

# Final Report: 2018 - 2019 ORCA Youth Transportation Demand Management Grant



Prepared by AJ Gabriel  
Hopelink Youth Mobility Coordinator  
14812 Main Street, Bellevue, WA 98007



**King County**  
**METRO**

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## Executive Summary

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From July 9<sup>th</sup>, 2018 to June 30<sup>th</sup>, 2019, King County Metro contracted with Hopelink to execute the ORCA Youth Transportation Demand Management (TDM) grant, awarded by the State of Washington to distribute \$10 pre-loaded ORCA<sup>1</sup> Youth cards and transit education materials to high school students in King County, Washington. Nearly 6,000 pre-loaded ORCA Youth cards were distributed to teens through school districts, high schools, youth-serving organizations, and individual requests generated through a targeted marketing campaign.

Eleven school districts, 35 high schools, and 35 youth-serving organizations worked with Hopelink and King County Metro to distribute ORCA Youth cards and educational resources. ORCA Youth cards and materials were distributed through Hopelink-staffed tabling at school lunches and events, Hopelink staffed tabling at organizational events, individual enrollment through school counseling or administrative offices, and client-enrollment through youth and community services organizations. Participants and supporters included Highline School District, Kent School District, Auburn School District, the City of Redmond, the City of Tukwila, the United Way Community Resource Exchange, the Ron Sandwith Teen Center in Federal Way, and the King County Juvenile Probation Offices of Renton, Seattle, Federal Way, and Bellevue, and many more.

The ORCA Youth TDM grant sought to improve teen ridership on ORCA-participating transit agencies and to increase the number of teens using ORCA Youth cards as fare media. By using ORCA Youth cards, teens receive almost half-off of the usual adult/cash fare in addition to the usual benefits<sup>2</sup> of using an ORCA card, and transit agencies see the benefit of reducing cash fare media. Additionally, providing pre-loaded ORCA Youth cards along with resources and education on trip planning and more, it incentivized teens to try transit, whether for the first time or for trips they might not have used it for in the past.

Working with schools and teens across King County, notable lessons included (1) that by removing ID and guardian signature requirements, more students could participate, (2) outreach is most effective in late spring in school districts that already use transit agencies instead of their own bus fleets, (3) \$10 in free fare was enough to incentivize participation, (4) missing back to school season significantly decreased distribution potential, and (5) responses and interest from school districts varied widely.

From the data and feedback gathered during the ORCA Youth TDM grant, recommendations to transit agencies to better serve and engage teens include (1) improving transit routes connecting schools to transit centers and community hubs, (2) simplifying the ORCA Youth enrollment, (3) prioritizing an online portal for ORCA Youth enrollment, (4) providing retailers a brochure about enrolling in ORCA Youth, ORCA LIFT, and Regional Reduced Fare Permits, (5) offering transportation options to students who participate in after-school programs, (6) that bus stops should be reachable by safe routes for students who walk or use a mobility device, (7) that bus stops near schools should be safe and welcoming, (8) developing a training for educators about youth transit, (9) developing a companion toolkit for educators, and (10) considering youth-focused collateral or digital tools to assist with trip planning.

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<sup>1</sup> ORCA: One Regional Card for All. A fare media type for the collected transit agencies of the greater Puget Sound region. ORCA Youth is a type of ORCA card providing a discount to youth riders if they use their ORCA Youth card instead of cash.

<sup>2</sup> ORCA allows free transfers within two hours, even between transit agencies. Fare value can be protected if card is lost or stolen. ORCA cards can be reloaded online as well as in person.

Through the above recommendations, transit agencies can better engage with school districts to reach teens with improved transit resources and opportunities.

## Report Purpose

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The purpose of the following report is to highlight the barriers youth experience when accessing transportation and to make recommendations based on the findings of the ORCA Youth Transportation Demand Management (TDM) grant. We will examine data from the partnership between King County Metro and Hopelink Mobility Management and share the lessons learned during the project to help advise future efforts.

## Introduction: ORCA Youth Transportation Demand Management Grant

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### Executive Summary

King County Metro received a grant from Washington State to provide high school students in King County with ORCA Youth cards pre-loaded with \$10 of fare. Through outreach events and an associated media campaign, ORCA Youth cards were promoted and distributed to teens. This grant focused in particular on markets with low ORCA usage and schools with more students eligible for free or reduced lunch, and/or notable barriers to accessing transportation.

### ORCA Youth TDM Grant Goals

- Increase youth ridership.
- Increase youth usage of ORCA Youth cards as fare media.
- Increase the loaded value of the provided ORCA Youth cards after the pre-loaded \$10 was spent.
- Provide mobility education and resources to youth.
- Promote a positive view of transit.
- Encourage long-term use of ORCA cards as a payment media.
- Focus racial and economic equity in both the planning and execution stages.

### Grant Methodology

In selecting which school districts to approach, Hopelink Mobility Management and King County Metro looked at several factors<sup>3</sup>.

- School districts with higher participation in free and reduced lunch programs were identified.

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<sup>3</sup> The City of Seattle planned to do their own distribution due to their pre-existing ORCA Opportunity Youth Program for all high schoolers in the Seattle Public School District. They were allotted 1,000 ORCA Youth cards from the ORCA Youth TDM grant. Because of this, the Seattle Public School District was excluded from Hopelink and King County Metro's planning and distribution phases. Similarly, youth organizations in Seattle were asked to contact a designated representative at the City of Seattle to request cards. Requests from private individuals were still fulfilled through the Hopelink staff working on the ORCA Youth TDM grant.

- School districts that were racially and ethnically diverse were prioritized and all materials for the ORCA Youth TDM grant were fully trans-created into Spanish, including the associated media marketing campaign.
- School districts with more viable access to transit were also noted, since if students could not successfully use the ORCA Youth cards in their communities, the ORCA Youth TDM grant would be of little value to them.
- And finally, Hopelink and King County Metro considered other factors, such as districts that were set up for growth in ridership. For example, school districts with active King County Metro SchoolPool efforts were included to build on existing momentum (Issaquah, Bellevue, and Lake Washington School Districts).

In order to center equity and lower barriers to participation, Hopelink and King County Metro developed a simplified enrollment form for the ORCA Youth TDM grant, removed the requirement for proof of age and for a guardian signature and used a single “birth date” per grade level for all participants. This allowed each student to receive their ORCA Youth card immediately and drastically reduced administrative costs, since it was not feasible to process individual requests for more than 6,000 students.

In coordination with King County Metro SchoolPool, the ORCA Youth TDM grant also tested a “top down” approach to communication, sharing the grant with cities first and then asking them to introduce Hopelink staff and the ORCA Youth TDM grant to their school districts. School districts were then asked to make the introduction to their high schools.

Once participating schools were contacted, outreach was flexible and based on which program elements they identified as beneficial to their students. Lunch tabling offered the largest number of students the opportunity to receive a pre-loaded ORCA Youth card and transit resources. Of 35 total schools, 28 opted to host an event during lunch or school hours. In addition to signing up for pre-loaded ORCA Youth cards, students could ask questions about the Link light rail, getting started on transit, and more.

On-campus outreach at after-school events was also offered and though these events resulted in lower participation numbers, they did offer the opportunity for more in-depth conversations with students and their families. Three schools plus a community center located on school property hosted a combined total of seven after-school events. Four of those seven events happened at Foster High School (Tukwila) due to a collaborative effort between the City of Tukwila’s Transportation Demand Management (TDM) team, the Tukwila School District, and the ORCA Youth TDM grant. In Federal Way, the Ron Sandwith Teen Center is located on the Truman Campus and at their after-school event, high school students came from the adjoining schools to enroll for ORCA Youth cards, middle schoolers asked extensive questions about their transit options, and school staff stopped by to pick up resources for students who could not attend.

At in-person events, the outreach was adaptable. While Hopelink staff generally recommended setting up in or near the cafeteria during lunch, events could be moved to best accommodate the school’s layout. In addition to cafeterias, events were set up in foyers, courtyards, career centers, and even behind a school in a closed road. Resources could be added to the event—bike maps, walking maps, hiking maps, etc. —based on interest and regional availability. And while schools did not need to provide

any staff support during an event, the involvement of a staff member—even for five or ten minutes—usually made a significant difference in an event’s turn-out.

Schools could also enroll students themselves, usually through counseling or administrative offices. A total of 23 schools opted to participate in this format; of those, 15 also hosted at least one in-person event. The schools who also hosted events mostly began enrolling students themselves after the event, taking advantage of students sharing information and resources through peer-to-peer networks.

Most schools were offered materials to enroll students and then instructed to email copies of the enrollment forms to Hopelink for fulfillment, particularly schools with large student bodies or significant student interest in the grant. ORCA Youth cards were then assembled into individual information packets—each labeled with the correct student’s name and grade—and mailed or delivered to the designated school contact for distribution.

A few schools (and organizations) were provided a limited number of ORCA Youth cards—usually 10-20—and instructed to return the paperwork via email to Hopelink Mobility Management once they were assigned. The benefit of giving some ORCA Youth cards directly to schools was students could get them immediately, but the challenge was maintaining accurate paperwork and tracking which ORCA Youth cards had been assigned, and to whom. Given that complication, this was mostly offered to schools and organizations who predicted very low levels of interest or had already identified specific recipients.

Teens and their guardians who saw the marketing campaign<sup>4</sup> could contact staff members directly via phone or email to enroll<sup>5</sup>, ask questions, or get information about future events. Enrollment forms were returned digitally but accommodations could be made if that did not suit the participant.

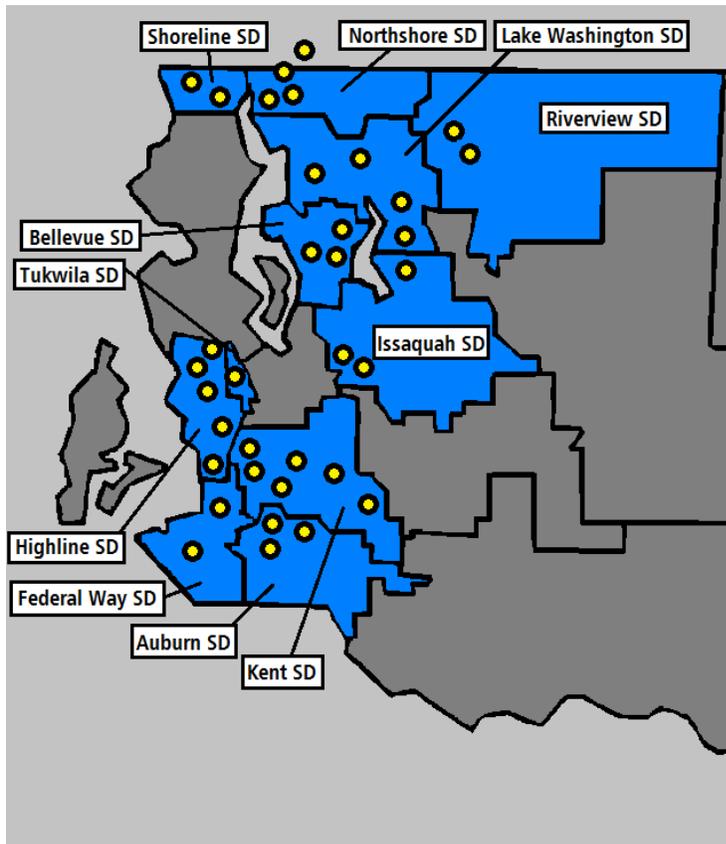
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<sup>4</sup> The “Find Your Freedom” marketing campaign advertised ORCA Youth cards through TV commercials in Spanish and English, interior and exterior bus signs, and newspapers. Companion marketing in Spanish and English was developed for the ORCA Youth TDM grant—11”x17” posters, ½ page flyers, branded “Reloading Your ORCA Card” flyers, and branded envelopes for ORCA Youth card and material distribution.

<sup>5</sup> ORCAYouth.com, ORCAJuvenil.com, ORCAYouth@hopelink.org.

## ORCA Youth TDM Grant Outcomes:

From September 2018 to June 2019, a nearly 6,000 ORCA Youth cards were distributed to teens.



Across King County, 11 school districts joined the ORCA Youth TDM grant with a total of 35 of their high schools participating. More than 5,575 of the total ORCA Youth cards were distributed through school events, counseling and administration offices, and clubs.

Outside of school, 40 youth-serving organizations<sup>6</sup> provided ORCA Youth TDM grant enrollment options to their affiliated youth, with 35 of them successfully enrolling at least one student. Non-school organizations enrolled about 740 students in the program. Additionally, 30 cities, organizations, and partners received marketing materials and/or briefings in order to promote the ORCA Youth TDM grant through their communities and networks.

On top of the 5,025+ teens who came to events in-person to talk about ORCA

Youth cards and other transit resources, the grant served as a jumping-off point to talk about transit and other transportation options with school districts, schools, and youth advocates in King County. For many schools and organizations, this was their first conversation they'd had about mobility for teens beyond the school bus.

## The Impact of Improved Access to Transit for Teens

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Transportation—or lack of it—significantly alters the lives of teens. It determines where they can go and when, what opportunities they can access, and what communities they can participate in. For many teens, transit represents the most cost-effective transportation option. Improving teen ridership not only supports King County's transit agencies, but it empowers youth to make significant, positive changes in their lives.

### 1. Improved academic outcomes for students:

Daily attendance is closely linked to academic success. Students who miss their usual mode of transportation to school in the morning need a secondary option for getting to school other than a ride

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<sup>6</sup> See Appendix.

from a guardian. For example, a student in Juanita was home alone every morning and frequently missed the school bus when she over-slept or was running late getting herself ready for the day. When this happened, she was unable to get to school at all because she did not have cash for the bus. An educator believed that she would be more likely to take transit to school with an ORCA Youth card to lower her costs and remove the need for finding exact change.

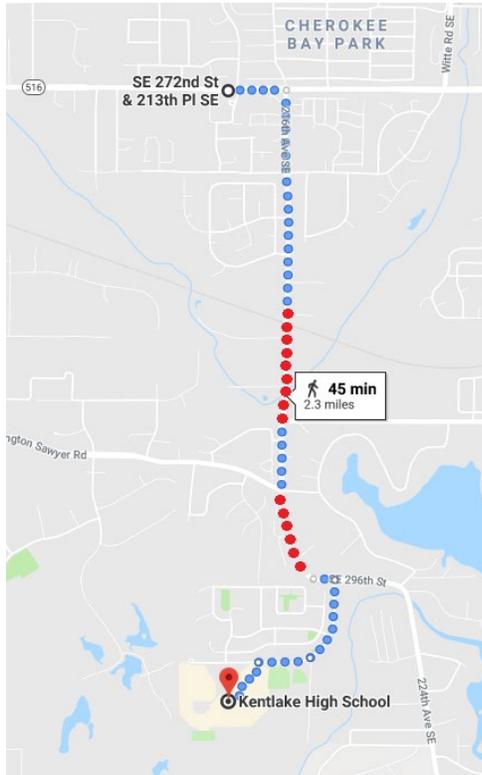


Figure 1

A sophomore at Kentlake High School (Kent), often missed morning classes, sometimes several times a week. Even when he had money to take the bus, the closest bus stop to Kentlake was more than two miles from the school on roads with interrupted sidewalks (see figure 1, no sidewalk marked in red). Staff often picked him up from the bus stop so he could attend some classes and eat the school lunch, sometimes his only meal of the day.

Participation in clubs and sports also positively impacts attendance and engagement, and youth with flexible, reliable transportation are more able to participate in after-school activities. But schools with fleet-based transportation generally cannot provide transportation home from after-school activities, so only students who can arrange other transportation can participate. At Kent Phoenix Academy, the staff noted that most of their students were not able to secure transportation to participate in after-school activities. Eventually, the school addressed this by removing a class from the schedule and moving student clubs from after school to third period. At Kentlake, the school spends over \$10,000/year to provide transportation home after sports or activities one day a week. The principal reported that the bus

was standing-room only, every week.

Additionally, colleges and other academic programs look at extracurriculars as well as grades. Participation in sports, clubs, volunteer groups, and more mean students may have more options when it comes to post-secondary education and training.

## 2. Improved access to financial, social, and health resources:

Teens with more secure access to transportation will be able to attend career fairs, get an after-school job, or apply for internships with confidence that they will be able to get there. A North Creek High School (Bothell) junior and her friends picked up ORCA Youth cards at their school event. They were all participating in summer internships and classes in Seattle and said that the money they'd save by using the ORCA Youth card would make it easier for them to attend.

