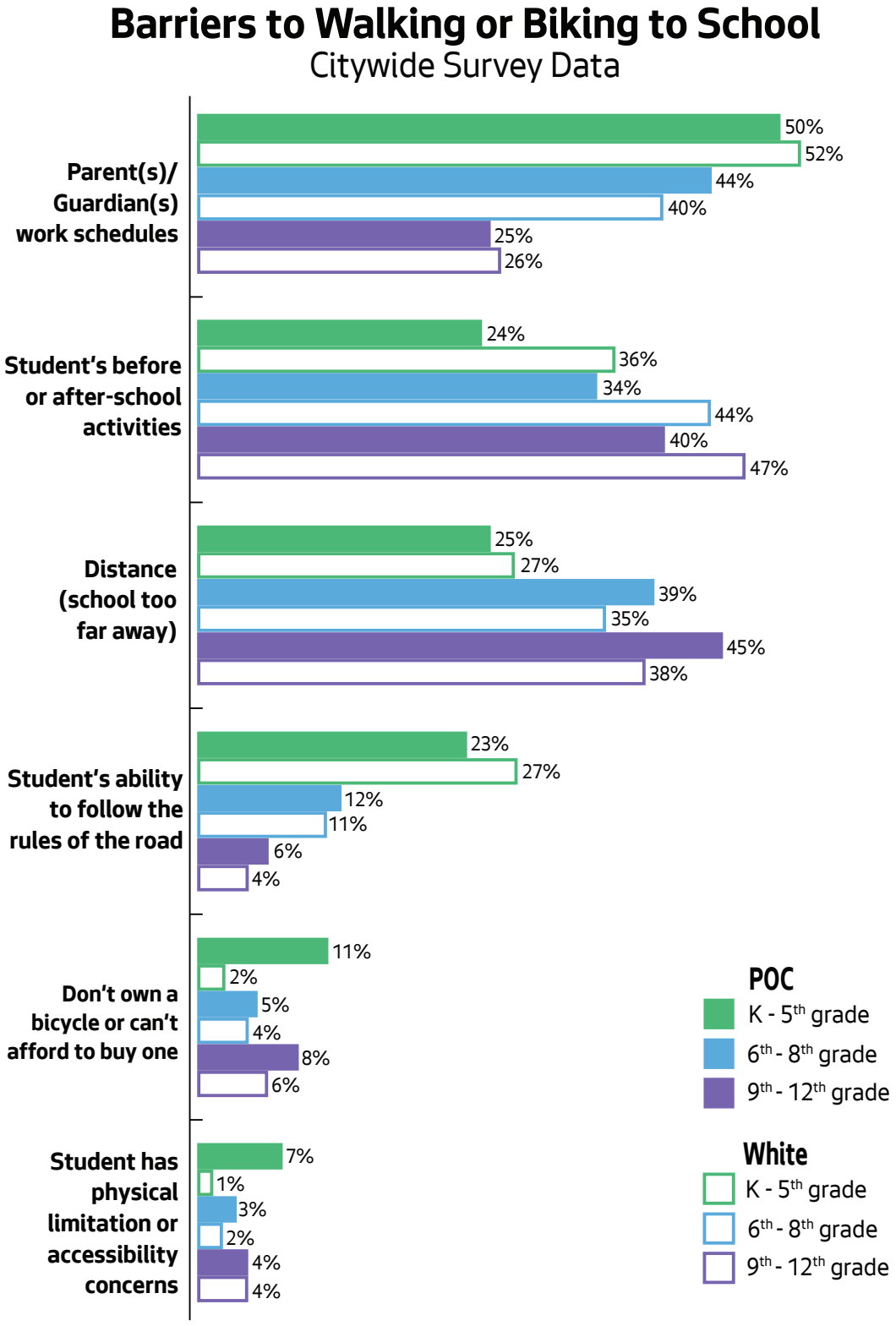
Difficult intersections and sections without bike lanes are common encounters for students traveling to/from school.

