

## **APPENDIX A**

---

Shortlisted Schools

Approved by the Commission

---



## Appendix A – Shortlisted Schools Approved by the Commission

Selection of schools approved May, 2016. Data for each school last updated January, 2018.

■ Schools Participating in the STPP, as of Year One (\*), Year Two (\*\*), and Year Three (\*\*\*)

Planning Area		School District	School Name	School Type	Charter	School Level	Grades	Enrollment (2016-2017)	SR2S	Traditional/Continuation School Day	Existing Bus Stop within 1/4 mile of School	Income Opportunity (percent of FRPM eligible students)	# of Bus Routes
North	1	Berkeley Unified	REALM Charter High	Traditional	Charter	High	9 - 12	347	No	Yes	Yes	66%	9
	2	Berkeley Unified	REALM Charter Middle	Traditional	Charter	Middle	6 - 8	249	No	Yes	Yes	70%	9
	3	Oakland Unified	Castlemont High*	Traditional	Non-charter	High	9 - 12	759	No	Yes	Yes	83%	10
	4	Oakland Unified	Fremont High*	Traditional	Non-charter	High	9 - 12	764	No	Yes	Yes	86%	6
	5	Oakland Unified	McClymonds High**	Traditional	Non-charter	High	9 - 12	372	No	Yes	Yes	89%	6
	6	Oakland Unified	Oakland High***	Traditional	Non-charter	High	9 - 12	1,562	No	Yes	Yes	88%	15
	7	Oakland Unified	Roosevelt Middle***	Traditional	Non-charter	Middle	6 - 8	524	No	Yes	Yes	93%	3
	8	Oakland Unified	Westlake Middle**	Traditional	Non-charter	Middle	6 - 8	383	Yes	Yes	Yes	86%	6
	9	Oakland Unified	Bret Harte Middle	Traditional	Non-charter	Middle	6 - 8	500	No	Yes	Yes	81%	10
	10	Oakland Unified	Aspire Berkley Maynard Academy	Traditional	Charter	Middle	K - 8	519	No	Yes	Yes	80%	4
	11	Oakland Unified	Oakland Military Institute	Traditional	Charter	Middle/High	6 - 12	683	No	Yes	Yes	73%	10
	12	Oakland Unified	Alliance Academy	Traditional	Non-charter	Middle	6 - 8	328	No	Yes	Yes	87%	1
	13	Oakland Unified	Elmhurst Community Prep	Traditional	Non-charter	Middle	6 - 8	383	No	Yes	Yes	93%	1
	14	Oakland Unified	Frick Middle*	Traditional	Non-charter	Middle	6 - 8	227	No	Yes	Yes	94%	5
	15	Oakland Unified	Urban Promise Academy	Traditional	Non-charter	Middle	6 - 8	370	No	Yes	Yes	95%	6
Central	16	San Leandro Unified	San Leandro High*	Traditional	Non-charter	High	9 - 12	2,608	Yes	Yes	Yes	58%	5
	17	San Leandro Unified	John Muir Middle*	Traditional	Non-charter	Middle	6 - 8	970	Yes	Yes	Yes	60%	1
	18	Hayward Unified	Cesar Chavez Middle	Traditional	Non-charter	Middle	6 - 8	567	Yes	Yes	Yes	82%	5
	19	Hayward Unified	Bret Harte Middle**	Traditional	Non-charter	Middle	7 - 8	637	Yes	Yes	Yes	59%	8
	20	Hayward Unified	Hayward High**	Traditional	Non-charter	High	9 - 12	1,576	No	Yes	Yes	66%	3
	21	San Lorenzo Unified	Bohannon Middle	Traditional	Non-charter	Middle	6 - 8	854	Yes	Yes	Yes	68%	4
	22	San Lorenzo Unified	San Lorenzo High	Traditional	Non-charter	High	9 - 12	1,394	Yes	Yes	Yes	76%	2

Planning Area		School District	School Name	School Type	Charter	School Level	Grades	Enrollment (2016-2017)	SR2S	Traditional/Continuation School Day	Existing Bus Stop within 1/4 mile of School	Income Opportunity (percent of FRPM eligible students)	# of Bus Routes
<b>South</b>	23	New Haven Unified	Cesar Chavez Middle*	Traditional	Non-charter	Middle	6 - 8	1,255	Yes	Yes	Yes	62%	1 ACT 4 UCT
	24	New Haven Unified	James Logan High*	Traditional	Non-charter	High	9 - 12	3,750	No	Yes	Yes	45%	9 ACT 6 UCT
	25	Newark Unified	Newark Junior High***	Traditional	Non-charter	Middle	7 - 8	901	No	Yes	Yes	51%	4
	26	Newark Unified	Newark Memorial High***	Traditional	Non-charter	High	9 - 12	1,703	No	Yes	Yes	45%	8
	27	Fremont Unified	William Hopkins Junior High***	Traditional	Non-charter	Middle	7 - 8	1,119	No	Yes	Yes	5%	2
	28	Fremont Unified	American High***	Traditional	Non-charter	High	9 - 12	2,200	Yes	Yes	Yes	17%	5
<b>East</b>	29	Dublin Unified	Wells Middle	Traditional	Non-charter	Middle	6 - 8	920	Yes	Yes	Yes	15%	2
	30	Dublin Unified	Dublin High	Traditional	Non-charter	High	9 - 12	2,499	Yes	Yes	Yes	8%	5
	31	Livermore Valley Joint Unified	Del Valle Continuation High**	Continuation	Non-charter	High	7 - 12	121	No	Yes	Yes	54%	1
	32	Livermore Valley Joint Unified	East Avenue Middle*	Traditional	Non-charter	Middle	6 - 8	618	Yes	Yes	Yes	31%	1
	33	Livermore Valley Joint Unified	Livermore High*	Traditional	Non-charter	High	9 - 12	1,810	No	Yes	Yes	21%	4
	34	Livermore Valley Joint Unified	Andrew N. Christensen Middle**	Traditional	Non-charter	Middle	6 - 8	625	No	Yes	Yes	17%	1
	35	Pleasanton Unified	Thomas S. Hart Middle	Traditional	Non-charter	Middle	6 - 8	1,243	Yes	Yes	Yes	6%	6
	36	<i>Pleasanton Unified</i>	<i>Foothill High</i>	<i>Traditional</i>	<i>Non-charter</i>	<i>High</i>	9 - 12	2,148	Yes	Yes	Yes	6%	3

## **APPENDIX B**

---

# Performance Indicators and Metrics for Program Evaluation

---



## Appendix B – Performance Indicators and Metrics for Program Evaluation

Indicators <sup>1</sup>	Rationale	Metric	Data Source
<b>Quantitative</b>			
<b>Transportation costs to families (participant cost)</b>	To determine the financial burden of transportation to/from school	Amount that families pay for school transportation and/or the pass	Determined as part of program model parameters Surveys
<b>Participant or student attendance</b>	To discern a relationship between pass program design and attendance	Average daily attendance	Mandated school reporting
<b>Pass availability and use</b>	To determine the level of penetration of the pilot program (i.e., how many students could use the pass vs. actually use the pass)	Number of eligible students Number of passes distributed Number of passes used (depending on choice of fare media)	School sites, transit operators, and Clipper if applicable
<b>After-school activity participation</b>	To discern a relationship between pass program design and after-school activity participation	Attendance of students at key clubs, activities and organizations associated with each site	Waiver forms and student surveys
<b>Student ridership</b>	To determine the impact of the pass program on ridership (i.e., net and gross change in ridership)	Number of passes provided Agency-level student ridership	Transit operators
<b>Diverse participant reach</b>	To determine whether geographic diversity and equity are addressed	Demographic information of program sites	Determined as part of program model parameters
<b>Program cost per participant</b>	To understand the overall cost-benefit ratio of the pass program	Overall program costs per participant, beyond what the pass price is (if applicable)	Program model parameters; financial information provided by schools, county agencies and transit operators
<b>Administrative costs as a proportion of total program costs</b>	To understand the overall cost-benefit ratio of the pass program	Costs borne by the transit operators, schools, etc. Including costs with an on-site administrator	Financial information provided by schools, county agencies and transit operators

<sup>1</sup> After Commission approval, the metric "Inclusion of students, parents, community members, administrators" was moved from quantitative to qualitative due to an initial mis-categorization and some minor changes were made to data sources and timelines due to limitations in data availability and to align data requests with the realities of demands on the school site administrators' time. The table presented here shows the current metrics after these minor revisions.

Indicators	Rationale	Metric	Data Source
<b>Qualitative</b>			
<b>Student perception of transit options and barriers</b>	To understand how students understand transportation options and perceive barriers to accessing those options	Number and extent to which students perceive pass options and barriers to accessing those options, including cost	Surveys or focus groups conducted by program team and school sites
<b>Inclusion of students, parents, community members, administrators</b>	To determine if community members are integrated and informed	Engagement & participation in program activities: periodic stakeholder group meetings, school-based outreach/ tabling, travel training, surveys	Sign-in sheets, survey response rate, public comment submissions, formal/informal community feedback
<b>Effectiveness of marketing and outreach</b>	To ensure that community members are integrated and informed	Extent to which participants know about the program	Student feedback (via focus groups and/or surveys)
<b>Linkages with existing fare payment option(s)</b>	To discern if linkages with existing options affects pilot outcomes	Key features of fare payment options	Determined as part of program model parameters; Clipper if applicable
<b>Leverage with other school-based transportation programs</b>	To discern if coordination with existing programs affects pilot outcomes	Aspects that benefit related programs (SR2S, crossing guards, etc.)	Determined as part of program model parameters
<b>Leverage with other funding and administration programs</b>	To understand potential for future funding opportunities	Key findings regarding funding eligibility and partnerships	Feedback from school sites, transit operators, other stakeholders
<b>Transit operator response(s)</b>	To understand how the pilot programs are perceived by transit operators	Perceived impacts of program to service delivery	Transit operator feedback
<b>Ease of participation</b>	To discern how students perceive the program model and how to use it	Perceived ease of use of program model	Participant surveys
<b>Ease of administration (program-wide, site-level, operator-level)<sup>2</sup></b>	To discern how program administration is perceived by different entities involved at different scales	Perceived ease of administration by school sites, transit operators and countywide coordination	Feedback from school sites, transit operators, other stakeholders
<b>Cost performance against expectations</b>	To understand or anticipate any potential future costs and issues	Degree to which any cost overruns represent "one-time" versus recurring and/or unpredictable issues	Feedback from school sites, transit operators, other stakeholders

<sup>2</sup> Metrics associated with this indicator may be used to evaluate potential implications for the level of decentralized oversight and potential for replication in other schools.



## **APPENDIX C**

---

### Description of Year Two Schools and Parameters

---



## Appendix C – Description of Year Two Schools and Parameters

For Year One, the program team developed four pilot program models to test, one in each of the four planning areas per Commission direction. The program models tested in Year One varied in pass format, student eligibility and pass price. The pilot parameter applied in each program model generally reflected the school's financial need and transit service availability as determined in the site selection process. For instance, schools with the greatest level of financial need participated in pilots with free transit passes. At the time of implementation, Union City Transit and LAVTA/Wheels did not have an appropriate transit pass product available on Clipper; therefore, schools served by these systems received transit passes in the format of a flash pass, i.e., stickers affixed to student ID cards that students show upon boarding the bus.

The program team designed the Year One program with financial limitations in mind, recognizing the need to run the STPP for three years and to avoid spending the allotted funding too quickly. As such, the Year One pilot program models were designed to test different ways of limiting budget impacts. For example, several program models involved providing transit passes at a discount or limiting student eligibility to certain grades to diminish the financial burden on Alameda CTC. For those programs where STPP transit passes were sold at a discount, students could purchase them on a quarterly and trimester basis for Union City Transit and LAVTA/Wheels, respectively, to break up the cost of the pass throughout the year.

During Year Two the Alameda CTC narrowed the number of models to two based on lessons learned from Year One: a free and universal model and a means-based (income tested) model:

- **Free + Universal:** All enrolled students at participating schools will receive a STPP pass for free.
- **Free + Means-Tested:** All students who report that their household income meets the criteria for the FRPM program will receive a STPP pass for free.

Although the Free + Universal program model implemented at all Livermore Valley JUSD participating schools is identical from a student/school perspective to the other Free + Universal programs, it is a slightly different pass product than the AC Transit pass. Considered an eco-pass format, an established price is paid to the transit operator based on the number of eligible students, whereas the institutional agreement with AC Transit is based on the number of transit passes created, which varies with participation.

All STPP transit passes are provided on Clipper adult cards to further facilitate integration with existing fare payment systems. As in Year One, passes are not restricted by time of day or day of week. In addition, all eligible high school students at schools within one mile of a BART station may request one BART Orange Ticket with a \$50 value. These tickets are not restricted by time or day, but they are non-refundable and non-replaceable. The addition of the BART ticket benefit is intended to enable students to use BART for essential trips while providing baseline information to determine the extent of future BART inclusion. Program

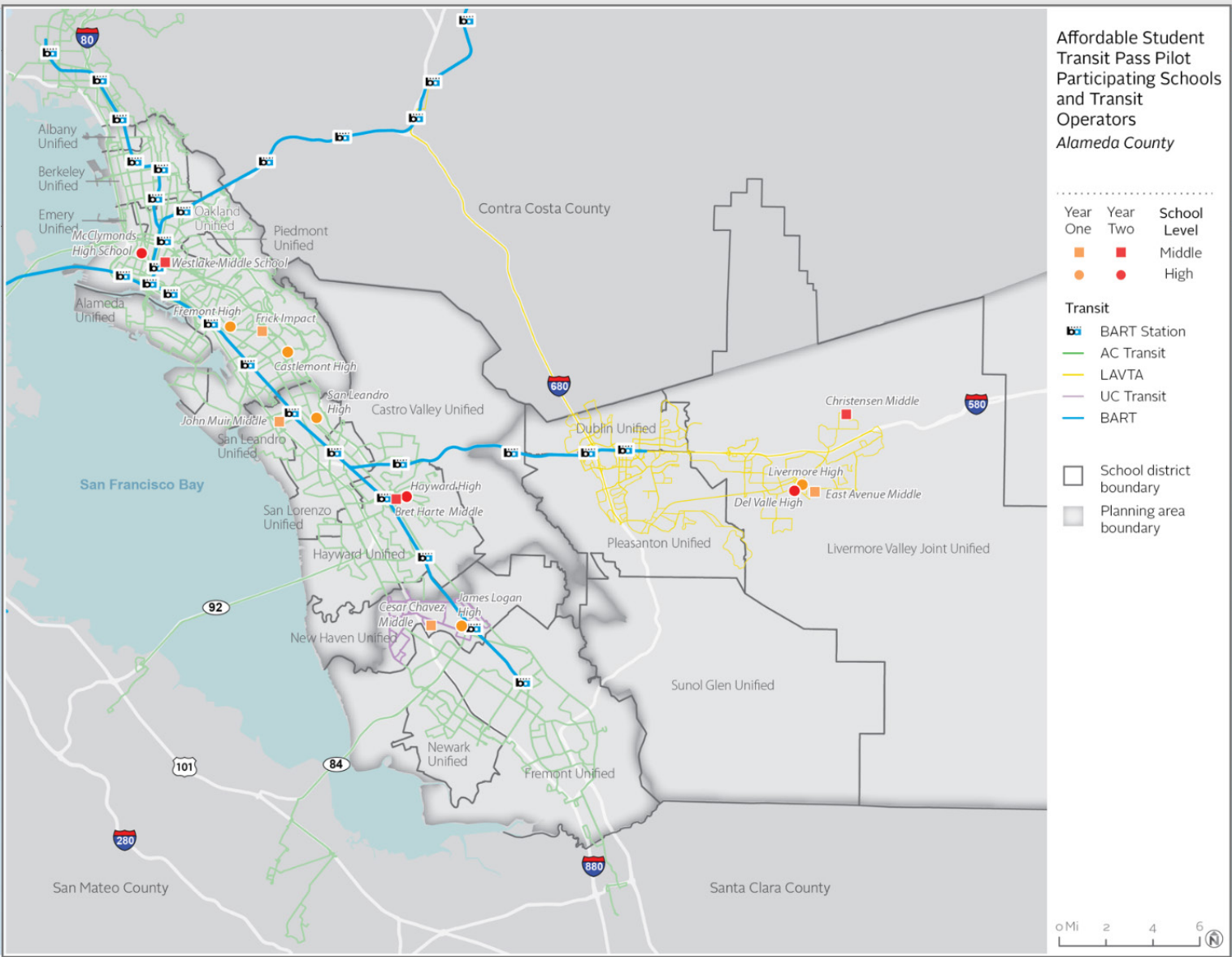
staff selected the \$50 value in an attempt to balance the amount of value on one BART ticket that is subject to loss by student, and the administrative burden and budget implications.

In response to concerns raised regarding the administrative burden and the ease of student participation, Year Two includes certain changes to processes:

- To support transit operator staff and set clearer expectations for schools and students, student enrollment will occur once per month through an online form.
- Students replacing transit passes still must go through Clipper (except for LAVTA/Wheels), but the program team developed a visual guide to replacing the card online or by phone, with the hope of streamlining that process and the database will be updated to include school names for easier communication with students/families and school staff.
- Students are encouraged to register their Clipper cards online to help with the likely need to replace lost or missing STPP passes in the future.
- LAVTA/Wheels is processing its own replacements through an online form.

Six new schools and one school district joined the program in Year Two, bringing the total to 15 schools and five school districts. Year Two included two new schools added in Oakland USD (North County), two new schools added in Hayward USD (Central County), and two new schools added in Livermore Valley JUSD (East County). Three program model changes were also made between Years One and Two: 1) the model at New Haven USD (South County) changed from a discounted and grade-limited program to a free means-based program; 2) the model at San Leandro USD (Central County) changed from a free grade-limited program to a free and universal program; and 3) the model at Livermore Valley JUSD changed from a two-tiered discounted/means-based program to a free and universal program.

Figure C-1 Countywide Map of Year Two Participating Schools and Transit Operators



**Figure C-2 Affordable STPP Year Two Pilot Parameters**

Parameters	Options Tested	North	Central	South	East
Pass Format	Clipper	■	■	■	■
Pilot Model	Universal (all students)	■	■		■
	Means-Based (income-qualified)		■	■	
Pass Cost	Free	■	■	■	■
Transit Service	AC Transit	■	■	■	
	Union City Transit			■	
	LAVTA				■
	BART	■	■	■	

**Figure C-3 Year Two Participating Schools**

Year Two Program Model	School District	Participating Schools	Participating Transit Operator(s)	Students Eligible in Year One	Students Eligible in Year Two	Year One Participants	Year Two Participants <sup>3</sup>
Free + Universal	OUSD	<ul style="list-style-type: none"> <li>▪ McClymonds High*</li> <li>▪ Fremont High</li> <li>▪ Castlemont High</li> <li>▪ Westlake Middle*</li> <li>▪ Frick Middle</li> </ul>	AC Transit	1,843	2,706	99% (1,823)	94% (2,543)
Free + Universal	SLUSD	<ul style="list-style-type: none"> <li>▪ San Leandro High</li> <li>▪ John Muir Middle</li> </ul>	AC Transit	1,614	3,609	51% (821)	50% (1,787)
Free + Means-Based	HUSD	<ul style="list-style-type: none"> <li>▪ Hayward High*</li> <li>▪ Bret Harte Middle*</li> </ul>	AC Transit	--	1,589	--	31% (497)
Free + Means-Based	NHUSD	<ul style="list-style-type: none"> <li>▪ James Logan High</li> <li>▪ Cesar Chavez Middle</li> </ul>	AC Transit Union City Transit	2,270	2,581	9% (196) <sup>4</sup>	33% (841)
Free + Universal	LVJUSD	<ul style="list-style-type: none"> <li>▪ Livermore High</li> <li>▪ Del Valle High*</li> <li>▪ East Avenue Middle</li> <li>▪ Christensen Middle*</li> </ul>	LAVTA/ Wheels	2,441	3,416	3% (82)	28% (960)

\*Asterisks indicate schools participating in the STPP for the first time in Year Two.

<sup>3</sup> Year Two participation data as of July, 2018.

<sup>4</sup> The number of participants in the New Haven USD program is slightly lower than the sum of the number of passes, due to some students purchasing both passes. This resulted in a slightly lower participation rate.

## **APPENDIX D**

---

### Data Sources Used and Limitations of Analysis

---





## Appendix D – Data Sources Used and Limitations of Analysis

The data sources used in this report have various constraints and limitations that should be kept in mind while reviewing this report, as discussed below.

