



From Pilot to Practice: Reimagining Safe Routes Curriculum for Older Youth

Your party hosts



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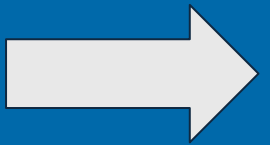
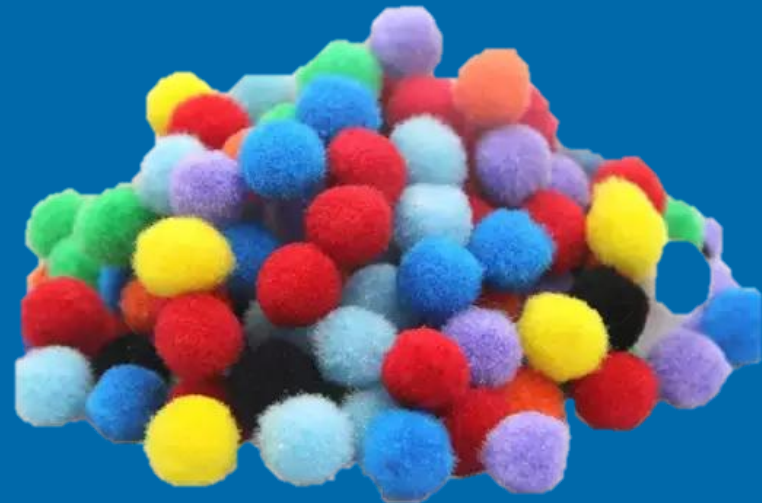
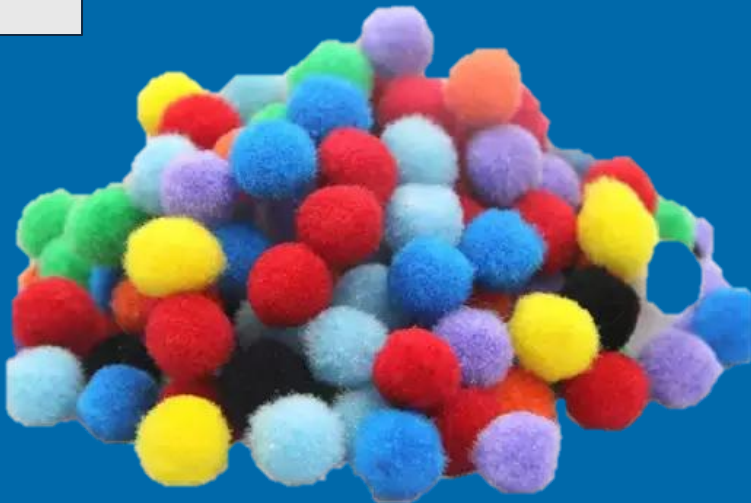
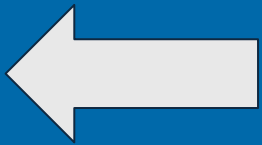
Director of Planning
Alta Planning + Design

How would you describe your experience working with older youth (6th through 12th grade)?

Interested
newbie

I know the
basics

Total pro

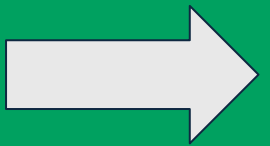
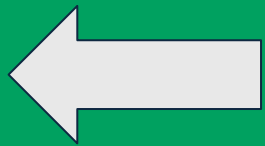


How would you describe your experience implementing pilot projects?