- The most common barrier for respondents is that there are intersection(s) without adults (50% POC, 68% White, and 67% Overall).
- The second-most common barrier for this survey is busy or confusing intersections (47% POC, 71% White, and 66% Overall).
- Section(s) without bike lanes are the third-most common barrier (33% POC, 71% White, and 54% Overall).

Thinking about your student's route for walking/biking to school, would they encounter any of the following on their trip? (multi-select option).

Base: all respondents (n = 2,465).

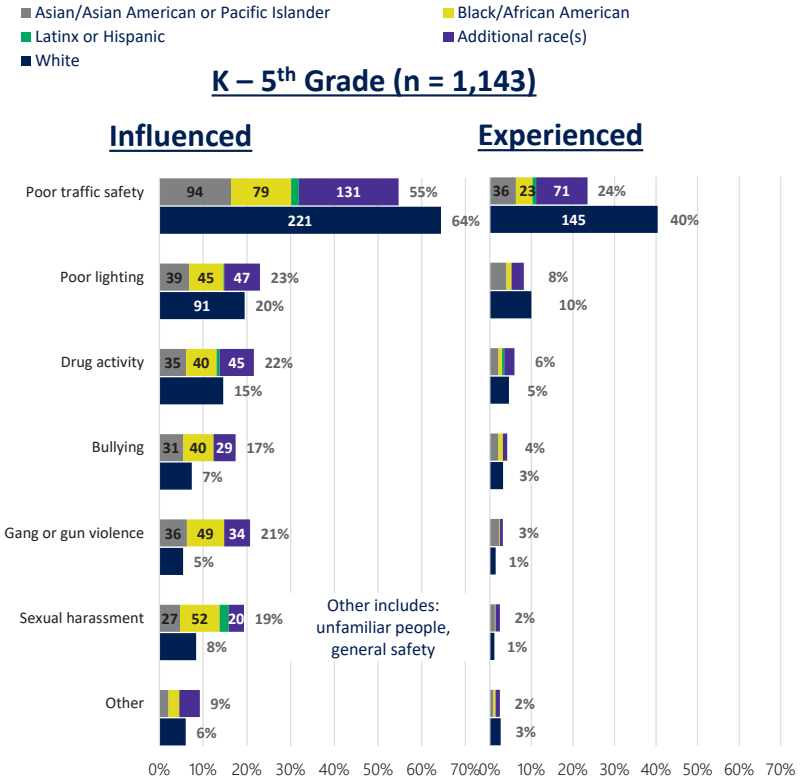




Social barriers to walking and biking to school by age group and students who identify as POC (solid) versus White (unfilled). In addition to infrastructure-related barriers (e.g. busy or confusing intersections), survey respondents were asked to report on social barriers to walking and biking to school. Data were collected from the citywide survey where respondents were given the opportunity to identify as many barriers as corresponded to their lived experiences.

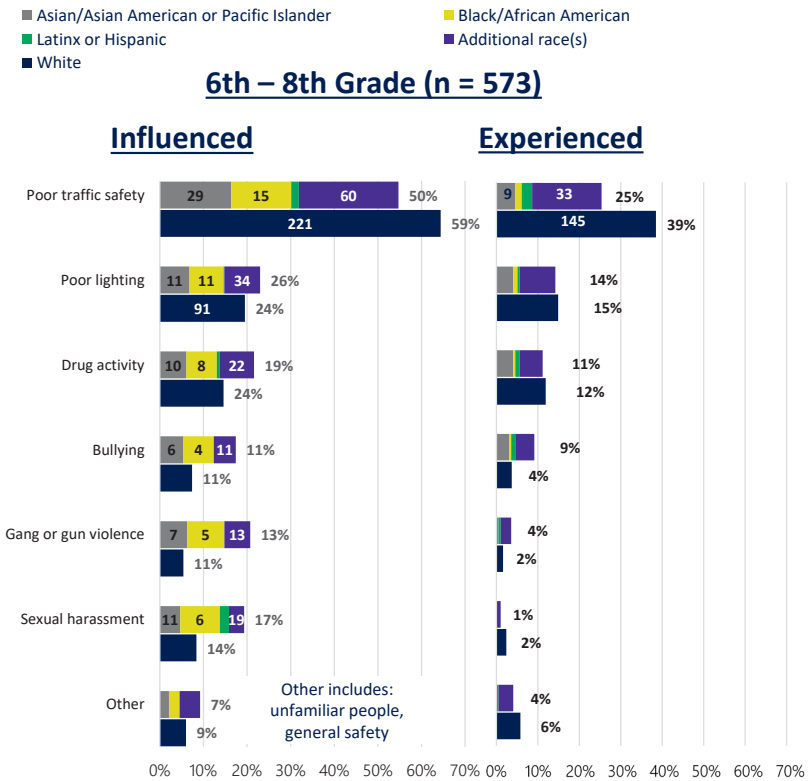
Many K-5 students' travel modes are influenced by negative experiences, even if students have not personally had bad experiences on their way to school.

