APPENDIX E: DRAFT EVALUATION FRAMEWORK AND METHODOLOGY

This appendix presents the draft evaluation framework for the Alameda County SR2S Program including: proposed reporting mechanisms, performance measures and analysis questions, and data collection methods.

Final Products

Table 1 lists the planned final evaluation products that will come out of this analysis. All subsequent data collection resources are intended to provide the information listed in the table below.

TABLE 1. EVALUATION REPORTS

Report Document	Audience	Frequency	Goals	Analysis/Data to Include (Source)
Countywide Annual Report	General public, Commission	Annual	Communicating progress toward the SR2S framework goals	See Table 2. Note: this will be shorter than the previous Annual Reports, with more tabular data, and narrative limited to background, program growth, and explanation of the program changes.
Evaluation Report	Internal project team and Alameda County Transportation Commission (ACTC) staff	Bi-annual	Identifying efficiencies and the most successful programs for different contexts Identifying less successful strategies and recommending future improvements	Narrative discussion of key findings that indicate changes in program structure or resource distribution.
School District Report Card	District staff, school board members	Bi-annual	Summaries of all activities at schools within a specific district	» Number/percent of schools in district that participated in SR2S (direct outreach tracking) » Number of schools in district that received each element/resource (direct outreach tracking) » Mode split/shift (hand tallies) » Curriculum integration » Policies
School-Specific Reports	Parents, school community, districts, site coordinators	Annual	Overview of the year's activities at each school	» Resources received (direct outreach tracking) » Mode split/shift (hand tallies) » Changes from previous years

Evaluation Metrics

Table 2 on the following page lists the proposed metrics, which were developed from the approved Alameda County SR2S Program goals. The Rationale column describes why the performance measure is an important means of tracking the overall success of the program, while the Analysis Questions column defines the questions that can be solved, via the identified Data Sources.

TABLE 2. PROPOSED METRICS AND DATA SOURCES

Evaluation Metric	Rationale	Analysis Questions	Data Source(s)
Increased Use of Active and Green Transportation Modes to Access Schools	Mode split shows how many students use active and/or green modes at each school. The change in mode split indicates overall program effectiveness, and increasing the number of active and green trips is known to reduce greenhouse gas emissions due to transportation, improve health, and have other community benefits.	Are more families using active and/or green transportation modes at participating schools? Is there a difference in transportation mode or mode shift by planning area? How does the current mode split compare with historic data?	**Student Hand Tallies**, evaluated at county, city, district, and school level
Participation and Resources Received	This metric track participation of schools in various program elements to understand allocation of resources and how well individual schools uptake the activities offered.	How many schools (by level) participated in the Alameda County SR2S Program? How has this changed over time? What schools and how many people participate in each program element?	**Resource Allocation** Tracking
		Staff time spent supporting / coordinating programming elements	Approximate level of effort by school
Effectiveness of Programming	This metric evaluates how well each individual program component accomplishes the goals of increasing safety, shifting travel modes, or increasing students' comfort using active or green transportation. This analysis will help the Alameda County SR2S Program allocate resources more efficiently and implement specific program elements in the contexts where they will be most successful and to overcome specific barriers at different school communities.	Are participating schools more likely to observe increases in active and/or green modes after participating in specific program elements?	**Student Hand Tallies** and activity tracking spreadsheet
		Does each program element accomplish the stated learning objectives?	**Direct Service Provider** Surveys (unique to each element)
		Are students more likely want to try active and/or green modes after participating in specific program elements?	Focus groups and parent surveys for pilot evaluations

Evaluation Metric	Rationale	Analysis Questions	Data Source(s)
Safety	Unsafe walking or biking routes to schools are a proven barrier to families choosing active or green modes. SR2S interventions seek to address these barriers by identifying infrastructure improvements or providing outreach and education that promotes safe behaviors. This metric evaluates how well these mechanisms result in increasing actual or perceived safety.	Have jurisdictions invested in or sought funding for infrastructure improvements identified through walk audits?	Walk audit tracking, funding inventory
		Are parents less likely to cite safety concerns as barriers to walking or biking after they or their children have participated in the SR2S Program?	Direct Service Provider Surveys, Bicycling-Focused Pilot Evaluation
Equity	Equity considers how resources are allocated among the population and how well under-resourced communities' benefit from opportunities. This analysis will help the Alameda County SR2S Program better allocate resources to under-resourced communities in the future.	Which schools in the county have the highest needs for SR2S intervention? Are these schools receiving resources? How involved in the program are they (i.e. what level of recognition have they achieved? What factors impact the level of resources needed to affect mode share at under-resourced schools?	Equity analysis, tracking spreadsheet, Direct Service Provider Surveys, Access Safe Routes Pilot Evaluation
		Which programs tend to be the most successful at under-resourced schools? What resources are most beneficial for under-resourced schools?	Access Safe Routes Pilot Evaluation
Sustainability	Strong relationships with schools, partners, and parents can leverage funding and broaden the reach of the program. This metric seeks to identify barriers to successful implementation to improve delivery.	What factors impact the level of resources needed to have an impact at schools in general?	School context factors GIS analysis, tracking spreadsheet
		What factors impact the interest level and success of SR2S Champions?	Champion survey
		What factors impact the interest level and success of administrators at participating schools?	Administrator survey
		What factors impact parents' interest and participation in SR2S events and activities?	Parent surveys, focus groups