Interested
newbie

I know the
basics

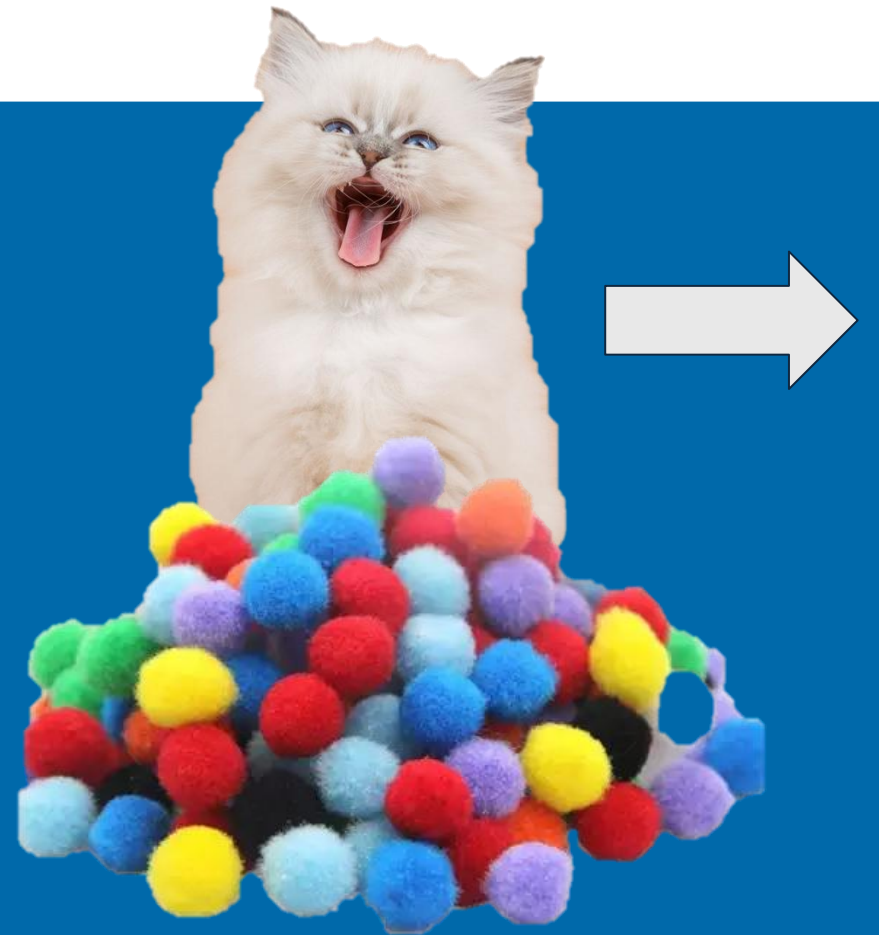
Total pro



Which is your favorite: dogs or cats?



honestly, I
can't decide



The plan for today



01

**Alameda SRTS
Program overview**



02

**Pilot program
considerations**



03

**The module –
in action**



04

Quick break



05

**Breakout
stations**



06

Wrap up

Alameda CTC and SR2S Overview

Alameda County Transportation Commission



Mission Statement: To plan, fund and deliver transportation programs and projects that expand access and improve mobility to foster a vibrant and livable Alameda County.



Alameda County Safe Routes to Schools Program

We work with over 300 schools in Alameda County, CA to encourage students, their families, and their communities to get around using shared and active modes of transportation.

Our mission is to strive for **Healthy Kids, Safer Streets, and Strong Communities.**

alamedacountysr2s.org



SR2S Partners



SR2S Program Components

1



Site Assessments, Data Collection, Analysis and Evaluation

- ✓ School safety assessments
- ✓ Program evaluation
- ✓ Data collection
- ✓ Data analysis
- ✓ Technical support
- ✓ Mapping

2



Direct Student Safety Training

- ✓ Pedestrian education
- ✓ Bicyclist education
- ✓ BikeMobile
- ✓ Walk and Roll assemblies
- ✓ Educational videos

3



Implementation Support and Communications

- ✓ School site support
- ✓ Walking school buses, bike-trains and ongoing events
- ✓ Recruitment
- ✓ Encouragement events
- ✓ Outreach
- ✓ Communications

Pilot Project Considerations

SR2S Program Implementation Strategies

– Core Building Blocks



Timebound

Set duration
timeline.



Small group size

Representative
subset of
countywide.



Clearly defined scope

Tracked key
indicators of success,
and milestones.



Set budget

Targeted
investment in
innovation.

Curriculum Overview

1 Travel 101:

Practical skills for safe walking, biking, and taking transit



2 Be the Change You Want to See:

Empowers students to advocate for inclusive communities



3 Why Should I Care?:

Shows how daily habits affect people and the planet



What Educators Received



13

free, ready-to-use, 45-minute modules, aligned to California state learning standards



Facilitator guides adaptable to different settings and timeframes



Interactive learning experiences that integrate modules across subject areas—great for a rainy day!



Ongoing coaching and support from SR2S

Training Options

1

Attend a live demonstration session.



2

Attend a 1-2 hour Train-the-Trainer workshop.



Content → Curriculum



Going from this...



...to this

The 5-minute rule...



...will make you awesome.

What we wanted to teach

Presentation

Video Recap: Helmet Tips!