### Participation Profile

Year Two participation rates and school sizes vary significantly throughout the county. Therefore the number of participating students at each school varies from under 100 students at a school in East County to 1,450 students at a school in Central County. The larger schools can tend to dominate aggregate countywide results, so overall totals may not necessarily be representative of student transit need and behavior in all parts of the county.

The distribution of students is also uneven between school levels (middle school versus high school) and program models (Free/Universal versus Free/Means-Based). About 75 percent of all Year Two participants are high school students. This is because high schools are generally larger than middle schools, so the number of eligible students by grade level is split by about 70 percent high school and 30 percent middle school. In terms of program models, about 70 percent of eligible students are located in districts with the Free/Universal program model; the remaining 30 percent are in schools with the Free/Means-Based program model. However, the distribution of participants is much more concentrated, with approximately 90 percent of all Year Two participants signed up in Free/Universal programs. Any graphics that present aggregate results will reflect these proportions as well.

### Student Survey Data

Much of the data presented in this report came from surveys distributed in spring 2018 to all students at all Year Two schools. A total of 6,308 survey responses were received across the 15 schools. Response rates varied by school and, as a result, the responses received are not a proportional sampling of the student population nor the participant population; results are sometimes dominated by high numbers of responses from certain sub-groups of students. Highlights of these variations are described below and all results presented in the report should be interpreted with this background in mind. Despite these caveats, the surveys do provide valuable qualitative insight into program impacts.

Survey responses were coded as participant if the student indicated they currently have a transit pass or they had a transit pass before but do not have one now. Responses were coded non-participant if the student has never had a transit pass or did not know about the program. Figure D-1 provides a summary of survey response rates by school district.

Across all districts, 41 percent of respondents to the survey were STPP participants, but this varied by district—for example, only 24 percent of Hayward USD respondents were participants but 82 percent of Oakland USD respondents were participants. This difference is at least partly due to the difference in participation rates between the two districts, given that about 90 percent of all students in Oakland USD are participants. Also, the two districts with the lowest share of participant responses (Hayward USD and New Haven USD) are

those with Free/Means-Based program models where only a sub-set of students are eligible for the program. Non-participants and ineligible students were able to respond to the survey to provide contextual information on a limited set of questions about travel behavior and perceptions of transit.

**Figure D-1 Spring 2018 Survey Response Rate**

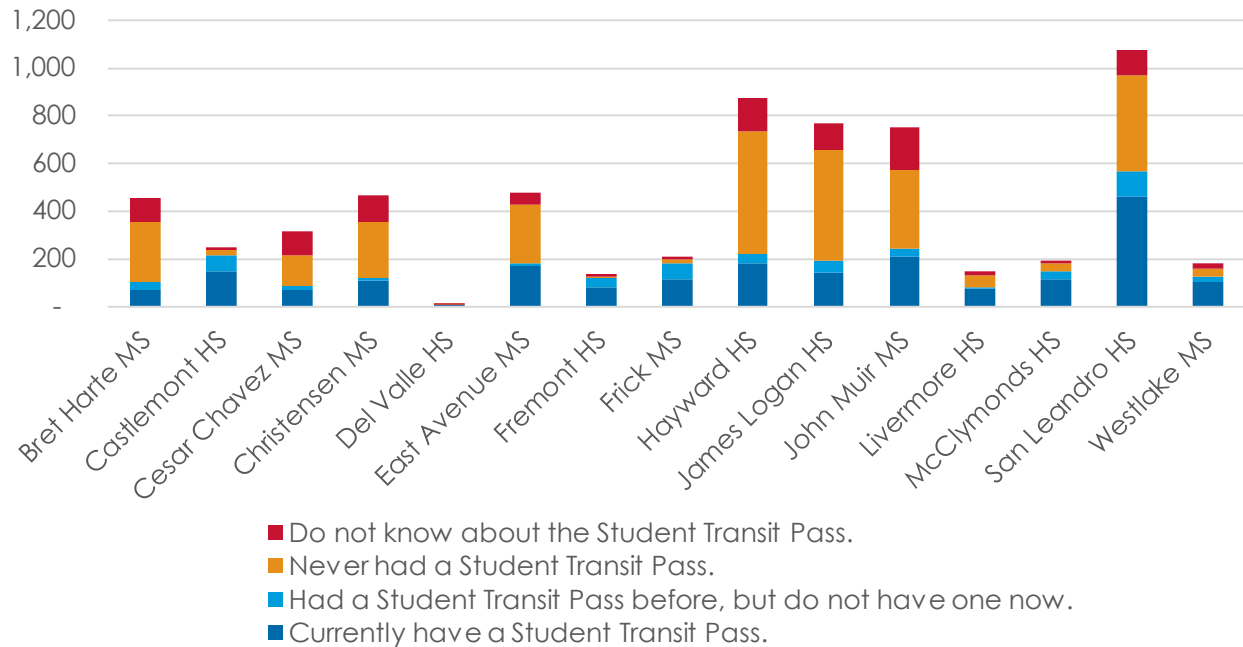
District	Number of Respondents	Distribution of Survey Respondents		Comparison of Survey Respondents to Participant Population	
		% of respondents that were participants	% of respondents that were non-participants	Participant Responses as % of Participants in each USD	Participant Responses as % of All Participant Responses
<b>Oakland USD</b>	970	82%	18%	32%	31%
<b>San Leandro USD</b>	1,825	44%	56%	47%	31%
<b>Hayward USD</b>	1,331	24%	76%	69%	12%
<b>New Haven USD</b>	1,082	26%	74%	36%	11%
<b>Livermore Valley JUSD</b>	1,100	35%	65%	44%	15%
<b>All Participating Schools</b>	<b>6,308</b>	<b>41%</b>	<b>59%</b>	<b>41%</b>	<b>100%</b>

At the individual school level, some of the variations were more pronounced. For example:

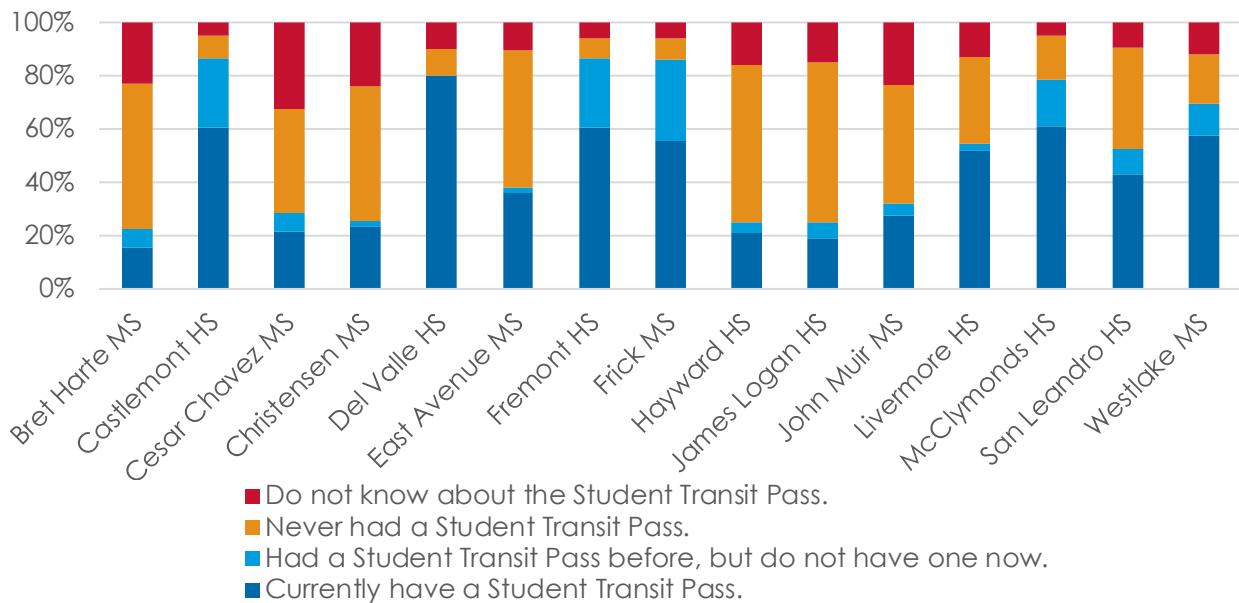
- Very few students from Del Valle High School responded to the survey. The school is quite small to begin with, but the sample is especially low compared to the size of the school population.
- Livermore High School also had a very low overall response rate; despite having 14 percent of all eligible students, only 2 percent of total survey responses came from Livermore High School students.
- In terms of participant responses, two other schools had notably low response rates: Fremont High School has 12 percent of program participants but only 2 percent of participant responses; Castlemont High School has 13 percent of program participants but only 8 percent of participant responses.
- Four schools had more than 10 percent of overall responses each, including San Leandro High School (17 percent), Hayward High School (14 percent), James Logan High School (12 percent), and John Muir Middle School (12 percent), so their behavior and preferences may be more dominant in any blended results presented in this report.

- The three Year One schools in Oakland USD (Castlemont High School, Fremont High School, and Frick Middle School) all had relatively high shares of their survey respondents reporting that they previously had a transit pass but do not have one now. Most other Year One schools have much lower shares of prior pass holders among the survey responses.

**Figure D-2 2018 Survey Respondent Profile, Number of Responses by School**



**Figure D-3 2018 Survey Respondent Profile, Share of Responses by School**



## Transit Agency Data

The majority of all transit data for Year Two is derived from Clipper reporting systems for AC Transit, Union City Transit and LAVTA, and from BART's fare gate transaction system. The Clipper backend systems used by each transit operator vary slightly, so some reports may not be available across all operators. In particular, Clipper data is available at the trip level for only two of the three bus transit operators: AC Transit and LAVTA.<sup>5</sup> All Clipper trip records include a timestamp record for each STPP boarding on AC Transit and LAVTA, but route numbers only appear for about half of all records, so data quality issues prevent the route information from being reliably used. The program team is currently working with transit agency staff to improve the quality of this data and make it available for evaluation. To protect student privacy, serial numbers are stripped from the Clipper data before transmittal and analysis.

In Year One, Clipper data was only available for AC Transit; the other bus operators relied on manual counts recorded by bus drivers when students presented their flash pass. Also, Clipper data for Year One was grouped by program model/school district – not at the school level. Thus, it wasn't possible to distinguish travel trends between middle school and high school students, so year-over-year comparisons can only be made at the school district level.

## Program Participants Who Change Schools

The Clipper data used to analyze bus transit usage is collected and grouped based on the pass product loaded onto each individual card. As students change schools over time, the pass information may not be updated quickly enough to match the timing of the students' change of status, which could mean their travel behavior would be tallied under the wrong category. There are two different potential causes for this kind of mis-categorization:

1. If a student graduates or transfers out of a participating school without re-enrolling in a school that is participating in the STPP, their pass needs to be deactivated. In the spirit of maintaining students' access to transit, and to avoid additional processing delays in case the student were to choose another participating school, cards were not deactivated immediately upon unenrollment. Some travel may have been recorded for a short time after the student formally became ineligible for the program.
2. The Clipper pass products used in Year Two were different than those used in Year One, and a few cards were not updated in time for the beginning of the academic school year, so some travel in the month of August was recorded under the Year One pass categories. All New Haven USD and Livemore Valley JUSD students from Year One had to re-register at the beginning of Year Two due to the re-design of the program in those districts, so this issue is observed primarily in the Oakland USD and San Leandro USD schools.

In Year Two, the number of students affected by these issues was a very small proportion of overall pass holders and should not significantly affect the results presented in this report.

---

<sup>5</sup> Trip-level data is not available for Union City Transit at this time because their back office system only provides aggregate reports by agency instead of data on individual boardings.

## **APPENDIX E**

---

### Additional Data and Evaluation Metrics

---

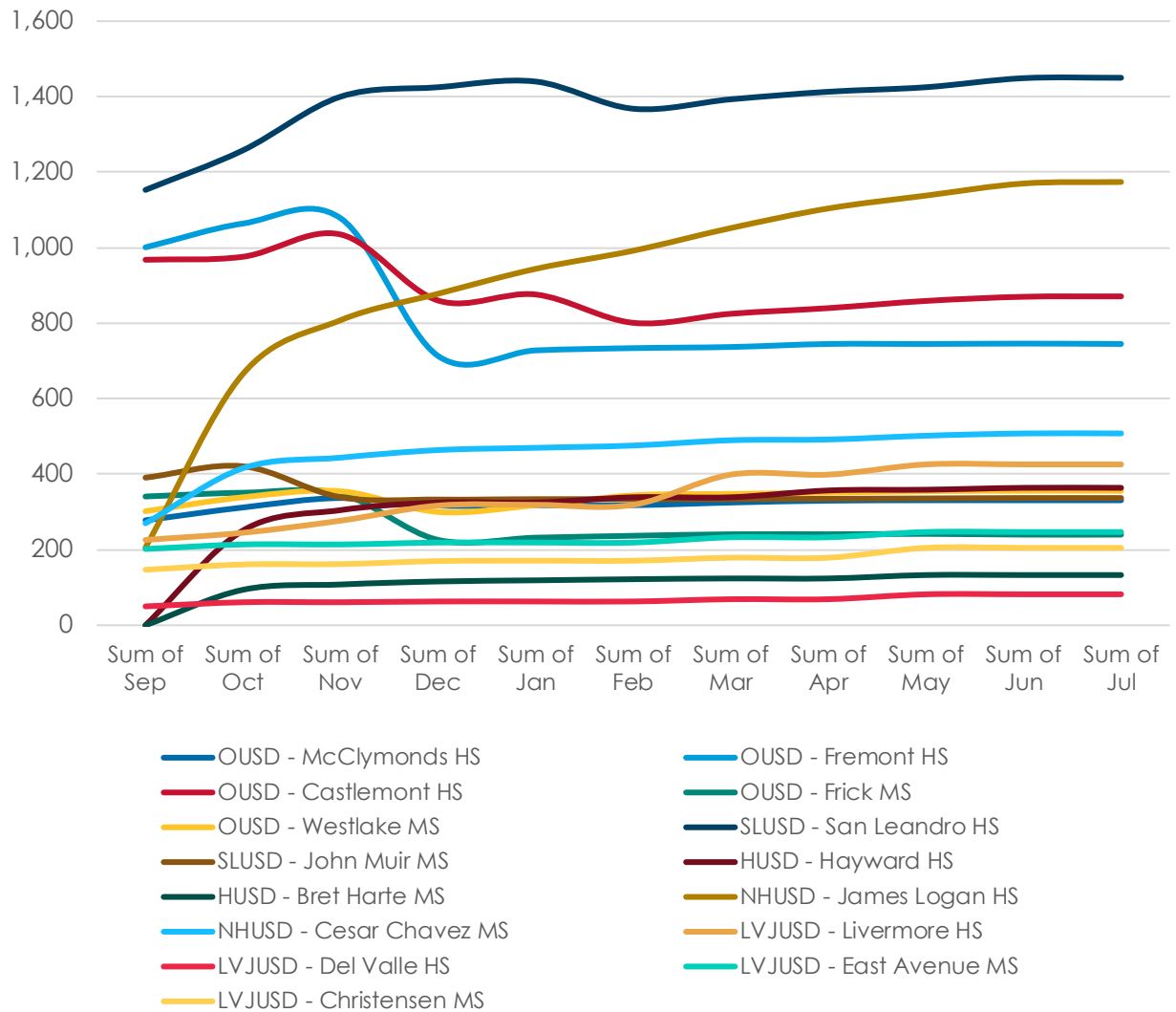


# Appendix E – Additional Data and Evaluation Metrics

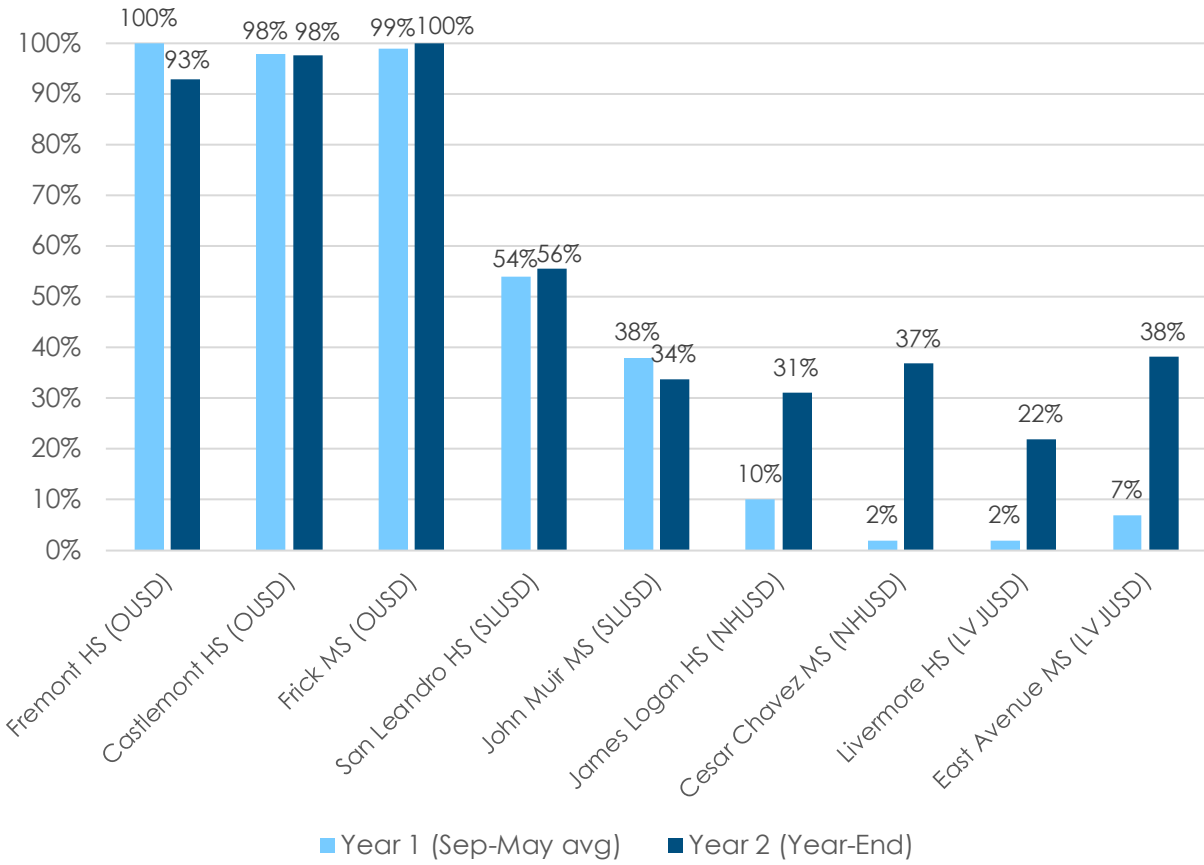
## Program Participation

The following charts present participation rate data and analysis for individual schools that participated in Year Two of the STPP. Several schools show apparent declines in participation after the first quarter of the school year. However, this is actually related to the de-activation of passes from Year One students that were not confirmed to have graduated or transferred out of a participating school until after the start of the academic year.