Data Collection Processes

Student Hand Tallies

Target Schools: The Alameda SR2S Program aims to reach every participating school with hand tallies in April/May. Schools need to have at least two classrooms per grade complete the surveys.

Note: SafeMoves will survey the 35 schools in the unincorporated county SR2S Program, following the same process.

Timeline

March 1–8	Alameda CTC will work with site coordinators to ensure that all school contact information is complete and correct to increase school participation.
March 19	Alameda CTC will send an initial general email (see Error! Reference source not found.) explaining the hand tally process, timeline, and why it is important for the schools to participate.
Week of March 20	Site coordinators will follow up with a more tailored email to build on general email encouraging participation, providing instructions, and confirming the proposed schedule. Site coordinators will ask if the schools have a preference for paper or electronic tallies and note school preference in a shared spreadsheet created by Alta. Email content varies by school level elementary, middle, and high schools and templates are included in **Appendix A**.
Week of April 9	Alta will mail an appropriate number of paper hand tallies with a cover letter (included in **Appendix B**), with a return envelope for every school. The letter will include information for school administration, as well as for teachers, explaining why hand tallies are important, how to complete the process, and where/when to return their classroom survey.
April 16-27	Schools will have until April 27 to complete the hand tallies. School administration will be asked to instruct teachers to complete the tallies and return them to the school office. School administration then mails the completed sheets back in the return envelope.
April 23	Site coordinators will send a reminder email to complete the hand tallies. Alta will update a shared spreadsheet to track which schools have provided data in order to follow-up with schools and maximize response rates.
April 30	Site coordinators will call schools that have not turned in their surveys to follow up.
May 14	Hand tally data collection process ends.

June 1	Alta completes data entry into the National Center for SR2S database and pulls school reports.

Data Collection Guidelines

Schools will be encouraged to conduct their travel tallies on a typical Tuesday, Wednesday, or Thursday; not on a day with a big event or incentives.

Elementary Schools

Elementary schools will be encouraged to complete the travel tallies during the same timeframe (week of April 16th or 23rd) to minimize differences in weather. Students are typically in the same classroom all day so classroom teachers can choose when to conduct the tallies.

Middle Schools

Middle schools will be instructed to designate a class period for all classrooms to complete the travel surveys. In middle school, students rotate teachers, so choosing a single period eliminates the risk that students will be counted twice. Homeroom, or P.E. classes could be good options. Web-based/online options will be strongly promoted.

High Schools

High school students complete the slightly modified High School Arrival and Departure Survey. Web-based/online options will be strongly promoted. Schools should choose a class period to have students complete the survey to avoid double counting.

Strategies to Increase School Participation

Offer teacher incentives

All teachers who conduct student travel tallies with their class will be eligible for a prize. Prizes could include:

- $50 gift cards delivered to the first 60 schools that provided 2 classrooms per grade (about $3,000 total)
- $500 gift card raffled off to all schools that provided 2 classrooms per grade

Data Entry and Reporting

Alta staff will enter the data into the National Center for SR2S's online database. The database will be used to create automatically-generated school reports. The Alameda SR2S evaluation template will be used to create district-wide reports.

Resource Allocation Tracking

The evaluation will consider the impacts of staff time distribution on activity success, shown in Table 3. This analysis will help the program better allocate limited staff time to the most effective activities in the future.