- Poor traffic safety, poor lighting, and and/or drug activity are the top three negative experiences that **influence** the decisions about how Kindergarten – 5th grade students travel to/from school.
- However, most K-5 students have not personally had these negative **experiences**. It was not uncommon for the students to have experienced poor traffic safety, but poor lighting was less common, and 5% or less of all K-5 students had faced these other negative experiences.
- Respondents who provided their own answers in this survey told us:
  - Concerns about if students in these grades would be capable of traveling to/from school without adult supervision are common for this group.
  - Walking is generally possible for these students when an adult accompanies the child to/from school.
  - Some children do not know how to ride a bike and instead are bike passengers to/from school.



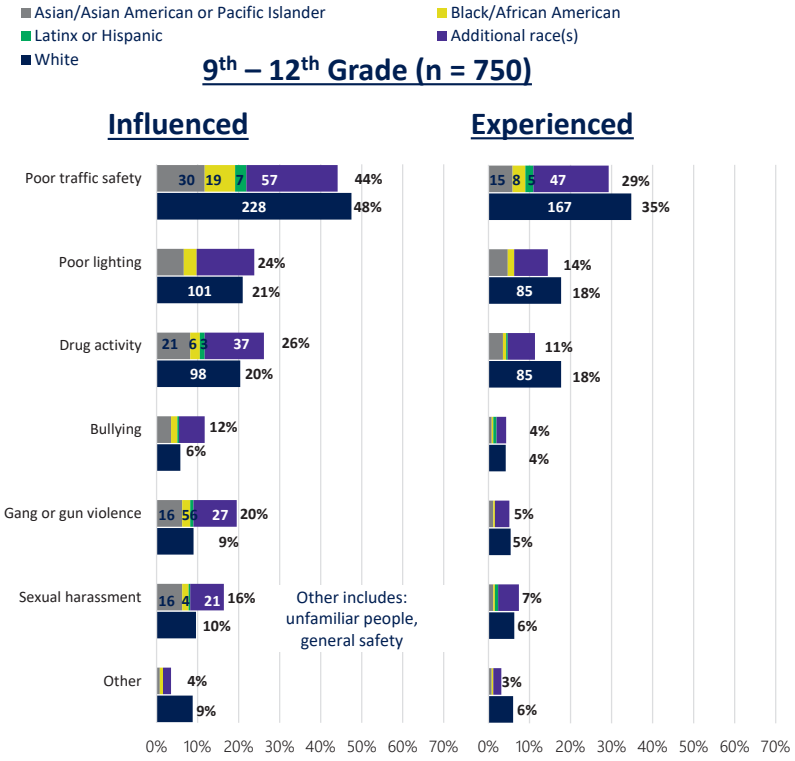
Many 6th – 8th students' travel modes are influenced by negative experiences, even if students have not personally had bad experiences on their way to school.

