



**move it! Youth Pilot Project  
Final Report**

King County Department of Transportation  
Metro Transit Division  
Sales and Marketing



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# move it!

move it! Youth Pilot Project Final Report

King County Metro Transit

Kelly Lindsey  
Deena Ratner  
Gerald Freeman

Program Graphics and Report Design  
by Janet Gilliam





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- Budget
- Sample meeting agendas
- Press release
- **move it!** booklet
- **move it!** newspaper articles:
  - Beaver Lake PTSA newsletter: “Youth Transportation Action Council”
  - Issaquah Press: “Metro offers Sammamish kids a ticket to fun and freedom”
  - Issaquah Press: “Metro gets teens involved in **move it!** program”
  - Issaquah Press: “Erickson encourages kids to **move it!**”
  - Seattle Times: “The Zone”
- **move it!** website home page
- Photo of Northwest Cable News feature
- Student survey results





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## Purpose - Intention - Origination of program

The **move it!** program is an innovative campaign aimed at educating middle school youth to consider their personal mobility and to make choices that will positively affect themselves, their communities and society.

Partners for Smart Commuting, a coalition of local, regional, and state government agencies in Oregon, Washington, Idaho, Montana and Nevada, has been active in the effort to reduce SOV (single occupancy vehicles) trips for several years. This youth focused campaign is the result of an Oil Rebate Grant and matching funds from public agency partners.

The campaign was tested in three disparate communities: Spokane, Washington; Issaquah/Sammamish, Washington; and Salem, Oregon. These demonstration sites were chosen for their diversity in socio-economics, geography and community infrastructure. The program was tailored to each area's needs and results will be documented for replication in other communities in the future.

The goal of **move it!** is to create long-term attitudinal and behavioral change regarding transportation options in middle-school youth prior to driving age.



## Summary

King County Metro Transit enrolled 14 teens from the cities of Issaquah and Sammamish, Washington to create a Youth Transportation Action Council (YTAC). The youth council was made up of students from three middle schools and three high schools.

The YTAC group was selected by application process and met weekly from January through May 2003. At these meetings, they learned about personal mobility and how choices they make every day impact the environment, our communities and people who live in them. The YTAC was charged with going past discussion and taking action. They not only generated ideas and educated themselves about personal mobility, but also designed a project to encourage peers to consider alternative transportation through the **move it!** campaign. Youth councilmembers designed an information table with various transportation information publications for distribution. The campaign entailed youth councilmembers speaking about transportation alternatives at public and community events to reach their target audience: teen peers and the general public.

The crux of the project focused on the **move it!** booklet, which was created by the YTAC group with their peers in mind. The booklet's premise was to detail a variety of local transportation information including bus basics, phone numbers, websites of local transit agencies and bicycling resources specific to the project area. The language was written for the teen market, rarely focused on in traditional transportation agency marketing efforts.





## Program Scope

This youth program was designed as a community based grassroots project. Program messages were to be carried by the students to their community. Students were attracted to the program by because it offered them a voice, empowerment and the ability to take action regarding the transportation issues challenging this region.



## Gathering and Meeting with Students

The selection of students was made by application process. The effort to enroll students consisted of presenting the program to two local area youth advisory boards, three area middle school leadership classes (that were looking for opportunities for their students) and publishing articles in community newspapers. Area youth advisory boards gave the program a lot of support helping to generate interest in the program. From these efforts 14 students committed to working on the **move it!** project.

Meetings were two hours long, once a week for thirteen weeks, January through May, 2003. Students were given community service hour credits for their participation in the program.

To assist students in creating a personal conviction regarding transportation issues, initial group discussions consisted of exploring the following questions:

- Why can't we get there from here?
- What is our transportation dreamworld?
- What is our shared vision for eco-friendly transportation in our community?

[\(See next page for matrix stating discussion results.\)](#)

Discussions provided adult project leaders with establishing a baseline for student knowledge of transportation issues. Students participated in brainstorming to build ideal worlds and identified barriers to using alternative modes of transportation. All students' ideas were used. Upon establishing a baseline of knowledge and personal conviction students moved on to the premise of the YTAC program, which was to challenge the students to take action.

Action consisted of designing a transportation driven project for students to launch in their community.