TABLE 3. RESOURCE ALLOCATION TRACKING AND PERFORMANCE MEASURES

Activity	Metric	Analysis Question
Site Coordinator Support	» Number of elementary, middle, and high schools served » Level of effort assessment from site coordinator by school (high/medium/low)	» Are participating schools more likely to experience increases in walking and bicycling? » Are schools with a higher level of site coordinator/ program activity involvement more likely to experience increases in walking and biking? » What characteristics are shared by schools that require more resources?
Recruitment	» Number of school champions recruited (or was any school champion recruited? yes/no) by school	» Are schools with parent champions more likely to experience increases in walking and bicycling? » Are schools with parent champions more likely to require fewer resources?
Advisory Committees	» Number of advisory committees by school (ideally with # of meetings & # of participants)	» What percent of schools are participating? » What proportion of cities or district are participating?
Task Forces	» Number of task forces formed (ideally with # of meetings & # of participants)	» What percent of schools are participating? » What proportion of cities or district are participating? » Are task forces effective? » Are task forces good ways to get information?
Website	» Analytics	» Is the website useful? » What do parents use it for?
Curriculum integration	» Number of schools participating in curriculum integration (if available)	» Are participating schools shifting students' modes? (1:1 feedback or focus groups)
Policies	» Number of districts with SR2S-supportive policies (if available)	» How does District policy result in support for SR2S programming? (1:1 feedback or focus groups)
Countywide Events	» Number of schools by level participating in Countywide events (International Walk & Roll to School Day, Golden Sneaker Contest, Bike to School Day, Cocoa for Carpools, Student SR2S groups)	» Are schools participating in different Countywide events more likely to experience increases in walking and bicycling?

Direct Service Provider Surveys

While the Alameda County SR2S Program has collected hand tallies and parent surveys to analyze the program's impact on the use of active and green transportation modes to access schools, the program has not historically evaluated participation and resources, or the effectiveness of specific programming. **Table 4** following shows the proposed methods for tracking each activity or component of the program, for pedestrian safety and bicycle safety activities, respectively.

Three types of data will be collected for each activity:

1. Participation data, including the number of schools or individuals reached.
2. Participant opinions, from a brief survey handed out after the activity at a sample of each activity.

   Learning objectives, from a paper survey the service providers hand out after the activity, which students will grade on the spot and providers will report back the number and percent of students scoring over 75%. For the assembly events, we recommend collecting opinions and learning objectives via a hands-up tally.

The first item, participation data, will be collected at each implementation of every activity. For the others, we will aim to collect a minimum sample size of approximately a third of the implementations. This will provide sufficient data for the analysis, while decreasing the burden of data collection and data entry for implementers.

TABLE 4. PEDESTRIAN AND BICYCLE SAFETY TRAINING ACTIVITIES TRACKING AND PERFORMANCE MEASURES

Activity	Lead	Grades	# Served	Participation (Tracking Spreadsheet)	Data Collection Forms (provided in Appendix B)	Data Collection Process
Pedestrian Rodeos (Safe Moves City)	Safe Moves	K-5, 6-8	30-35 students	» Number of schools » Number of students	» Participant hand-raising survey » Elementary School Pedestrian Safety Quiz » Middle School Pedestrian Safety Quiz » Elementary School Teacher Survey » Middle School Teacher Survey	Instructors ask hand-raising survey questions during rodeo. They hand packets to teachers (2 classrooms per grade) and have teachers give & score pedestrian safety quizzes. Instructors pick up completed quizzes from office.
Walking School Buses	Alta Planning + Design with Safe Moves	K-8	Varies	» Number of schools » Number of students » Number of volunteers » Number of active routes	» Activity tracking spreadsheet » Walking School Bus Parent Volunteer Survey	Walking School Bus coordinators ask parents to complete the surveys at target evaluation schools (per pilot methodology).

Activity	Lead	Grades	# Served	Participation (Tracking Spreadsheet)	Data Collection Forms (provided in Appendix B)	Data Collection Process
Rock the Block and *Step it Up* Musical Assemblies	Bay Area Children's Theater	Several	Whole school	» Number of schools » Number of students	» Rock the Block Participant Hand-raising Survey » Step it Up Participant Hand-raising Survey » Rock the Block Teacher Survey » Step it Up Teacher Survey	Instructors ask hand-raising survey questions during performance and collect teacher surveys from teachers after the show.
In-class Bike Rodeo Program	Cycles of Change	4-5	Max 25 students	» Number of students	» Bike Rodeo Participant Survey & Quiz	Instructors collect surveys after rodeo.
Afterschool Bike Rodeo Program	Cycles of Change	K-5	Max 25 students	» Number of adults » Number of students		
Drive Your Bike	Cycles of Change	6-8 or 9-12	PE class (25-30 students)	» Number of students	» Drive Your Bike Participant Survey » Drive Your Bike Skills Survey	Instructors collect participant surveys before final ride. Teachers complete skills survey during the final on-campus lesson or intersection practice.
Bike Trains	Alta with Safe Moves	K-8	Varies	» Number of schools » Number of students » Number of volunteers » Number of active routes	» Activity tracking spreadsheet » Bike Train Parent Volunteer Survey	Bike Train coordinators ask parents to complete the surveys at target evaluation schools (per pilot methodology).
Bike Mobile	Local Motion	K-12	10-40 bikes per visit	» Number of visits » Number of bikes repaired » Number of participants	» BikeMobile Participant Survey	Mechanics collect surveys after fixing participants' bikes.