Many resources are available to teens beyond the activities that take place at their schools. Through opportunities like game night at the library, movies in the park, and activities with friends, youth can build stronger connections in their communities. The ORCA Youth TDM grant provided cards to support

participation in leadership and community building activities through the India Association of Western Washington, the SYNC Skyway Youth Collaborative (Bryn Mawr-Skyway), the Rotary INTERACT Club at Kent-Meridian High School (Kent), and more.

Transportation also means teens can more easily access care that supports life-long health, making it possible for youth to get to medical appointments, counseling sessions, nutritional resources, and more. A hundred and forty-one cards went to King County Juvenile Probation offices to help youth in their programs access therapy, court-mandated counseling, legal appointments, and more. Nexus (Auburn) and Catholic Community Services also enrolled students in the ORCA Youth TDM grant to help them attend counseling services, and International Community Health Services in Shoreline partnered with Hopelink to help their clients access ORCA Youth cards at Hopelink’s Shoreline Center.

### **3. Schools become hubs in their communities for transit awareness:**

At most schools that participated in the ORCA Youth Transportation Demand Management (TDM) grant, students asked if the ORCA Youth TDM grant was a permanent program and/or if their schools would continue to offer transportation resources in the future. At more than twenty schools, staff members wanted to spend time talking about what resources are available, not just for their students, but for their families and communities, as well. As this information continues to be shared, students and their families will become more transit-savvy, improving their ability to move through their communities.

With the success of the ORCA Youth TDM grant, a new network exists which—if maintained and grown—provides transit agencies with channels to provide school staff with tools and training. Using this network, future programs could be more readily and reliably brought to youth. In the Highline School District (Seattle, Des Moines, SeaTac, Burien, Tukwila) and Lake Washington School District (Redmond, Kirkland, Sammamish, Juanita), staff participated in a youth-oriented transit program<sup>7</sup> in summer 2018. In Highline, the ORCA Youth TDM grant was able to use the existing contact from the previous program to quickly and smoothly bring the new program to every comprehensive high school in the district. In Lake Washington School District, though the program was not able to work through previous channels, representatives of the school district were quick to see the value of providing another transit program.

Throughout the ORCA Youth TDM grant, staff and students both grew in their understanding of transit and transit resources aimed at students and families. Schools that do have some flexible resources will be better able to make their limited funds go farther. At Eastlake High School (Sammamish), the counseling office had access to a limited fund of donated money, and working with the ORCA Youth TDM grant, they identified ten students who needed additional transportation assistance, enrolled them for pre-loaded ORCA Youth cards, and were later able to refill the cards for the students who could not.

If schools continue to receive transit resources, their students will have greater access to transportation, leading to more mobile, transit-savvy youth and families. Through strong relationships with school

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<sup>7</sup> The 2018 ORCA Youth Summer Pass program was a pilot program to provide unlimited bus and light rail travel during the summer to high school students who had plans to participate in a summer job, class, or activity and received free or reduced lunch in Highline School District or Lake Washington School District. The program has been renewed for Summer 2019 and Summer 2020, adding the Tukwila School District.

districts, transit agencies can provide staff with targeted tools and training, bringing programs and information more readily and reliably to students.

## Partnership Development

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With the ORCA Youth Transportation Demand Management (TDM) grant still fresh in the minds of participating school districts and schools, there is a unique opportunity to take these new partners in youth mobility and build them into sustainable, long-term relationships. By reinforcing their communication channels with school districts, transit agencies could more quickly and reliably reach students and their families with education and resources. Inviting school districts to participate in existing relationships—such as the ongoing Community Connections collaboration between the City of Tukwila and King County Metro—and valuing their perspective, could lead to the voice of youth and schools becoming more deeply incorporated into the region’s transportation planning.

### Cities

Using top-down communication—from city to school district to school to staff/student—revealed significant gaps in the existing relationships between cities and their school districts. Once contact was established at the city, even some enthusiastic cities had few or no contacts at the school district. Out of nine cities, two were able to make an introduction directly to a school district contact and two recommended a contact but did not feel comfortable making an introduction. Of those four, two resulted in a successful relationship with the school district.

Though the Cities of Bellevue, Issaquah, Redmond, Kirkland, Tukwila, Auburn, Kent, and Renton were all interested in supporting the ORCA Youth TDM grant, only Issaquah and Tukwila had active networks with their school districts that they could share.

Though the top-down communication approach did not work well for this grant, it revealed gaps and opportunities for projects working with cities, school districts, schools, and youth organizations. By inviting both cities and school districts to participate in planning efforts for new programs, transit agencies could make new opportunities to encourage engagement between cities and school districts. Facilitating improved networks between cities and school districts would also support ongoing efforts like King County Metro SchoolPool.

The City of Tukwila’s Transportation Demand Management (TDM) team had strong connections with the Tukwila School District. Through these robust channels, the city and the school district worked together to help the ORCA Youth TDM grant schedule six events at Foster High School. In addition to the resources that the ORCA Youth TDM grant brought to events, the City of Tukwila was able to offer complementary resources at some events, including vouchers to add an extra \$20 to students’ new ORCA Youth cards at the Summer Kick-Off event.

At the City of Redmond, there was a great deal of interest in better supporting transportation for teens in Redmond High School. They worked with Hopelink and King County Metro to use the educational and marketing resources of the ORCA Youth TDM grant to bring their own ORCA Youth cards to teens in their city. This sort of collaboration has the potential to strengthen networks between cities and their school districts.

It will take time and motivation to develop stronger relationships between cities and school districts. Future programs should encourage and seek out these connections, but should not count on them yet as a primary means of communication.

### **School Districts**

Through new connections at eleven King County school districts, transit agencies can more effectively share programs and resources. If these relationships are maintained and developed, new programs will be able to start more efficiently and will further strengthen the network with school districts.

Work on the ORCA Youth TDM grant was aided in Highline School District and Lake Washington School District given their recent experience participating in King County Metro’s summer ORCA Youth program<sup>8</sup>. Due to this existing partnership, both school districts had experience to draw on when sharing the information about the ORCA Youth TDM grant with their schools and staffs.

In the Highline School District, King County Metro’s existing contact made personal introductions between Hopelink and her relevant school contacts. All five comprehensive high schools immediately booked planning meetings and/or events. In the Lake Washington School District, though distribution was kept lower in keeping with the priorities of the ORCA Youth TDM grant, the school district had channels in place to distribute information about the ORCA Youth TDM grant quickly and effectively.

In both districts, turn-around time to scheduling meetings and outreach events tended to be shorter. Similarly, they remained actively engaged in the ORCA Youth TDM longer.

As more school districts participate in youth-focused transit programs—like the ORCA Youth TDM grant—they will have a better understanding of the sort of resources and benefits that transit agencies can offer their schools and students. This reduces the time it takes to deploy programs at their schools, encourages them to bring their suggestions and needs to planning conversations with transit agencies and cities, and encourages a deeper understanding of the transportation barriers their students face and the resources that already exist to help them.

### **Schools**

Once communication reached the school level, staff members were also interested in developing a deeper understanding of general transit options. Frequent questions from staff and faculty included:

- How can schools refill ORCA Youth cards for students?
- What is ORCA LIFT?
- How do families enroll in ORCA LIFT and what are the benefits?
- Are ORCA Youth cards only for high schoolers?
- How do you get an ORCA Youth card, other than through a grant like this one?
- How do the paper bus tickets provided through the McKinney-Vento program work?
- Is there a plan for providing longer-term assistance to students who cannot afford to refill these cards?

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<sup>8</sup> The 2018 ORCA Youth Summer Pass program. See Footnote 7.

Just like their students, staff and faculty are engaged in peer-to-peer education through their networks. At a very small school in Kent, a counselor hosted an ORCA Youth event for the students. Afterwards, she contacted her counterpart at another school. Hearing a personal account about the value of the ORCA Youth TDM grant, the counselor at the new school requested an outreach event and then arranged for all 180 of their students to have class time to fill out the enrollment form and survey instrument if they were interested. With 109 participating students, more than 60% of their student body enrolled during a two-hour event.

By developing resources specifically for schools and youth and sharing them through maintained relationships with the school district, staff could have consistent access to accurate transit information. Resources like a youth ridership toolkit or a training to educate providers on youth transportation options could improve ridership among their students and their families. Sharing and renewing these resources could also strengthen the network of school districts, schools, and youth organizations for sharing future transit projects.

Similarly, transit agencies could work with school districts and schools to identify ways to lower barriers to general ORCA Youth enrollment. For example, some students reported being unable to figure out the complex ORCA mail order form. But the alternative enrollment method is to sign up in-person and both ORCA To-Go and the King Street Center Customer Service Center largely operate during school hours, making it very difficult for youth to access them. To address these gaps, transit agencies could work with schools to bring ORCA To-Go to functions during school-hours or work with schools to distribute a simplified enrollment form so staff could help students enroll in ORCA Youth.

### **Youth Organizations**

Developing partnerships with youth-serving organizations worked differently than collaborating with cities, school districts, and schools. Connections were formed through city-hosted provider meetings (Renton, Kent), the Eastside Easy Rider Collaborative, the South King County Mobility Coalition, the King County Mobility Coalition, introductions made through peer-to-peer networks sharing information, and by directly contacting organizations that might be relevant and viable partners.

Most youth organizations opted not to host events, particularly those who worked individually with teens, and instead submitted completed enrollment forms via email. Because Hopelink staff usually did not talk to teens who received ORCA Youth cards through these organizations, it was crucial that the organizations' staff members understood both the grant's basics and some fundamental information about ORCA Youth cards and transit. Though staff members were usually enthusiastic partners, their time and capacity were limited. Misunderstandings about eligibility and ORCA Youth cards were common.

Working with youth-serving organizations presented greater logistical challenges and fewer enrollments than working with schools, but did engage students who might not have been able to access an ORCA Youth card otherwise. Youth experiencing homelessness enrolled through Peace for the Streets and the United Way Community Resource Exchange, and teens accessing counseling, health, or legal services enrolled through four King County Juvenile Probation offices (Renton, Bellevue, Federal Way, Seattle), Nexus in Auburn, Catholic Community Services, and more. Some of these participants were not enrolled

in school or were completing their education online and may not have heard of the ORCA Youth TDM grant otherwise.

Partnering with youth-serving organizations was valuable but tended to require significantly more time and resulted in far fewer enrollments (approximately 740 of nearly 6,000 enrollments came through non-school channels). In order to maintain distribution numbers in keeping with the goals of the grant, there was a limit to how much time could be devoted to further expanding the youth organization network.

## Recommendations

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From community feedback, survey data, and lessons learned gathered during the ORCA Youth Transportation Demand Management, we compiled the following opportunities that could improve access to transportation for youth and encourage more teens to use an ORCA Youth card as a payment method.

### **Spatial**

#### **1. Improve transit routes connecting schools to transit centers or other community hubs.**

Without viable transportation options to job centers, community hubs, and other social or educational centers, students are not able to have a job, access after-school resources, or participate fully in their communities. Of the students surveyed, 22% said that a lack of direct routes to their destination had prevented them from riding transit, and 11% reported they had been unable to ride because the routes they needed came too infrequently. According to the National Center for Education Statistics, high school students in Washington state spend 180 days per year in school, which is 1,080 hours a year of active instruction. This doesn't include breaks, lunches, and before- or after-school activities, making school a central location in teens' lives.

If students cannot get to their destination from school, it significantly impacts their educational, financial, health-related, and social opportunities. At Liberty High School (Issaquah), staff reported that there was no viable transit route to local community colleges during school hours, creating a substantial barrier to participating in Running Start<sup>9</sup>. And teens and staff at numerous schools<sup>10</sup> reported similar gaps, saying that insufficient transit routes prevented students from participating in after-school sports and clubs, having transportation home from school, or getting to jobs or internships.

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<sup>9</sup> Running Start is a program that allows 11<sup>th</sup> and 12<sup>th</sup> grade students to take college classes at community and technical colleges in Washington. Students earn both high school and college credits for completed courses.

<sup>10</sup> Auburn High School (Auburn), Auburn Riverside High School (Auburn), Kent Phoenix High School (Kent), Kent Mountain View Academy (Kent), Kentlake High School (Kent), Kentridge High School (Kent), and North Creek High School (Bothell) all reported transportation barriers to participation in Running Start during events.

## **Institutional**

### **1. Simplify the ORCA Youth enrollment form.**

Students, guardians, and providers said they struggled with the current form<sup>11</sup>, which is three pages of dense text covering nearly every possible ORCA card option. But without mail enrollment, it is difficult to get an ORCA Youth card, since most in-person options for purchasing one fall during school hours.

### **2. Prioritize an online portal for ORCA Youth enrollment.**

At events and meetings, students and staff frequently asked if they could access an ORCA Youth enrollment form online. Though options like in-person and mailing enrollments are important for families with limited internet access, an online portal would make it easier and faster for many teens to obtain an ORCA Youth card. Online enrollment would also draw youth and families to the ORCA website, where they can find additional information about trip planning, card registration, and further resources.

### **3. Provide retailers a brochure about enrolling in ORCA Youth, ORCA LIFT, and Regional Reduced Fare Permits.**

Several teens and guardians reported trying to purchase ORCA Youth cards from participating grocery stores. They were turned away without answers about how or where they could get an ORCA Youth card. A Shoreline parent was told at three different retail locations that she should “try another grocery store”. A young man attempting to buy an ORCA Youth card at a local grocery store was told “that program doesn’t exist,” so he purchased an adult ORCA card and had been paying full fare for over a year.

Rather than attempt to require additional training for retail employees, a physical resource like a postcard or a brochure could direct customers to correct information about ORCA Youth, Regional Reduced Fare Permits, and ORCA LIFT without increasing the burden on retailers’ busy, rotating staffs. Additionally, potential riders’ frustration could be reduced by ensuring they at least received accurate information about how to obtain their desired ORCA card.

## **Temporal**

### **1. Offer transportation options to students who participate in after-school programs.**

While most students are eligible for a ride home on the school bus at the end of the class day, this does not help students who participate in after-school activities. Good transit routes after sports and other activities are as important as good routes at the end of the class day. Sports, theater clubs, etc. have intermittent activities later in the evening, as well; students who are not able to get to or from a game or performance are also unable to participate in these activities in general.

For areas where there are no available transit options to get students home from after-school activities, other resources are needed. Programs like Ride2, Via, and Community Van help provide more on-demand access for rotating dismissal times or activity schedules. Expanding these or other programs to

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<sup>11</sup> See Appendix: orca\_card\_order\_value\_form.

more intentionally serve teens and schools during key periods of the day would facilitate greater and more equitable participation in after-school opportunities. Many of these transit programs also help connect riders to existing transit routes, encouraging students to view transit as a more viable option for their comprehensive transportation needs.

### **Infrastructure**

#### **1. Bus stops should be reachable by safe routes for students who walk or use a mobility device.**

Students cannot use transit routes that they cannot get to. At Kentlake High School, the nearest bus stop was 2.3 miles away. More than a third of that distance was along roads with no sidewalks and little or no shoulder. In that stretch, a Hopelink staff member observed traffic moving 45-mph in a 35-mph zone. Google maps estimated it would take 45 minutes to walk from the school to the bus stop.

Similarly, at Tesla STEM High School (Redmond), there was no sidewalk between the school and the nearest bus stop, 1.8 miles away. At North Creek High School (Bothell), there were intermittent sidewalks between the school and the nearest bus stop, 1.9 miles away.

#### **2. Bus stops near schools should be safe and welcoming.**

Several participants specifically called out that they felt unsafe at bus stops, either on the survey or in person at events. Likewise, 16% of the students whose survey included a question about safety reported that they had avoided public transit because they did not feel safe.

### **Awareness**

#### **Educate the Educators**

##### **1. Develop a training about youth transit options for educators.**

In order to improve graduation rates and academic outcomes, schools need to reduce absenteeism. Lack of transportation was frequently called out by staff as a barrier to their students attending school every day, but educators did not have enough information about transit to help students access transit information or resources.

At Kentridge High School, the McKinney-Vento Liaison distributed bus tickets every day to students experiencing homelessness or insecure housing. Though the liaison was a passionate advocate for students, they did not know the transit agencies in the region, how to find a schedule or plan a trip, what fare their students needed to pay, or even if they were giving each student enough bus tickets to cover their ride back to school in the morning.

Even schools, educators, and youth-serving organizations that were aware transit could help their students and their families did not know where to start and did not know who to ask. Trainings would provide a basic framework of the transit systems and an introduction to resources and fare-reducing programs that could help students and families. They would also allow educators an opportunity to talk about more complex or region-specific questions with a transportation expert.