**Figure E-1 Total Monthly Participants by School, 2017-18 School Year**



**Figure E-2 Year-Over-Year Comparison of Participation Rate by School (Continuing Schools Only)**

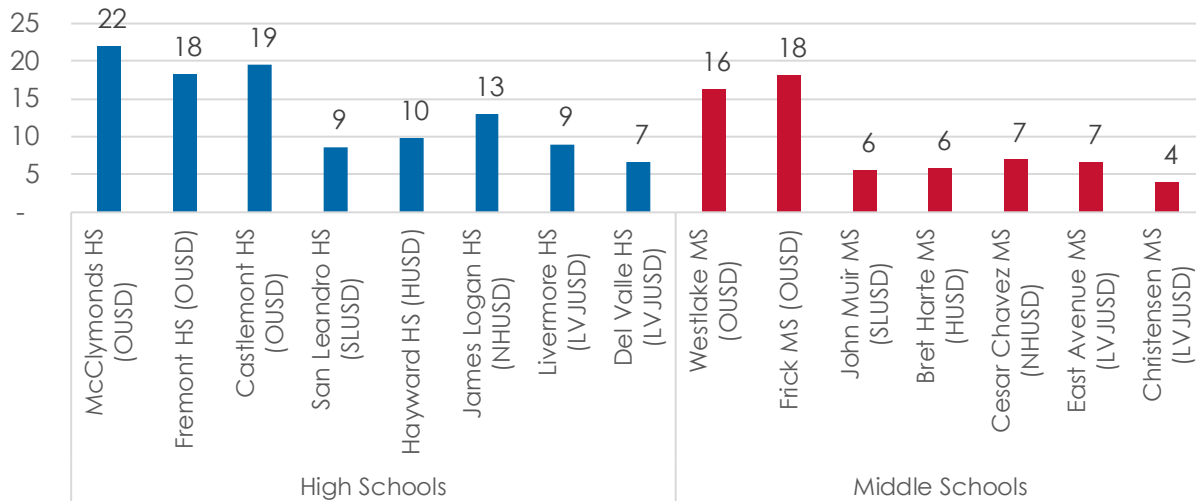




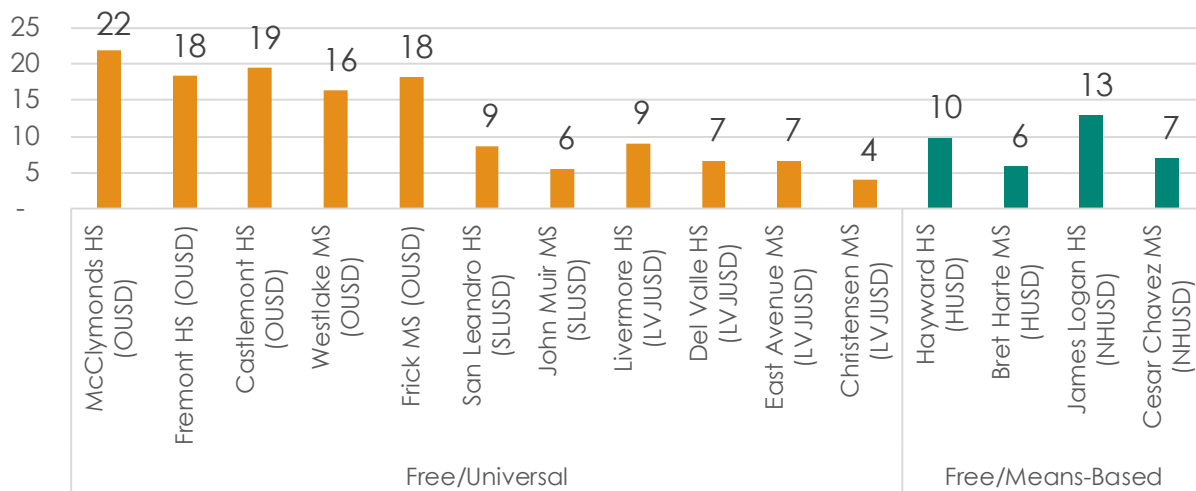
## Bus Transit Ridership and Usage

In general, high school participants take more bus trips per month than middle school participants and participants in Free/Universal programs travel more often than participants in Free/Means-Based programs. However, the results vary by school, with the average boardings per month at middle schools in Oakland USD exceeding the values at high schools in all other districts. The average monthly boardings by school are shown grouped by school level in Figure E-3 and grouped by program model in Figure E-4.

**Figure E-3 Average Monthly Bus Boardings by School Level – 2017-18 School Year (Sep-May)**

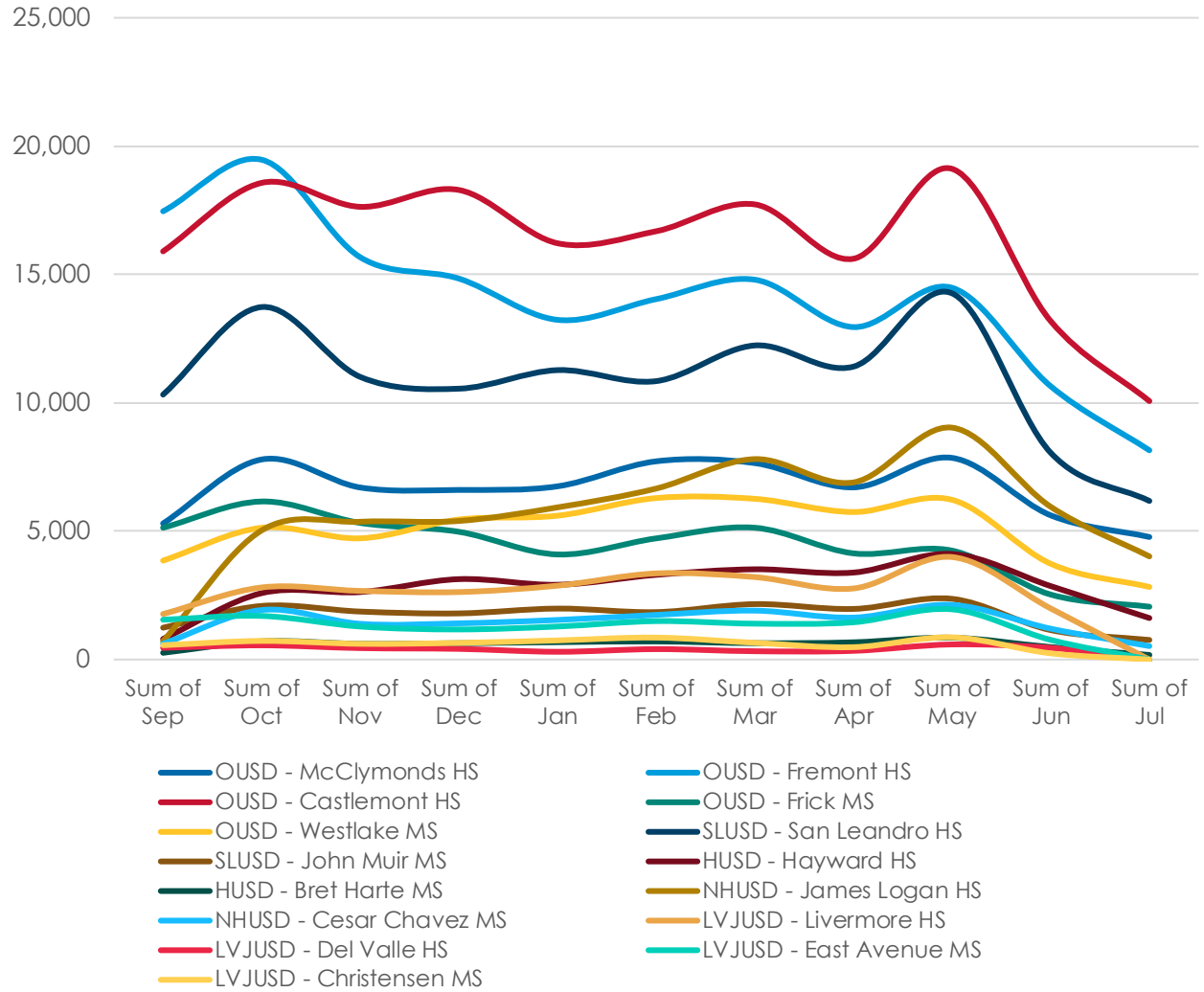


**Figure E-4 Average Monthly Bus Boardings by Program Model – 2017-18 School year (Sep-May)**



Across virtually all schools, monthly usage patterns mirror the school schedule, with relatively high levels of boardings in October, February, March, and May and relatively lower levels in November, December, January, and April, corresponding to school vacation periods. This is shown in Figure E-5.

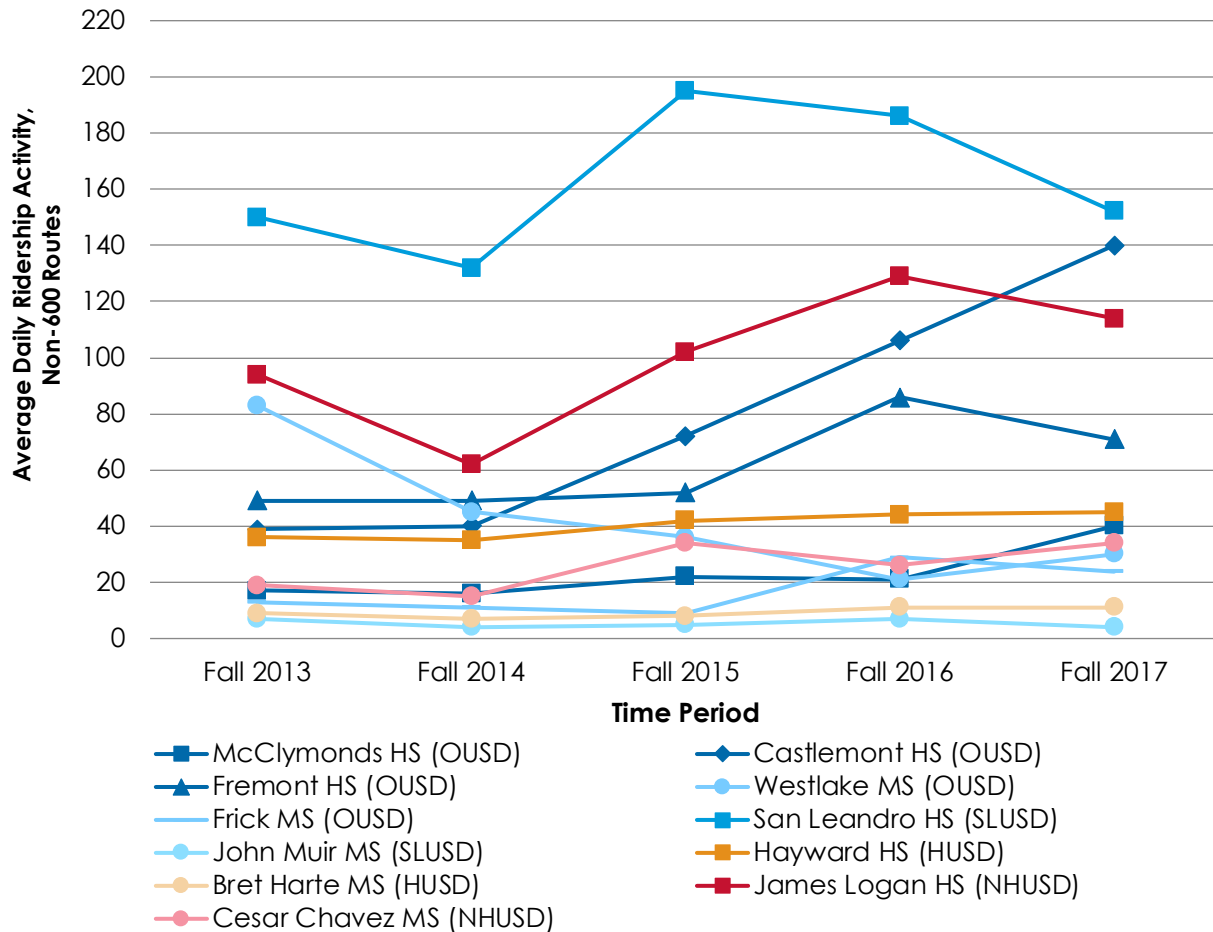
**Figure E-5 Total Monthly Bus Boardings by School (2017-2018 School Year)**



### AC Transit Ridership and Capacity Analysis

AC Transit's analysis of school-related ridership also included school-level data for the number of boardings at school-serving bus stops for the bus departures that are coordinated with school bell times. This data is shown in Figure E-6.

**Figure E-6 AC Transit Analysis of School-Related Ridership by School**



Using the Fall 2017 ridership on these same bus routes and departures, AC transit staff also conducted a capacity analysis of routes serving the participating schools. Figure XX portrays the details for each route. Negative values indicate that the routes are carrying more than the recommended vehicle capacity on the departures that occur near school bell times. Of the 18 routes analyzed, six are either very near or over capacity, including routes serving four of the five Oakland USD schools plus San Leandro HS and James Logan HS. To the extent that the available buses are crowded or full, it could prevent students who want to ride from being able to board; this may be a somewhat circular reason for the lack of obvious ridership trends noted above. However, for many of the crowded routes and schools, the trends in ridership growth pre-date the ASTPP, so the crowding is not necessarily because of the availability of the student transit pass.

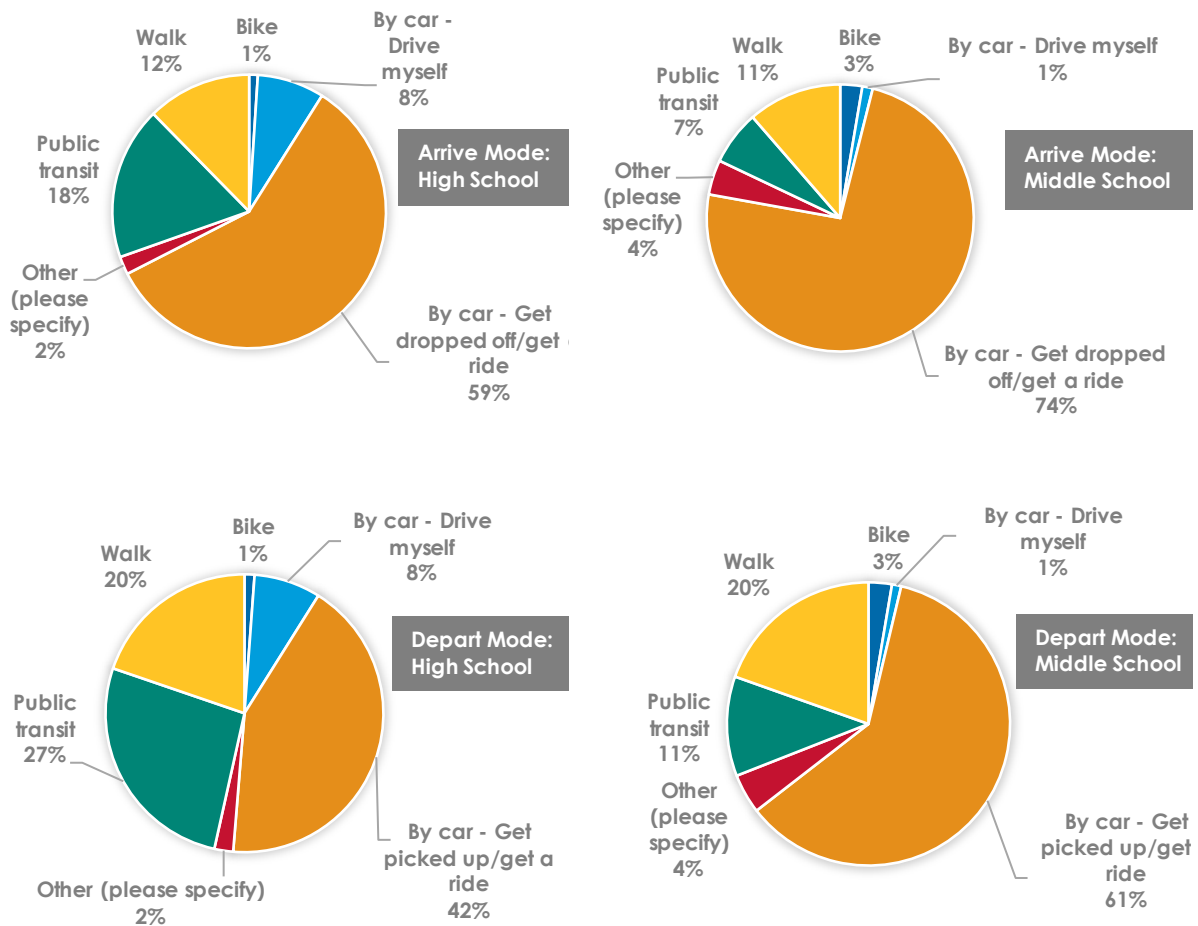
**Figure E-7 AC Transit Capacity Analysis for STPP Year Two Schools – Fall 2017**

School District	Participating Schools	AC Transit Route	Number of Trips		Max Capacity Per Trip	Cumulative Max Load		Available Capacity	
			AM	PM		AM	PM	AM	PM
<b>OUSD</b>	McClymonds High	88	4	2	36	95	45	34%	38%
	Fremont High	40	4	4	36	163	174	-13%	-21%
	Castlemont High	57	6	2	36	220	75	-2%	-4%
		90	2	3	36	22	34	69%	69%
		98	2	2	36	36	58	50%	19%
	Westlake Middle	33	1	1	36	65	46	-81%	-28%
		611	0	2	36		11	0%	85%
Frick Middle	40	1	1	36	38	47	-6%	-31%	
<b>SLUSD</b>	San Leandro High	10	5	3	36	96	72	47%	33%
		40	3	3	36	108	105	0%	3%
		89	3	4	36	50	78	54%	46%
	John Muir Middle	75	2	2	36	24	22	67%	69%
<b>HUSD</b>	Hayward High	60	2	2	36	23	13	68%	82%
		94	2	2	36	22	15	69%	79%
		95	1	1	25	4	8	84%	68%
	Bret Harte Middle	95	1	2	25	18	21	28%	58%
<b>NHUSD</b>	James Logan High	97	4	2	36	138	90	4%	-25%
	Cesar Chavez Middle	97	6	3	36	105	96	51%	11%

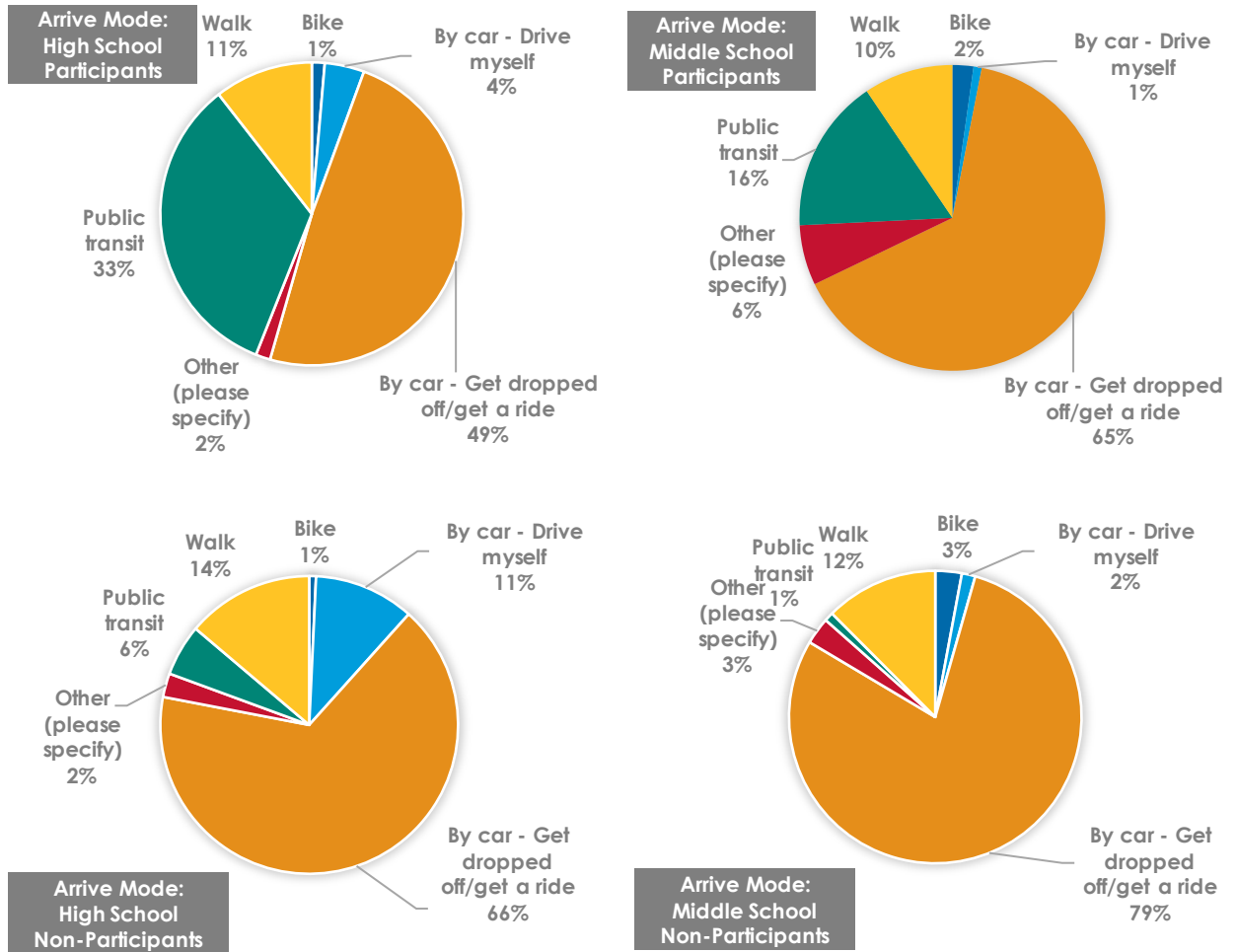
## Additional Mode Share Data

The charts on the following pages portray additional cross tabulations of mode share data collected from the spring 2018 survey. Younger students have lower public transit mode shares overall, but for both middle and high school students, public transit use for leaving school at the end of the day is higher than for the trip to school in the morning.