- Poor traffic safety, poor lighting, and and/or drug activity are also the top three negative experiences that **influence** decisions about how 6th grade – 8th grade students travel to/from school.
- While poor traffic safety, poor lighting, and drug activity are also the **experienced** by 6th – 8th grade students, fewer students have had these negative experiences than are influenced by them. Overall, most students do not experience these barriers on their way to/from school.
- Respondents who provided their own answers in this survey wrote:
  - Concerns about if 6th grade – 8th grade students would be exposed to sexually inappropriate advertising, behavior (e.g., prostitution), or drugs (alcohol or cannabis advertising) are also common concerns for this group.
  - Concerns about if students could carry their heavy school supplies while traveling by foot or bike are also common for this group. However, this was less common for this group compared to the 9th grade – 12th grade group.



Many 9th – 12th grade students are influenced by negative experiences, even if students have not personally had bad experiences traveling to or from school.

- Poor traffic safety, poor lighting, and drug activity continue to be the top 3 concerns that **influence** the decisions about how 9th grade – 12th grade students travel to/from school.
- These three factors are **experienced** by some 9th grade – 12th grade students in the survey. Overall, most students did not experience these conditions on their way to/from school.
- Respondents who provided their own answers in this survey shared concerns about if 9th grade – 12th grade students would be capable of carrying heavy school supplies (e.g., instruments) as they travel to/from school.



Looking Deeper: Meaningful relationships in the data about what influences the decision for students to walk and or bike to school.

Respondents' **demographics** influence students' walking or biking to/from school:

- Parents/Guardians with fewer years in formal education are over two times more likely to say owning/affording a bike influences students' walking or biking to/from school.
- Latinx respondents are eight times more likely to say students' use of accommodations influences the decision for students to walk or bike to/from school.
- Black/African American students are two times more likely to be say before/after school activities influence the decision for students' walking or biking to/from school.

Respondents who say **distance** influences students' walking or biking to school are:

- Six times more likely to report they live farther away from school.
- Two times more likely to report that poor traffic safety influences their decision to walk or bike to school. These respondents are also two times less likely to say the student's school is too far away.
- It is unclear how much the distance between home and school dissuades respondents who might otherwise walk or bike to school. It is clear that for many respondents this was the main barrier.

Respondents who say **weather** influences students' walking or biking to school are:

- Six times more likely to report they live farther away from school.
- Two times more likely to report that they are influenced by:
  - Coordination with parent/guardian work schedules
  - Coordination with family members' schedules
  - Extracurricular activities
  - Owning or affording a bike

Respondents who say **physical limitations or accessibility concerns** influence students' walking or biking to school are:

- Eight times more likely say they are Latinx.
- More than seven times more likely say they experience poor traffic on their trip to get to or from school.
- Seven times more likely say they are influenced by poor traffic (e.g., speeding cars) on their trip to get to or from school.
- Four times less likely say they are influenced by owning a bike for their trip to get to or from school.

APPENDIX E: MEMO OF SUMMARIZED FINDINGS FROM THE CITYWIDE SURVEY

Key Findings and Survey Confirmation Memo

We picked out themes from all qualitative data we collected in 2018. These findings are what we heard from various community members repeatedly, but are not meant to be representative of an entire community's lived experiences/opinions. Phase II of the racial equity analysis will aim to refine these key findings and create generated solutions/ideas for SRTS programming/services via conversations with community leaders.

Language notes:

> ***The term "influenced by" or "influence(s) their" signals that this finding is a Yes/No response to survey questions eight and nine. These questions both include the text, "Do any of these factors influence your decision for your student to walk or bike to/from school"? Both options include the ability for respondents to add their own words by writing in their answer.***
>
> ***The term "Developmental maturity" includes concerns about if the student is old enough, if the student has sufficient social skills navigating the trip without adult supervision, as well as concerns about possible developmental and cognitive delays.***
>
> ***Because respondent may choose not to write-in their answers, the open-ended responses are not reported by counts or percentages for this memo. Similar responses were grouped together and a generic quantitative word was used, instead. For this memo "a couple" represents two or three responses, "a few" represents three to five responses, "some" represents more than five responses, and "most" represent more than half of the responses for any particular question.***