Trainings should cover the basics of what youth need to know to succeed on transit. Fundamentals to cover include:

- Bus fare—cash
- Bus fare—ORCA Youth card
- The benefits of an ORCA card
- Where to purchase an ORCA Youth card
- For the whole family: ORCA LIFT<sup>12</sup>
- Where and how to enroll in ORCA LIFT
- Reloading an ORCA card
- Finding the right bus (trip planning)

Trainings could be offered in-person through partnerships like the one between Hopelink and King County Metro that executed this grant. Using existing transit experts and working through the network developed during the ORCA Youth TDM grant, trainings could be more formal—like a 30-minute presentation to a larger group at a new employee orientation—or scaled down for a more conversational approach, working with a few representatives from a school office or youth organization.

While in-person trainings have the distinct benefit of allowing more in-depth conversation about specific regional transit options and encouraging more personal engagement with the material, an online model—like a video or a webinar—could also be used. The recorded media could then be used as a refresher, or for employees hired after the original training, or linked from a toolkit, allowing participants to take a training and peruse targeted information on their own schedule.

## **2. Develop a companion toolkit for educators.**

A toolkit would be a resource to both raise interest from schools and organizations to schedule an in-person training and provide an educational tool for those who are not able to attend. Staff time is limited and not all schools or youth organizations will be able to host a training. Toolkits could be shared with new hires or staff members who were not able to attend trainings.

It could also be referenced by educators who did attend. In addition to covering the basics of transit options for youth and families, a toolkit could provide information on more specialized questions like Access Transportation, Medicaid transportation, and others. Educators could learn about transit and transportation resources on an as-needed basis.

## **3. Consider youth-focused collateral or digital tools to assist with trip planning.**

The youth-focused marketing materials of this program were engaging and effective because they were geared at teens specifically. Though teens asked for information about apps and trip planning<sup>13</sup> more than almost any other resource, few noticed the brochure for the King County Metro Trip Planner app without prompting. Many, after being handed the brochure, looked at it and immediately put it back

<sup>12</sup> In addition to lowering transit costs for adults (age 19-64) in the family, ORCA LIFT allows guardians to request ORCA Youth cards for children in their care, waiving the \$5 purchasing fee per ORCA Youth card.

<sup>13</sup> In youth surveyed, “Info on mobile apps to help navigate on public transit, plan a trip, etc.” was the second-highest requested resource, right after “An ORCA Youth card (lets you pay a lower fare)”. See Appendix.

down. A simpler, more teen-oriented handout could be a valuable tool to make available through schools, community tabling events, etc.

Similarly, teens surveyed indicated concerns about personal safety but the “Metro & You! Teaming Up for Safety” brochure is geared at adults and largely covers walking near buses, bike-loading, and boarding safety. Teens were mostly concerned about sexual and racial harassment and seldomly engaged with this resource, even when asking questions about safety. A more youthful design and information targeted to the concerns of young riders might see much more traction with teens.

Teens not only visited events in groups, they talked about transit as groups, as well. Youth who were more familiar with transit often shared information with their friends about the aspects they liked or suggested they plan a trip and go somewhere together. Resources like teen-centered trip planning and safety brochures would help support this kind of peer-to-peer education, as would a specific resource to walk teens through how to plan for a first trip. A teen-focused guide to getting an ORCA Youth card, picking a destination, and planning a route there and back could help teens who don’t know where to get started or who are helping their friends take a first transit trip.

As new resources become available through the growing network between school districts and transit agencies, schools will have the tools to support students and their families having better access to transit resources, leading to more mobile, transit-savvy youth and families.

School districts and schools maintain programs to support nutrition and food access, health, safety, and anti-harassment and bullying. Information is shared in school, through their networks, and on their websites. Reliable access to transportation supports all of these in addition to the schools’ academic goals and after-school programs. By making transit and transportation resources a more consistent part of the conversation, schools set students up to succeed in many areas by helping ensure they can get to the resources that are available. And as students discover their transit options and share them with friends and families, whole communities can be empowered to better understand and benefit from public transit.

## Lessons Learned

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### Program Strengths

#### **1. By removing the need for ID or a guardian signature, students were able to easily participate.**

Forgotten IDs or paperwork were frequently mentioned by staff and advocates as potential barriers. Removing barriers to immediate participation worked to both increase participation and enthusiasm. Removing these barriers also made participation more equitable. With heightened fear surrounding reported changes to what counts as “public charge”, particularly in Latinx communities, removing the requirement for any documentation allowed teens from those communities to participate without threat of negative consequences. It made the ORCA Youth TDM more equitable for students who may have had more difficulty obtaining or replacing an ID, or who may not have had easy access to their guardian. Similarly, it allowed teens in the foster care system or experiencing homelessness to enroll without issue.

It also allowed students to share information about transit and the ORCA Youth TDM grant through their peer networks so friends and classmates could enroll during the same event, without worrying whether they picked up paperwork ahead of time.

Without the need to go home for a signature, students received their ORCA Youth cards immediately at outreach events. And receiving the ORCA Youth card same-day helped some students solve immediate transportation needs. A student at Liberty High School (Issaquah) mentioned that her mother had told her before school that she'd have to figure out her own way home that afternoon. She was thrilled to be able to get home without asking her friends for a ride.

Enrolling students on the spot encouraged them to ask their questions in person, to get help with trip planning, and to check out the other resources—such as biking and walking maps. New riders or teens with doubts or concerns received personalized information. Rather than students picking up a form and immediately leaving, students needed to stay at the table for a moment while they waited for their ORCA Youth cards to be assigned, giving them and the staff the opportunity to talk.

Some students, while waiting at the table, planned their own peer-to-peer transit orientations. Another student at Liberty High School enrolled who had never used public transit. When a more experienced transit rider at the table overheard this, he offered to take his classmate on a bus ride to “show him the ropes”. And at Kentridge High School, three friends came to check out the table—two girls signed up immediately while the third declined, saying she didn't think she'd use the ORCA Youth card. When the light rail was mentioned, one of the students said, “I'm declaring a girls' weekend!” She convinced the third friend plus another that they could go to Seattle that Friday night. They all high-fived the staff member at the table before they left.

And finally, completing enrollment and delivery at the same time meant students were guaranteed to receive their ORCA Youth cards. At six events, the ORCA Youth cards had either not yet arrived or the event was busy enough that supplies ran out before the event was over. In these cases, students' ORCA Youth cards had to be delivered later. At Bellevue High School, Sammamish High School, and Thomas Jefferson High School (Federal Way), this caused known problems. At the Bellevue schools, some students did not return to pick up their ORCA Youth cards from the office and at Thomas Jefferson High School, some students provided erroneous addresses and their ORCA Youth cards were returned as undeliverable after school dismissed for the summer. Arranging delivery to youth experiencing homelessness or insecure housing was not always successful, making immediate fulfillment a huge benefit to all participants.

## **2. For schools using public transit instead of their own fleets to transport most students, outreach is more effective in late spring.**

For example, the Bellevue School District uses the ORCA Passport program to allow most of their high school students to ride public transit to and from school, and at the three Bellevue School District test events in August 2018, students were confused by the two different ORCA cards being advertised at the events. The ORCA Youth TDM grant attempted to resolve this at one event by specifically offering the pre-loaded ORCA Youth cards to students living within the “walk zone” (who are not eligible for the schools' ORCA Passport) but this did not lessen confusion.

At events where the cards were offered to everyone, students who received ORCA Passport cards through schools did not see the pre-loaded ORCA Youth cards as valuable to them. “But I already get an unlimited card. What’s the point of \$10?” (Student, Bellevue High School).

In school districts or schools that participate in ORCA Passport, these ORCA cards deactivate during the summer. Students in these schools are well-versed in public transit and when the pre-loaded ORCA Youth card was offered at the end of the school year instead, responded enthusiastically.

At Sammamish High School, seven students enrolled during the test event in August 2018. When we returned at the end of May 2019, 131 students enrolled. There were other factors that contributed to this dramatic increase, such as having the ORCA Youth cards on-hand and having the full complement of marketing materials. But—unlike at the fall event—students in May did not say that personal ORCA cards were pointless, or that the \$10 in free fare was unhelpful.

### **3. \$10 in free fare incentivized on-the-fence riders.**

A few trips of pre-loaded fare on each ORCA Youth card gave some teens the chance to try something new. New riders could try transit for free, without taking a risk that they’d wasted money on purchasing and loading an ORCA Youth card they might not be able to easily use.

This made the ORCA Youth card more appealing to teens who might not otherwise think of transit as an option. Students at Liberty High School, Kentlake High School, North Creek High School, Redmond High School, and more all mentioned that they could see it being a good back-up plan or that maybe they would give it a try for the first time.

The pre-loaded \$10 also tied nicely with the movie ticket raffle (incentivizing the survey), since winners could use their ORCA Youth cards and the pre-loaded funds to get to the theater if they won.

## **Areas for Improvement**

### **1. Missing the Back-to-School season significantly decreased distribution potential.**

Delayed materials prevented outreach during Back-to-School and significantly impacted outreach and awareness through the winter.

- The grant began July 9<sup>th</sup>, 2018 with the intent to have an outreach plan by August for roll-out by September.
- The first batch of ORCA Youth cards arrived September 28<sup>th</sup>, 2018.
- The first marketing materials—posters and flyers—arrived November 26<sup>th</sup>, 2018.
- The pop-up sign arrived January 11<sup>th</sup>, 2019 (first requested in October).
- Branded tablecloths arrived January 22<sup>nd</sup>, 2019.

Three in-school test events in August 2018 did not yet have ORCA Youth cards or marketing materials and attendance was very low, though students were able to sign up to have an ORCA Youth card delivered to them later. Collectively, only 50 students attended these three events (this was compounded by holding these events in schools with ORCA Passport programs).

## 2. Responses from school districts varied widely.

More time than anticipated was needed to coordinate with new school districts. For the Northshore School District, it took a month between the first attempt to contact and schools receiving notification of the ORCA Youth TDM grant. Once contact was successfully made, schools quickly signed up for events, but the school district was not involved other than sending out an email notification to principals.

In Federal Way, after two months of attempts to contact, the school district asked for available dates so they could coordinate scheduling with their schools. They did not respond to emails after that point. When the schools were contacted directly, they had not heard about the grant but wanted to participate and scheduled events.

When possible, it was worthwhile to have strong contacts at the school district level. For example, though distribution in Auburn was not extensive, the relationship with the Auburn School District was productive. The Assistant Director of Family Engagement and Student Success asked Hopelink to present on the ORCA Youth project at a meeting of all the district’s family advocates and liaisons. The staff participated in a robust conversation, bringing their many questions about transit, including:

- What is ORCA LIFT? How do people enroll?
- Is ORCA Youth only for high schoolers?
- Can students pay the youth fare without an ORCA Youth card?

In Kent School District, coordinating a meeting with the school district took six weeks due to the winter holiday break, finals, and the start of a new semester in January. But waiting to coordinate with the school district meant that the contact was able to personally connect us to every high school in the district, including their academy schools and all the schools participated in the ORCA Youth TDM grant.

And, finally, the Renton School District does not allow general distribution of materials through school. The Communications Director at the Renton School District stated that they do not make exceptions for programs providing no-cost resources to students. And though it would have been possible to distribute ORCA Youth cards through the counseling offices, there was no communication permitted between the staff and Hopelink/King County Metro. This was not feasible with the parameters of the ORCA Youth TDM grant.

When staff from two Renton high schools requested the ORCA Youth TDM grant directly, Hopelink reached out the school district again, but they did not respond. Though the City of Renton provided the contact at the school district, they later reported similar experiences in trying to work with the school district, as did the King County Metro SchoolPool program.

## Conclusion

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Improved access to transportation dramatically improves the lives of youth, empowering them to achieve greater academic success, financial security, and to build stronger communities and support networks. As teens learn more about their transit options—through schools, youth organizations, and peer-to-peer education—they can take that knowledge back to their families and spread improved transit education to their communities.

By working with local school districts and schools, transit agencies launching youth-focused programs or working to improve youth ridership can more closely connect with students where they are already accessing information and services. Most of the schools that participated in the ORCA Youth TDM grant welcomed the program with enthusiasm. Staff were eager to bring material transportation resources to their students, but also wanted to talk with experts about transit so they could learn how to better aid their students in the future.

Small resources and changes—like a youth transit toolkit for educators, or making it easier to purchase an ORCA Youth card—could increase youth ridership while decreasing the cost for many students for whom transportation is a barrier, not a resource. Through sustained relationships with school districts, these resources and changes could be more quickly and effectively communicated.

## Appendix

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### A. Participation percentages at in-school events where it is known if a staff member participating for five or more minutes:

High School Hosting the In-School Event	Staff Participation	Participants	Student Body	Percent Participation
Kent Mountain View Academy (Kent)	yes	19	30	63%
Kent Phoenix Academy (Kent)	yes	107	180	59%
Inglemoor High School (Kenmore)	yes	447	1500	30%
Tesla STEM High School (Redmond)	yes	175	600	29%
Raisbeck Aviation High School (SeaTac)	no	101	410	25%
West Auburn High School (Auburn)	no	45	240	19%
Highline High School (Burien)	yes	232	1300	18%
Kent-Meridian High School (Kent)	yes	314	1900	17%
Kentlake High School (Kent)	yes	193	1200	16%
Mount Rainier High School (Des Moines)	yes	238	1700	14%
Shorewood High School (Shoreline)	yes	205	1630	13%
Bothell High School (Bothell)	yes	185	1500	12%
Thomas Jefferson High School (Federal Way)	no	210	1800	12%
Sammamish High School (Bellevue)	no	131	1060	12%
Foster High School (Tukwila)	no	107	930	12%
Interlake High School (Bellevue)	no	173	1590	11%
North Creek High School (Bothell)	yes	165	1650	10%
Todd Beamer High School (Federal Way)	no	146	1715	9%
Redmond High School (Redmond)	yes	166	1875	9%
Liberty High School (Issaquah)	yes	119	1300	9%
Foster High School (Tukwila)	no	80	930	9%
Kentwood High School (Kent)	no	174	2030	9%
Evergreen High School (Seattle)	no	124	1700	7%
Kentridge High School (Kent)	no	103	2235	5%
Tyee High School (SeaTac)	no	182	500	4%

Auburn Riverside High School (Auburn)	yes	68	1600	4%
*Mount Rainier High School (Des Moines)	yes	61	1700	4%
Lake Washington High School (Kirkland)	no	27	1650	2%
*Tyee High School (SeaTac)	yes	45	500	1%

\*The even only occurred during one of multiple lunch periods.

### B. School District Population Data

School District	Total Population	Total Below Poverty	Total age 5-17 in Poverty	Spanish language	Indo-Euro language	Asian language	Other Lang	Total LEP (5-17) in Poverty
Auburn	81,421	10,915	3,235	1,181	366	273	32	1,852
Bellevue	125,234	9,473	1,678	273	148	308	84	813
Federal Way	127,036	15,728	4,296	1,030	257	381	36	1,704
Issaquah	100,604	4,221	886	265	11	147	-	423
Kent	155,446	17,907	4,903	1,080	352	187	756	2,375
Northshore	125,232	7,064	1,356	232	125	160	39	556
Renton	114,408	12,819	2,735	283	85	235	259	862
Shoreline	64,066	5,668	730	83	18	46	170	317
Tukwila	17,079	3,889	1,335	347	62	217	431	1,057
Tahoma	38,511	1,863	453	8	11	-	-	19
<b>Total</b>	<b>949,037</b>	<b>89,547</b>	<b>21,607</b>	<b>4,782</b>	<b>1,435</b>	<b>1,954</b>	<b>1,807</b>	<b>9,978</b>

### **C. Community Stories/Feedback**

#### **Auburn**

“Wait, they’re free? I’ve been thinking about getting an ORCA card for like a year.”—West Auburn High School student

“The closest bus stop here is a long walk.”—Auburn Riverside High School student

“I don’t want to carry it [an ORCA Youth card].” —Auburn Riverside High School student

“There’s no Access service in Lakeland Hills.”—Auburn Riverside High School staff member who had just moved to the area and found out after the fact that Access does not serve the area, but his child is dependent on Access as their primary transit

#### **Northshore**

Student A: “Can I use this on the ferry?”

Hopelink Staff Member: “Yes, it costs a little extra but you still get a youth discount.”

Student A (to Student B): “We take the ferry all the time.”

Student B: “Now we can take the bus!”