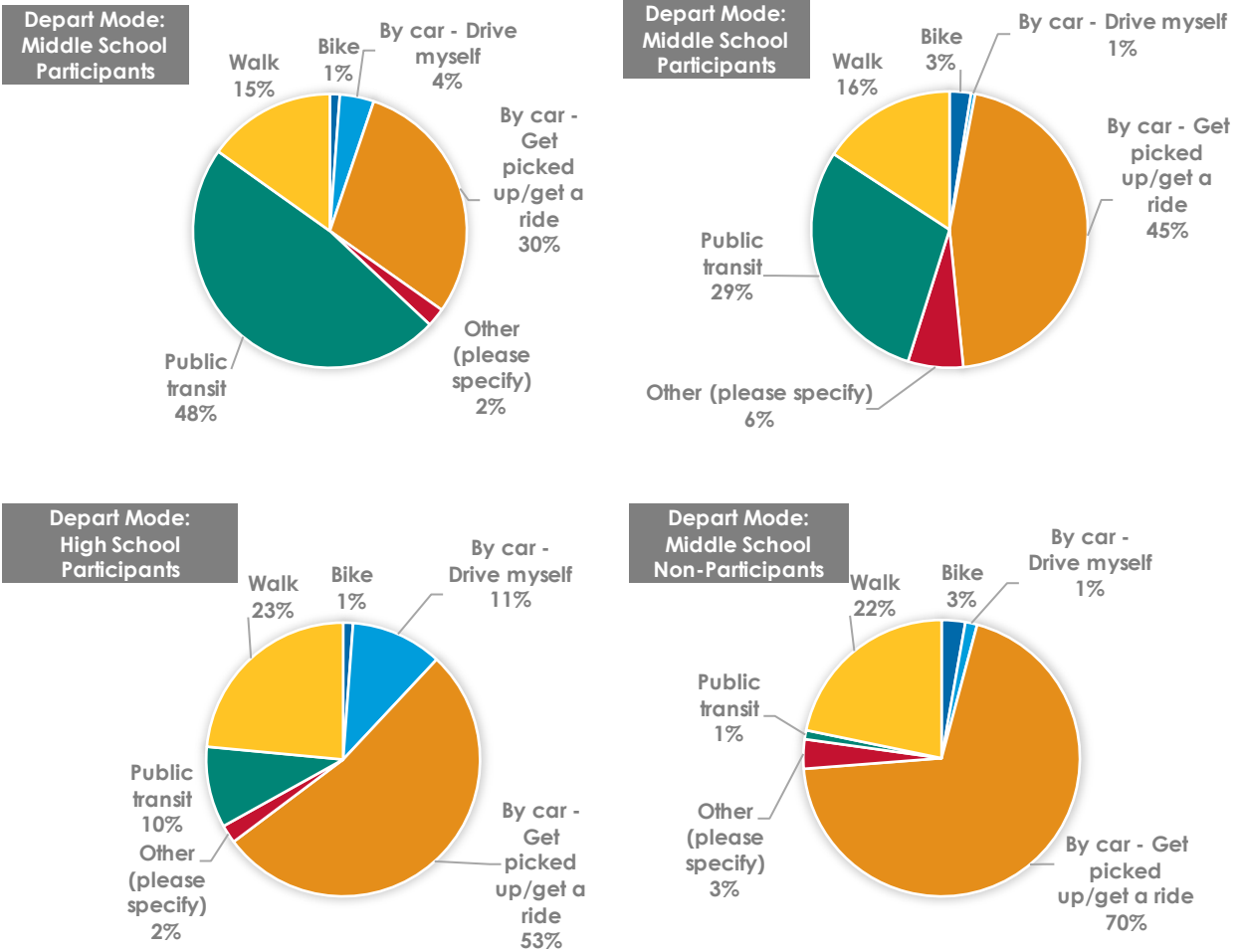
**Figure E-8 Countywide Mode Share Comparisons: Arrival and Departure Mode, All Middle School and High School Students**



**Figure E-9 Countywide Arrival Mode Share, Participating and Non-Participating Middle and High School Students**



**Figure E-10 Countywide Departure Mode Share, Participating and Non-Participating Middle and High School Students**

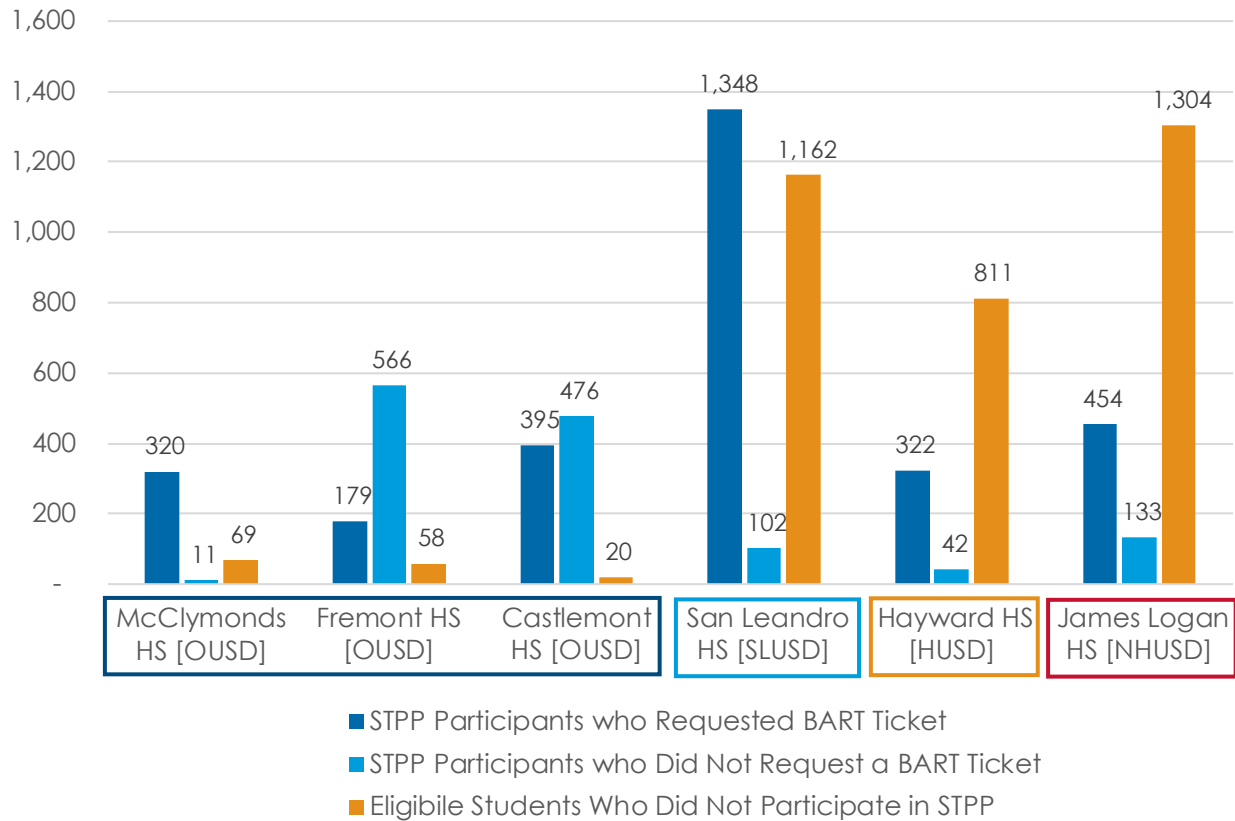


## BART Participation and Usage

### BART Ticket Participation

This section of the report provides additional detail on the uptake and usage of the bus passes and BART tickets in Year Two.

**Figure E-11 Comparison of Bus-Only and Bus+BART Ticket Requests by School**

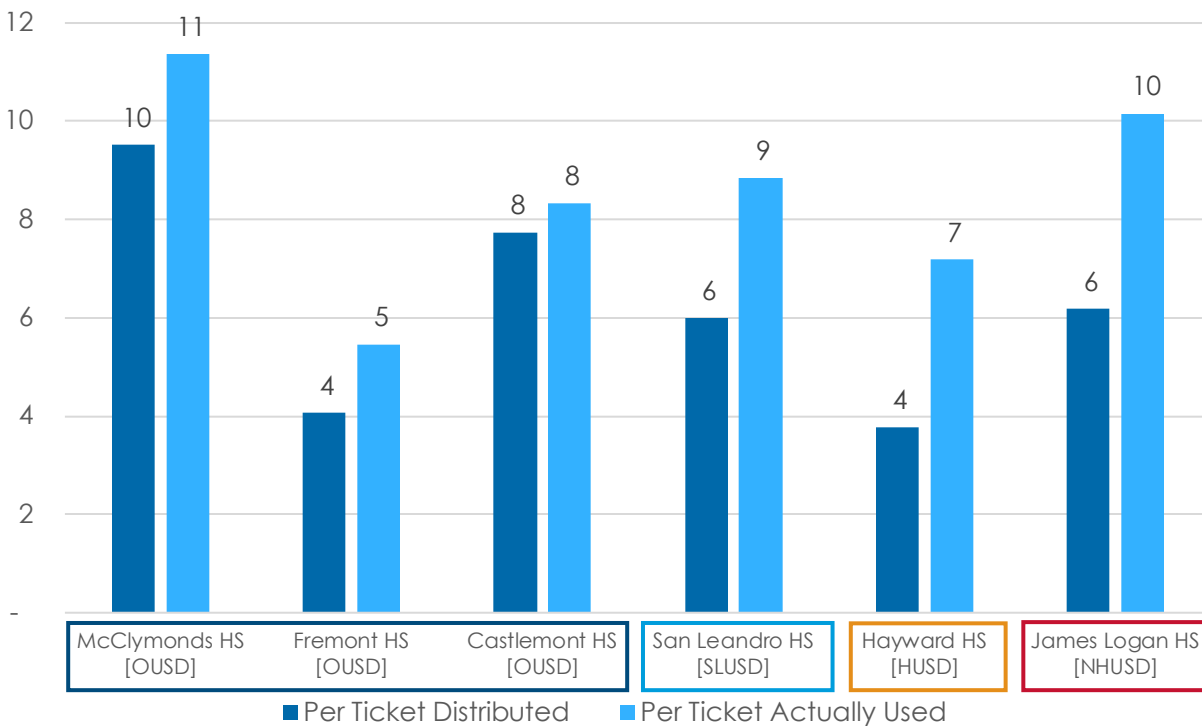




### BART Ticket Usage

On average, students have taken nine one-way trips with each BART ticket that has been used to date. Because BART fares are partly distance-based, students deplete their \$50 at different rates depending on where they travel. Students in Hayward USD averaged only seven trips per ticket while students in New Haven USD averaged 10 trips per ticket. Average values for each participating high school are shown in Figure E-12.

**Figure E-12 Average Number of BART Trips Per Ticket, by School (2017-2018 School Year)**



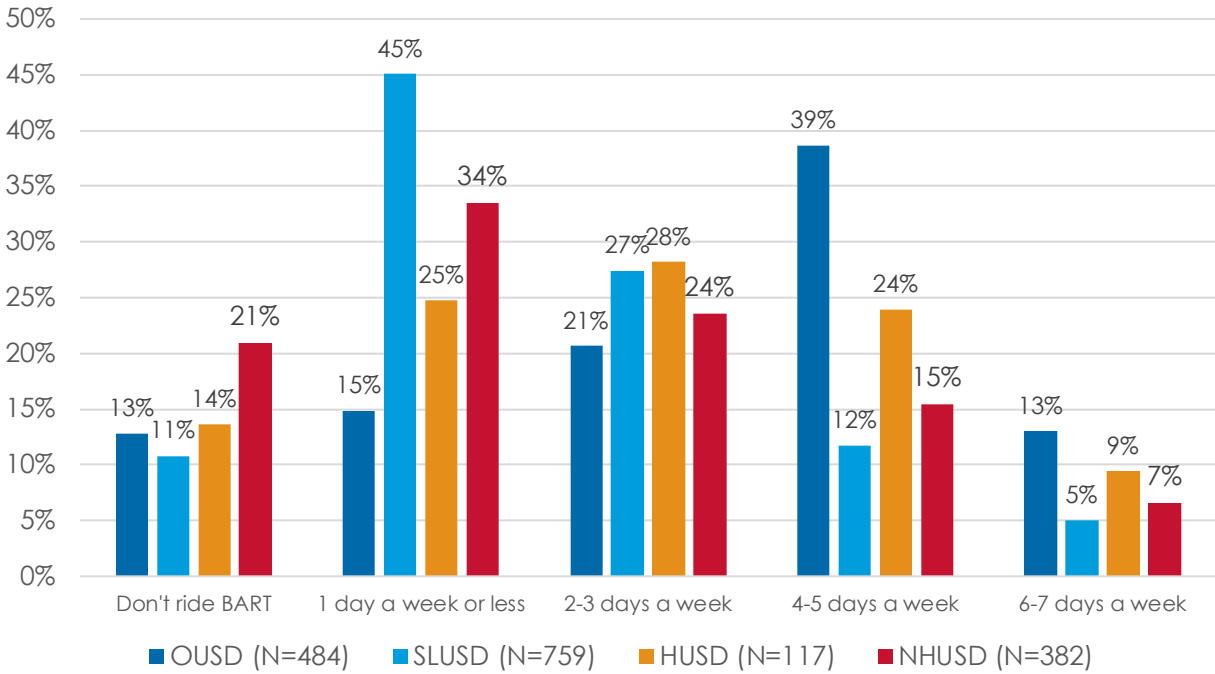
***The distance between the school and BART does not appear to be a factor in how much students use their BART tickets.***

Distance from BART does not appear to affect the degree to which requested BART tickets have been used to date. The highest rate of tickets being used is at Castlemont High School, which is the furthest from BART at more than two and a half miles away. And there is no correlation in the data to suggest a direct or inverse relationship between distance and ticket usage at the remaining schools. It seems plausible that other land use factors and the availability of other transportation alternatives could play a stronger role in the decision to use a ticket rather than distance alone.

### Frequency of BART Travel

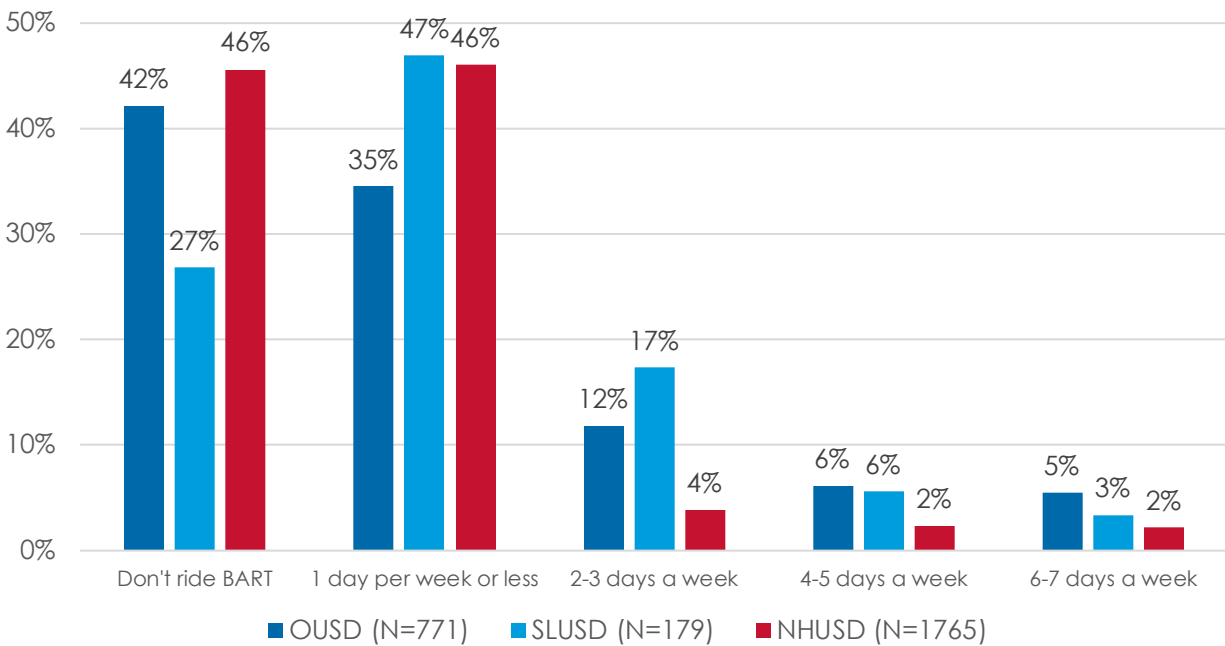
When students request a BART ticket, the request form includes three questions about how the student will be using BART, including how often they typically ride. The results for all ticket forms received in Year Two are shown in Figure E-13.

**Figure E-13 Self-Reported BART Usage Among Students Requesting Tickets**



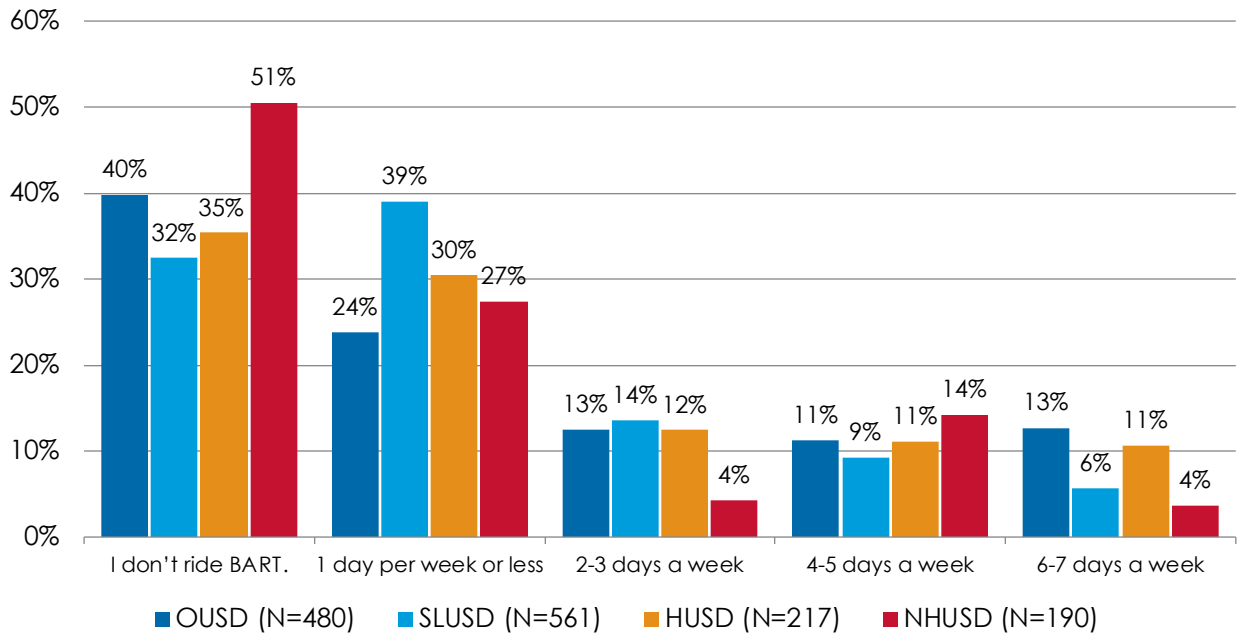
The results from the ticket request form questions are somewhat different from what students have reported in other surveys. For example, in Year One, the fall 2016 survey asked students how often they ride BART to gauge interest in adding BART to the program. These survey responses are presented in Figure E-14.