Perception/reality of what is too far

- Biggest barrier is living too far to walk
  - Distance is one of the most commonly written-in barriers, but logistics around parenting schedules and extracurricular activities are also popular responses on the online survey.
  - Overall, 32% of respondents say distance influences their decision for students to talk to school.
  - Students who live farther away from school are five times more likely to have distance influence their walking or biking to school. This accounts for other influences like student and household characteristics.
  - Respondents who say distance influences their walking or biking to school are two more likely to say that poor traffic safety influenced their decision. These respondents are two times less likely to say the student experienced distance on their way to school. This accounts for other influences like student and household characteristics. It is unclear if these respondents are deciding not to travel the distance because of the distance, or if there is another explanation for why they are more likely to be influenced by distance and less likely to travel the distance.

Perception vs. reality of safety

- Hearing about tragic incidents of child ped collisions in their community – do not want their students walking alone
  - The survey did not explicitly ask about how collisions influence their decision for how students travel to school.
  - A few respondents wrote-in about this specific concern in the survey.
- Gang/gun violence
  - Respondent concerns about violence (including gang violence) influenced their decision to walk or bike to school (14% overall), though fewer people reported that the student had experienced gun or gang violence first-hand (3% overall).
  - Respondents generally wrote about crime in broader terms for their write-in responses to barriers. Few respondents discussed gangs and guns, though a couple respondents reported students had been directly solicited by gangs.
- When comparing students who are POC with White students, students who are POC are more likely to be influenced by concerns about gun or gang violence. Some students who are POC are more likely to be influenced by concerns about gun or gang violence than others.
  - Black and Asian/Asian American or Pacific Islander students are over three times more likely than White students to be influenced by concerns about gun or gang violence. This accounts for other influences like student and household characteristics.
- Unpredictable behaviors of people experiencing homelessness
  - Most people who listed barriers in the open-ended parts of the survey talked about fears of unfamiliar people including fears about people experiencing homelessness. This fear of unfamiliar people influences their decision to allow students to walk/bike to school. It also influences the route of those who do choose to walk or bike to school with their child.
  - Many who are concerned about the presence of unfamiliar people (e.g., strangers) did not encounter unfamiliar people on their trip to school. There were fewer respondents who had directly encountered unfamiliar people on their route, compared to the number of respondents who said that seeing unfamiliar people influenced their school travel decisions.
- People hearing about violence, but never experiencing it themselves
  - Respondent concerns about violence (including sexual harassment) influenced their decision to walk or bike to school, though fewer people reported that the student had experienced this first-hand.
- They hear police reports, next door app, news
  - The survey did not explicitly ask about how respondents perceived safety or where they went for information about the safety of the routes to school. The survey did allow write-in responses for factors that influence the decision for students' walking or biking to/from school.
  - Next door (application), police reports, and news reports were not explicitly asked in the survey. No survey respondent shared insights into these, explicitly.
  - People did write about seeing police presence and being influenced to avoid certain areas because of the police presence.
- Black families – reports of their white neighbors calling cops on them – unjust criminalization of youth
  - The survey did not explicitly ask about the criminalization of youth or neighbor-initiated police calls. The survey did allow write-in responses for factors that influence the decision for students' walking or biking to/from school.
  - This response appeared a couple times in the survey's write-in responses. One respondent discussed concerns that a neighbor might call child protective services if the child is seen traveling to school unaccompanied by an adult.