--conversation between Hopelink staff member and two Inglemoor High School students

“You should sign up. I think busing is fun!” —Inglemoor HS student to friend

“Nah, I have a car but thanks.”—Inglemoor High School student responding to the offer of a pre-loaded ORCA Youth card

“Isn’t that fun? Seattle’s a good idea.”—Inglemoor High School student talking about trip planning

“Oh, good. I’m going to UW in the fall.”—Inglemoor High School student

“I don’t think we marketed this like we should have.”—North Creek High School staff member

“I’m going to use this for basketball practice tonight.”—Bothell High School student

“This is going to make my life easier—no more change!”—Bothell High School student

#### **Shoreline**

“This is so great—thank you for coming! I use my ORCA card for everything.”—Shorewood High School Student

“Can a student get an RRF card?”—Shorewood staff member

“It’s a whole new world. I’m giving them more freedom. Before, I’ve always driven them everywhere, so I didn’t know where to start when we decided they could start riding the bus. I think a lot of people don’t have any idea where to start.” —Mrs. H., Shoreline parent\*

This parent had two daughters going into high school in Shoreline. She wanted to get them ORCA Youth cards, so she went online. She saw the regular youth website—not ORCAYouth.com--and then drove around trying to buy the cards from several grocery stores and kept getting turned away. None of the stores were able to explain why they could not sell her ORCA Youth cards and kept sending her to other locations, even though no retailer is able to provide ORCA Youth cards. By the time she came across the ORCA Youth grant contact information, she was very confused and frustrated with the process. When she called, she was thrilled to talk to someone directly about their options. In the end, she said that the one-on-one conversation made the situation worthwhile but was still confounded about why it is so difficult to get an ORCA Youth card.

“I only go [to the food bank] about once a month when we’re really getting low,” she said. “But it’s really a lot of food that you can get.” To get her groceries home, she usually schedules a ride on the Hyde Shuttle. She said she worries about being a burden on the busy shuttle service. “I don’t want to take advantage of the system but I can’t carry everything on the bus and that’s the only reason I take the Hyde Shuttle. But they’re really great. They’re always very kind.”—Shoreline Hopelink client

This Hopelink client saw a poster for the ORCA Youth campaign hanging in the Shoreline food bank and called the ORCA Youth phone number about getting an ORCA Youth card for her son. During the call, she learned for the first time that she was eligible for ORCA LIFT, which would reduce her own transit costs. Because ORCA To-Go comes to the Shoreline Center on Tuesdays, she was excited to enroll during her usual visit to the food bank.

### **Kirkland**

“I don’t know if the kids here would use [transit]. I think they mostly just Uber everywhere.” —Lake Washington High School staff member

“I drive. I don’t need the bus.” —Lake Washington High School student

“This is an awesome resource, I’m glad you’re doing this.”—Lake Washington High School senior

“I already have one.”—Lake Washington High School student

“How many more [movie ticket] winners? Oh! I can use my ORCA card to get there if I \*win!”—Lake Washington High School student (\*She did.)

From a letter from a Kirkland youth advocate and volunteer:

“...First off, thank you for listening to my concerns. I appreciate your interest in access to Youth ORCA cards. I also appreciate the opportunity to volunteer with Hopelink’s Mobility Management Program. In the several times that I’ve volunteered, I found diverse community members excited about transit and connecting to transit options. It’s so great to be a part of that connection.

Here is a summary of my family's experience with ORCA cards followed by community members whom I've spoken with.

As an employee at a local company, my husband had easy access to an ORCA card. All he had to do to get an ORCA card was show his badge to the receptionist at work; the receptionist activated and then gave him an ORCA card associated with his work badge. No extra steps required, just go to work and come home with an ORCA card. Almost as convenient, I was able to purchase an ORCA card at my neighborhood grocery store. However, it took years for me to get Youth ORCA cards for my daughters. I just couldn't seem to take the extra time to go to Metro offices and mailing in documentation and forms and money seemed way too complicated. Finally, in late August of 2018, we went to Metro offices in the ID with birth certificates and student IDs, and money. In under 10 minutes of being in Metro offices, completing forms and showing documents, we had bus cards for our daughters. Wouldn't you know that once they had their ORCA cards, we would have a transportation issue: Our car had to go to the mechanic! I had my older daughter take the bus to get the younger one from a sleepover. Youth having reliable access to transit is important! With the Youth ORCA card, my girls can always ride the bus and I don't have to worry about whether they have money/change for the bus.

As my older one (she's dyslexic and attends a private school in Seattle) has been participating in afterschool activities, her riding the 11 and then the 255 home has meant me not having to drive from Kirkland to Seattle to pick her up in rush hour traffic. It also means that she can participate in afterschool activities! She feels capable of getting around Seattle to meet up with friends. (Side note, I'm finishing up the book *Grit* and just read that students who participate in afterschool activities for 2 years running were more likely to succeed in school and life afterwards. The author notes that one impediment to participation in afterschool activities is a lack of access transportation. Another reason all students should be able to get Youth ORCA cards at school)

In my conversations with community members around access to youth ORCA cards (I have a lot of conversations), I have heard the following:

- Elected official... *how do you* get a youth ORCA card?! I just ended up buying my 3 daughters adult fare cards.
- I thought I could get one from my neighborhood grocery store, turns out they only sell full fare cards.
- I'm a teen librarian and often promote youth ORCA cards in the summer. I told my friend to get them for her girls. Then I found out the process. Wow, I had no idea how complicated it is. It seems ridiculous.
- Vashon Island school counselor didn't know how high school students there would get a card
- Cassandra Sage (LWSD School Board) in an email response, told me that she was able to get a youth card for her son at a community event. Her son texted her a photo of his student id. It was a fluke and she was happy to chance upon ORCA To-Go

- Staffer at Bellevue High School didn't know how a student who lived inside the 1 mile radius would be able to get a youth card (Bellevue high school students receive them from school in lieu of yellow bus)
- Director at a private middle and high school in Seattle didn't know how students could get a youth card
- Head of School at a Hamlin Robinson School responded they had difficulty getting their students youth cards

Clearly, there is lack of education across the community in how students are to access Youth ORCA cards. While the ORCA To-Go program is a great outreach tool, it doesn't satisfy the real need of easy access and the fact that a lot of individuals, institutions, and regional authorities, don't even know about the ORCA To-Go program. I will point to the fact that ORCA To-Go isn't even listed on Metro's website under Youth ORCA cards. See snipping from Metro website below:

### How to get an ORCA youth card

An ORCA youth card is available to youth age 6-18. It allows you to pay only \$1.50 for your trip including transferring to other services (within a 2 hour window) like Link light rail, Sound Transit buses, Community Transit and other [participating agencies](#)\*.



**By mail**

Print this [form](#), fill it out and mail it to customer service along with a copy of your id showing [proof of age](#)\*\* and \$5.00 for the cost of the card. You might want to add additional money or a pass to your card too. If you need help figuring out the fares just give us a call.

**In person**

Print this [form](#), fill it out and bring it to [customer service](#) along with your id showing [proof of age](#)\*\* and \$5.00 for the cost of the card. Not sure how to fill it out? Just bring your ID in to customer service and we'll walk you through it. Your mom and dad can also get a card for you with your id.

\*Participating agencies: ORCA is accepted on Community Transit, Everett Transit, King County Metro Transit, Kitsap Transit, Pierce Transit, Sound Transit and Washington State Ferries. If you are planning to ride on a Washington State ferry, a standard transit pass does not cover the cost of ferry travel. Additional fees apply.

\*\*Proof of age: To prove age for six to 18 years of age, use one of the following: 1) Student ID; 2) State ID or driver's license; 3) Birth certificate.

On [Metro's website](#) they state 2 ways to get a Youth ORCA card: **mail or in person**. They aren't even bothering to promote the option they always spout when I push on low barrier access to youth cards... ORCA To Go! I've emailed Metro several times that the webpage needs to read like this: How to get a Youth ORCA card: **mail, in person, ORCA To-Go event** (with a link to the ORCA To-Go calendar).

Thank you for reading this, listening, and working to improve transit options in our community." —Tanya, Kirkland resident, youth advocate

**Eastside Mini-Update, 5/31/19**

Report to Penny Lara at King County Metro from AJ Gabriel at Hopelink

“I had an event during lunch at Lake Washington High School on Tuesday and—unsurprisingly—attendance at my table was quite low (LWHS students receive an ORCA card, like the Bellevue School District high schoolers do). I spoke to 27 students and staff members and gave out 20 cards. That said, I did get a chance to talk with the staff member who was tasked with distributing the passes last summer (she did not give me her name). Initially, she expressed a great deal of relief, thinking that I must be there to do the summer passes so she didn’t have to. She thought it was a hassle and was glad to be passing it off. When I explained that I was there for a different but complementary grant, she backpedaled and said it was just that she didn’t think she should have access to which students were receiving lunch assistance and it would be better if I did it. It was never clear why she thought revealing a student’s economic information to a 3<sup>rd</sup> party rather than a staff member was preferable. We had a pleasant conversation and I talked about the value of both programs, wanting to encourage her that the work is significant. Her perspective is that students just use ride-share to get everywhere at LWHS. While I’m sure this is the case with some students, the ones I spoke with were pleased to have another option open to them for summer transportation and some did not realize that their school ORCA cards would shut off at the end of the year. And at least half a dozen students came to the table asking about the summer pass program (I confirmed that it was renewed and directed them to check in with the counseling office).

The thing that stood out most in our conversation was the assumption that students would just know about the program and ask to be enrolled. Another staff member I talked to was more engaged and positive about the programs in general, which was encouraging since we’ve seen first-hand the difference an interested staff makes in student participation. For comparison, Redmond HS was eagerly awaiting news if the summer program had been renewed when I was there a few weeks ago and seemed excited to promote both programs through announcements, advertising, and personal engagement. I don’t know if Peachjar is an option for the summer program but it might be worthwhile to do some additional marketing since there seems to be pretty uneven enthusiasm about sharing the program at Lake Washington High School.”

**Federal Way**

“[In after-school activities,] they practice social skills, engage with school and others, and more.” – Thomas Jefferson High School Teacher\*

\*She went on to mention that these activities rely heavily on transportation access, which is difficult for many of her students.

“You know I ride the bus every day.”—Todd Beamer High School student telling a friend to sign up

**Bellevue**

“This will really help him. How can I get cards for the rest of the family?”—Bellevue parent after getting a pre-loaded ORCA Youth card for his 17 year-old who was attending classes at Bellevue College through Running Start

“The thing is, the [volunteer] hours are required by school to graduate but there’s no help to get him there, not even ideas where to start looking...There’s a feeling that folks living in Bellevue must be wealthy but that’s not everyone’s story. We’ve lived in Bellevue twenty years, before he was a baby, and it didn’t use to be like this. Just in the last five years, cost of living has gone up so much.” –Daniella, Bellevue parent

This parent called the ORCA Youth line, looking for a card for her son. He is a rising senior and she was trying to arrange summer transportation for him. In addition to the required volunteer hours, his track team continued practice through the summer. They met several times a week minimum in rotating locations around Bellevue. Looking at the costs of getting him around, she was facing a conservative estimate of \$60 a month, even accounting for the lower youth fare.

The food bank helped lower their monthly food costs, but she was daunted by the prospect of coming up with an extra \$60 in the budget. She enrolled him for a pre-loaded youth card and was considering the monthly pass to save a few dollars. But it would be more cost-effective to drive him around since bus fare was more expensive than gas, but her work schedule and his busy summer often did not line up, especially since he needed to go multiple places a day.

### **Highline (SeaTac, South Seattle)**

“No money. I have to walk to school every day and I live kind of far. It makes me absent and/or tardy from my morning classes.” –Anonymous survey response, answering “Has anything prevented you from using transit in the past?”

“I got a card from you last time but I can’t reload it. Can you help?”—Tyee High School student

“This is so cool. Now I can ride transit.”—Raisbeck Aviation High School student

“Actually, I really need this.” —Raisbeck Aviation High School student

“We don’t have bus service [at school] for after-school activities.” —Raisbeck Aviation High School student

“So this can just be my regular ORCA card, too, after I graduate?” —Raisbeck Aviation High School student

“I didn’t know if it was worth it to get [an ORCA Youth] card.” —Raisbeck Aviation High School student

“I’m so glad you came.” —Raisbeck Aviation High School student

“That’s so cool but I’m good for now. I don’t think I’d use it.” —Raisbeck Aviation High School student

“Will you be coming back? Is this like an every-year thing now?”—Mount Rainier High School student

“Will the summer ORCA card thing from last year come back?”—Highline High School student

“Can I have an extra [enrollment] form for my sister?”—Highline High School student

### **Kent**

“Yeah, but it makes the bus like a dollar.”—Kentridge High School student to a reluctant friend

“I’m living for half-price bus! I’ve always wanted an ORCA card.”—Kentridge High School student

“This is such a deal! [High-fived staff]”—Kentridge High School student

“Wait, this will get me a couple trips to Seattle for free?” —Kentridge High School student

“If you don’t know how to get there, just tell us and we can figure it out together.”—Lisa, Kent-Meridian student talking to classmates about trip planning

“Now I can get to work.”—Kent-Meridian student

“Aw, yes! You just got me to work from now on.” —Kent-Meridian student

“Can I use this today?” —Kent-Meridian student

A Kent-Meridian student stayed at the table for several minutes to teach her friends about the Link light rail and how to use it.

On 10/22/2018, during a discussion of outreach opportunities in Kent, Uriel Varela Jr. (Community Engagement Coordinator, Office of the Mayor, City of Kent) mentioned that even though the ORCA Youth TDM was collecting very little data on participants, he believed it would be extremely difficult—at best—to engage Latinx immigrant populations in the area. He shared that though Latinx-focused organizations might be willing to work with our program, the strain on community-members right now is so high that the fear of possible complications down the road due to participation would keep many—if not most—families from participating. He said this concern is keeping the community from accessing services both from the city and from area providers.

“But why? There isn’t a bus comes here. We need buses here and then I can use one.”—Kentrake High School student, responding to the offer of receiving a pre-loaded ORCA Youth card

“Oh, that’s cool. [pause] Oh, wow!”—Kentrake High School student responding to the offer of a pre-loaded ORCA Youth card

“Yeah, there’s no bus here.” —Kentrake High School student responding to the offer of a pre-loaded ORCA Youth card

Student A: “I don’t know...”

Student B: “Oh, let’s go to Seattle!”—two Kentrake High School students discussing the offer of a pre-loaded ORCA Youth card

“There needs to be some buses out here.”—Kentrake High School student

“A lot of us [the school police force] coach here, too. I coach the girls’ tennis team and you would be shocked how many students I give a ride home every time. I think it’s like that for all of us. If you asked around, the other coaches would tell you the same thing.”—Sheriff at Kentrake High School

“I have to walk 45 minutes to take a bus.”—Kent Phoenix Academy student

“Until pretty recently, I was too scared to take the bus alone.”—Kent Phoenix Academy student

“Kent Valley has poor transit options. We just moved here.”—Kent Phoenix Academy staff member

“Yeah, but I’m in Pierce [county]...wait, it works in Pierce? I’m definitely going to need one of those, then!”—Kent Phoenix Academy student

### **Sammamish**

“An ORCA card is so much more convenient than fumbling for quarters all the time.”—teen at Sammamish Farmer’s Market

“Transit is already so much better than it was.”—Community member at the Sammamish Farmer’s Market

“Will there ever be anything beyond [route] 228?”—Community member at the Sammamish Farmer’s Market

“Thank you, this is awesome.”—Parent at the Sammamish Farmer’s Market after picking up a pre-loaded ORCA Youth card for their teen

A former Sammamish City Council member came to the event at the Sammamish Farmer’s market to discuss the ORCA Youth TDM and Skyline High School. At the time of the event, no Skyline High School students had enrolled, though the school had marketing materials and 85 cards in the counseling office. The Hopelink staff member explained to him that the principal of Skyline High School had opted not to host an event due to poor performance at similar tabling efforts in the past, which the principal attributed to stigma on the Plateau surrounding anything that could be construed as wanting or needing financial help. The former councilmember was concerned that the lack of interest at Skyline High School would negatively impact their ability to participate in transit-related projects in the future. He wanted to see the focus of the ORCA Youth TDM grant shifted to schools like Skyline High School where interest was low.

### **Issaquah**

A parent contacted the ORCA Youth phone number to ask about sustained financial support for his son getting to Running Start from school. He was disappointed when he found out the pre-loaded ORCA Youth card provided through the ORCA Youth TDM grant only covered the first \$10 in rides. He said the pre-loaded value wouldn’t even get his son through a week of Running Start classes.

“I don’t want her to even *know* about the bus. If I drive her, then I know where she is.” –Liberty High School (Issaquah) parent, responding to the offer of an ORCA Youth card for her high school daughter

“A lot of our Running Start students come to me asking how they can get to their new classes but it’s hard because there’s not a lot of good connections out here.” –Liberty High School Administrator

“She said I can use this on the ferry. I take the ferry all the time!”—Liberty High School student, overheard

### **Conversation with a Liberty High School student:**

Student: “I don’t think I need a card because I don’t really ride the bus.”