Pilot Evaluation Methodology

The pilot evaluation will provide a deeper dive analysis to understand the impacts of specific SR2S Program components in different contexts. This section outlines the components to be tested, recommendations for identifying evaluation pilot schools, and the plan for conducting the evaluation itself.

Components to be Evaluated

Pilot evaluation will consider program components that occur over multiple days, as these activities are more likely to result in changing behaviors and attitudes, and they are also the specific activities that generally utilize the most resources. For the 2017-18 school year, we recommend focusing the evaluation pilot on the following program components:

- The **Bicycling-Focused Pilot** will consider the effectiveness of the Drive Your Bike intensive bicycle education program at schools with poor bicycle infrastructure and access, compared to schools with good bicycle infrastructure and access.
- The **Access Safe Routes Pilot** will compare the effectiveness of enhanced staffing and resources provided to disadvantaged schools with previous programming at the same schools, based on historical data.
- The **Walking-Focused Pilot** will evaluate the effectiveness of staff-supported Walking School Bus programs compared to unsupported or informal programs, as well as a qualitative analysis via focus groups of successful or minimally-supported programs at schools to define long term success/support needs.

These components represent a range of new and established activities for the Alameda County SR2S Program as well as a variety of activity focuses and approaches to education and encouragement. Note that a transit-focused activity is not included as there is significant effort through the Student Transit Pilot Program at implementing and evaluation transit programs including free/reduced cost transit passes as well as transit education. Alameda CTC could evaluate additional components in future years.

Pilot Evaluation School Selection Process

Each pilot evaluation will select schools based on the data to be evaluated. In general, Alta will perform a deep dive evaluation at one or two schools participating in an activity, and at one or two similar schools that are not participating - but that are enrolled in the SR2S Program and otherwise have similar characteristics and are receiving similar resources.

Four indicators that should be held relatively equal to determine pairs of 'similar' schools, enabling the evaluation component to be somewhat isolated:

1. Geography: Attitudes about walking and biking, as well as topography, differ greatly throughout the county, and are likely to impact program delivery.
2. Equity: School and community access to resources may impact the support from school administration, parent or community volunteers, and general ability to participate in SR2S activities.

3. Built environment: Students' access to safe and connected transportation facilities impacts their ability to walk & bike, regardless of SR2S education and encouragement.
4. Density of Students: The number of students within the school enrollment boundary indicates the potential for uptake of walking and bicycling.

Table 5. shows the definitions, data used, and recommended data breakpoints to select schools.

TABLE 5. EVALUATION PILOT SCHOOL SELECTION INDICATORS

Indicator	Definition	Data	Break Points
Geography	Alameda CTC Planning Areas	Alameda CTC	» North » Central » East » South
Equity	Level of resources available, based on equity model	Alta Equity Model Results derived from US Census Data	» High Resource (0% to 33%) » Medium Resource (34% to 66%) » Low Resource (67% to 100%)
Built Environment	Pedestrian: » Connected Node Ratio within 1/2 mile Bicycle: » Proportion of bikeable streets with class I, II, III, IV within 1/2 mile Transit: » Density of transit stations within 1/2 mile	Based on Alameda County Data Portal Existing Bikeways, US Census TIGER Streets (codes S1200 [secondary roads] and S1400 [local roads])	Pedestrian: » High, medium, and low intersection density Bicycle: » High and low proportion of streets with bicycle facilities, overlay consideration for topography & major streets Transit: » High, medium, and low density of transit stations
Density of Students	Relative density of school-age people as compared to the total population within each school's enrollment areas (average of census tracts intersecting 1/2 mile school buffers)	ACS Population Data 5-Year Estimates, 2011 - 2015, School Attendance Boundary Survey (SABS) 2012 - 2013	Relative High Student Density Relative High Medium Density Relative High Low Density

Based on the assigned scores for all schools, Table 6 shows the selection criteria for the pilot schools. This distribution ensures that the evaluation considers a variety of school contexts and focuses on characteristics that we anticipate contribute to success of the program components being evaluated.