Need for infrastructure improvements

- Traffic calming
  - Busy or fast traffic was a pressing concern for some respondents, but respondents generally did not explicitly request traffic calming measures.
  - A few people mentioned traffic calming devices such as speed bumps/humps in their write-in responses.
- Lighting
  - Lighting was discussed both in terms of general lighting, as well as to increase visibility and safety in the dark winter weeks.
  - 23% of overall respondents stated poor lighting influences their decision to walk/bike to school.
  - 13% of overall respondents stated they experienced poor lighting on their route to school.
  - Of all the infrastructure improvements for this memo, improving lighting offers the broadest positive influence for addressing equity for students in the survey.
    - When accounting for other influences like student and household characteristics, the following respondents are more likely to be say poor lighting influences their route to school:
      - Students who are influenced by poor traffic safety
      - Students who are influenced by bullying
      - Students who are influenced by drug activity
      - Students who experience drug activity on their route
      - Students in temporary or unstable housing
      - Students who encounter sections that do not have sidewalks when walking or biking to school.
- Sidewalks- Uneven, missing, or sidewalks that need more maintenance were mentioned by respondents as needing to be fixed. Parents also discussed particular concerns around missing sidewalks near arterial roads.
  - About a third of respondents (30%) report that students encounter missing, damaged, or concerning sidewalks on their route to school.
  - The survey did not explicitly ask about arterial roads, though a few respondents mentioned large and heavy traffic roads in their write-in responses.
- Bike facilities
  - The survey did not explicitly ask about bike facilities. Some respondents wrote-in responses about the need for more bike facilities.
  - Some mention of places to store bikes, including perhaps school-based solutions. A couple respondents mention concerns about theft without proper storage solutions.
- Lots of mention of Rainier Ave – don't want students crossing that street
  - The survey did not explicitly ask about which locations cause the most concern. The only location data collected was the zip code for the school and the approximate distance between the school and the students' residence. Nevertheless, some respondents offer details about which bus routes and intersections are the most concerning to them.
  - Respondents explicitly mention Rainier Avenue as being a street that is dangerous to cross.
  - Survey respondents mention that heavy police presence on Rainier Avenue makes them feel unsafe. They also mention that crossing to/from the bus stop feels unsafe, to the point they avoid traveling by bus.
  - There are also bus routes that people reported are not well-aligned with the school schedule. A few people reported they would need to wait an hour between buses before they could take the bus to school, it is unclear in some instances if their route includes Rainier Avenue.

Lack of access to bikes and lacking bike safety awareness

- Access to bikes
  - Overall, 6% of respondents said that students not having access to a bike influences their decision for whether they walk or bike to/from school.
  - When comparing People of Color (POC) with White peers, POC are more influenced by students having access to a bike.
  - Respondents who are not influenced by lacking student access to a student bike are more likely to use accommodations to get safety to/from school. This accounts for other influences like student and household characteristics. Note: It is unclear how much of this is related to the nature of the student's accommodation.
- Families may not know that their student is getting bike safety education in school. Or they may feel that the education they are getting is insufficient.
  - The survey did not explicitly ask about bike safety education, or if the school education in bike safety was sufficient.
  - For the write-in responses, no respondent mentioned bike safety in school, though a couple respondents mentioned their children could not bike because they are still learning how to ride a bike.

Lack of awareness of SRTS current programming (e.g. mini grants)

- The survey did not ask specifically about mini grants, and no respondent wrote about mini grants in the open-ended responses.

Language barriers for students. Families unsure their students could safely get to school if the student is learning English

- The survey did not ask specifically about language barriers. The survey did ask if the student speaks a language other than English at home. 17% of students speak at least one language other than English at home.
- Students' language barriers did appear a few times in write-in responses, as a deterrence to walking/biking.

Schools and community groups are generally interested in partnerships

Note of Interest: Idea that we can share with communities to get more insight about feasibility of Walking School Buses (WSB) in their communities