**Figure E-14 Self-Reported Frequency of BART Use, Fall 2016 Survey**

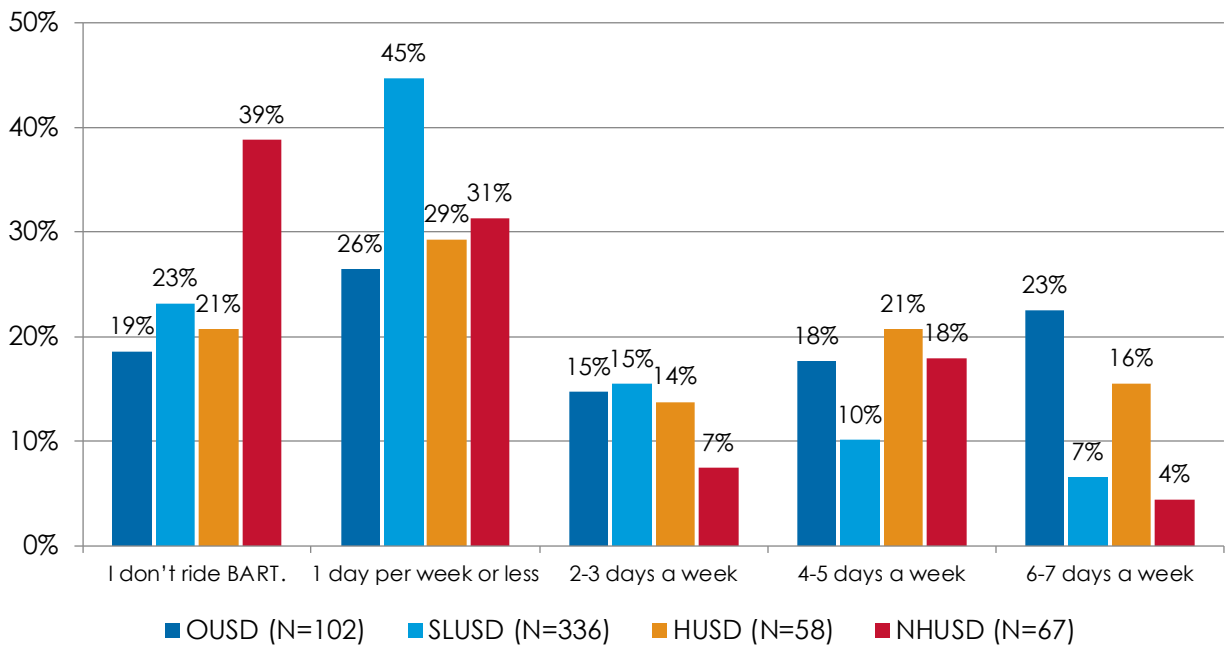


The results from the spring 2018 survey also show relatively lower overall BART use than the ticket request form responses. These results are shown in Figure E-15 and Figure E-16.

**Figure E-15 Self-Reported Frequency of BART Usage in Spring 2018 Survey, All Participants at BART-eligible High Schools**



**Figure E-16 Self-Reported Frequency of BART Usage in Spring 2018 Survey, Year Two BART Ticket Recipients**



### Student Feedback About BART Tickets

Observations from students and school site staff indicate that BART tickets are especially valuable for students who live far from the school site<sup>6</sup> and for providing access to field trip opportunities. Students and school staff both expressed appreciation that the BART ticket was added to the program. However several concerns with the BART ticket component of the STPP were common themes during staff debriefs, student focus groups and the student survey. Information on administrative concerns is addressed in the “Pass Format” section of Chapter 4. Representative quotes and comments based on the students’ experience using the BART tickets are grouped by theme below.

#### ***The BART ticket provides access to more places and over greater distances; it introduces students to another Bay Area transit option.***

*“BART is much faster than taking the bus. We have some kids in San Leandro or Oakland who weren’t close to the bus routes, so BART makes more sense.”*  
—New Haven USD debrief session

*“A lot of students take summer classes at Cal or Chabot, and then there is a spike where they might be saving it for summer.”*  
—School site administrator from San Leandro USD

*“Laney College, Downtown Berkeley, Lake Merritt, I go to SF a lot to volunteer and events.”*  
—Focus group participant from San Leandro USD

*“I wish it was one card for both systems. If I’m in a hurry, I’m fumbling around for the right card, and it’s a hassle.”*  
—Student comment shared by OUSD school site administrator

*“Add it to the bus pass to make it easier to use”*  
—High school student from Oakland USD

*“Put the money for the BART ticket on the Clipper card”*  
—High school student from Oakland USD

---

<sup>6</sup> Students may not live close to their school for a variety of reasons. Students may have more than one household because of separated parents or unstable family situation. Also, students in foster care are allowed to remain in their current school even if their foster placement changes to a location outside of the traditional enrollment area for their school. Anecdotal information indicates that some students at participating schools come from locations outside Alameda County each day.

**Students want more value on the ticket, because \$50 does not last very long. Many asked for a fare product offering unlimited BART travel.**

- In the focus groups, the general sentiment was that the BART tickets that students received did help, but some students felt that trips on BART were very expensive:

*"BART tickets are good, it is free money."*

*—Focus group participant from New Haven USD*

*"My BART card was running out of money and I couldn't use it."*

*—Focus group participant from San Leandro USE*

- In the spring survey, over 20 percent of free response comments about the BART ticket related to wanting the ticket to last longer or pay for more travel, such as:

*"I hope it becomes unlimited so we don't have to worry about running out."*

*—High school student from Hayward USD*

*"I wish the BART ticket was enough to last for the whole school year, just like the bus card. I only take BART and signed up for the transit card because it offered a free BART ticket."*

*—High school student from New Haven USD*

- Students also cited this concern in the general free response question at the end of the survey:

*"I think that they should give us a little bit more money for BART than just \$50 dollars because the tickets went up and is really expensive now ."*

*—High school student from Hayward USD]*

*"I am not low income, but I still can't afford to pay for BART"*

*—High school student from San Leandro USD]*

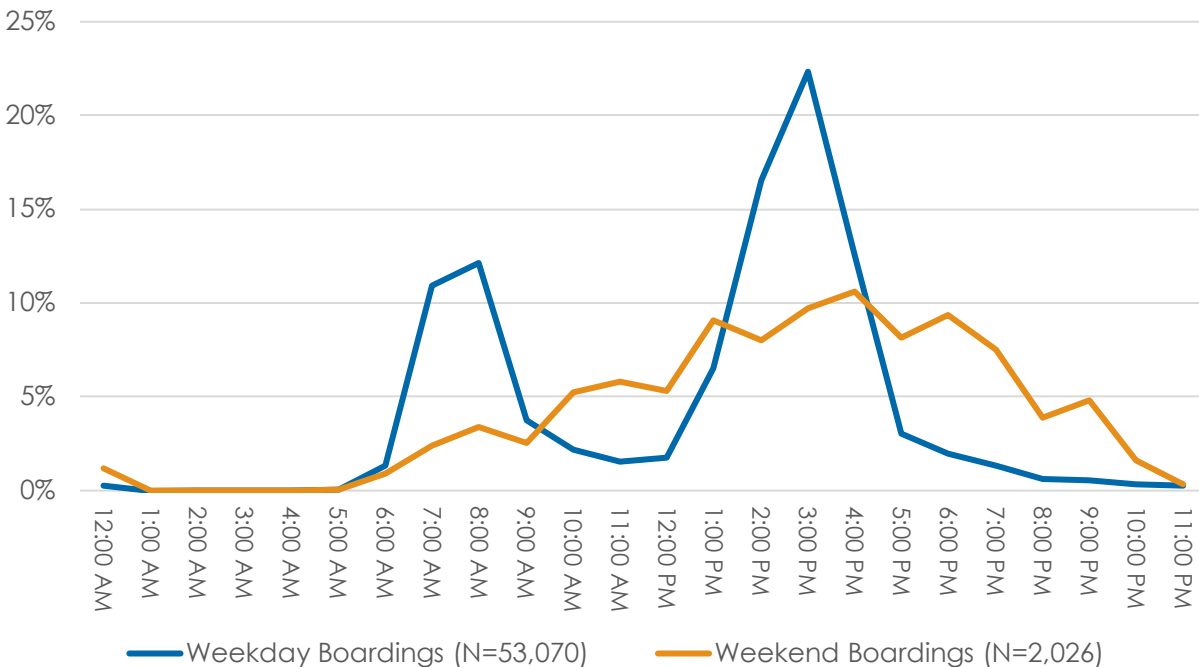
## Time-of-Day Ridership Analysis

### Bus Ridership

In the evaluation of Year One, Clipper timestamp data collected for AC Transit showed that the majority of weekday boardings on that bus operator occurred around school bell-times in the morning and afternoon, and that weekend boardings were more distributed throughout the day. During Year Two, Union City Transit and LAVTA both transitioned to Clipper, so similar data was requested and evaluated; LAVTA was able to provide timestamp data for the entire academic year, but the Clipper interface available to Union City Transit does not allow for similar reporting.

The vast majority of the Year Two participant boardings on LAVTA (over 96 percent) occurred on weekdays. Figure E-17 shows the percentage of total weekday and weekend boardings that occur in each hour of the day. The weekday LAVTA boardings have pronounced peaks in the morning and afternoon, while the weekend boardings are more continuous throughout the daytime with a peak in the late afternoon and early evening. These patterns are very similar to what was observed for AC Transit in Year One.

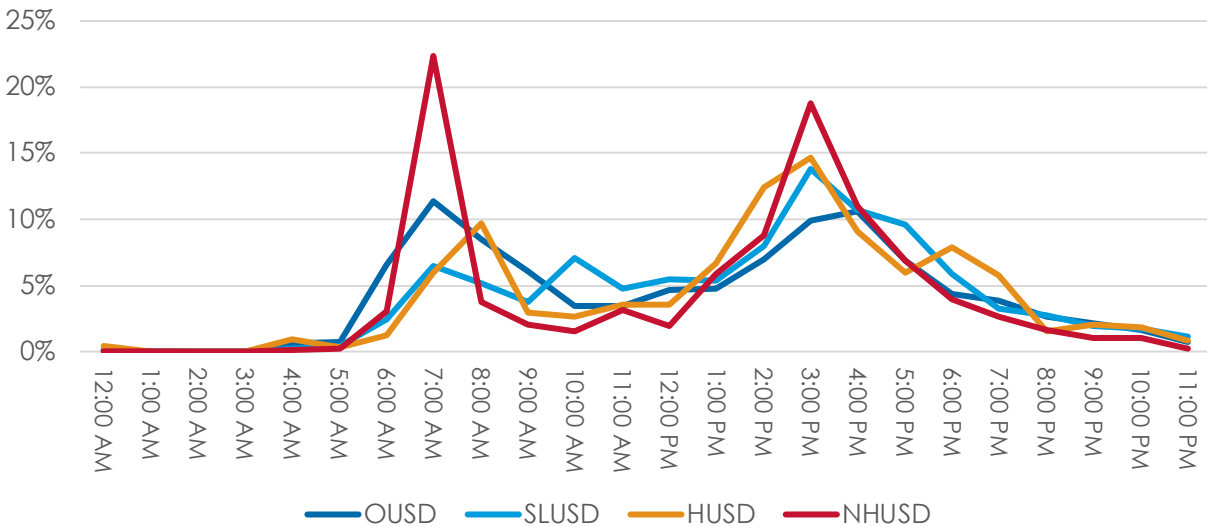
**Figure E-17 Share of Year Two LAVTA Boardings in Each Hour of the Day**



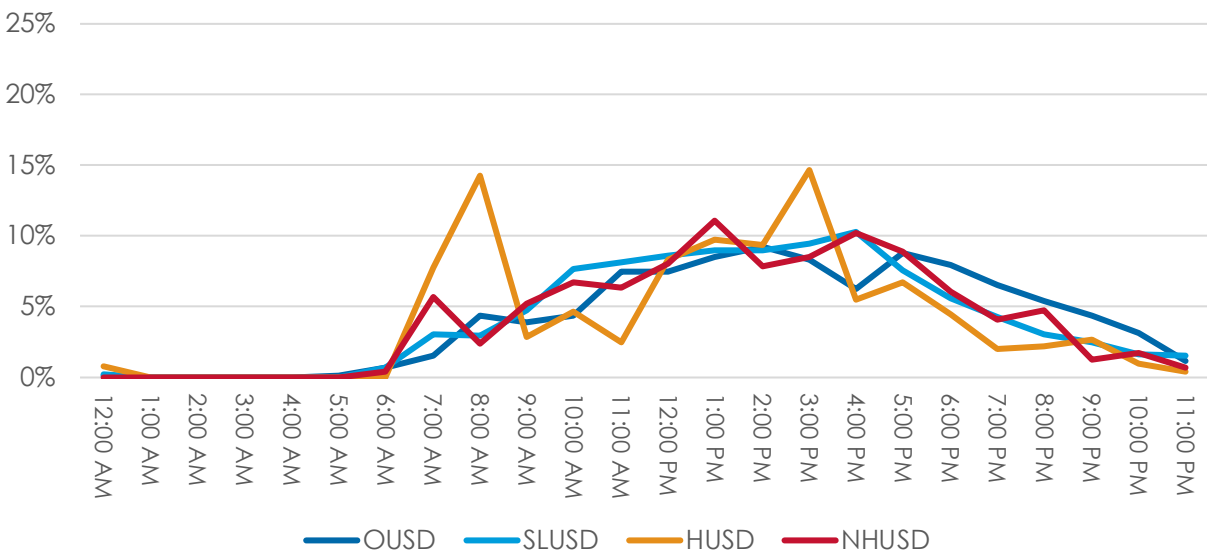
**BART Ridership**

More than three-quarters of BART trips in Year Two were taken on weekdays with the remaining 22 percent on weekends. As shown in Figure E-18, usage of BART on weekdays has two main peaks: in the morning around school bell times and in the late afternoon/early evening after school. Figure 19 shows the pattern of weekend boardings, which is generally more evenly distributed throughout the midday, peaking in the late afternoon and early evening. These time-of-day patterns are similar to what was observed for bus boardings during Year One and Year Two.

**Figure E-18 Share of Year Two Weekday BART Station Entries in Each Hour of the Day , by School District**



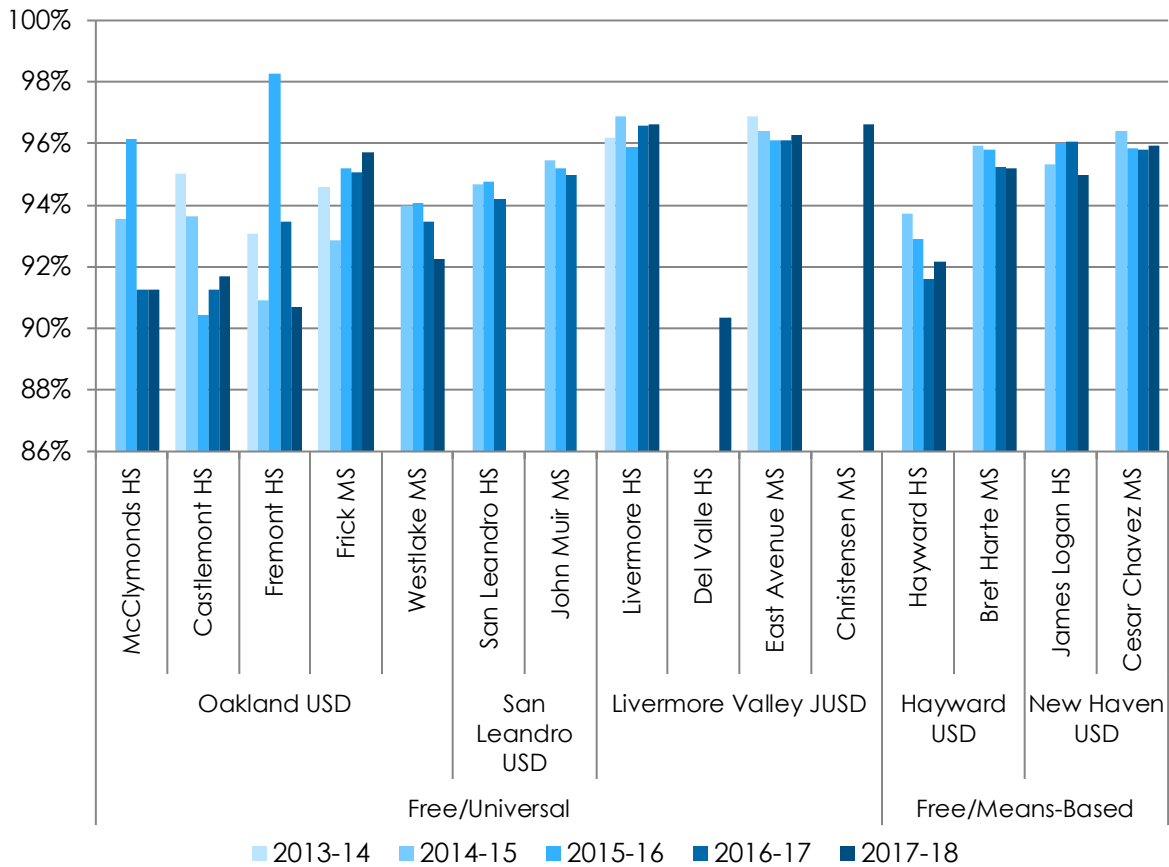
**Figure E-19 Share of Year Two Weekend BART Station Entries in Each Hour of the Day , by School District**



## Attendance

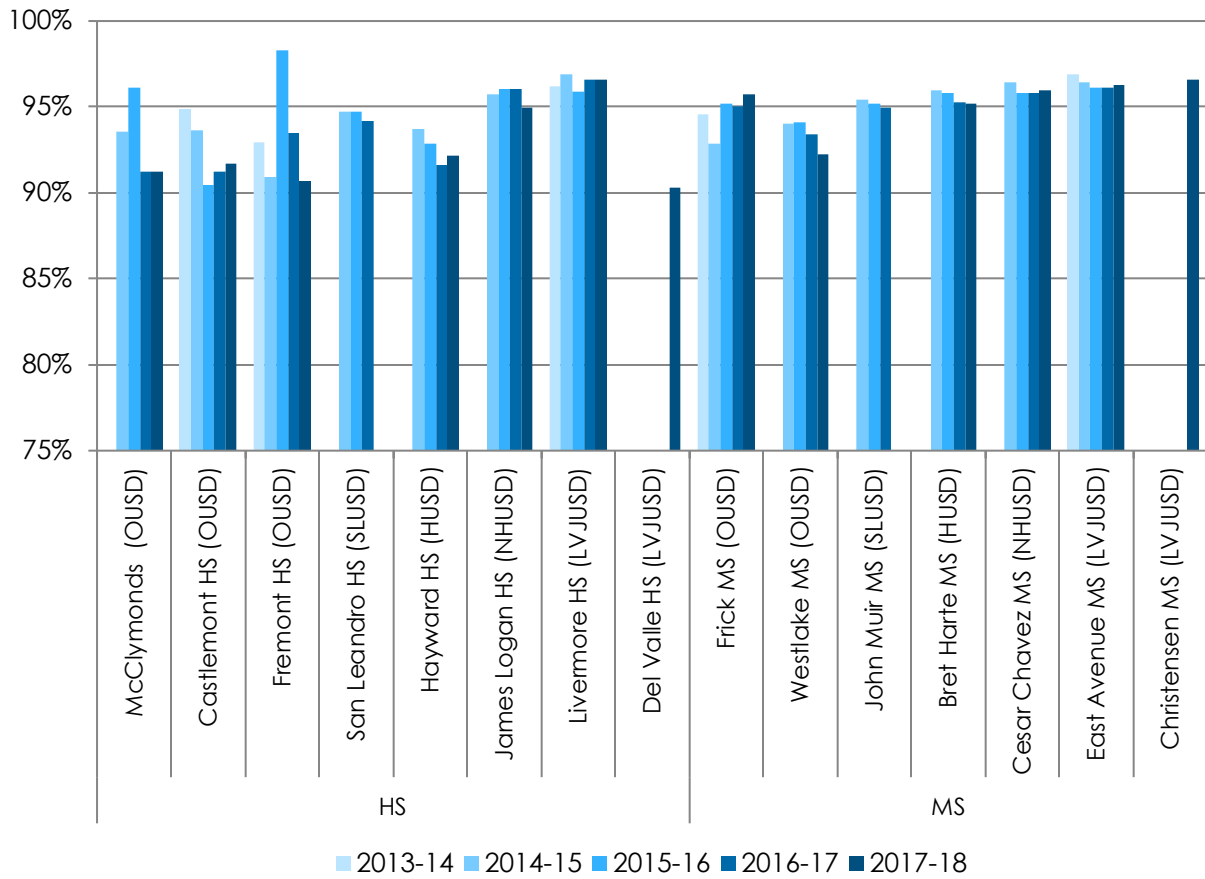
The following charts provide historical attendance data by school, showing that the changes observed since the STPP began are within the range of variation prior to the start of the STPP. Figure E-20 shows average daily attendance with schools grouped by program model. Figure E-21 provides the same data, but grouped by school level (high school versus middle school).