- The helmet should sit level on your head, not tilted back or forward.
- The straps should form a "V" shape just below your ears. Tighten the chin strap so that the helmet doesn't move.
- It should feel snug but comfortable, with no more than one or two fingers' width between the helmet and your eyebrow.

Busy Downtown Area?

Safety Tips

- Use walk signals, stay alert, avoid phone use while crossing, **don't assume cars will stop**
- Be aware of **busy intersections**, turning vehicles, and people on bikes or scooters.
- Avoid **jaywalking**—it may seem faster, but it's more dangerous.
- Keep **personal items** secure and be mindful in crowded areas or near transit stops.

Stay Safe



- Plan before you go**
Look up your route on a transit app or map while you're still at home or in a safe spot, so you don't need to stare at your phone while walking or boarding.
- Stay alert and aware**
Keep an eye on your surroundings. Avoid distractions like loud music or looking down at your phone while boarding, riding, or exiting.
- Stay aware in new areas**
When exploring a new stop or station, pause in a safe spot to check your map or GPS instead of stopping in the middle of crowds or near curbs.

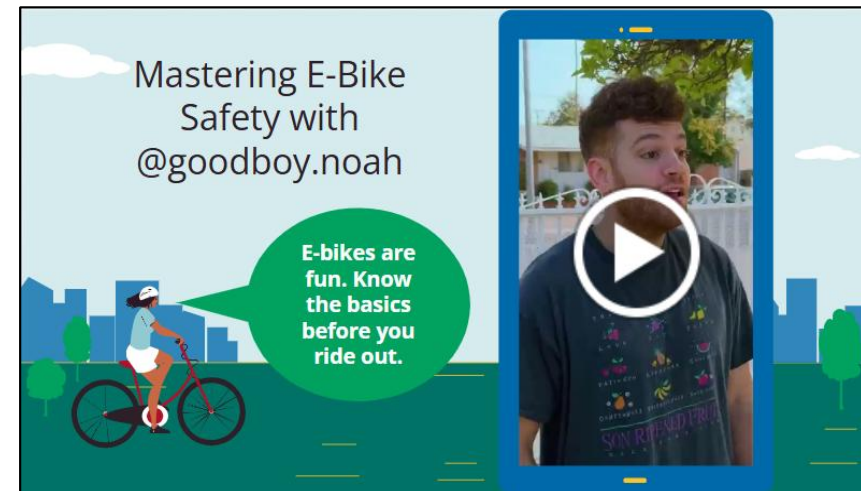
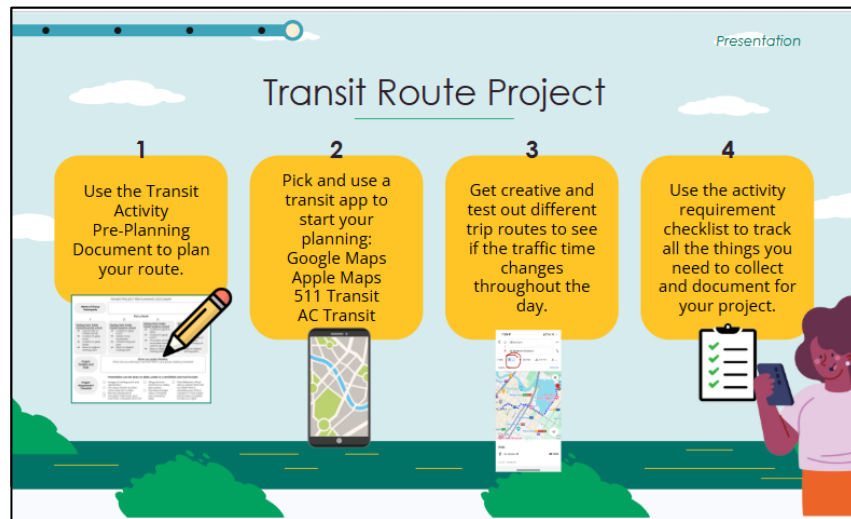
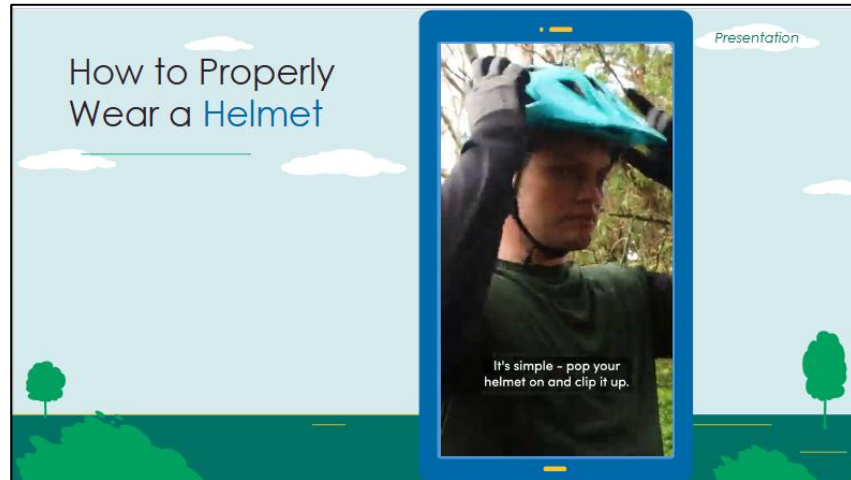
Presentation