- Widespread interest in the WSB
  - Wing Luke parents wonder if there is a way to partner with daycare centers that provide child care for Wing Luke students
    - The survey did not ask specifically about WSB or daycare centers.
  - No respondent wrote about daycare partnerships in this survey. Biggest barrier seems to be unsupervised children
    - The survey did not ask specifically about unsupervised children as a barrier. There was a question about if the student encountered crosswalks without an adult crossing guard, but not about WSB explicitly.
    - Fewer than ten people wrote explicitly about the need for adult supervision in the open-ended response. Some of the concerns about student's maturity and developmental capacity for walking or biking implies there may be additional concerns about supervision.
- Elementary school families concerned with student maturity and ability to walk alone
  - Developmental maturity and distance both influence how families decide students go to/from school. Developmental maturity includes concerns about whether a child is "ready" or "old enough", as well as any cognitive or emotional barriers the student may affect their trip.
    - The survey did not explicitly ask about concerns about student maturity. There was one question that asked if respondents were influenced by students' ability to follow the rules of the road.
    - Some respondents (15%) said they are influenced by student's ability to follow the rules of the road.
    - Some respondents chose to write-in responses related to student maturity. In these write-in responses, elementary students are a popular group where respondents expressed concerns. The decision for students to walk or bike to/from school was based in part on student maturity for this group.
  - Opportunities in apartment complexes where families can take turns walking kids who live in that complex to school. Some parents are not okay with WSB for their children because they don't trust other adults, but feel as though this would be a good idea in general for other families.
    - The survey did not ask specifically about apartment complexes or families taking turns to walk students to school.
    - A few responses about students being accompanied by rotating adults appeared in the survey's write-in responses.
  - Families who are okay with WSB said participation is contingent on knowing the chaperone and feeling confident that their child is safe. Some parents are not okay with WSB for their children because they don't trust other adults, but feel as though this would be a good idea in general for other families.
    - The survey did not ask specifically about WSB or adult chaperones.
    - In the write-in responses for the survey, respondent generally wrote favorably about students being supervised on their routes to school. The reasons adults offered to justify adult supervision was explicitly related to student gender. Parents wrote about how girls in particularly should be protected. Respondents wrote about concerns about young girls walking/biking alone more than they wrote about concerns about boys walking alone. In the case of girls, it was implied they are vulnerable to being attacked but with boys respondents voice concerns about age and developmental maturity. Respondents did not express concerns about non-binary or youth with genders not listed on the survey.
  - Partner with bike share – this may be tricky because many of the bikes are moving towards e-bikes. Must be 18+ to ride those bikes.
    - The survey did not ask specifically about bike shares.
    - Respondents did not write-in responses about bike shares influencing their decisions.

Other notes for the report

- Estimate of the number of people we reached overall, and by methods
  - 2,685 people
    - Mail = 1,812 people
    - Online = 474 people
    - Public schools = 309 people
    - Community Centers & Events in Chinese, Spanish, Vietnamese= 92 people
- Estimate of how many participants were POC
  - 42% are People of Color
- Ask PRR to pull the numbers from survey respondents who reported needing accommodations – are there any reoccurring themes?
  - When comparing students who are POC with White students, students who are POC are more likely to use accommodations to get safety to/from school. Some students who are POC use accommodations at higher rates than others.
    - Latinx students (of any race) are three times more likely than non-Latinx students to use accommodations to travel to/from school. This accounts for other influences like student and household characteristics.

APPENDIX F: EXAMPLES OF RACIAL EQUITY WORK PERTAINING TO SAFE ROUTES TO SCHOOL PROGRAMS

Addressing Racial Equity

Program	Dept./Org.	Ideas for Seattle	Link
Tacoma Safe Routes to School	Tacoma Public Schools, Public Works	Provide additional volunteer support to under-resourced schools | Safety & equity needs analysis conducted by school | Cultural competency guidance for outreach	Link
Portland Safe Routes to School	Portland Bureau of Transportation	Consider who participates in Encouragement activities | Considers communication of and how Enforcement is conducted | Equity lens on providing infrastructure funding to schools	Link
Clackamas County Safe Routes to School	Clackamas County Safe Routes to School	Ensure students are able to participate in events for free and without a parent | hold bike events during school day | provide food, childcare, transit vouchers, and/or other compensation to families and volunteers to encourage participation in events	Link