TABLE 6. RECOMMENDED EVALUATION PILOT SCHOOL SELECTION CRITERIA

Program Component	Geography	Equity	Built Environment	School-Age Density in Enrollment Area
Drive Your Bike	TBD	TBD	Compare schools with high-density of bicycle facilities with low-density	TBD
Walking School Bus	TBD	TBD	TBD	TBD
Access Safe Routes	TBD	Less advantaged schools	TBD	TBD

Evaluation Pilot Methods

Once the schools have been identified, Alta will conduct the following analyses:

- **Hand tallies** - in addition to the standard tallies conducted on the recommended schedule (see Evaluation Plan), we will work with teachers to conduct additional tallies one week before the component being evaluated and two weeks after the end of it.
- **Participant satisfaction surveys** - As with all the components, we will collect post-surveys asking participants whether they plan to walk/bike/carpool/take transit more often after participating.
- **Parent surveys** - The revised parent surveys (see Evaluation Plan) will include general questions about parents' opinions of walking and bicycling.
- **Focus groups/Interviews** - We will hold a focus group at each analysis school to talk to parents about their involvement in the program component, and whether it has changed their opinion of walking/biking/carpooling/taking transit. Certain key personnel (principals, teachers) may be offered a personal phone interview to collect the same feedback as the focus group.

Note: In general, we plan to collect data at non-participating schools simultaneously with the participating schools. However, we anticipate challenges with collecting additional data from non-participating schools. Where data are available from previous years, we can use that baseline. We also recommend that the Alameda County SR2S Program offers additional resources in future years to encourage school participation in the pilot evaluation program.

Bicycling-Focused Pilot Evaluation

The bicycling-focused pilot evaluation will evaluate the effectiveness of Drive Your Bike bicycle education and compare the activity's effectiveness when delivered to schools located in areas

with good bicycle infrastructure, compared to the same curriculum delivered to schools located in areas with poor infrastructure. This analysis will seek to understand the potential for mode shift at schools, based on the infrastructure context.

School Selection

To select the schools that will be included in this analysis, Alta ran a GIS-based analysis of the indicators listed in **Table 1**. We selected schools with common characteristics, but that have high or low bicycle network results in order to focus the analysis on the specific variable. We recommend focusing this analysis at schools that are less disadvantaged and that are located in the central or north planning areas. **Table 7** shows the universe of potential schools with a high bicycle network or a low bicycle network score. Note that we removed schools that are located in hilly areas, or that are served by bike lanes on major arterials that are not appropriate for youth bicycling.

From this table, Alta will work with Cycles of Change to select two schools with a high bike network score and two schools with a low bike network score, based on the schools that are planning or willing to conduct the Drive Your Bike curriculum. This provides redundancy in the event of unforeseen challenges with data collection or activity delivery.

TABLE 7. DRIVE YOUR BIKE PILOT EVALUATION SCHOOL OPTIONS

School	District	Notes from Cycles of Change
High Bicycle Network		
Berkeley High School	Berkeley Unified	
Berkeley Technology Academy	Berkeley Unified	
Lincoln Middle School	Alameda Unified	DYB conducted January 2018
Martin Luther King Jr. Middle	Berkeley Unified	They've participated in the past, are interested for this year.
REALM Charter High	Berkeley Unified	
Realm Charter Middle	Berkeley Unified	
Willard Middle School	Berkeley Unified	On Cycle's list, never done bike ed. Also getting a site assessment.
Low Bicycle Network		
Barack Obama Academy	Oakland Unified	

School	District	Notes from Cycles of Change
Bret Harte Middle School (OUSD)	Oakland Unified	Cycles is running a bike club here, they're interested in DYB. Somewhat hilly area.
Castro Valley High School	Castro Valley Unified	
Creekside Middle School	Castro Valley Unified	Cycles did DYB last year, wouldn't do this year. Also pretty hilly from residential areas.
Edna Brewer Middle School	Oakland Unified	They're interested in DYB
Oakland High	Oakland Unified	
Oakland International High	Oakland Unified	

Access Safe Routes Pilot Evaluation

Based on historical data, the Access Safe Routes Pilot will compare the effectiveness of enhanced staffing and resources provided to disadvantaged schools with previous programming at the same schools.