**Figure E-20 Average Attendance Rate by Year and School, Grouped by Program Model (Annual Average of Monthly Values)**





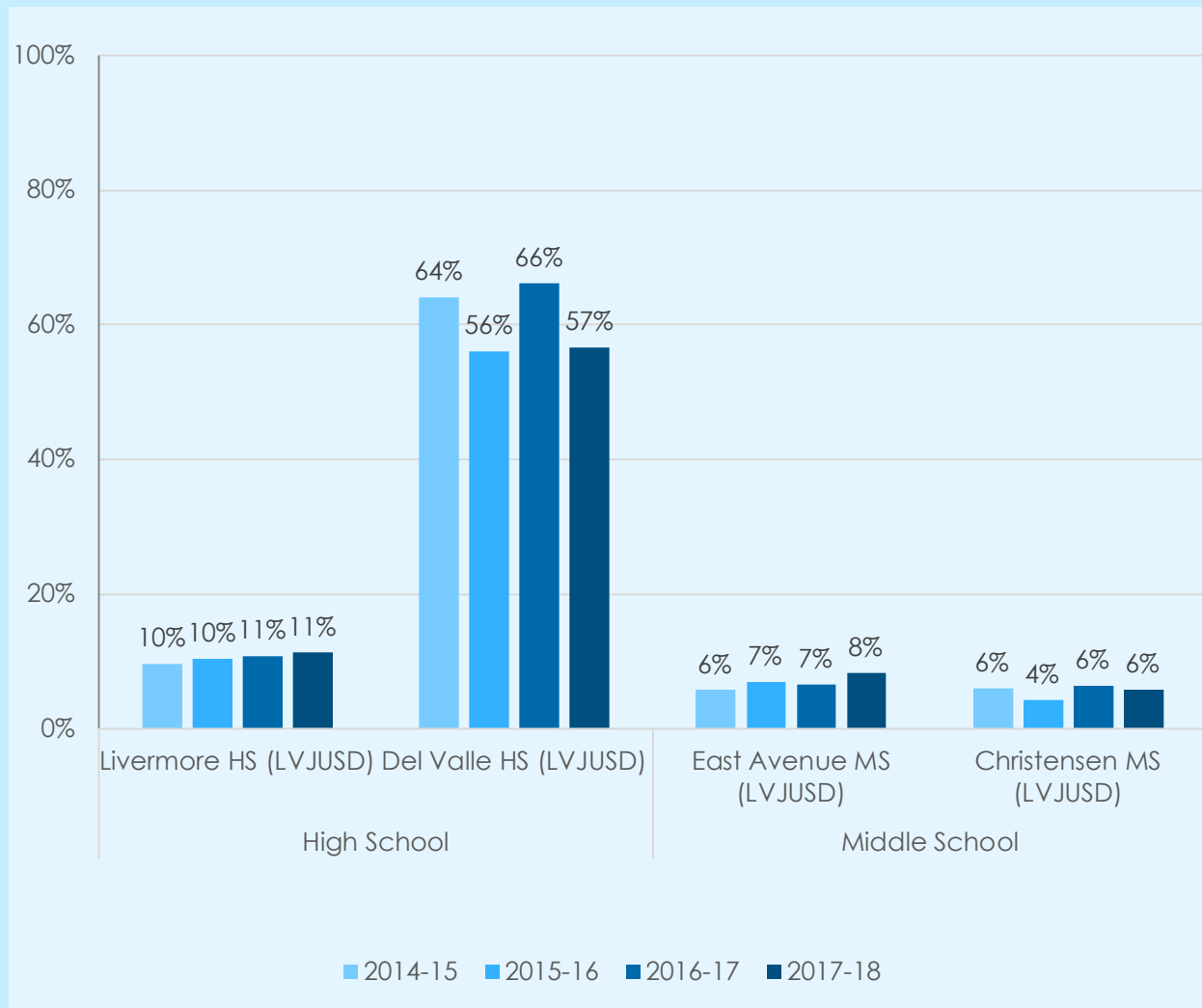
**Figure E-21 Average Attendance Rate by Year and School, Grouped by School Level (Annual Average of Monthly Values)**



**Chronic Absenteeism**

Figure E-22 shows a time series of chronic absenteeism for the four schools in Livemore Valley JUSD that participated in Year Two. Two schools (Livemore High School and East Avenue Middle School) continued from Year One, but the program model changed from a two-tiered income-based model that had very low participation to a model that is free and open to all students which has had much higher participation. Thus all four schools had their first year under the Free/Universal program model during Year Two (2017-18). In Year Two, chronic absenteeism decreased at two schools and increased at the other two schools, but the recent changes are within the range of historical variation.

**Figure E-22 Rates of Chronic Absenteeism by School Year, Livemore Valley JUSD**

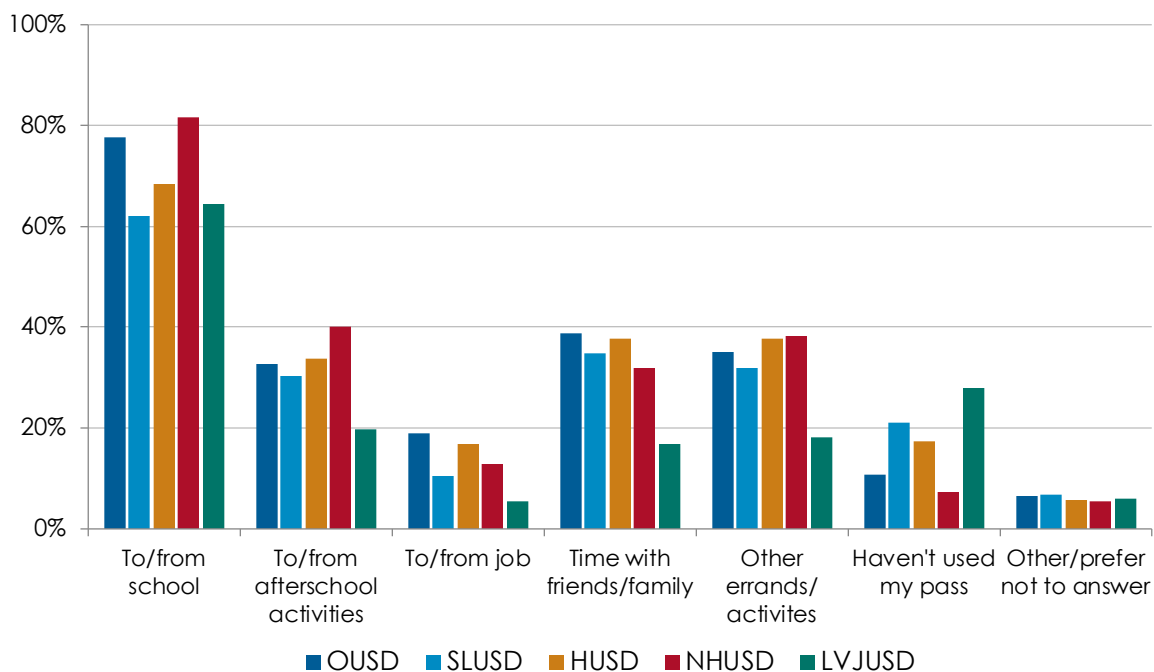


## Additional Student Survey Response Data

### Trip Purpose

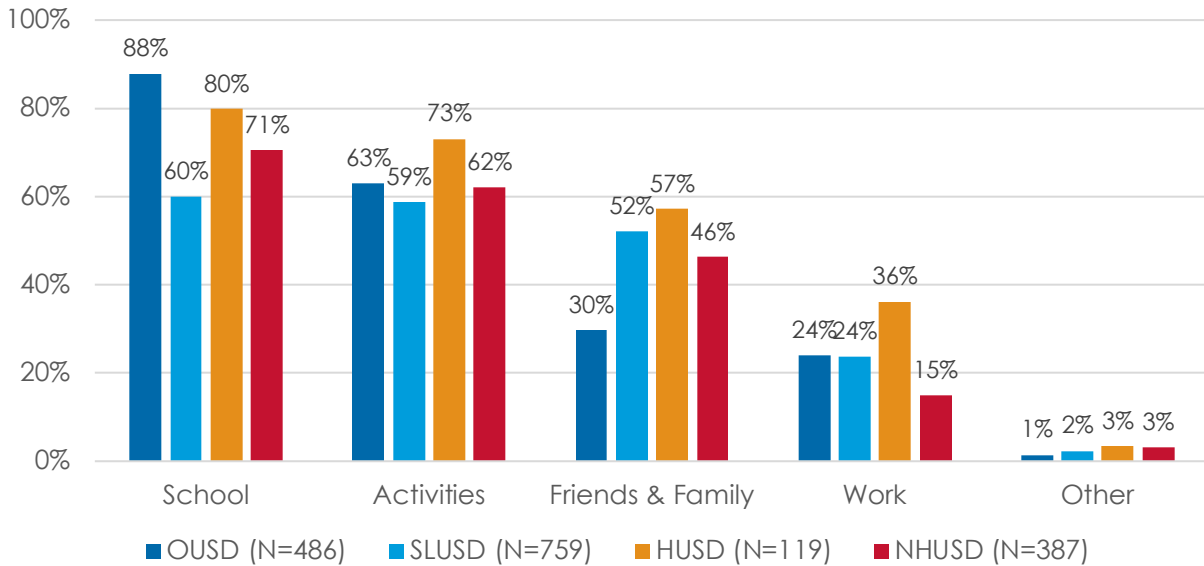
The spring 2018 survey asked students about how they have used their bus transit pass so far. Grouping the 2,260 responses by school district, students in Oakland USD and New Haven USD reported the highest share of participants using their pass for each possible trip purpose; students in San Leandro USD report the lowest share having used their pass for each purpose, consistent with the fact that they also report not having used their pass at a higher rate than participants in other school districts. These results are shown in Figure E-23.

**Figure E-23 Self-Reported Use of Transit Pass for Different Trip Purposes, by School District**



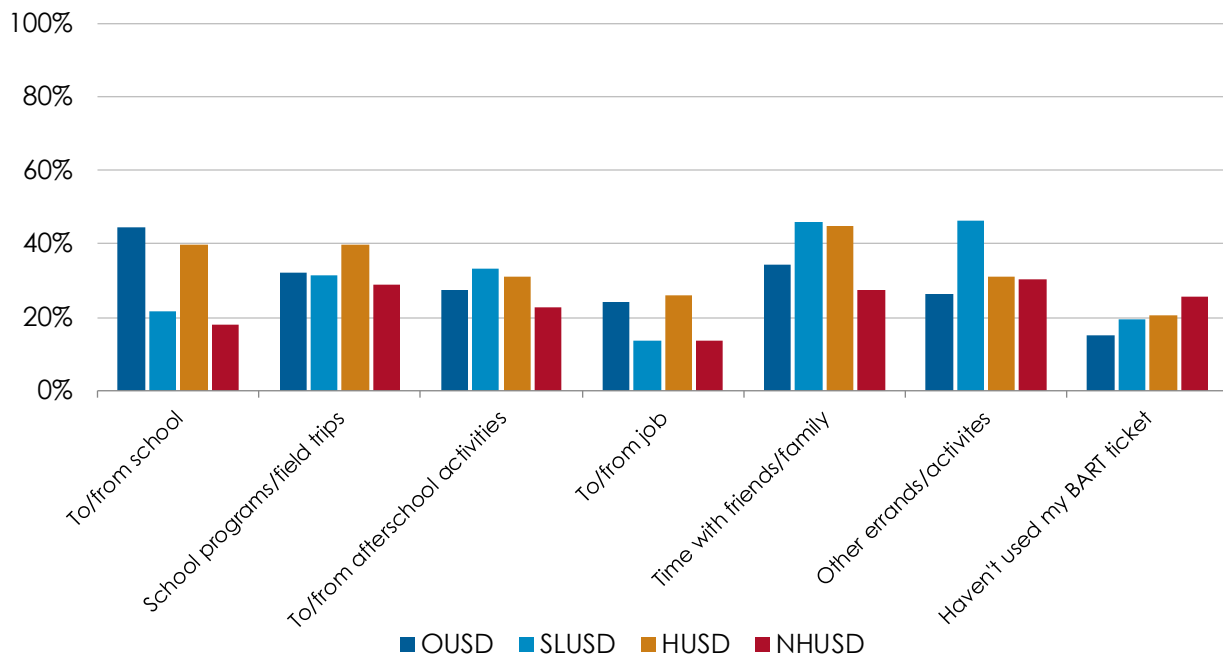
When initially asked how they plan to use their BART ticket on the ticket request form, 1,751 students provided one or more trip purposes. The frequency of responses was almost identical between program models (Free/Universal versus Free/Means-Based) but there was more variation in response frequency when comparing the school districts, as shown in Figure E-24. In addition to the pre-defined responses available for this question, there was an open-ended response option in which students indicated a variety of other potential uses including medical appointments, charity and volunteer work, church, college-related purposes (college fairs, test prep and exams), field trips and emergencies.

**Figure E-24 Self-Reported Trip Purpose by Students Requesting BART Tickets, by School District**



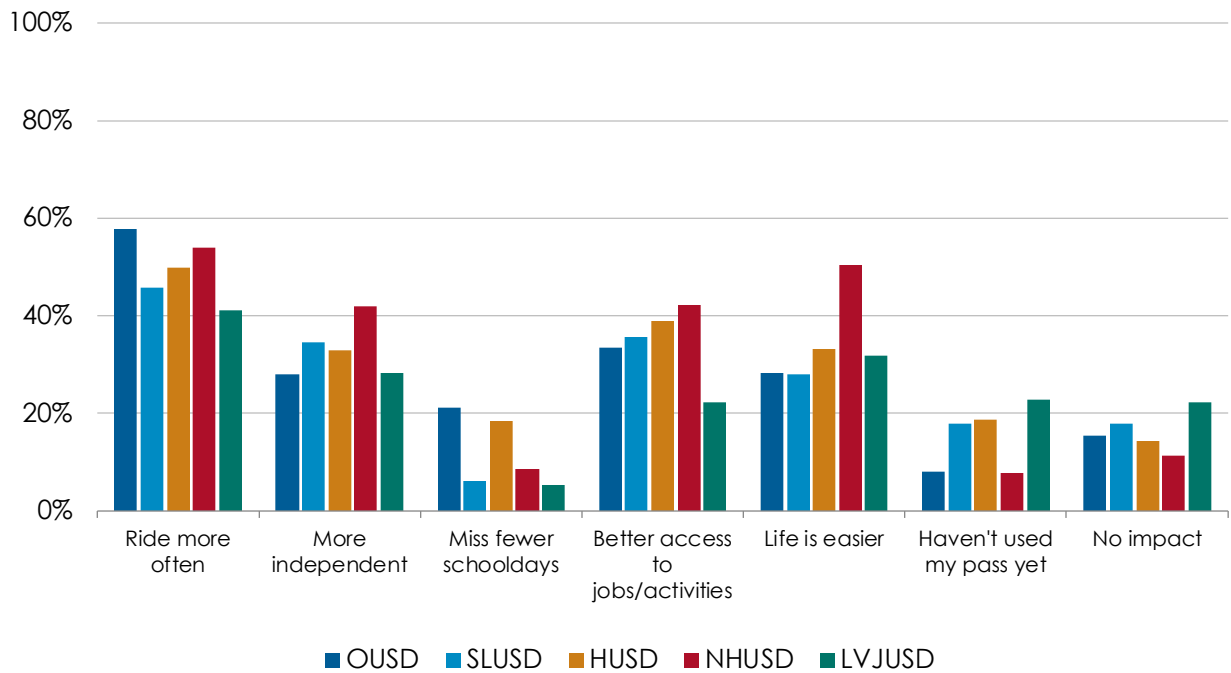
Later, in the spring 2018 survey, students were asked to indicate all of the ways in which they had actually used their BART ticket. A total of 552 responses were received from students who affirmatively indicated they had received a BART ticket. Figure E-25 shows that responses were more evenly distributed across different trip purposes than previously reported on the ticket request forms. As with the ticket request form, survey respondents could mark more than one response for this question, so this result may indicate that students found the BART ticket to support more types of travel than they had first envisioned when requesting their ticket.

**Figure E-25 Self-Reported Student Use of BART Ticket for Different Trip Purposes, by School District (N=552)**

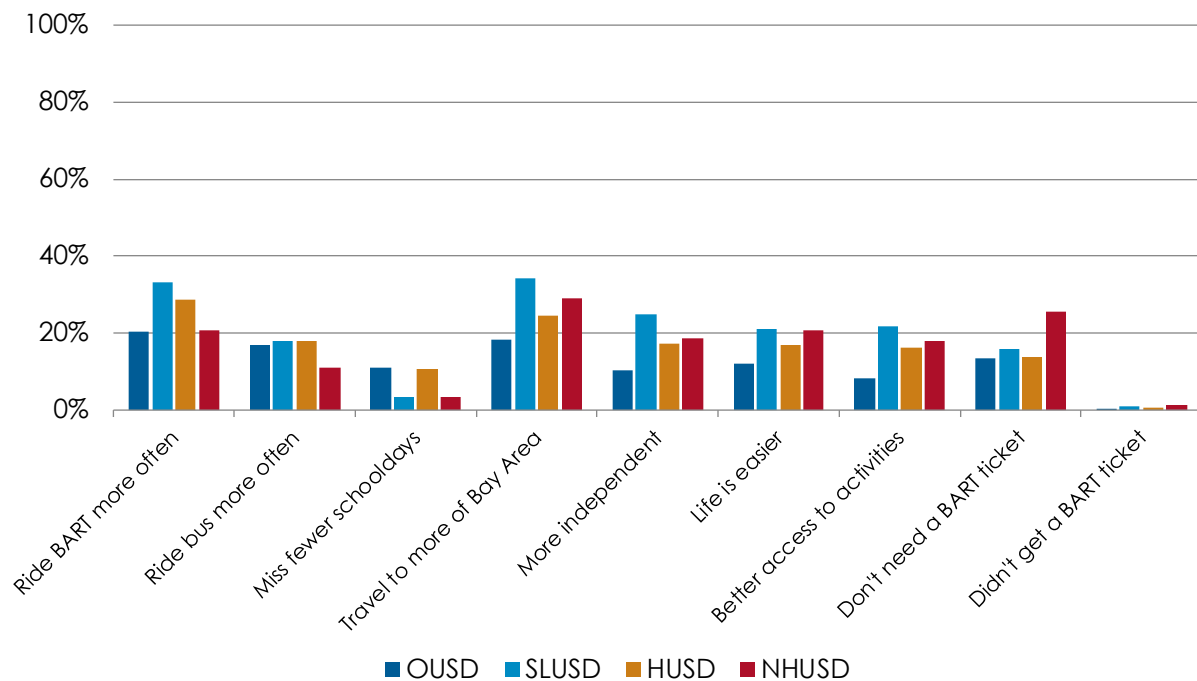


### Student Perceptions of Program Benefits

**Figure E-26 Participant Perceptions of Bus Pass Benefits, by School District**

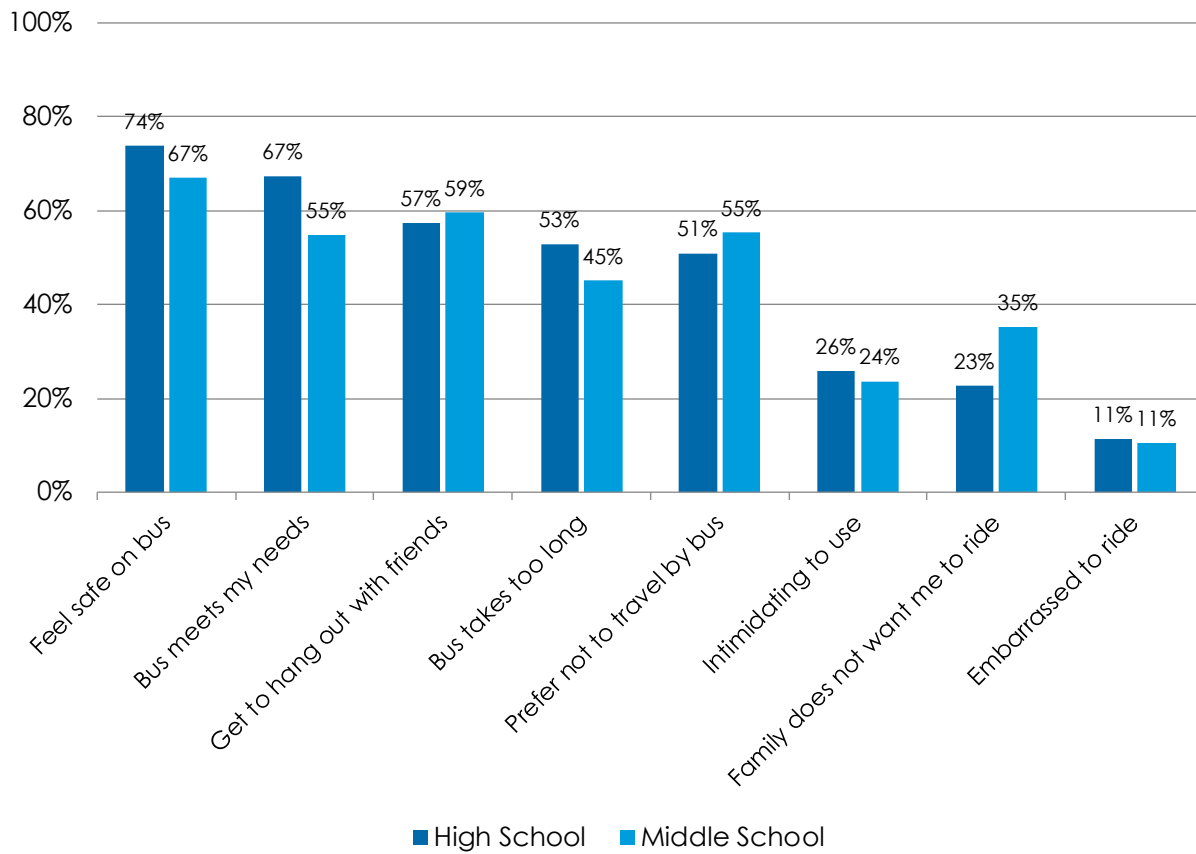


**Figure E-27 Participant Perceptions of BART Ticket Benefits, by School District (N=538)**



### Student Perceptions of Transit

Figure E-28 Student Perceptions of Transit, by School Level



## Diverse Participant Reach

School districts from all sub-planning areas of Alameda County are represented in the Year Two pilot. The program design includes different contexts to test the program and to ensure geographic equity.<sup>7</sup> The table lists characteristics of each school district that were considered in the site selection: ethnic diversity index, percent minority, and percent of the district that is eligible for free and reduced-price meals.