Things to Remember About E-Bikes and E-Scooters



- Speed Matters**
- Know The Limits**
- Where to Ride**

What we wanted to teach



Outreach & Engagement

Getting the word out!



Existing programming
& outreach



Equity



Tailored approach



Creating backup plans

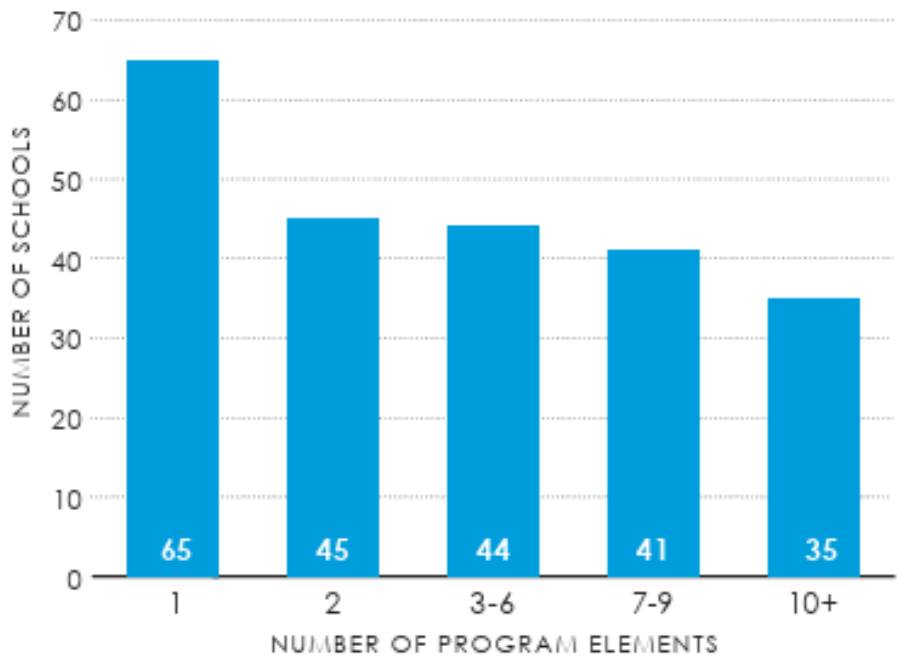


Data informed
planning

Evaluation & Innovation

Comprehensive Evaluation

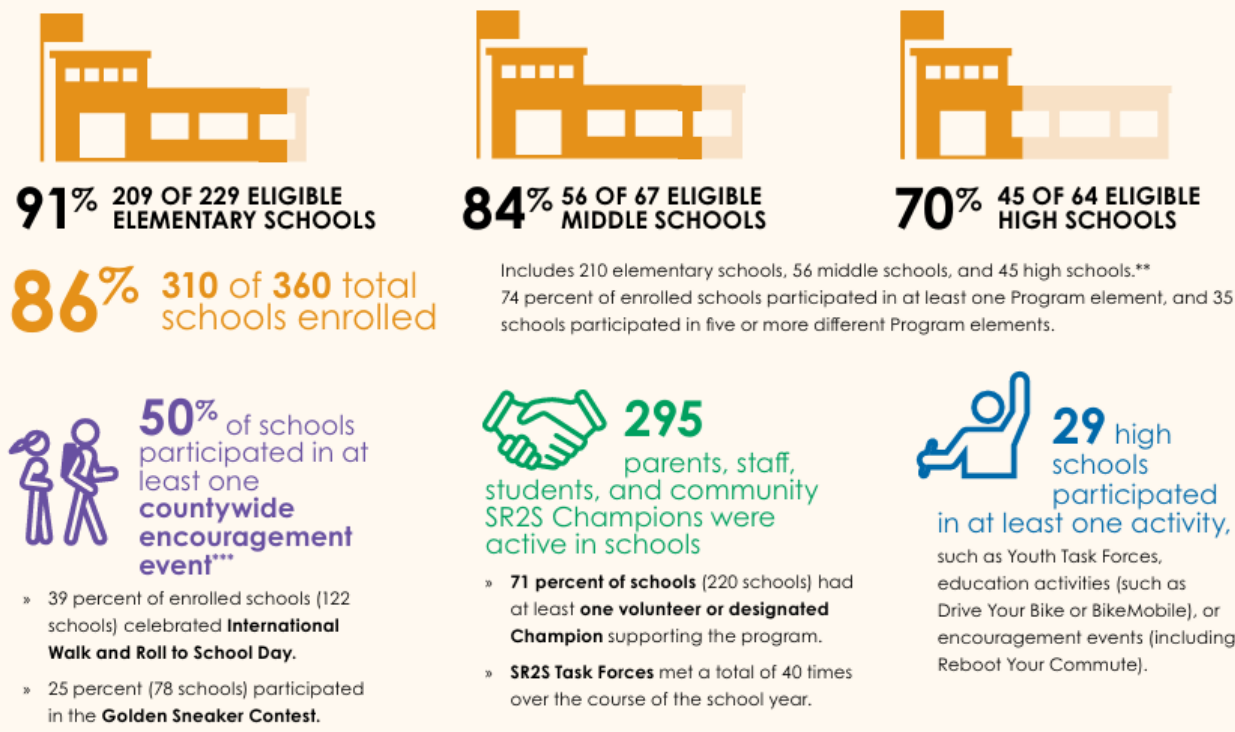
Figure 2. Number of Program Elements at Participating Schools (2024-25)