Hopelink Staff Member: “Do you ever go to Seattle?”

Student: “Yeah, I go to Seattle all the time with my friends. Wait--I can use this to get to Seattle? Nevermind, I totally want one.” (He returned later to get his friends enrolled, too.)

While tabling at Liberty High School, a student asked for more information about how to use the ORCA Youth card she’d just gotten through the ORCA Youth TDM grant. After being walked through how to tap the card when boarding the bus and how to plan a trip, she asked, “Okay, but *when* can I use it?” When she found out that the card was already active and she could use it right away, she was thrilled. “My mom said I had to take the bus after school today and I didn’t know how I was going to do it,” she explained.

### **Report to the City of Issaquah on the 12/13/18 event at The Garage Teen Café in Issaquah:**

On Thursday, December 13<sup>th</sup>, The Garage Teen Café in Issaquah welcomed Hopelink Mobility Management to set up a table in their center on behalf of King County Metro. We attended to share Metro’s ongoing ORCA Youth program—providing high school teens with a free ORCA card, each preloaded with \$10 to get them started—and to help teens learn about their transit options.

The Garage has only been open a few months and we were pleased to come meet the staff and students so early on in their tenure. We greatly appreciated the work they put into spreading the word about when we were coming and what we’d be offering.

The students we met represented a diverse slice of Issaquah. Some came with a strong knowledge of their transit choices; for others, this was their first time learning about public transportation. One student dashed in after school just long enough to pick up an ORCA Youth card and then had to dash right back out. Others stayed to talk about how to use an ORCA card or plan a trip, or to fill out a survey to tell King County Metro how they get around and what they need most from transportation agencies.

There was also the opportunity to talk to the adult staff of The Garage and hear about their hopes and concerns about transportation to and around the teen café. They noted that though Issaquah has four high schools and they are fortunate to be within an easy distance of two of them, for the others there is little to no opportunity to use their center because there aren’t viable bus routes. As we discussed the realities of teens trying to access a space meant entirely for them, we talked about the Community Van projects that King County Metro has piloted in other cities and how such projects can fill in transportation gaps. They noted that if such a program were undertaken in Issaquah, it would allow their staff or volunteers to provide transport to students who otherwise would not be able to access their space or services. We also talked about the similar service gaps that Liberty High School—which is served by the Issaquah School District—has encountered while helping students look for transportation to and from their Running Start classes.

The staff spoke of the students who would not be able to refill their ORCA Youth cards because of the cost. The only way to pay the reduced youth fare is to load the funds on the ORCA Youth card, which is just not possible for some riders. They wanted to know their options for offering transportation-related financial assistance to some of their students; would it be possible for them to reload student cards? What were the cost of monthly passes? How do passes work?

The City of Issaquah has widely shared the desire to support sustainable, responsible transportation to maintain the environment—and the beauty—of the city. While at The Garage, we also got to hear a little more about the financial need for shared, lower cost transit.

### **Tukwila**

“What’s the difference between an ORCA Youth card and paying cash?” —Foster High School staff member

“I have a couple of students in foster care—are there things to help them figure out, like, which buses to take?” —Foster High School staff member

“What happens after the ten dollars?” —Foster High School student

### **Redmond**

“Why doesn’t the school give us unlimited bus cards like Seattle?” —Tesla STEM High School

### **Report to City of Redmond on the ORCA Youth Card Event at Redmond High School (5/8/19)**

In Collaboration with King County Metro’s “Find Your Freedom” Campaign and Hopelink

The City of Redmond partnered with King County Metro (KCM) to bring ORCA Youth cards to students at Redmond High School. Purchased by the City of Redmond, each card was pre-loaded with \$10 and set to allow teens to ride participating transit at the reduced youth rate. King County Metro provided educational and marketing resources to support the City’s effort. In addition to a district-wide Peachjar announcement about ORCA Youth cards—provided by KCM—posters and flyers were provided to the school to help spread the word ahead of the event.

The experience this month at Redmond HS (RHS) and past experiences with area schools and organizations have indicated that Redmond teens are generally well-acquainted with transit and have easy enough access to consider it a viable option for their transportation needs. On May 8<sup>th</sup>, 166 RHS students participated in the event and of them, 158 opted to receive an ORCA Youth card from the city and the College and Career center is still accepting applications. Faculty and staff involved said it was the largest attendance they’ve ever had at a resource table.

When asked for feedback about their use of transit, their perceptions of it, and how well they think it serves their needs, almost every attending student was either already riding transit and happy with it or excited to get an ORCA Youth card to try it out. Even teens who’d had more mixed experiences with transit were still positive, both about transit in general as well as about the routes serving Redmond. I spoke with one teen who talked a little more at length about her experiences. “I ride a lot,” she said. “And it’s good. I mean, sometimes the bus can end up being really late but usually it’s fine. I’m pretty happy with it. I mean, sometimes things just run late, that’s kind of just to be expected.” Every student asked said that they were consistently able to get where they were trying to go from Redmond.

Overwhelmingly, the most common question was “How do I reload my card?” Even some students who already had ORCA cards asked this. One student mentioned that he had received an ORCA card but had gotten rid of it when he spent the preloaded fare because he didn’t know what he was supposed to do with the empty card.

A few students who came into the center did not want an ORCA card. Most of these students had walked in with friends who were picking one up for themselves. In several cases, the enrolling friend encouraged their disinterested classmates to enroll and at least try it out or keep it as a back-up. One young man told his friend he didn’t need transit because he bikes everywhere; she responded, “Yeah, but what if you’re going super far?” About half of these students did end up taking a card once their friends spoke well of transit as an option for getting around.

Though most students were familiar—at least in passing—with the idea of ORCA cards, many did not know about the lower youth rate or that the cards could be used on the Link light rail.

Some students were completely new to transit but almost all of them came eager to hear about their options and get started or have it as a secondary option. Responses varied when asked about any prior experiences with public transportation or why they were interested in starting now. One young woman said, “I’ve never used it, how do I do this?” She particularly wanted to know where to scan the card on a bus and how to reload her new ORCA card once she’d used the preloaded funds. Another student said, “I don’t right now, but I might need to start soon,” while a third mentioned that he wanted to be able to take the bus if he wasn’t able to drive somewhere.

In between these potential new riders were many teens who talked about how much they already count on public transportation to get around. “I’ve been really happy with the bus,” said one senior. Even though she’s graduating next month, the youth card will still save her money through the summer. Frequency of use varied from student to student, with some students mentioning that they were “sometimes” riders, while others depend on transit as their primary mode of transportation. One upperclassman in a hurry stopped by just long enough to pick up a card and tell us, “I use transit every morning.”

While the line of students laughed and chatted behind her, I asked one freshman if she’d used transit before. She smiled and said that this would be her first ORCA card but that she already knew how to ride. “My dad taught me,” she said. “I think he has really good memories of using the bus to do things when he was my age and he wanted me to have that experience, too.”

**Quotes from Redmond High School Event (some used in the above report):**

“I use it [transit] a lot—mostly to get to the skatepark and Seattle.”—Redmond High School student

“My dad taught me how to ride [the bus]. I think he has really good memories of using the bus to do things when he was my age and he wanted me to have that experience, too.”—Redmond High School student

“No, but I might now.”—Redmond High School student responding to whether they had used the bus before

“Not yet, how does it [an ORCA Youth card] work?”—Redmond High School student responding to whether they had used the bus before

“All the time.” —Redmond High School student responding to whether they had used the bus before

“Yeah, sometimes.” —Redmond High School student responding to whether they had used the bus before

“No. [Laughter]” —Redmond High School student responding to whether they had used the bus before

“I don’t, but I might need to start [using transit] soon.”—Redmond High School student responding to whether they had used the bus before

“I’ve never used it, how do I do this?” —Redmond High School student responding to whether they had used the bus before

“I use transit every morning.” —Redmond High School student responding to whether they had used the bus before

“I’ve been really happy with the bus.”—Redmond High School student responding to whether they’ve had good experiences with transit

“I’ve always been able to get where I needed to go.”—Redmond High School student responding to whether they’ve had good experiences with transit

“I mean, sometimes it’s really late but usually it’s fine. I’d say I’m pretty happy with it, I mean, sometimes things just run late, that’s kind of expected.” —Redmond High School student responding to whether they’ve had good experiences with transit

“Who is sponsoring this [event]?”—Redmond High School student

“I want it [a pre-loaded ORCA Youth card] just in case I can’t drive somewhere.”—Redmond High School student

“Do I reload it?” —Redmond High School student

“How do I reload?” —Redmond High School student

“It works on the light rail?” —Redmond High School student

## **Renton**

At the Greater Renton Human Services provider meeting on 1/18/19, representatives for the Chinese Information Service Center (CISC) shared that they received many phone calls from their clients who struggled with understanding signage and other foundational competencies needed to succeed on public transit. Questions like “Which side of the street should I be on to catch my bus?” were common, even when clients had access to a mobile device and a transit app. They spoke of clients who didn’t know how to get started riding the bus and who couldn’t read a bus schedule. They thought

personalized training with a whole family group would be particularly valuable to their clients, especially where teaching youth to ride the bus is concerned.

#### D. ORCA Youth Survey Data and Distribution Data

See attached [ORCA Youth TDM grant\\_Survey Data.xlsx](#) for raw data from survey.

See attached [ORCA Youth TDM Grant\\_Distribution Zip Codes.xlsx](#) for known distribution zip code data.

#### E. Forms, Instruments, Documentation, and Debrief Presentation

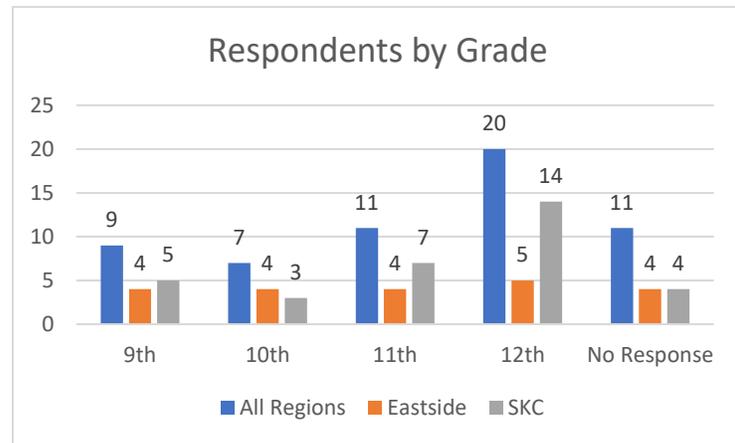
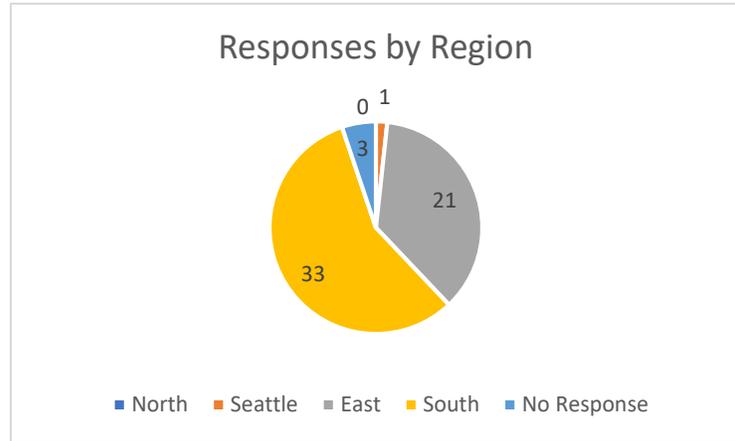
Form, Instrument, etc.	See Attached:
ORCA Youth TMD grant Enrollment Form Template	ORCA Youth TDM Grant_Enrollment Form.docx
ORCA Card Order Value Form	orca_card_order_value_form.pdf
ORCA Youth TDM grant Survey Instrument—Original	ORCA Youth TDM Grant_Original Survey.docx
ORCA Youth TDM grant Survey Instrument—Updated	ORCA Youth TDM Grant_Survey Instrument.pdf
ORCA Youth TDM grant Debrief Presentation	ORCA Youth TDM Grant_Debrief Presentation.pdf
ORCA Youth TDM grant Active Contacts ( <b>For Hopelink and King County Metro Use Only</b> )	ORCA Youth TDM Grant_Finalized Contact Sheet.xlsx
“Find Your Freedom” 11”x17” Poster, Spanish	Find Your Freedom_11x17 Poster_Spanish.pdf
“Find Your Freedom” 11”x17” Poster, English	Find Your Freedom_11x17 Poster_English.pdf
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“Find Your Freedom” ½ page flyer, English	Find Your Freedom_Half-Page Flyer_Spanish and English.pdf (bottom)
“Find Your Freedom” How to Reload, Spanish	Find Your Freedom_Loading Money and Passes onto Your ORCA Card.pdf (left side)
“Find Your Freedom” How to Reload, English	Find Your Freedom_Loading Money and Passes onto Your ORCA Card.pdf (right side)
“Find Your Freedom” ORCA Youth Card Holder, Spanish	Find Your Freedom_Card Holder_Spanish.pdf
“Find Your Freedom” ORCA Youth Card Holder, English	Find Your Freedom_Card Holder_English.pdf
“Find Your Freedom” King County Metro-Hopelink Tablecloth	Find Your Freedom_Tablecloth.pdf
“Find Your Freedom” 24”x80” Banner	Find Your Freedom_24x80 Banner.pdf

**F. ORCA Youth Survey Results**

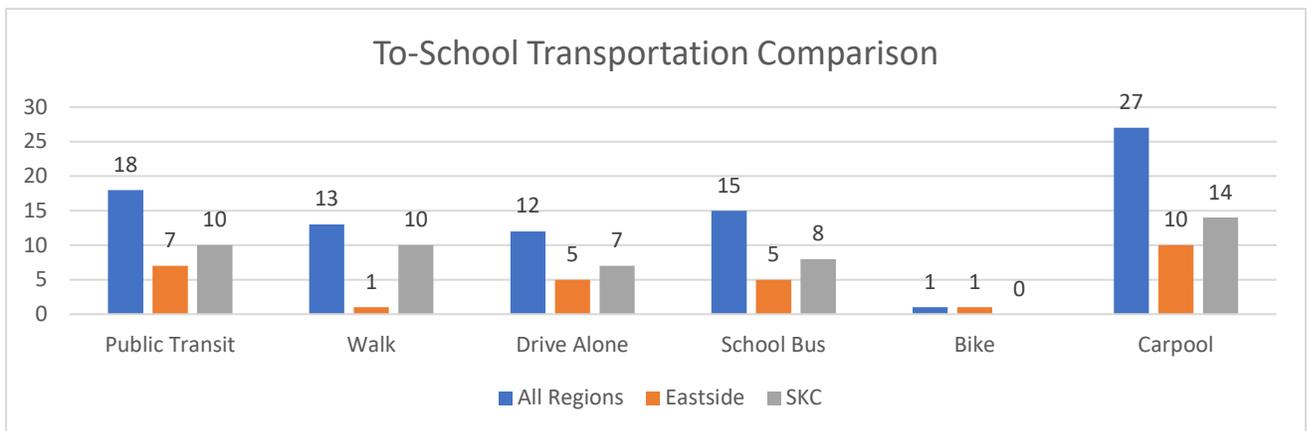
**January 2019 Report:**

**ORCA Youth Survey Data, September 2018-December 2018**

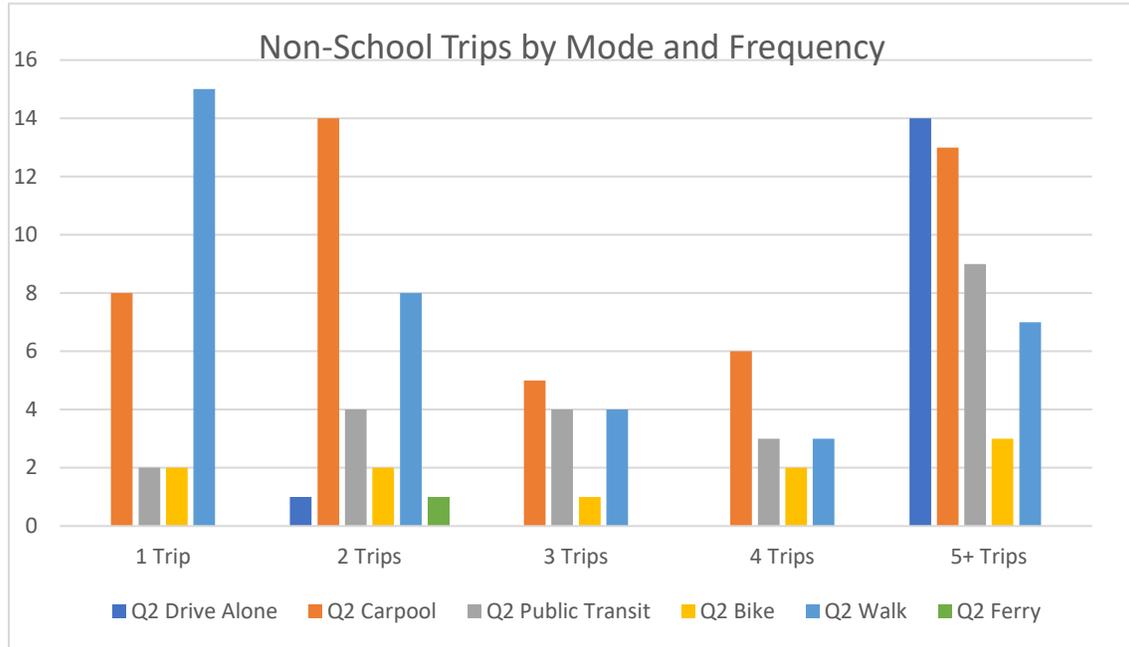
- Demographics Overview
  - 58 respondents so far
    - South King County: 57%
    - East King county: 36%
    - Seattle: 2%
    - North King County: 0%
    - No Response: 5%
  - Responses by grade:
    - 9<sup>th</sup>: 16%
    - 10<sup>th</sup>: 12%
    - 11<sup>th</sup>: 19%
    - 12<sup>th</sup>: 34%
    - No Response: 19%