The percent minority metric represents the percentage of enrolled students who do not identify as white. Each school profile indicates the proportion of the minority student population calculated for the school as well as the school district. The district-wide statistics include elementary schools (which are not included in the STPP) in addition to middle and high schools.

Free/reduced priced meal (FRPM) eligibility indicates the percentage of students at the school who are eligible for free or reduced-price meals as part of a federally-funded school nutrition program. Established by the Federal Department of Agriculture, eligibility is based on household size and federal poverty guidelines. To qualify for free or reduced-price meals, household income must be 130 percent or 185 percent, respectively, of the federal income poverty guidelines. This metric is often used as a proxy for low-income households.

**Figure E-29 School District Demographic Profiles**

School District	Year Started	Planning District	Ethnic Diversity Index <sup>8</sup>	Percent Minority	Free/Reduced-Price Meal Eligible
Oakland USD	Year 1	North	56	90%	69%
San Leandro USD	Year 1	Central	56	90%	30%
Hayward USD	Year 2	Central	43	95%	50%
New Haven USD	Year 1	South	65	94%	41%
Livermore Valley Joint USD	Year 1	East	47	50%	15%
<b>County Average</b>			<b>56</b>	<b>73%</b>	<b>39%</b>

## Inclusion of Students, Parents, and Community

Year Two explored supplementary programs and marketing approaches to enhance how students and parents engage with the STPP. In the spring of 2018, Alameda CTC and Nelson\Nygaard led focus groups with two participating high schools – San Leandro High School and James Logan High School. In coordination with the schools' site administrators, students volunteered to participate in an hour long engagement.

<sup>7</sup> The planning district of each school district is shown in the third column of Figure E-32.

<sup>8</sup> The ethnic diversity index is a measurement developed by the California Department of Education that measures how much diversity a school or district has among ethnic/racial classifications for students. Ranging from 1 to 100, numbers close to 100 indicate a fairly even distribution of ethnic/racial classifications (more diverse), while numbers close to zero indicate that students are predominantly from a single ethnic/racial group.



Leading up to the focus group, the Nelson\Nygaard team developed interview guidelines – a set of engaging questions to pose to the group of students. Fifteen students at each of the respective schools met with two representatives of the project team. Over the course of an hour, students were asked to respond to questions such as: *Before you had a pass, how often did you ride the bus? Is that more, less, or about the same as you do now? Have you had any challenges using the pass, and how would you improve the program for next year?* Students were engaged and responded in detail to each of the posed questions. Below is a sampling of their feedback.

#### James Logan High School

*“Allow for graduating students to hold on to their Clipper card.”*

*“Provide the bus drivers more education and training about the program.”*

*“Expand the program across the Bay Area.”*

#### San Leandro High School

*“Have more adults (teachers, administrators) at SHLS talk about the Clipper card program.”*

*“I would like more education on how to use the pass including a demonstration.”*

*“We want to use it for a larger range. I tried using it in SF and it did not work.”*

The focus groups were deemed successful. At both high schools, participants were very engaged, providing insights and feedback that supplemented information captured in the annual survey. The focus group discussion was an opportunity to hear students' perspectives on the ways in which the program can be improved in Year Three.

In addition to the focus groups conducted directly by the program team, the community advocacy group, Genesis, also conducted their own focus group with students at Frick Middle School in April 2018. After the event, Genesis reported back that there was widespread support for the program among students, as well as a general consensus that the challenges of the card replacement process are one of the few issues of concern in an otherwise highly beneficial program.

Separately, in an effort to creatively promote the program, John Muir Middle School administrators initiated an effort that had students designing their own posters and advertisements to graphically promote the program to their peers. This is akin to similar efforts as part of Safe Routes to School; students conducted and presented the survey data on how students travel to school – another way this program has been sculpted to suit the needs and ideas of each participating school.

*“The posters are the most effective. They like the colors, they stop and stare. I have the kids make posters for me [to earn points towards] the Falcon award.”*

*—School staff from San Leandro USD*

## Effectiveness of Marketing and Outreach

As noted in the main report, program staff and school site administrators used multiple outreach methods to ensure that eligible students were made aware of the program and to encourage them to sign up. Outreach efforts also included travel training to help students become more comfortable using their transit pass. This section provides more detail about the specific outreach efforts and a discussion of survey responses regarding student awareness of the program.

### Marketing Efforts Utilized in Year Two

Staff on the program team provided school site administrators with a variety of printed materials and encouraged them to utilize outreach methods that had proven effective during Year One. During school debriefs, site administrators reported which methods they used and provided feedback on which of those methods were most effective.

***Outreach methods utilized in Year Two varied in terms of timing throughout the year, specific message to students and families, and scale of target audience.***

A matrix of methods used in Year Two is provided below in Figure E-30. The different outreach methods used in Year Two included the following:

- Initial sign-up period
  - Message to families over summer in welcome letters and back to school packets
  - Flyers for schools to post on campus
  - Encourage schools to get creative in getting word out, some schools had students paint posters and banner signs to advertise
  - Posting on school websites
  - Tables at school registration/orientation sessions
  - Briefing for teachers (at JMMS - San Leandro USD)
- Travel Training (middle school students only)
  - On-campus activity session designed to help students become more confident riding transit
  - Offered only at new middle schools in Year Two
- Ongoing outreach through year
  - Intercom announcements at school (at least 6 schools in 4 districts)
  - Truancy meetings (at least 6 schools in 4 districts)
  - Text messages/email blasts to parent (at least 4 schools in 3 districts)
  - Robo-calls (at least 6 schools in 4 districts)
  - School website (at least 7 schools in 3 districts)
  - Forms/packets available in school office (at least 4 schools in 2 districts)
  - Flyers (at least 2 schools in 2 districts)
  - Posters (at least 2 schools in 2 districts)
  - Paper newsletters (at least 2 schools in 1 district)

Figure E-30 Matrix of Outreach Methods Used in Year Two

	McClymonds HS (OUSD)	Fremont HS (OUSD)	Castlemont HS (OUSD)	Westlake MS (OUSD)	Frick MS (OUSD)	San Leandro HS (SLUSD)	John Muir MS (SLUSD)	Hayward HS (HUSD)	Bret Harte MS (HUSD)	James Logan HS (NHUSD)	Cesar Chavez MS (NHUSD)	Livermore HS (LVJUSD)	Del Valle HS (LVJUSD)	East Avenue MS (LVJUSD)	Christensen MS (LVJUSD)
<b>In-Person</b>															
Tabling at registration / orientation				■			■		■		■			■	■
Intercom announcements at school							■	■	■			■		■	■
Truancy meetings				■				□	■		■		■	■	■
Briefing for teachers							■								
Outbound calls to families (e.g., school counselor)															
Back to school night								□	□						
Spring open house (current students)								□	□						
Parent information sessions (prospective students)								□	□						
<b>Electronic / Digital</b>															
Text messages / email blasts to parents							■		■	■	■				
Robo-calls							■	■		■	■			■	■
School / district website							■			■	■	■	■	■	■
<b>Hard Copy</b>															
Materials sent with summer / back-to-school packet		■								■	■		■		■
Forms/packets available in school office								□		■	■			■	■
Flyers							■	■							
Posters							■	■							
Paper newsletters										■	■				
Banner in front of school															

■ Confirmed used during Year Two

***A variety of communication channels should be used to reach students and families in different circumstances.***

Debrief sessions revealed that there was no single-best method for communicating program details to students and their families. The following quotes illustrate the range of feedback received about this topic:

*“So many of our families live in interesting circumstances, unstable from month to month, so mail just isn’t the best way to reach them.”*  
—Debrief session for schools in New Haven USD

*“Teens are so connected, you would think it would be easier to [reach them]. But maybe they have so many other things going on that they are too busy, or maybe they just don’t pay attention.”*  
—School site administrator from San Leandro USD

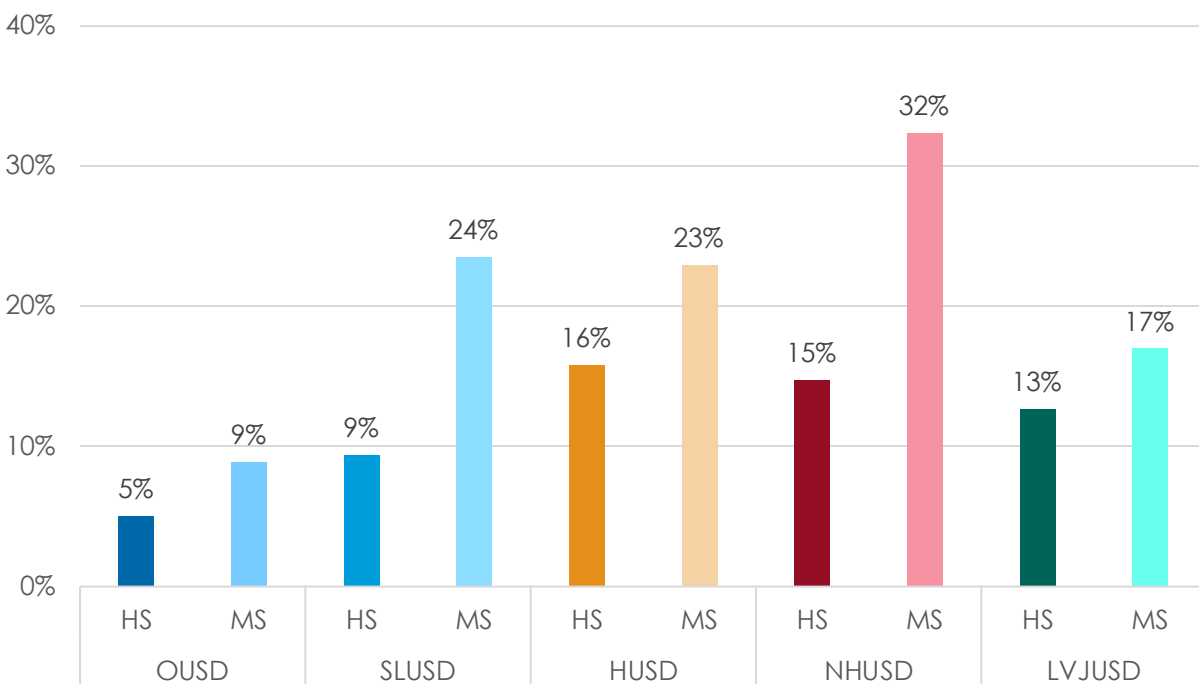
*“We don’t disseminate information with a paper bulletin anymore like when I had kids in high school.”*  
—School site administrator from San Leandro USD

### Awareness of STPP

Across all 6,308 responses to the spring 2018 survey, only 16 percent indicated that they did not know about the STPP prior to being asked to complete the survey. This varied across school districts and grade levels, as shown in Figure E-31. The highest level of familiarity with the program appears to be in Oakland USD where only 5 percent of high school respondents and 9 percent of middle school respondents indicated they did not know about the program. At the high school level, Hayward USD survey respondents were least familiar with the program, followed closely by those in New Haven USD. At the middle school level, the two districts with the lowest level of students reporting they knew about the program were New Haven USD and San Leandro USD. The Hayward USD and New Haven USD program models are means-based, but the survey was expressly open to all students, so these schools may have generated a large number of survey responses from students who are not eligible to participate. Also, it is possible that marketing efforts were more targeted at these schools, so that ineligible students would be less likely to have heard of the program in general.

*"We use every avenue we can think of to communicate... but we still had parents at truancy meetings in April who didn't know about the program!"*  
 —School site administrator from Hayward USD

**Figure E-31 Awareness of STPP Among Survey Respondents**



When comparing the survey results for Year One schools that continued into Year Two, there were no clear trends in awareness of the transit pass among survey respondents. Some school districts had higher rates of students reporting they did not know about the transit pass while others had lower rates. Figure E-32 compares the percent of students who were

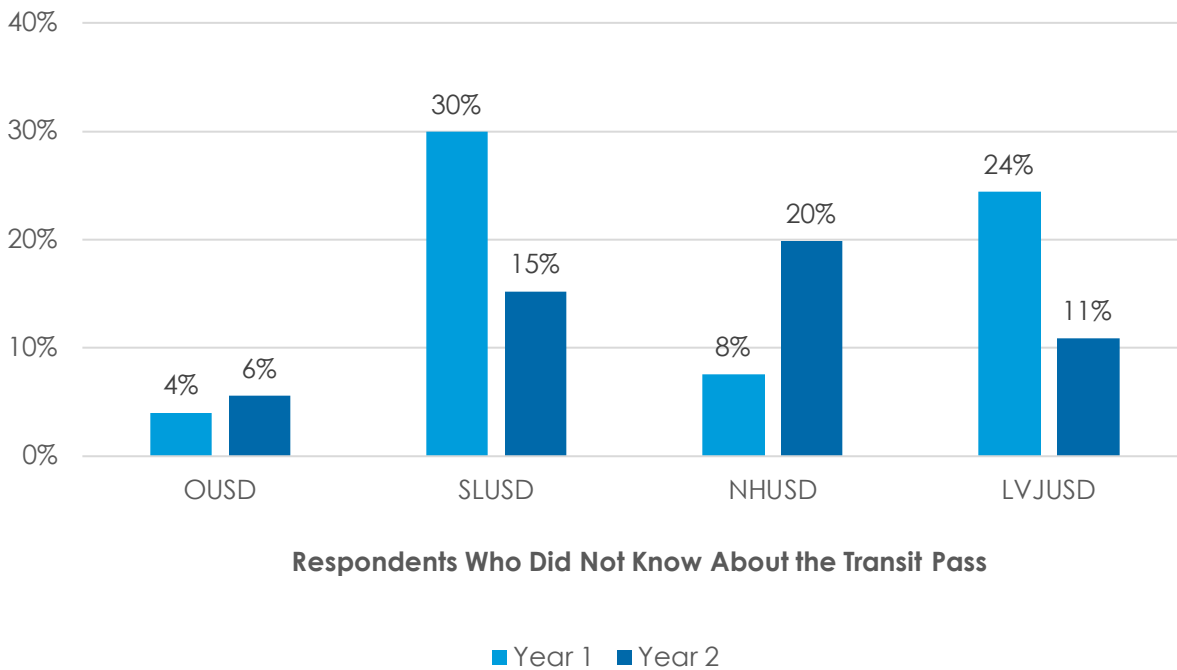
unaware of the program prior to receiving the survey in each of the first two years of the STPP.

It should be noted that two of the four continuing programs changed rules for which portion of their students were eligible from Year One to Year Two, which may impact word of mouth and targeting of outreach:

- San Leandro USD expanded its reach from limited grades in Year One to all grades in Year Two; a large number of respondents in Year One may not have been eligible for the program.
- New Haven USD changed from a program where all students could participate to one in which only students from low income families would be eligible to receive a pass; is it likely that a number of the survey respondents in Year Two were not eligible for the program.

On a related note, LAVTA conducted some independent outreach to students in their service area during Year Two that could have influenced overall awareness of the transit pass options in Livermore more than other areas of the county.

**Figure E-32 Comparative Awareness of STPP Year Over Year (Continuing Schools Only, Unweighted)**



### Travel Trainings

In Year One, the Nelson\Nygaard project team developed an interactive travel training curriculum to help middle school students navigate the bus system. The curriculum – comprised of several activities – teaches students the basics of riding a bus. This includes how to ride a bus and how to read a bus schedule and map. Year Two travel trainings occurred at three middle schools - Bret Harte in Hayward USD, Westlake in Oakland USD and Christensen in Livermore USD – all of which were new to the program this year.

Travel trainings continue to be an effective tool for reminding current and potential participants that riding the bus is a free and available travel option – not just in their local city – but regionally. Following every session, a handful of students inquired about signing up for the program, particularly students who rely on public transportation as a means of getting to their jobs and extra-curricular activities. Anecdotally, students who attended the travel trainings shared their enthusiasm for not having to be as dependent on parents and guardians for their travel needs.

*“The training was a great thing. Would have been nice to have it sooner in the year.”*

*—School site administrator from Livermore Valley JUSD*

## Linkages With Existing Fare Products

One theme heard in focus groups and surveys was that students were frustrated when their transit pass did not work on other Bay Area transit operators outside of Alameda County, such as SF Muni in San Francisco and VTA in Santa Clara County. Feedback from students in New Haven USD—where there are two different bus operators participating in the program—showed that students there do not really think about the difference between AC Transit and Union City Transit; they take whichever bus shows up first that serves their desired destination. Even many Bay Area adults have limited awareness of jurisdictional boundaries between the different public agencies that operate the Bay Area's many transit services, so it is not surprising that this topic can be challenging for younger riders as well. This topic may have surfaced more prominently during Year Two, because the addition of BART tickets this year extended the area that students were able to access on their STPP-funded passes, which led to more instances of students experiencing this institutional barrier. As plans for the new Clipper 2.0 regional fare system continue to evolve, it would be helpful to evaluate youth fare policies and inter-operator fare coordination, in the hopes that the system will be able to support wider transit use by Alameda County students across more operators.

*"Now that SLHS has a free transit pass, it saves this student from going to Walgreens to load a Clipper card – as the "funds are already on the transit pass making it easier."*

*—Focus group participant from San Leandro USD*

*"We want to use it for a larger range. I tried using it in SF and it did not work."*

*—Focus group participant from San Leandro USD*

*"It would improve the program if we could have the pass include Muni or rides to SF."*

*—Focus group participant from New Haven USD*



## Leverage With Other School-Based Transportation

The travel training described previously has been an important part of helping educate students about transportation options in their community. In Year Two, Alameda Safe Routes to School joined the program team at each travel training. Safe Routes staff provided teaching support and supplementary information. In Year Three, Safe Routes will be leading the travel trainings in an effort to incorporate the STPP outreach more directly in the multimodal programming for Safe Routes to School. In preparation, the Nelson\Nygaard and Safe Routes teams participated in an in-depth knowledge transfer and discussed how to improve and build upon the current program.

In addition to general travel training, school site administrators at several locations volunteered information about how the STPP could potentially be coordinated with other school transportation needs. School staff in Hayward USD noted that some of their students regularly attend vocational training at Chabot College, and that transit could be an option to replace a dedicated bus that currently shuttles students between Hayward High School and Chabot. Another opportunity was noted in New Haven USD, where middle school students attend an after school program at the Union City Family Center. That program has been able to attract more students to the program because they can reassure families that there is a transportation option to and from the school.