Data Collection & Tracking

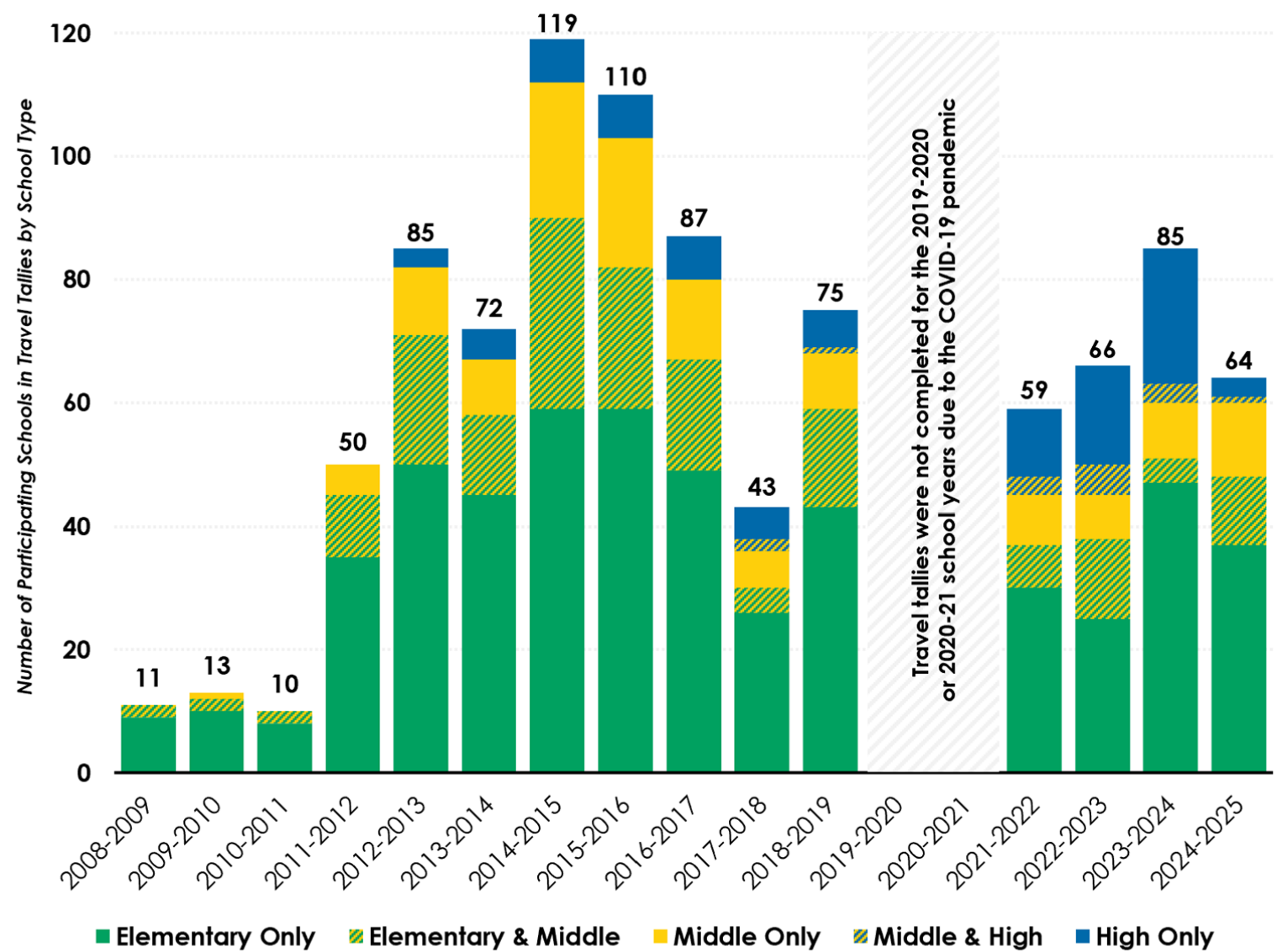
2024-25 School Year Highlights

86 percent of the eligible* schools in the county are enrolled in the SR2S Program as of June 2025. The following graphic shows the percentages of eligible elementary, middle, and high schools enrolled in the Program.



Data Evaluation, Reporting, & Recommendations

Multi-Year Data Collection & Evaluation



Source: School Participation Tracking (2008-09 through 2024-25)

Travel Training Pilot Evaluation



School interest
form



Travel Training
events



Teacher feedback
form

BY THE NUMBERS

9

SCHOOLS SERVED

1,040

STUDENTS SERVED



ALAMEDA COUNTY

Safe Routes to Schools

2024–25 Year-End Report

Published 06/01/2026
Data compiled August 2024 – June 2025



- ✓ Healthy Kids
- ✓ Safer Streets
- ✓ Strong Communities





Alameda County
Transportation Commission

Travel Training "Train the Trainer" Participant Survey

Your Name

E-mail Address

School Name

+ Add

Were you engaged during the Train the Trainer session? (Did you ask questions, respond to prompts from the facilitator, participate in group activities, etc.)

Do you feel equipped to facilitate a Travel Training curriculum module in your own classroom without the support of SR2S staff?

Did the material presented in the session feel age appropriate for your students?