Promoting walking/biking

Program	Dept./Org.	Ideas for Seattle	Link
Tacoma Safe Routes to School	Tacoma Public Schools, Public Works	Kidical Mass, a "legal, safe and fun bike ride for kids, kids at heart, and their families" | Provide bike/skateboard/scooter parking	Link
St. Paul Safe Routes to School	MN DOT, MN Safe Routes to School	"Stop for Me" campaign to educate drivers about how stopping for pedestrians is the law | early dismissal for students who walk or bike | hire community volunteers as "Corner Captains," people who discourage bullying and other unsafe behaviors at "hot spot" locations | "Walking Routes for Youth" maps that show suggested routes to school and other youth destinations like parks and libraries	Link
Portland Safe Routes to School	Portland Bureau of Transportation	'Walk + Roll Challenge Month" competition between schools for the number of student trips walked, biked, and rolled | Stop + Walk program to let kids walk part of the way to school | Bike Fairy, character who visits schools and leaves gifts for those who rode their bikes | Bike to Books program, a design contest hosted by PBOT and Multnomah County Library that invites students to design a bike lane for installation, second place gets free passes to a bike park and third place gets free helmets	Link Link Link
Chula Vista Elementary School District Safe Routes to School	Chula Vista Elementary School District	Student contests (mascot name, art, jokes) as part of Encouragement | Community rides, "Welcome Back to School Bike Ride"	Link
Clackamas County Safe Routes to School	Clackamas County Safe Routes to School	Incorporate seasonal themes into SRTS events, such as Penguin Day or Earth Day | event like Pajama Walk Day and Crossing Guard Appreciation Day	Link
National Center for SRTS	USDOT	SRTS Encouragement Guide: Mileage clubs and contests | Park and Walk | On-campus walking activities	Link
Los Angeles Safe Routes to School	Los Angeles Vision Zero, City of LA, LA Unified School District	Walking Field Trips | Community Walks and Bicycle Rides | Golden Sneaker Program, use competitions and prices to reward students who walk, bike, carpool, or take the bus to school | piloted curb extensions in advance of construction	Link
Massachusetts SRTS	MassDOT	Flagship days to celebrate those who chose active transp. or encourage people to start taking active transp. | Walk Across America and Walk Across Massachusetts help kids learn geography while calculating their total distance walked over a week	Link

Providing bicycle access

Program	Dept./Org.	Ideas for Seattle	Link
Tacoma Safe Routes to School	Tacoma Public Schools, Public Works	Youth Bike Education | Earn-a-Bike Program | Provide students with free/low-cost bikes/skateboards/gear, by participating with community orgs | Skate classes in partnership with Alchemy Skateboarding | Rotating bike fleet for PE classes	Link
City of Fort Collins Safe Routes to School	FC Moves Dept.	Give away bike helmets | walk/bike camps, clubs, field trips funded by CDOT SRTS grant | "No Child Left Behind" approach to field trips using "adaptive equipment" to allow every student the equipment to participate	Link
Recycle Bikes for Kids	N/A	Free bikes for children, Earn-a-Bike for adults	Link
Earn-A-Bike	BikeWalkKC (non-profit)	Bike education and donation	Link
Working Bikes	N/A (Chicago non-profit)	Donates bikes to organizations locally in Chicago and globally	Link
Bicycle Recycle Project	Nevada City School District	Teach students bike mechanic skills | provides students with refurbished bikes | an after-school program for students to build bicycles | Recycles community members' bikes and bike parts | kid-friendly bike club	Link
Recycle-A-Bicycle	Bike New York	Bike donation and education | supports sending children to bike events, camps, and summits	Link

Organization

- San Mateo, CA – housed under Public Works
- Denver, CO – housed under Dept. of Public Health & Environment
- San Francisco, CA – housed under San Francisco Dept. of Public Health
- Madison, WI – housed under the Madison Metropolitan School District
- St. Louis, MO – ran by Trailnet, a local non-profit organization dedicated to walking and biking
- Cambridge, MA – housed under the Community Development Department
- Philadelphia, PA – Safe Routes Philly is a project of the Bicycle Coalition of Greater Philadelphia
- Omaha, NE – ran by Live Well Omaha, a coalition of organizations committed to the health of Omaha
- Champaign-Urbana, IL – the SRTS program is known as C-U Safe Routes to School Project and is an organization with representatives from the CU Mass Transit District, Champaign County Regional Planning Commission, CU Public Health District, Urbana and Champaign planning, engineering and law enforcement, Champaign County Bikes, Urbana and Champaign School Districts, as well as other educators, parents, and community members. The organization is fully committed to SRTS in the area.

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