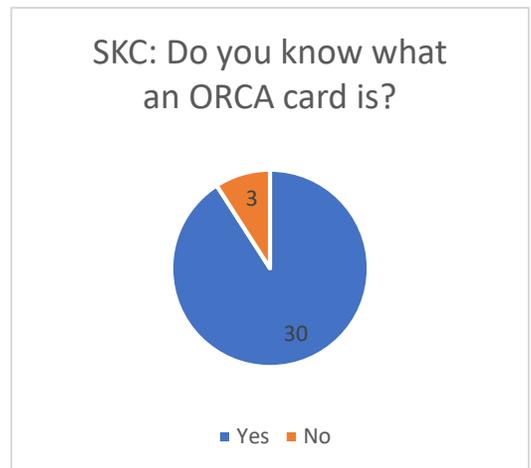
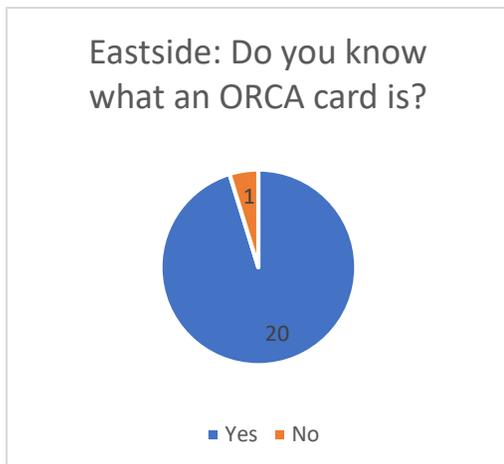
- Question 1: “Select the top two ways you usually get to school or school activities?”



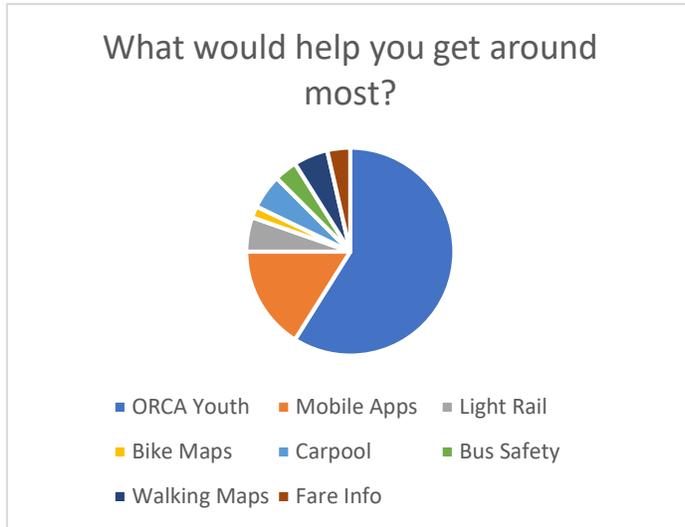
- Questions 2: How many non-school trips do you take per week using each of the following modes of transit?



- Question 2b: If “other”, how did you travel?
  - 2 respondents skateboard as a mode of transit
  - Both respondents listed no trips taken in the last week via skateboard
- Question 3: Do you know what an ORCA card is?
  - Eastside: 95% yes
  - SKC: 91% yes

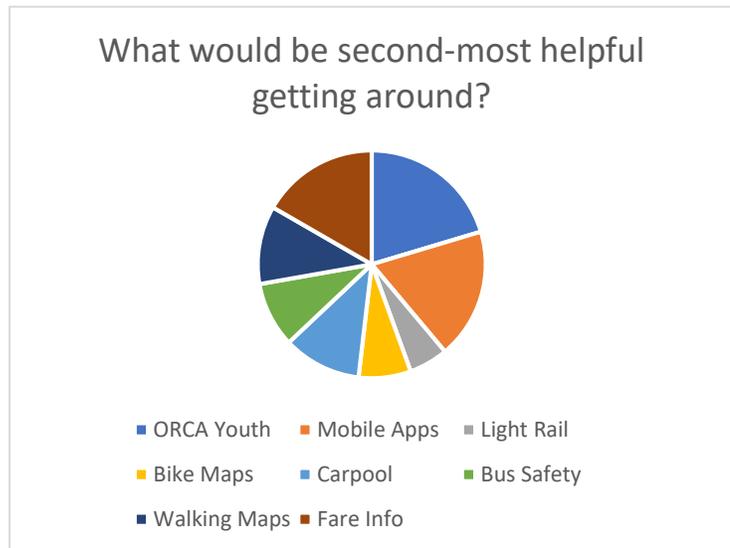


- Question 4a: Which would be most helpful to get you where you need to go?

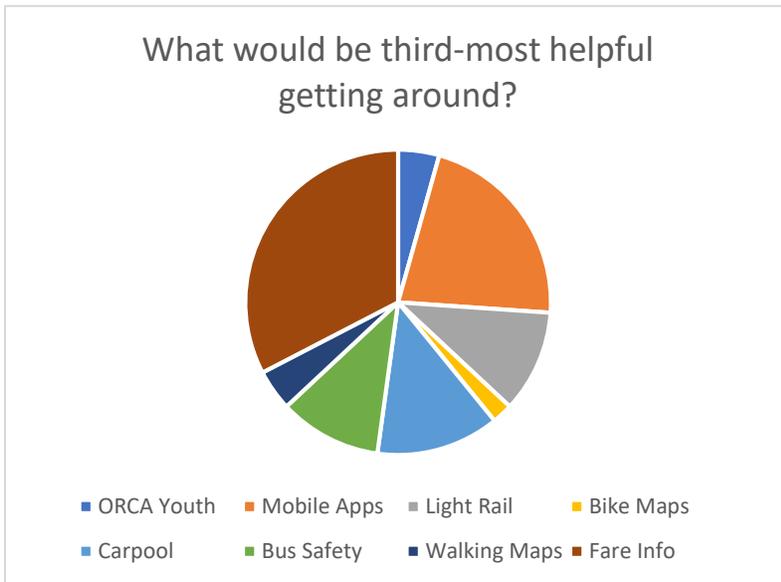


- ORCA Youth card: 59%
- Information about mobile apps: 16%
- Information about light rail: 5%
- Information about carpool: 5%
- Bus safety information: 4%
- Information about fares and transfers: 4%
- Bike maps and bike safety gear: 2%

- Question 4b: Which would be second-most helpful?
  - ORCA Youth card: 20%
  - Information about mobile apps: 19%
  - Information about fares and transfers: 17%
  - Safe Sidewalk Maps and walking safety gear: 11%
  - Bus safety information: 11%
  - Information about carpool: 9%
  - Bike maps and bike safety gear: 7%
  - Information about light rail: 6%

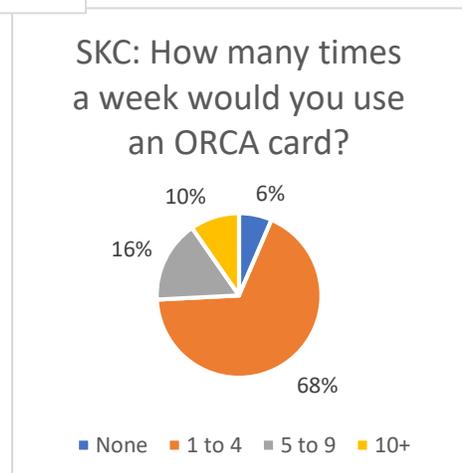
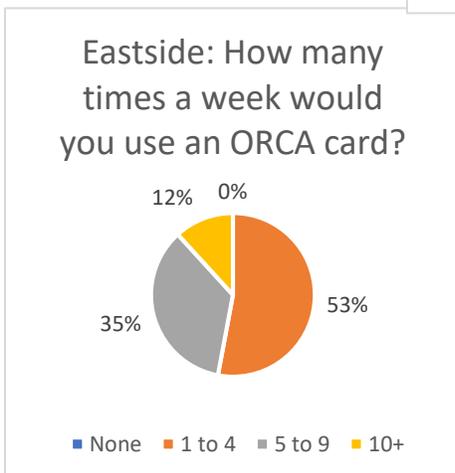
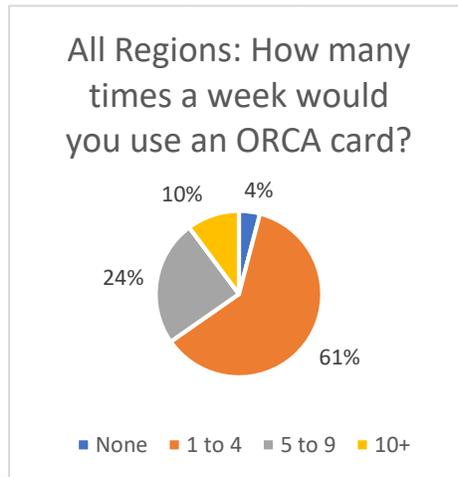


• Question 4c: Which would be third-most helpful?

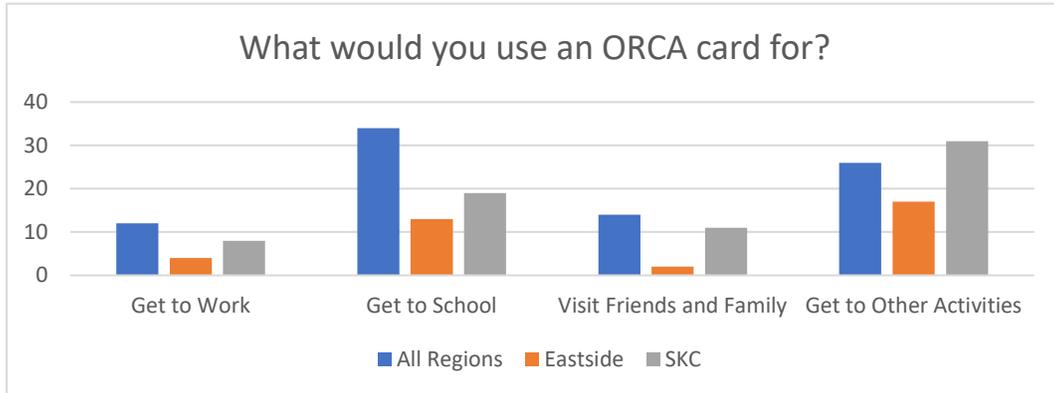


- Information about fares and transfers: 27%
- Information about mobile apps: 18%
- Safe sidewalk maps and safety gear: 11%
- Information about light rail: 9%
- Information about carpool: 9%
- ORCA Youth card: 4%
- Bus safety information: 4%
- Bike maps and bike safety gear: 2%

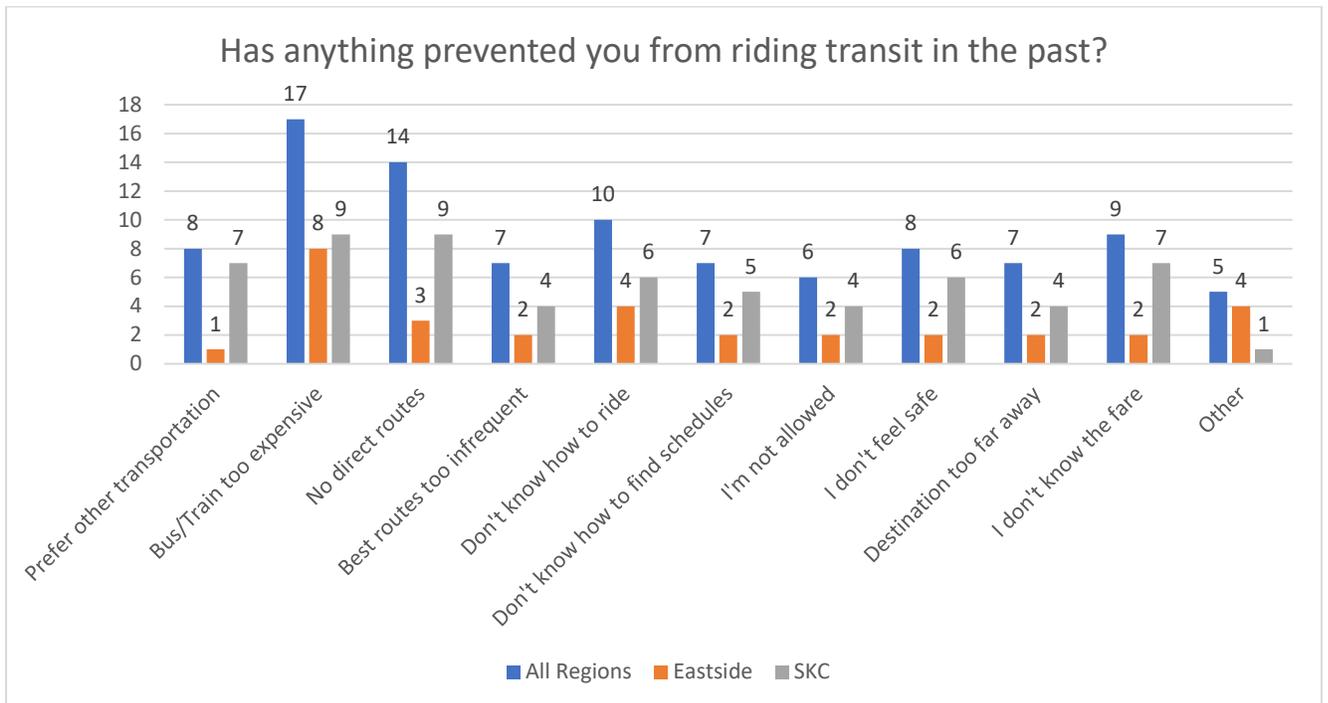
• Question 5: How many times a week do you think you would use an ORCA card?



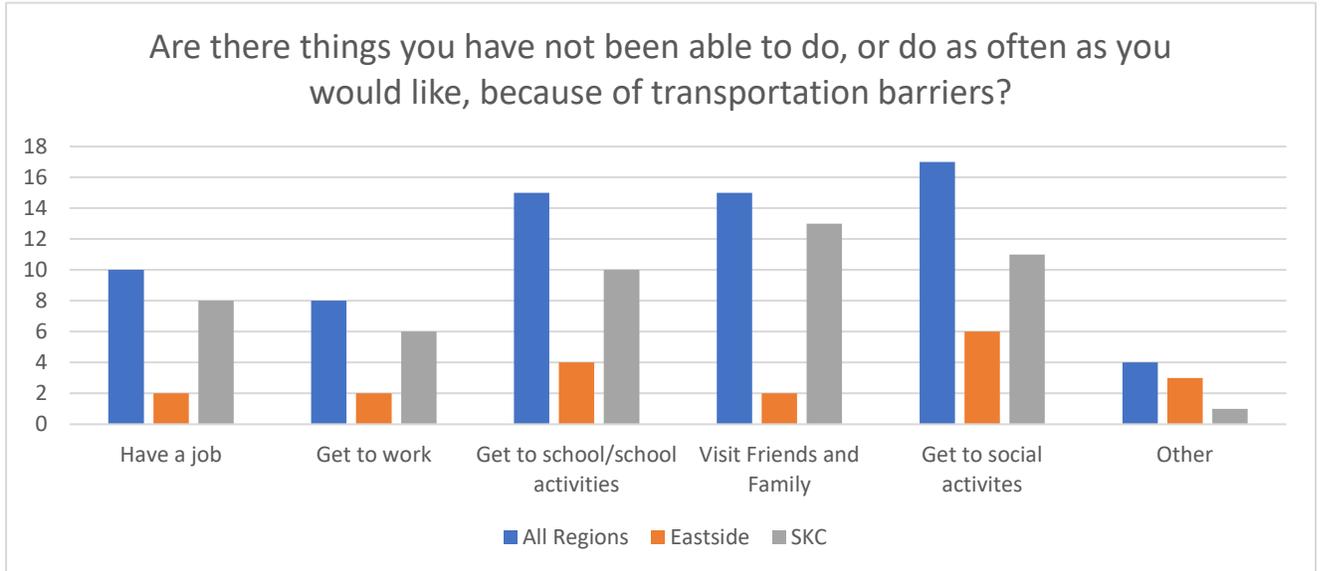
- Question 6: What would you use it for?