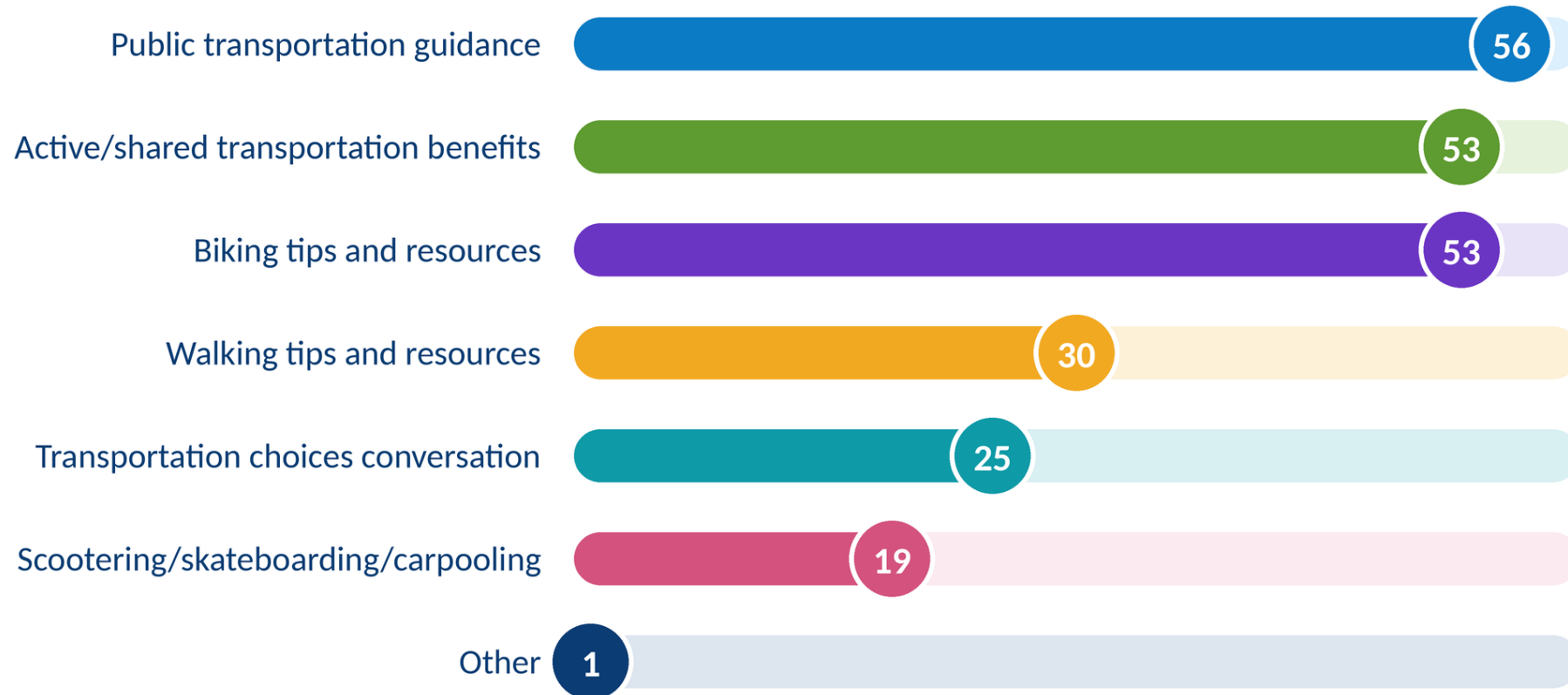
Did the material presented in the session feel inclusive of a diverse range of students and different types of learners?

Do you think anything could be included or improved upon in the Train the Trainer session?