*“The most obvious one is ROP, the Regional Occupational Program, over by Chabot College... a bunch of high school kids go there daily, via one school bus each morning and afternoon. The kids have to be there at a certain time, so the coordination could be a problem via transit.”*

*—School staff from Hayward USD*

*“Transportation continues to be a big issue for many families. We have our 21st Century after school program. And we wrote a supplemental grant for transportation before, for the first 5-year cycle. But we just started our second 5-year cycle, and we didn't get the grant again, and it has really hurt our attendance/participation now that we can't offer the bus home... That is one of the other factors that makes this so critical. We knew we didn't have transportation home, so kids could enroll in the pass program, which allowed them to participate in our after-school activities.”*

*—Debrief session with New Haven USD schools*

## Leverage With Other Funding and Administration Programs

California Assembly Bill 17 (AB17), introduced by Assembly Member Chris R. Holden in December 2016, provided the basis for transit pass pilot program for California students. Alameda CTC actively supported this bill; however, it was vetoed by the governor in October 2017. The proposed bill would have established a pilot transit pass program that provided free or reduced-fare transit passes. Eligible students would have included students attending public middle and high schools that are eligible for federal Title I funding as well as students attending a California community college or a state or public university who are eligible for certain financial support. Alameda CTC staff will continue to seek additional funding that will support the STPP from local, regional, state and federal sources.

During the school debrief sessions, administrators acknowledged a variety of ways in which the STPP transit pass supports school-related programming. A sampling of quotes illustrating each of the key themes is included below.

### ***The STPP pass directly complements existing McKinney-Vento transportation funding and makes it easier for those families to access school transportation services.***

McKinney-Vento is a federal program that provides grants to help pay for services for homeless adults and children. School transportation is an eligible expense for the program, and some districts use McKinney-Vento funds to buy transit passes for qualifying students. When asked directly about the relationship between STPP and McKinney-Vento, school staff explained how the STPP removes access barriers and provides additional support to families.

*“We just purchase bus passes with our [McKinney-Vento] allocation. We like having this partnership right now, because this program stretches out the funds.”*

*—School district contact in San Leandro USD*

*“The other group it has the most impact on—which drives funding, too—is the foster youth. [Our school] has the highest rate of foster youth in the district. I can’t give you names of course, but there are a few students who are McKinney-Vento, and it also really benefits them. We receive additional funding for them. And previously, they were able to qualify for free bus pass from the district office, but it’s a really intense process. Parents have to walk in and self-identify as homeless, which is not easy for everyone, and then fill out an application with the child welfare and attendance office, and then every month they have to go get a card, and they want a signature each month from the student when they deliver a new card. We don’t pay for transit passes for kids, but we have to really heavily monitor everything for the federal program. So this program removes a major barrier for homeless and foster kids. Foster kids don’t qualify for McKinney-Vento, only homeless. But both foster and homeless kids have the right to stay in their most recent school and sometimes that can be really far away. We have some kids who live in Oakland, and this pass is the only way they get here. At least they have transit.”*

*—School staff in Hayward USD*

*“What we used to do is, when we have homeless/foster youth, we used to have a fund in our district, and someone would pre-purchase the student-fare [BART] cards and deliver them to the school once a week for the students... It was pretty labor intensive for us... We are still doing it for BART tickets for our students at schools that do not participate in the STPP... we use McKinney-Vento for some and general fundraising monies.”*

*—Debrief session for schools in New Haven USD*

**The STPP transit pass has been particularly helpful in expanding enrichment opportunities and facilitating field trips and other school-related activities.**

*“For regular field trips, we just pay out of our site funds for a bus—either charter or a school district bus, which can be \$400-800. The charter bus is easily twice that. And they are just school buses.... If the students have a Clipper card they use it, which helps. For everyone else, the teachers pay in cash, and then we reimburse them.”*

*— School staff in Hayward USD*

*“I don't have any money for field trips. My teachers actually plan field trips around the bus routes & schedules.”*

*—Student in Oakland USD*

*“We took the kids ice skating in Hayward, and it only worked because a significant amount still had their cards, so we could make up the difference with one-ride cards. It was our reward trip for them at the end of the year, and it provided some cultural enrichment. But we wouldn't have been able to do it if we didn't have Clipper cards.”*

*—School site administrator from Oakland USD*

*“The other thing that really helped a lot this year was for field trips. A lot of teachers were really happy that most of our kids had a Clipper card, so they knew that their kids could just get on AC Transit with the Clipper card. And now we have BART tickets available too. It was a big help and saved us a lot of money. Instead of teachers having to do fundraisers or ask for out of pocket money from families to pay for charter buses, they can just use the card.”*

*—School site administrator from Oakland USD*

## Ease of Participation

This metric is focused on the experience of students and their families in accessing and using the transit pass, as well as the processes and effort needed to coordinate with project partners at school districts, participating school sites, and participating transit operators. Qualitative feedback for this metric was primarily obtained from student feedback in the focus groups and survey, as well as anecdotal information shared by school staff during debrief sessions. The following quotes are organized by the key themes that were noted across all three feedback channels.

### **Continuing schools reported that students know how to participate this year and have come to rely on the pass.**

*"It's a normed resource now. 'This is what we do.'"*  
—School site administrator from Oakland USD

*"Students are all aware of it, but you have to walk them through."*  
—School site administrator from San Leandro USD

*"There might be some anxiety on whether it's going to continue past year three. We have families who've entered into secondary school only knowing this program."*  
—School site administrator from Oakland USD

*"Students definitely need this card. Students who have lost it—they are the most anxious ones about the time it takes to replace it."*  
—School site administrator from New Haven USD

*"Students who participated last year were happy they didn't have to renew it & they could use it during breaks and summer."*  
—School site administrator from Livermore Valley JUSD

*"This might just be considered just part of the enrollment process. That data could be sent directly to you. The pass would be more of an opt-out ('I don't need it') rather than, 'I don't know where to get it.'"*  
—School district contact from San Leandro USD

*"A lot more knowledge this year. Kids were telling their friends... I can tell the students are receptive about it."*  
—School site administrator from Livermore Valley JUSD

### **Bus drivers of different transit operators follow different guidelines for handling technical issues with Clipper cards, which creates confusion and frustration for students and school staff.**

Based on the transit operator debrief sessions, it was confirmed that each transit operator has a different way of handling card read errors. For example, because LAVTA uses an Easy Pass model, they instructed their bus operators to allow students to board even if the card was not working on the Clipper reader; there is no financial impact of the reader not recording the transaction, and it speeds up operations to allow the student on board instead of trying to fix the problem in the moment. For AC Transit and Union City Transit,

operators were told that if the card is not working, the student should not be permitted to ride.

*“A lot of times, our biggest challenge is when they have the physical card, and it's not working on the bus. It's more problematic in terms of actually solving it for them. Sometimes I've gone out with the kid to show them, and one time I even took a video showing you that the card wasn't working on the reader. But the whole issue of figuring out which bus and which bus number—it's a lot for our newcomer families to follow along those steps. And at the end of the day, it still puts that family at a disadvantage.”*

—School site administrator from Oakland USD

*“We had the issue where a lot of my kids weren't allowed on the bus, and that was a problem.”*

—School site administrator from New Haven USD

*“At the beginning of the year, if a student lost their card, the bus drivers had a disconnect & bus drivers made the students pay, but somehow we got the word out and it hasn't been an issue.”*

—School site administrator from Livermore Valley JUSD

**Card replacement is the biggest stumbling block for students and administrators; process improvements are needed to make this part of the STPP run more smoothly.**

School administrators reported that students and their families find the card replacement process very confusing and stressful. Daily reliability is key to making transit a viable option for students. Uncertainty about when the new card is coming causes problems for families trying to plan their daily transportation and, in some cases, families do not have a fallback option while they wait for the replacement card. Several suggested process improvements in this area could significantly improve satisfaction with the program.

*“When the kids lose them, they are frantic, so it's very important to those kids and their parents.”*

—School site administrator from San Leandro USD

*“I feel like the students wait a long time to get the card. They get anxious, and parents are calling. Even though the pass is free, they are a bit demanding actually, and expecting it to be fast.”*

—School site administrator from Hayward USD

*“The students misplace it, and for those days while they are waiting for their replacement, they almost don't know what to do with themselves. If there is a way to have a loaner pass... maybe it could be a different color with a special lanyard. We can sign the pass out to them on a temporary basis, and then take it back when their new pass comes in so they are never without a pass.”*

—School site administrator from Livermore Valley JUSD

*"Our kids are more dependent on their parents to go online for the card, so Kathy just gives them the flyer to take home to their parents."*

*—School site administrator from Hayward USD*

*"If they are on their own, and the Clipper phone rep doesn't know what's going on, then they are stuck. We should make sure they are not just out in the ether trying to figure this out on their own."*

*—School principal from New Haven USD*

*"It would be great if there was a place in the community, a hub, where they could replace it with cash themselves, because we have a lot of cash-only families. For example, could they do it at a Walgreens?"*

*—School site administrator from Oakland USD*

*"They will come in with the money, and I just need to make it easier for them to give the money to Clipper."*

*—School site administrator from Oakland USD*

*"Families are really reliant on it. Especially if they have kids in different schools with the same drop-off time ... it's hard when they realize that they have to wait ... to get the replacement; they'll say 'What am I supposed to do in the meantime?'"*

*—School site administrator from San Leandro USD*

## Additional Quotes From Student Surveys, Debrief Sessions, and Focus Groups

The following representative quotes provide additional feedback and context on many of the thematic findings described elsewhere in this report.

### **Benefit of reducing the complexity of the pass formats and eliminating money handling**

*“A lot more work last year. This year, very easy. Exceeded my expectations.”*

*—School site administrator from Livermore Valley JUSD*

*“We like both eliminating the money and the longer time period before renewal.”*

*—School site administrator from New Haven USD*

*“Night and day. A lot less time. Really consistent. Really streamlined.”*

*—School site administrator from Livermore Valley JUSD*

*“Having to re-do the sign-up every three months was a problem before; having it be a year-long is much better. There is a real cost in terms of person hours, and that has been much less this year.”*

*—School principal from New Haven USD*

### **Site administrators appreciated moving all student forms and transactions to cloud-based forms and databases**

*“It was very streamlined this year. Easy to re-order the lost cards. Delivery was great.”*

*—School site administrator from Livermore Valley JUSD*

*“The Google Drive? ... Yes, it's so much easier. Yeah, I love that. It's a lot easier. We have to double-check what the students tell us because maybe they already got a card, but it's so easy now.”*

*—School site administrator from San Leandro USD*

### **School staff are able to settle into a routine after the first year**

*“Once you experience something a couple of times, you get the hang of it.”*

*—School site administrator from Hayward USD*

*“Last year was really the set up. So this year, it was only a few tweaks, e.g., changing the wording and adding new link to the webpage. We already knew how to set up a table during our orientation & walk-through.”*

*—School site administrator from Livermore Valley JUSD*

**There is significant workload at the beginning of the school year to input data for new participants**

*“Certainly the beginning of the year was a little more effort. A couple Clipper cards we received didn’t work—probably two.”*  
—School site administrator from Livermore Valley JUSD

*“There’s a big lump sum at the beginning, but we just made it another step that parents had to follow [at orientation].”*  
—School site administrator from San Leandro USD

*“That first week, I stayed until 9 or 10 pm just inputting hundreds of applications to get them in by the first deadline.”*  
—School site administrator from Oakland USD

*“In the beginning, you have to find ways to not let it eat you up.”*  
—School site administrator from San Leandro USD

*“I’m the front office, so I have to answer the phones, and I have to be available. So I need to plan it out, in order to let the others in my office know so they can cover the desk and phones for me.”*  
—School site administrator in Oakland USD

**Loss of institutional knowledge due to school staff turnover reduces efficiency**

*“This is my first year doing this. It was hard at first... At first, I was really lost. It was just given to me to try to support this program, and I wanted to do it because I knew a lot of our students needed this program and I didn’t want it to be taken away from us.”*  
—School site administrator from Oakland USD

**Site administrators find it challenging to manage the expectations of students and families**

*“I have kids come in and ask me when their card is coming. It’s free, but they still hate to wait.”*  
—School site administrator from New Haven USD

*“It is frustrating sometimes, because I get calls from parents who are upset when their child hasn’t gotten their Clipper card yet... And then they get mad at me, as if I am the one who is telling them they can’t have the card anymore, like a punishment... the kids don’t understand that we aren’t the ones who actually process the card.”*  
—School site administrator from Oakland USD

*“When you tell a student a date, they really expect it, and they come and ask for it. Then they are very disappointed, and the parents are too. They are calling and asking me what’s wrong. But there is nothing I can do about the time it takes.”*  
—School site administrator from Oakland USD



**Extra effort is required to pay Clipper card replacement fee for students without credit cards**

*“A lot of students don’t have debit cards, so I don’t know how they would be expected to pay for it. What happened is that staff paid for it—one of us in the office will use our cards instead.”*

*—School site administrator from Oakland USD*

*“Some students say they never got one to avoid paying the \$5 replacement fee.”*

*—School site administrator from San Leandro USD*

*“The replacement of cards has been stressful. I have used my own credit/bank card to call in and replace cards... I thought about getting one of those pre-paid card, like the ones from a check cashing place, where any staff member can process the replacement fee payment.”*

*—School site administrator from Oakland USD*

*“We have one-ride [AC Transit] tickets here we can give them here and there, but we exhaust that supply quickly.”*

*—School site administrator from Oakland USD*

**The Clipper card replacement process is too complex**

*“I need to learn more about the Clipper process so I can answer their questions about replacement.”*

*—School site administrator from New Haven USD*

*“It would be great if there was a way for us to find out about self-service replacement cards that are coming, so we know how to answer parents who call... if you had anything that tells us when the card has been processed vs. shipped vs. received, that would be amazing.”*

*—School site administrator from Oakland USD*

*“They get so excited when they get the card in their hands. But strangely, it’s a lot of chasing down the students to get them the actual card. It might be a miscommunication between the parent & student where the parent doesn’t tell them. So, we have to make an announcement to get them to come to the office to pick it up. That can be time consuming for our principal.”*

*—School site administrator from Hayward USD*

*“I have a lot of students that don’t register [the card] until they lose it.”*

*—School site administrator from New Haven USD*

*"It's not just the money. I have been on hold for 40 minutes with the kid, waiting for the kid to be able to give permission for the adult to pay for the fee. If a kid misses their lunch break dealing with this it's a problem, and if they have to stay late after school to deal with this, the parents get concerned. We have gotten more and more parents to do the replacement themselves, but then they call us to find out when it is coming and what the status is. But they don't get the confirmation number, so it's a lot of extra work."*

—School site administrator from Oakland USD

*"If they lose it, and they replace the card themselves, sometimes they don't get the card with the special STPP program loaded. And then the parents are upset that they are being asked to load money, so I try to tell them over and over that you have to mention the program right at the beginning of the call."*

—School site administrator from Oakland USD

### **Adding BART to the STPP created new process issues and challenges**

*"Sometimes, we would get duplicate applications, because they would submit the main application for the Clipper card, and then later they would figure out that they want a BART ticket too, and they'd actually follow the directions and fill out the whole thing as if they were new. So we have to go back and forth to the trackers to be sure, and it was more time-consuming."*

—School site administrator from Hayward USD

*"The application should be on one form. Two different pages and websites to input things makes it harder. That was stressful."*

—School site administrator from Oakland USD

### **Travel training was helpful for students who participated; others would like additional support**

*"The first time I ever used it (student transit pass) - I did not know where to tap the card."*

—Focus group participant from San Leandro USD

*"I would like more education on how to use the pass including a demonstration."*

—Focus group participant from San Leandro USD

### **The BART ticket provides access to more places and over greater distances; it introduces students to another Bay Area transit option**

*"I think they use up the \$50 pretty fast. The nice thing with "the Bank" is that I have the other discount BART tickets available too, where the student can buy \$32 in BART value for only \$16. So it's a nice way to enter into that discount program."*

—School site administrator from San Leandro USD

*"I go to Union City and Hayward - a lot more fun things to do there."*

—Focus group participant from San Leandro USD

**Students want their BART value loaded onto their Clipper card for convenience when traveling, to reduce the chance that they misplace it, and to make it easier to load additional value**

- In the New Haven USD focus group, one student suggested combining Bus and BART fare on one Clipper card, and they asked for the BART tickets to be replaceable if lost.
- Respondents to the spring survey also requested a single-card solution, saying:

*“Make the clipper card work for BART too”*  
—Hayward USD

*“Use the clipper card for both AC transit and BART”*  
—Hayward USD

*“It would be helpful to have free BART credit on my youth clipper pass. I can’t use the clipper for BART.”*  
—New Haven USD

**Students want more value on the ticket, because \$50 does not last very long. Many asked for a fare product offering unlimited BART travel**

- When students in the New Haven USD focus group were asked about suggestions for the STPP in general, one said:

*“Add more money on the BART ticket.”*  
—New Haven USD

- In the spring survey, over 20 percent of free response comments about the BART ticket related to wanting the ticket to last longer or pay for more travel, such as:

*“Should be able to be refilled for free from the school”*  
—San Leandro USD

*“Maybe make the BART ticket have unlimited uses for a time period instead of a set price.”*  
—San Leandro USD

*“The ticket does not have sufficient money for me.”*  
—San Leandro USD

*“Put more money on the BART ticket because it went away very quickly.”*  
—Oakland USD]

*“I feel that it should last longer or all year like the clipper cards”*  
—Oakland USD

*“The money on the Bart Card was on \$50. It seems like a lot but it was used up quickly.”*  
—Oakland USD

*“I really wish we had free BART as well”*  
—New Haven USD

- Students also cited this concern in the general free response question at the end of the survey:

*"I take BART twice a week and that is a total of \$16 a week, is there a way I can get a student discount or ride BART for free?"*

*—Hayward USD*

*"I think they should add more money for the BART ticket."*

*—San Leandro USD*

*"Increase BART money."*

*—San Leandro USD*

*"More money on the BART pass."*

*—Oakland USD*

### **Students are comfortable traveling on multiple transit operators and want access to transit services outside Alameda County**

- The majority of students in the New Haven USD focus group indicated that they use both AC Transit and Union City Transit. One student mentioned that he/she uses "mostly AC Transit." Students made the following statements regarding their use of both transit agencies:

*"I use AC Transit to go to the mall or San Leandro. AC Transit goes towards my house."*

*—New Haven USD*

*"I use Union City Transit, and I also use both."*

*—New Haven USD*

- Focus group participants and survey respondents also requested access to non-transit services and operators outside of their immediate area:

*"We want to use it for a larger range. I tried using it in SF [on MUNI] and it didn't work."*

*—San Leandro USD*

*"Also VTA"*

*—New Haven USD*

*"Use the clipper card for Bart, Uber, and Lyft."*

*—Hayward USD*

**The STPP pass is a helpful tool for school staff when they are meeting one-on-one with families to address attendance and truancy issues**

- In New Haven USD, where eligibility is based on family income, school site staff explained that most students who get called into truancy meetings are eligible for the program.

*“Our school’s manager can reach out to the parent to utilize this resource to make it clear that chronic absence isn’t okay.”*

*—School site administrator from Oakland USD*

*“In those situations, the parent feels like you are responding to their need, like we care about their students’ education. It’s not just about the police coming to check on them, and referring them to a SARB [Student Attendance Review Board] meeting. It completely eliminates the, “I don’t have a way,” type of conversation.”*

*—School site administrator from Oakland USD*

**Students use their transit pass primarily to travel to and from school and school-related activities**

- Students in the New Haven USD Focus Group mentioned that they use the pass for non-school reasons, such as to go to Target and for other activities. Quotes from the same question at the San Leandro USD Focus Group show variety as well:

*“I take the bus home every day in summer to and from tennis practice. Before the transit pass I didn’t take the bus.”*

*—Focus group participant from San Leandro USD*

*“I am more willing to go to places to outside, such volunteering.”*

*—Focus group participant from San Leandro USD*

**Students who have jobs value the flexibility offered by the transit pass**

*“The students that I see on a regular basis use it for appointments and work.”*

*—School site administrator from New Haven USD*

**The transit pass provides a significant benefit to schools who use the pass for enrichment opportunities**

*“We took all of the kids to the Exploratorium using the cards.”*

*—School staff from Oakland USD*

*“The registrar gives them the forms with their other paperwork, and their registration is not complete until they turn in all their paperwork. Some students don’t want the card, so we have them get it, and we keep it for them for field trips.”*

*—School site administrator from Oakland USD*

*“And yes, the BART tickets would help us for field trips too”*

*—School site administrator from Hayward USD*