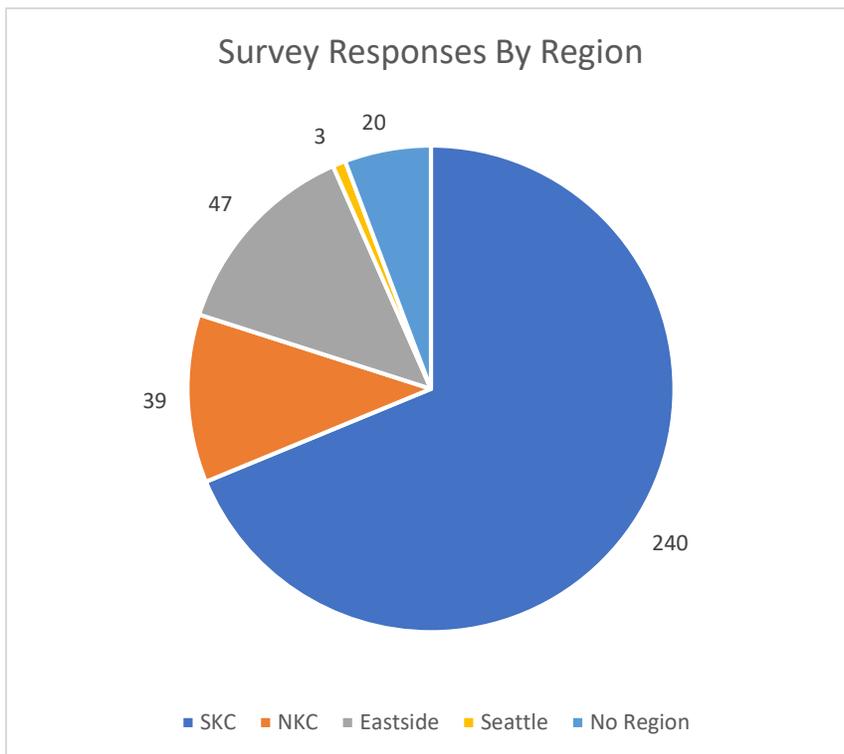
- Question 7: Has anything prevented you from riding transit in the past?



- Questions 8: Are there things you have not been able to do, or do as frequently as you would like, because of transportation barriers?

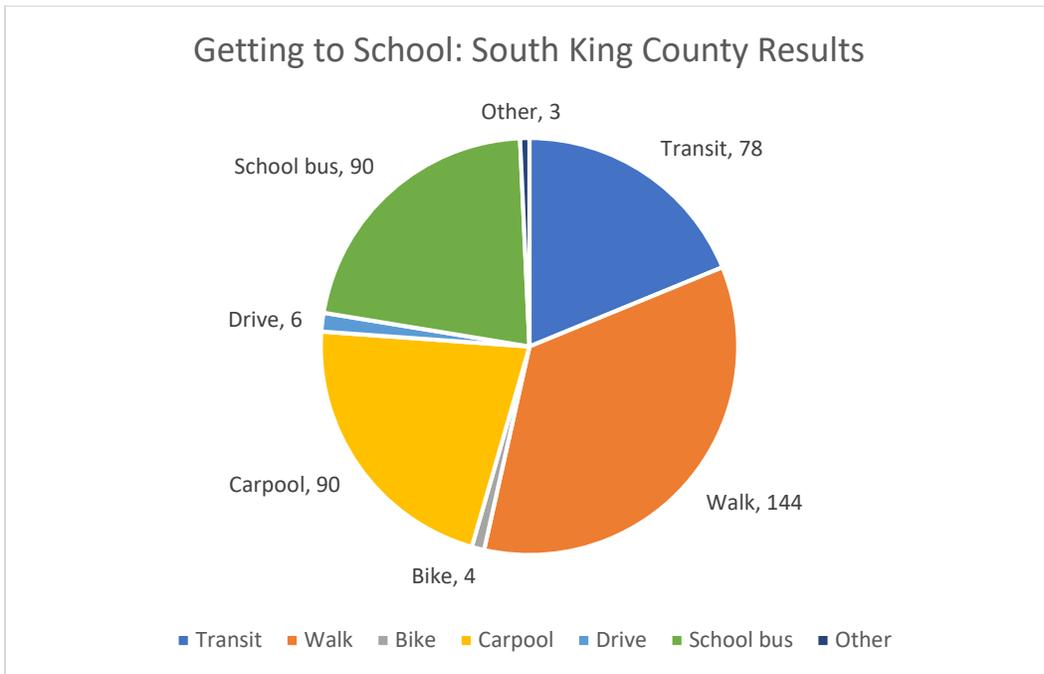
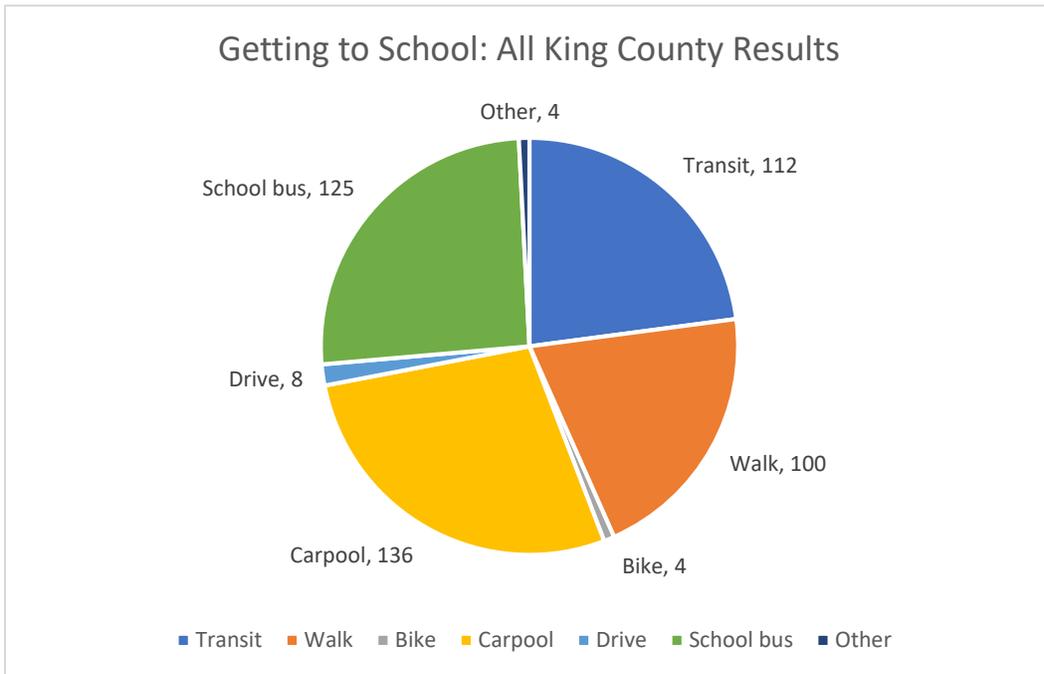


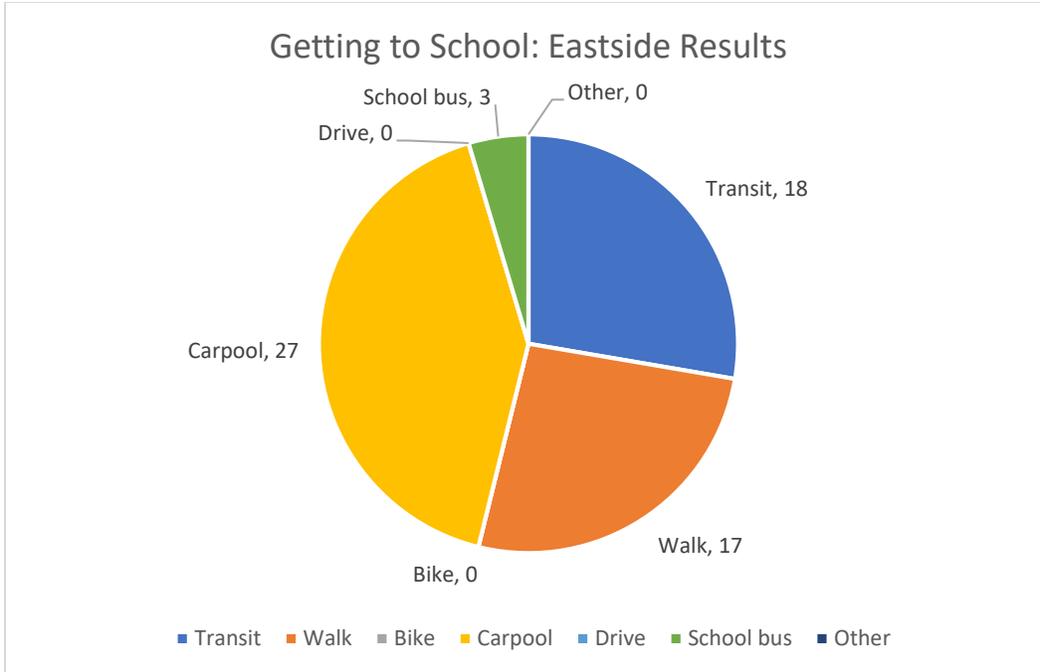
**Results of Updated Survey, January 2019-June 2019**



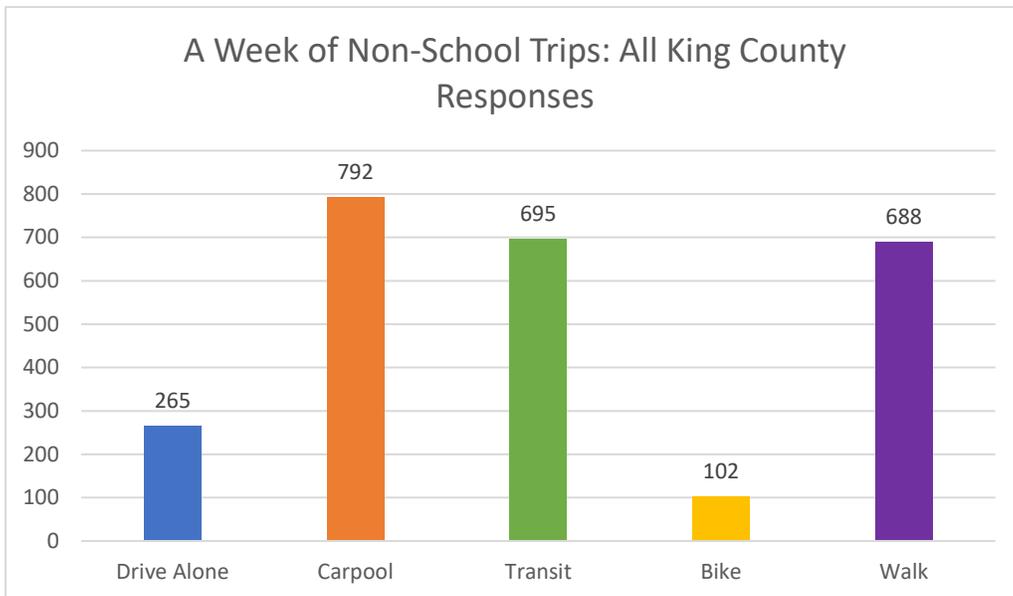
Total Responses: 349

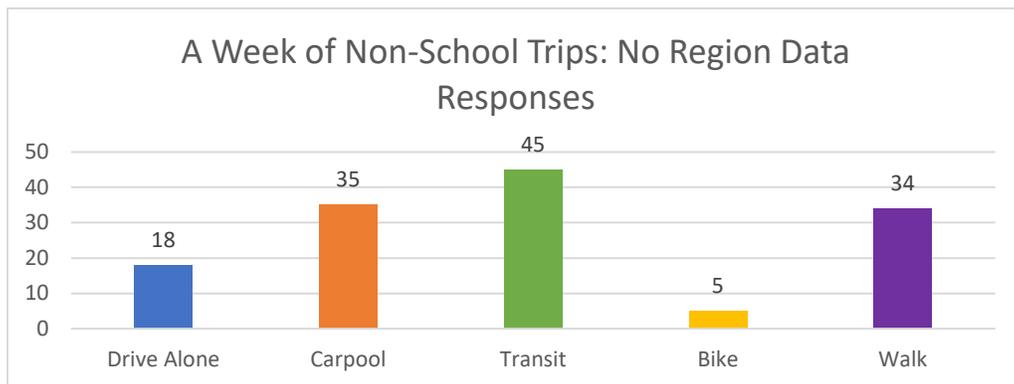
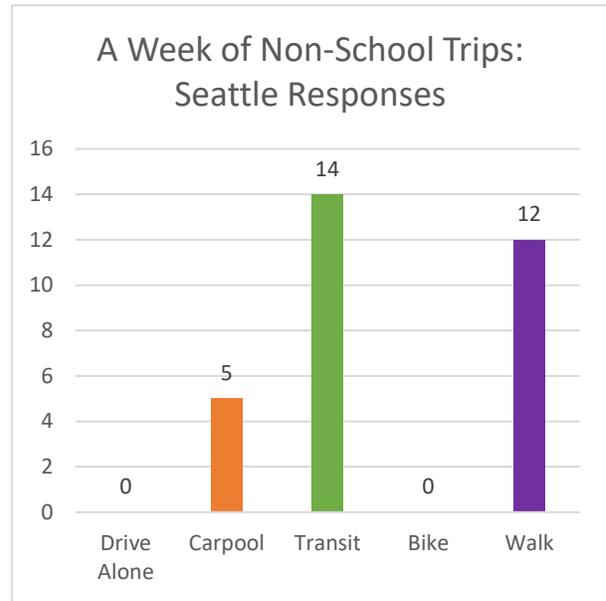
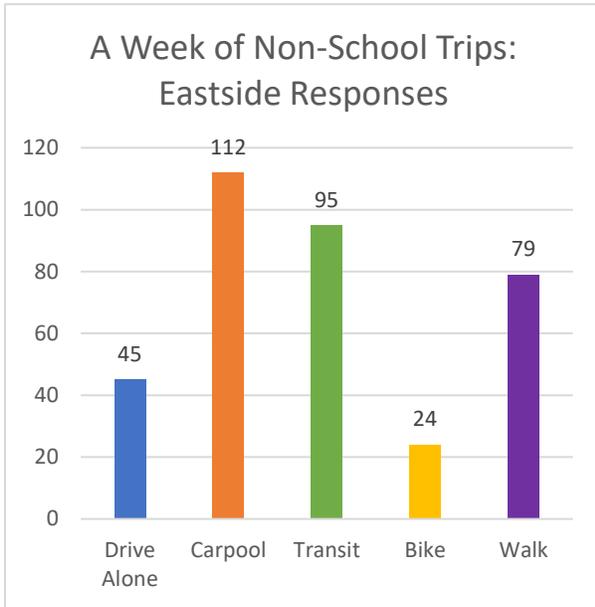
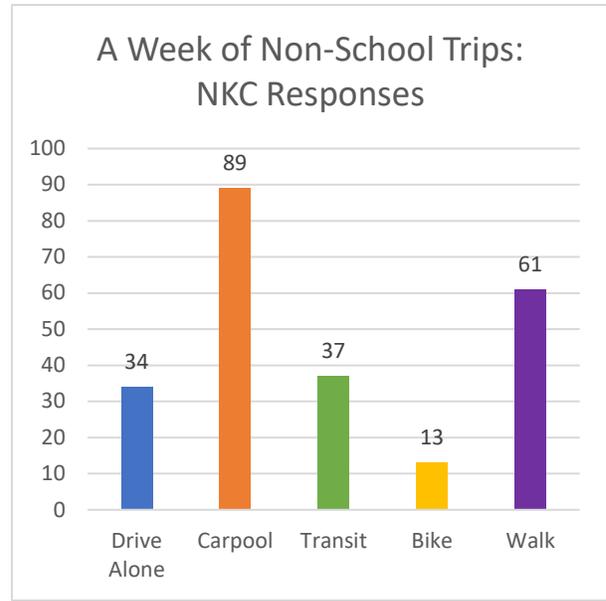
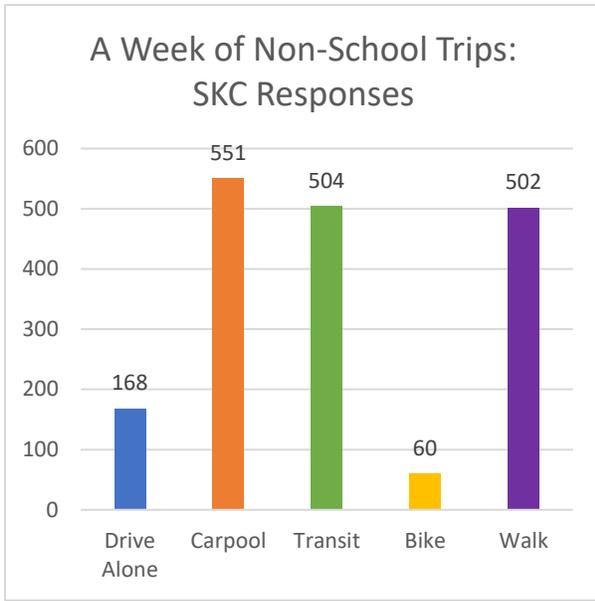
1. How do you usually get to school and school activities (sports, clubs, etc.)? Select your top two.