Preliminary Findings

Most Useful Components of the Training

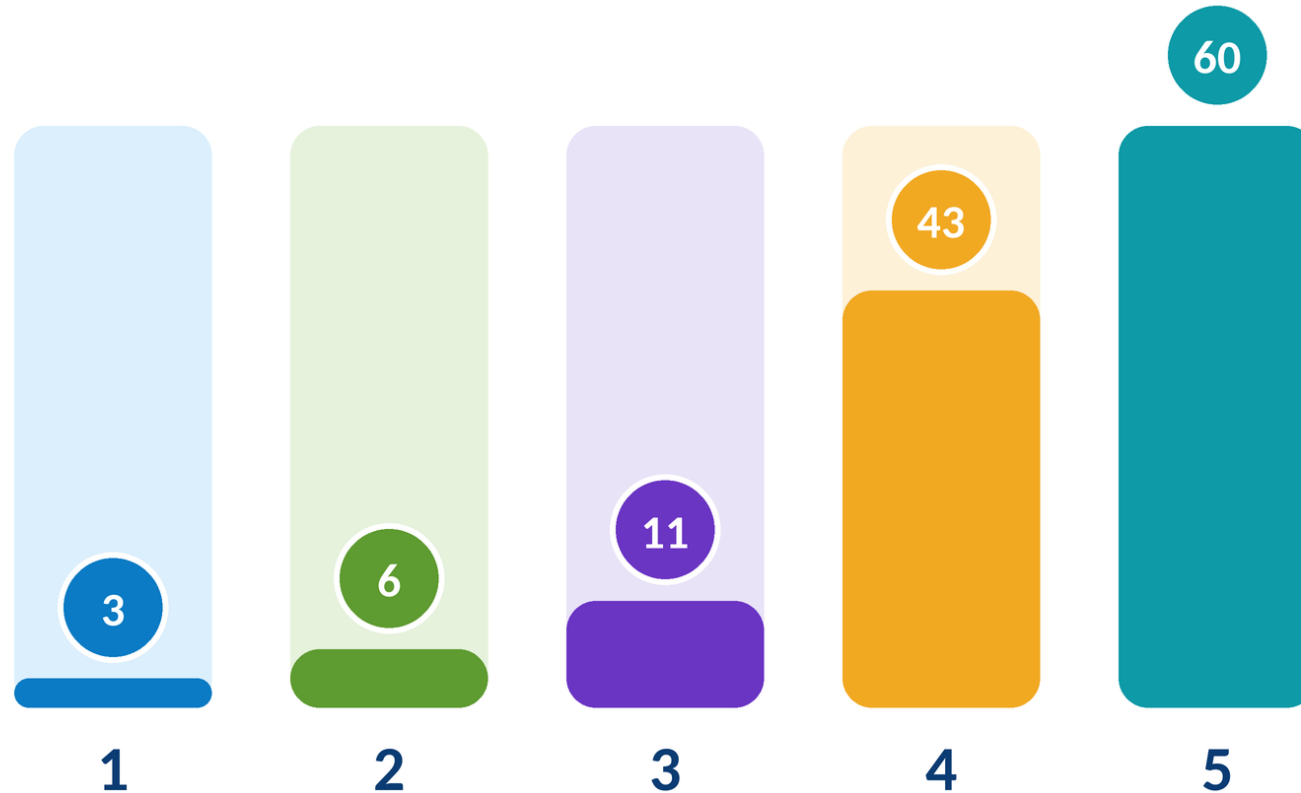
Number of selections



Preliminary Findings

Overall, please rank the presentation on usefulness

Number of responses



1 = not useful at all 5 = very useful

Module Overview

YOUR HEALTH, YOUR CITY, YOUR PLANET

Travel Training Curriculum for Students

The Alameda County Safe Routes to Schools Program is a program of the Alameda County Transportation Commission (alamedactc.org) and is funded with Alameda County's local Measure BB sales tax, and regional, state, and federal funds.



METROPOLITAN
TRANSPORTATION
COMMISSION



alamedacountysr2s.org

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English Language Arts

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

W.9-10.7: Conduct short as well as more sustained research projects to answer a question or solve a problem.

Health

1.2.S: Recognize potentially harmful or abusive relationships, including dangerous dating situations.

5.1.S: Use a decision-making process to examine risky social and dating situations.

7.5.M: Demonstrate skills to avoid or escape from potentially violent situations, including dating.

3.1.P: Evaluate the accessibility of products and services that enhance health.

4.1.M: Demonstrate effective communication skills to enhance health.

Social Emotional Learning

Self-Awareness: Recognize one's emotions, thoughts, and values and how they influence behavior.

Accurately assess one's strengths and limitations.

Self-Management: Regulate emotions, thoughts, and behaviors in different situations.

Set and work toward personal and academic goals.