### Barriers to Alternative Modes of Transportation

Money Spent on Transportation	Alternative Options Unavailable	Fear, Approval and Public Safety	Limited Availability of Transportation	Traffic Wastes Time	Parking is a Hassle	Unwilling to Travel Physically	Distance
high price on gas	no bike lanes	safety of area you are going to	no adult available = no driver	rush hour traffic	access to parking	Too tired to travel/move	too much space between you and destination
not enough gas	no bus service	not a safe place (destination)	limited car access	streets too busy	no parking	don't want to walk/bike	too far away
cost of gasoline	no buses available	paranoia (of parents)		takes too much time to get there			how far to travel
cost of travel (gas, tickets)	more carpool lanes	parents permission		what time you leave			distance from house to event
	no bus-only lanes	weather and time of day		too much traffic			
				time consuming			
				time as in traffic			

### What is our shared vision for efficient eco-friendly transportation in our community?

Cheap Flights	Regulating cost of fuel	Human powered transportation	Environmentally Friendly	New Mass Social, Public Transportation	Futuristic	More Ferries
\$100 plane fares to anywhere	Gas & Fuel cheaper	cities designed for people powered travel	more hybrid vehicles	would be fun & bring people together	have rocket shoes	more ferry services
Safe mini-plane	No more than \$1.25 for gas/fuel	more crosswalks on the roads	battery powered cars	subway in every major city	flying shoes	free ferry service across Lake Washington
	Gas pays for public transportation	neighborhoods around bike/walking paths	all cars = electric	shuttle service through suburban areas	backpack jets for all transportation	
		more bike paths than car roads	cars would run on a recyclable fuel (water)	carpools where kids want to go		
		free from accidents	golf carts 4 all transportation	take away cars - get a subway		
		swimming lanes next to roads	solar powered hover craft	bus only lanes		
		walking = primary transportation	more cable run buses			
		healthy, get people to move, no lazy Americans	light rail on highways			
		relaxing enjoyable & energizing	ecological savings ticket when u travel			
			Environmentally friendly			
			no driving restrictions when 16			



## The Project

The goal of the project was to inform teens and their community of the available transportation options, the crux of the problem being how to get this information directly into the target audience's hands. Other project benefits were: to offer students something beyond just talk and to give them the vehicle to have an impact on their community regarding an issue they hear about daily in our region.

The range of project ideas reached from individual efforts to statewide action.

Parameters of the project were set to maintain budget and timeline and are as follows:

- The project must involve everyone in the group.
- We as a group would have to be able to make it happen.
- The project must be completed by late April, early May 2003.
- It must have maximum impact.

Range of Youth Project Ideas				
Personal Action	Family Wide Action	School Wide	Community Action	Statewide Action
Riding bikes more	decreasing car usage	school drop off lane	neighborhood carpool	improved HOV-bus lanes
Walk/bike to close areas	carpool with family	increased use of school activity bus	Improve and publicize bus routes	bus only lanes
walk/bike to school	bike ride and concert - family Marymoor to winery	awareness of what is available (presentation)	bus to community dances	talk to legislators about what is important to teens
experiencing other forms of transportation	discussion on safety with bus	neighborhood carpools to schools	bus lots of kids' places (mall, park, etc.)	
Pine Lake Park spring/summer bike riders get free ice cream		student event travel planning awareness	more bus stops/service	
		transit options video	parents carpool to work	
			pedometer challenge	
			emergency kid taxi	
			fun bus - kids decorate, community teen advisors, take kids to event hard to get to	



## **The project** (continued)

Vital to presenting information to the community was compiling transportation options in one information piece. The students brought together transportation information in a booklet specifically for their community.

The top project idea was to do presentations at school assemblies and hand out the booklets. It was discovered that in this school district assemblies were determined a year in advance and there was not additional time for non-scheduled programs. The youth council revisited project ideas and decided to host information tables at local events focusing on interacting with table visitors and enticing the audience with “free stuff.”

The first step to staffing information tables was to educate students to a point where they would be informed transportation advocates.