Goals

The goals of the Access Safe Routes Pilot are to:

1. Maintain or increase the current participation level of under-resourced schools currently participating in Alameda County's SR2S Program.
2. Develop context-sensitive plans to encourage and promote SR2S participation in under-resourced schools.
3. Provide broader recommendations for how under-resourced schools can participate fully in the SR2S Program.

Measures of Success

While increases in safety and mode shift to more active and shared transportation modes are overall program goals, the measures of success for the individual Access Safe Routes schools will be directly related to each school's individual needs and plans.

Overall, program success also will be measured by ***greater participation by under- resourced schools in the short term and more school-led implementation efforts in the long term.*** *Success also will include an* ***increased understanding of effective methods*** *and* ***strategies to engage with school partners*** *at under-resourced schools, as well as the* ***ability to support sustainable programs*** *in under-resourced schools.*

Evaluation Metrics

Table 8 shows Access Safe Routes Pilot evaluation metrics, their rationale, analysis questions, and data sources. These evaluation metrics will be compared with data from previous years at the same Access Safe Routes Pilot schools, to track whether additional resources and support for SR2S activities lead to a corresponding student mode shift.

Some metrics will be collected from all SR2S programs in Alameda County, allowing for a comparison between schools with different resource levels and school community characteristics. Other metrics will only be collected at Pilot schools, through surveys and interviews. These can only be compared with data from previous years and with other schools in the pilot program.

TABLE 8. ACCESS SAFE ROUTES PILOT EVALUATION METRICS

Evaluation Metrics	Rationale	Analysis Questions	Data Source(s)
Mode Shift	Captures mode split	Are more families using active and/ or green transportation to access schools?	Student hand tallies evaluated at county, city, district, and school levels
Participation	Tracks student and volunteer participation and program activities over time.	How many students participated in SR2S Program activities? How many volunteers participated? How many total program activities were offered?	Activity tracking spreadsheet
Effectiveness of Program activities	Determine which activities are most successful at increasing safety, shifting travel modes etc.	Does each program activity accomplish desired learning objectives? What program activities do families and students enjoy and see as effective?	Focus groups/ Interviews Administrator survey Parent surveys
Safety	Evaluates increases perceived safety (note: actual safety or crash data will not be available to analyze over one school year)	Are parents less likely to cite safety concerns as barriers to walking/biking to school after students participate in SR2S activities?	Collision data Walk audit tracking/ funding inventory Program activities survey Parent survey Focus group/ interviews
Sustainability	Identify barriers to participating in a program like SR2S and strategies to overcome those barriers.	What are barriers to participating in a program like SR2S? Overall and for: SR2S Champions Administrators Parents What are some strategies for overcoming those barriers?	Tracking spreadsheet Champion, administrator, and parent survey Focus groups/ Interviews

Unique Data Collection Methods

These metrics will only be collected at Access Safe Routes schools. They will be compared overtime to show the effectiveness of increased SR2S resources and support.

Focus Groups/ Interviews

Focus groups will be organized at the end of the evaluation year. These 5-8 person discussions will cover participants' perceptions of program activities, barriers to walking/ biking to school, and strategies to overcome those barriers. The focus groups will seek to determine which program activities were preferred and viewed as effective by parents, administrators, or

Program Champions. Interviews will supplement focus groups to gather qualitative information from key school community members.

Parent Survey

Parent surveys will be distributed to parents/ caregivers at the end of the evaluation year. These surveys will be distributed to all parents at the school to get a detailed snapshot of how students are traveling to and from school, whether parents view biking and walking as important, the effectiveness of different SR2S Program activities, and levels of safety concerns. These metrics will be compared overtime to show the effectiveness of increased SR2S resources and support.

Program-wide Data Collection

These metrics will be collected at all schools participating in Alameda County SR2S at the end of the evaluation year. Access Safe Routes school data will be compared to data from the county as a whole and to each school's historic data. This comparison will evaluate success of SR2S activities and support in different school contexts.

Hand Tallies

Hand tallies will be conducted to determine how students are traveling to/from school and whether specific SR2S Program activities facilitate changes in mode split.

Champion Survey

SR2S coordinators and dedicated volunteers will complete the Champion Survey to give feedback on barriers to running a successful SR2S Program and what tactics were successful.

Administrator Survey

School administrators will complete the Administrator Survey to give feedback on their school's SR2S Program, barriers to running a successful program, what challenges their students are facing, and what initiatives have been successful.