Social Awareness: Understand the perspectives of and empathize with others.

Recognize social norms for behavior.

Relationship Skills: Communicate clearly, listen well, and cooperate with others.

Negotiate conflict constructively.

Responsible Decision-Making: Make ethical, constructive choices about personal and social behavior.

Evaluate the consequences of various actions.

Training Demonstration

ELECTRIC RIDES 101

E-Bike and E-Scooter Safety



Activity

Speed Match Game

Match the mode with what you think their average speed is

Take 1 minute to think through your answers



Speed Match Answers

Walking	3-4 mph
Running	6-10 mph
Kick Scooter (non-electric)	4-7 mph
Regular Bike	10-14 mph
E-Scooter (class 2)	15 mph
E-Bike (class 2)	20 mph
Car (residential)	25-30 mph



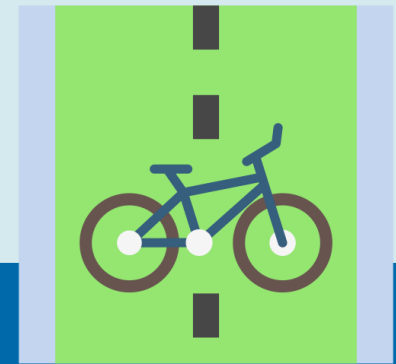
Things to Remember About E-Bikes and E-Scooters



Speed Matters



Know The Limits



Where to Ride

Break & Breathe
(5 min)

Front of Room



**Station 1:
Developing
a Pilot
Program**



**Station 2:
From
Content to
Curriculum**



**Station 3:
Outreach and
Engagement**



**Station 4:
Evaluation
and
Innovation**



How this will work

1. Pick two stations
2. Each station will be ~25 minutes
3. Get ready to have fun!



Front of Room



**Station 1:
Developing
a Pilot
Program**



**Station 2:
From
Content to
Curriculum**



**Station 3:
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**Station 4:
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and
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**Write a postcard
to your future self**

Thank you for choosing us!



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