The rural Issaquah/Sammamish area did not offer opportunities for students to have contact with trip planning, bus service, biking or walking options. This area has heavy reliance on parents to drive students to all activities. The cities of Issaquah and Sammamish are characterized by higher income levels, with often one “stay at home” parent. The area’s terrain is made up of long, quiet roads, limited sidewalks and services being quite a distance away from residences. As a result, student education began with the very basics.

Much time and effort was put into student education around transportation options. Students took a field trip to ride a bus along with a Metro Transit expert to answer their questions. Youth learned to read timetables, call Rider Information with questions and plan itineraries using the online tripplanner. A presentation was made by a Dial-A-Ride-Transit (DART) coordinator and students took a ride in a DART van. (DART service uses vans that can go off regular routes to pick up and drop off passengers within a defined service area.)

Many resources were utilized to further educate the students. The city of Issaquah Resource Conservation office spoke to the council about the environmental benefits of using alternate modes of transportation. Also, King County Health Department informed students of the health benefits of walking and made them aware of a resource in their area: the Gilman Boulevard Edible Landscape (Walking) Tour – a boulevard with more than 25 varieties of edible plants. The Cascade Bicycle Club demonstrated to the council bicycle safety equipment, safe riding skills, and bicycle maps noting trails and safer bike routes all over the King County area. Once armed with transportation information students were ready to meet their peers and their community.



## Phase 4

### Outreach

Students designed their information table/booth to encourage interaction with interested visitors. Persons visiting the table were asked to identify where they lived on a bus route or bike trail map. A pin was placed on the map noting approximately where a visitor lived and from there nearby bike trails and bus routes were identified. Information table visitors were given the move it! booklet - designed by students specifically for this community, timetables, promotional items, bicycle safety booklets, Edible Landscape walking maps and other informational brochures.



Other collateral materials were produced to continue the transportation alternative message beyond the visit to the move it! information booth. Students designed a book cover, a contest to attract attention to the booth, a large banner and smaller promotional giveaways.



pencils



hairy pen



clip magnet



caribeenner



## Phase 4

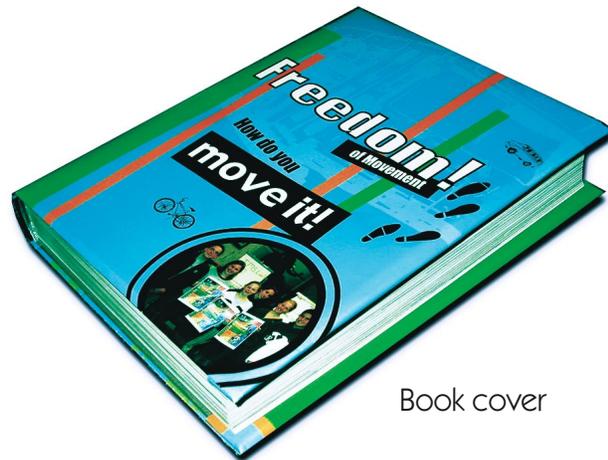
### Outreach (continued)

Local merchants demonstrated remarkable enthusiasm by donating prizes for the move it! contest. Tickets were donated by EMP (Experience Music Project), Pacific Science Center-IMAX theatre, the Seattle Aquarium, Illusionz – an arcade in Issaquah, gift certificates from Rejuvenation Juice Bar and youth bus passes from Metro Transit.

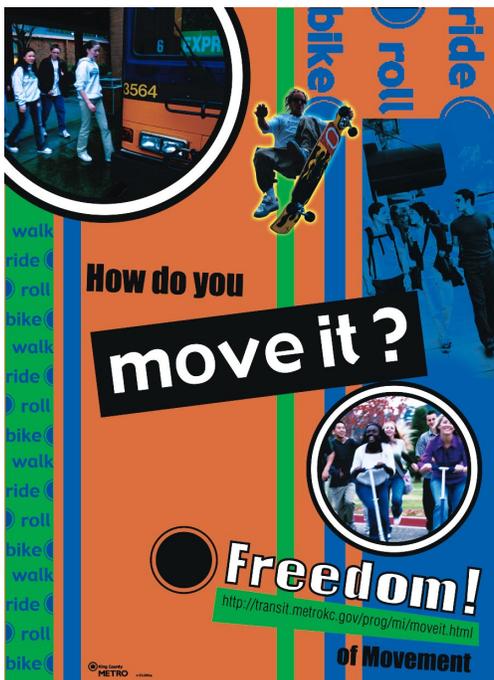
Students setup the move it! information booth at five area schools and events:

- Beaver Lake Middle School – cafeteria during lunches
- Teen District Dance
- Issaquah Farmer's Market
- Teen Auto Show
- Maywood Middle School – cafeteria during lunches

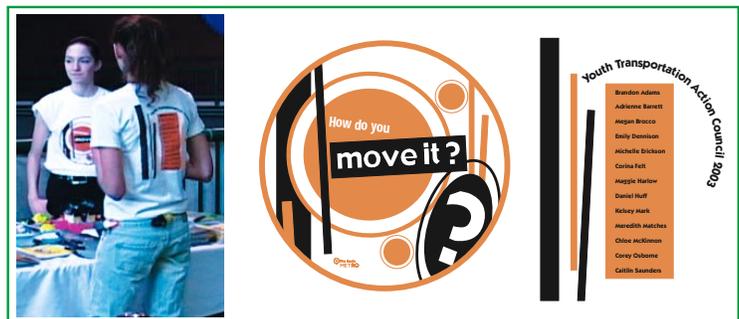
To publicize these events, press releases were sent to community papers. Notifications were put in the PTSA newsletters and articles in local newspapers publicizing the youth council outreach efforts.



Book cover



Poster



T-shirts



In an effort to evaluate student benefit, Metro Transit surveyed the students at the final meeting to find out their thoughts and feelings regarding their involvement in **move it!**.

This is a sample of that were asked:

1. What was the best part of participating in the **move it!** project?
2. What part of the **move it!** project has made a difference in your life?
3. In looking back over project choices, what other projects would you liked to have done?
4. What is your opinion about doing information tables at your schools/public events?

[\(See appendices for survey responses\)](#)

Two thousand people visited the information table over the course of the outreach effort. Public response was very positive and supportive. A councilmember from the City of Issaquah was so impressed by a **move it!** program student at the Farmer's Market, that he asked the student to make a presentation at the Issaquah City Council meeting. This same student also gave a presentation to the Sammamish City Council. Articles were written in local newspapers about all the students' outreach efforts. (see appendix) Also the program perked the interest of Northwest Cable Television News. Students and staff were interviewed and the **move it!** program was highlighted in a lengthy television feature. The **move it!** program was also featured in a King County Transportation community television program called "Inside Transportation." All this publicity has resulted in over 3,000 promotional items given out, 1200 booklets and the over 500 hits to the **move it!** website, to date.

The success of the **move it!** program is demonstrated by the many people it has reached. Youth Transportation Action Councilmembers demonstrated a wealth of enthusiasm, excitement and effort in learning about and educating their peers and the public regarding transportation alternatives. As individuals YTAC students are now advocates for all forms of "getting around." The community was extremely receptive to students' conveying transportation messages.

This pilot program is a viable program format for future youth and community outreach efforts.



Two Issaquah advocacy groups: Issaquah Bike/Pedestrian Team Project and the Issaquah Citizens' Transportation Advisory Group contacted **move it!** students looking for youth interested in participating in their programs. Two students decided to participate in these programs thus fulfilling a key goal in this pilot program, to create youth transportation advocates active in their communities and passionate about transportation in this region.

King County Metro Transit has been contacted by the Seattle School District in regards to incorporating the program into the 2004 school year.

Partners for Smart Commuting, the pilot project founding coalition, attended a special meeting in Seattle in May of 2003 to meet the King County Youth Transportation Action Council. Partners members heard directly from project coordinators and the student council about the success of the program. Partners for Smart Commuting were very impressed by the students outreach efforts and enthusiasm. A future collaborative project by Partners will target a youth audience inspired by the success of the King County program and a youth project completed by Salem Area Mass Transit.

The success of the **move it!** campaign can be attributed to the students who have become transportation ambassadors for their communities, identifying what their peers need to know and acting as educated advocates of transportation options. Students surveyed at the end of the program felt they had a voice and that their actions made a difference. As transportation issues mount in the region, students have a real motivation and commitment to be part of the solution.