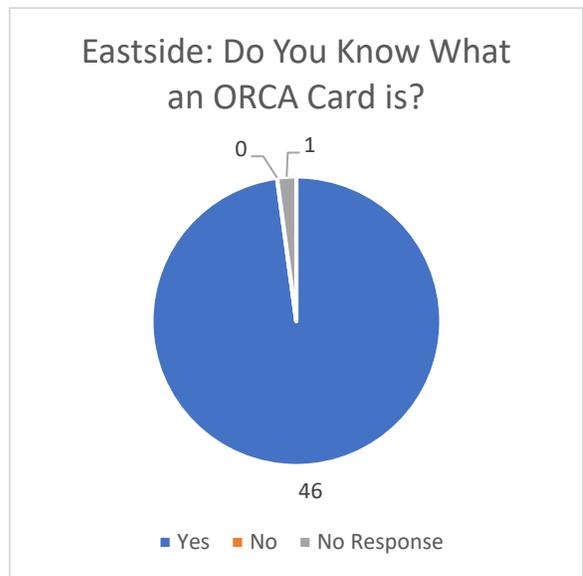
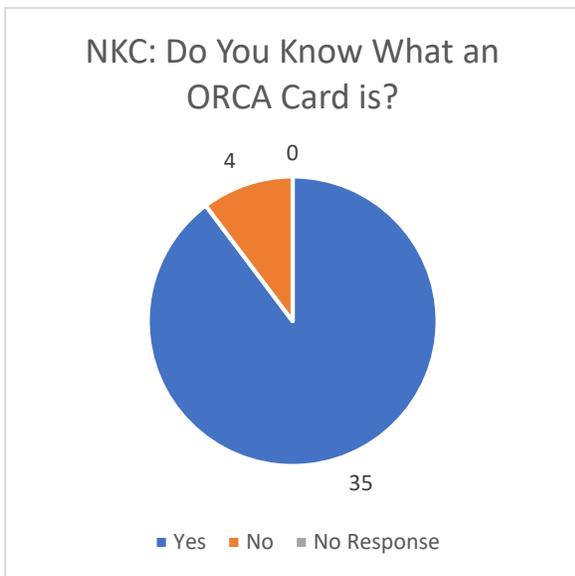
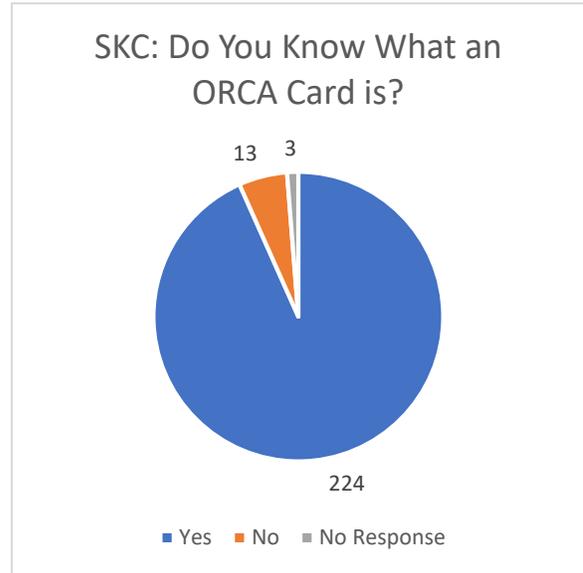
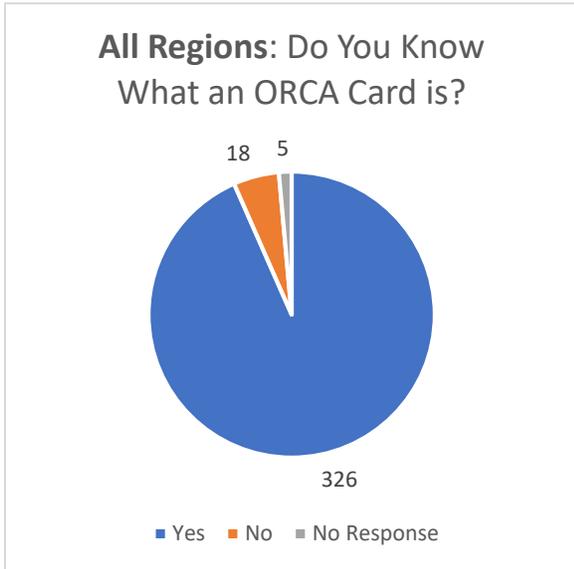


2. In the past week, how often did you DRIVE ALONE, CARPOOL/GET A RIDE, use PUBLIC TRANSIT, BIKE, and WALK to places other than school?

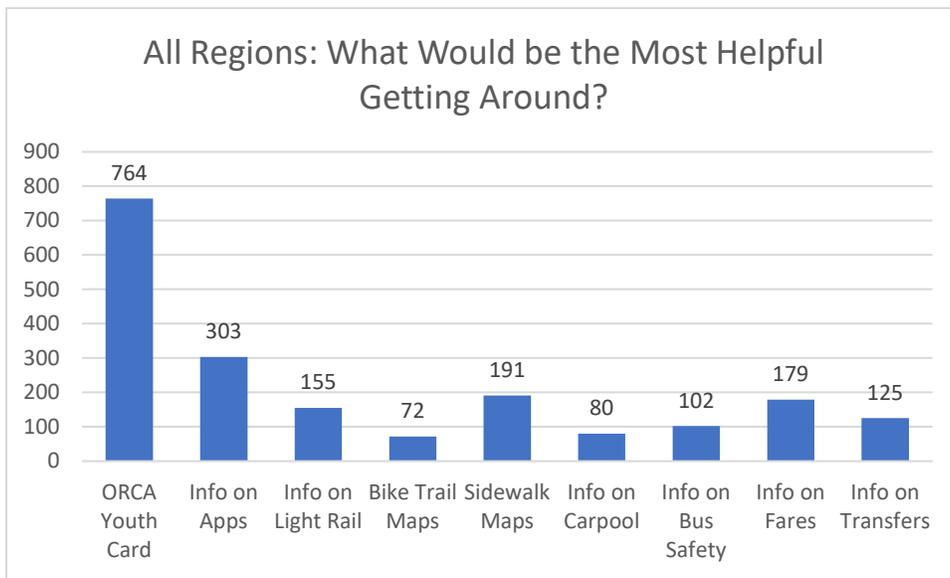


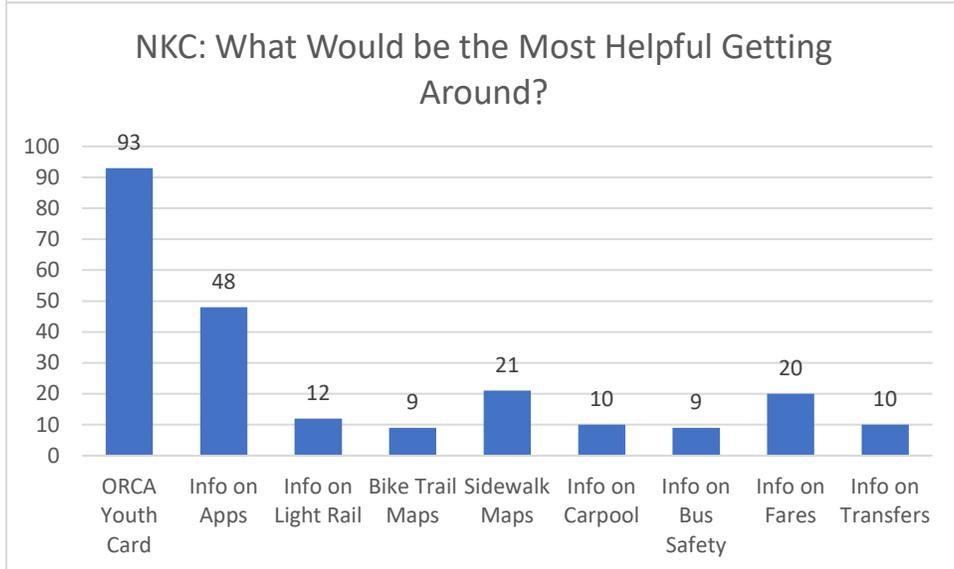
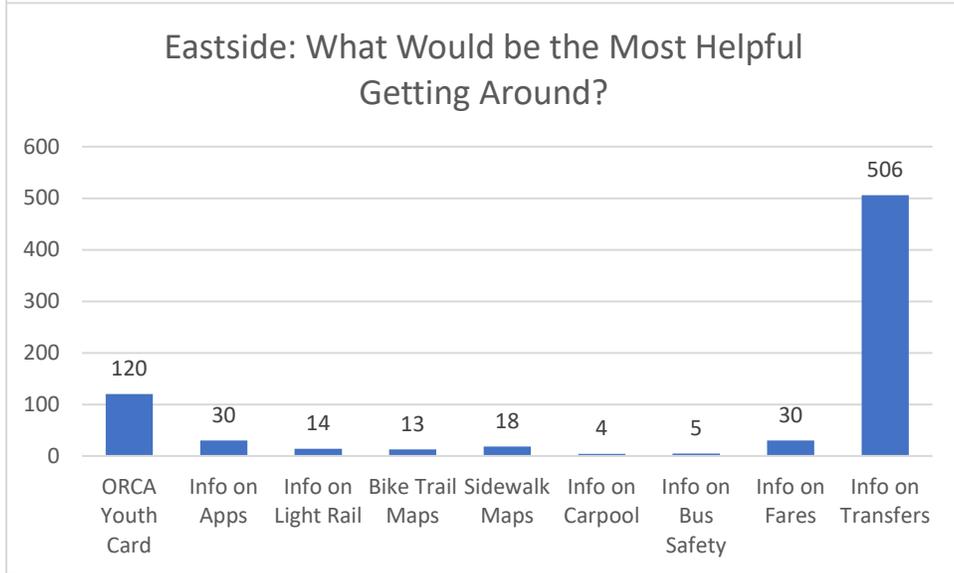
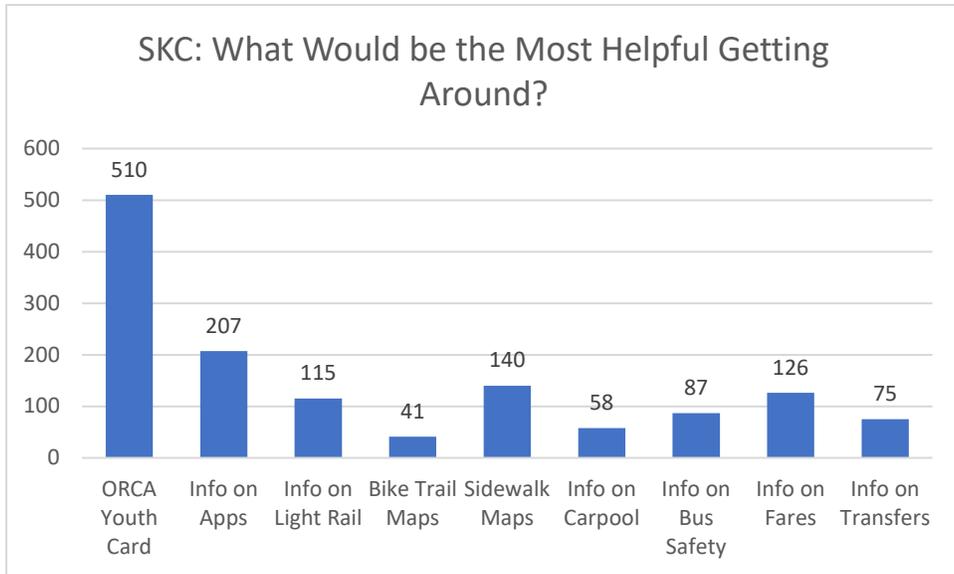


3. Do you know what an ORCA card is?

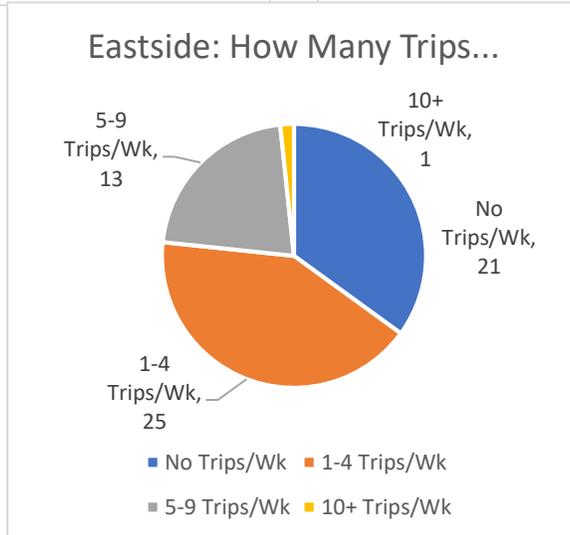
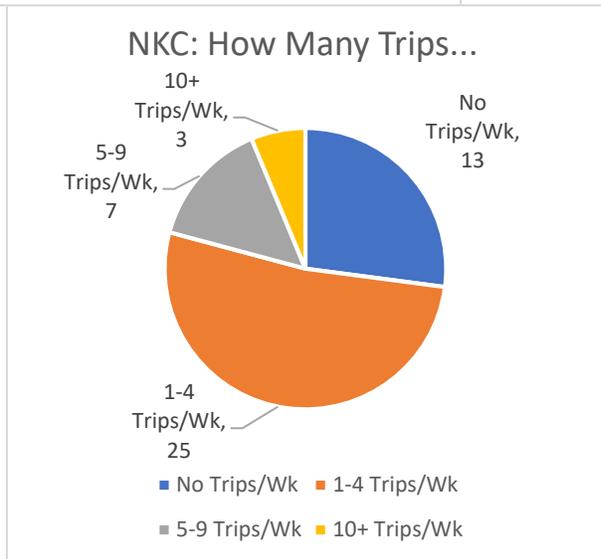
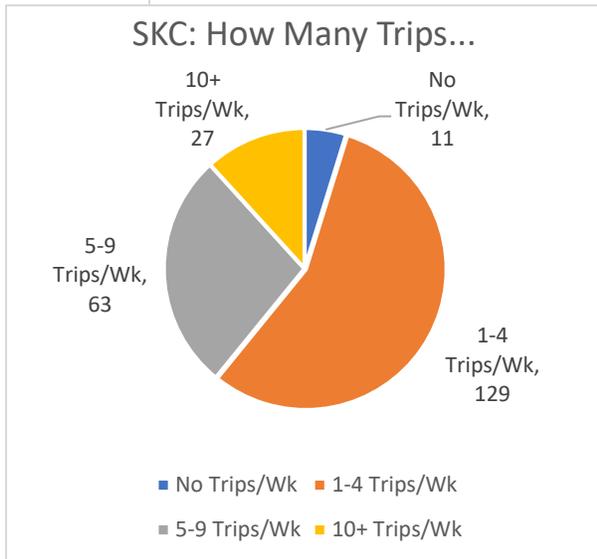
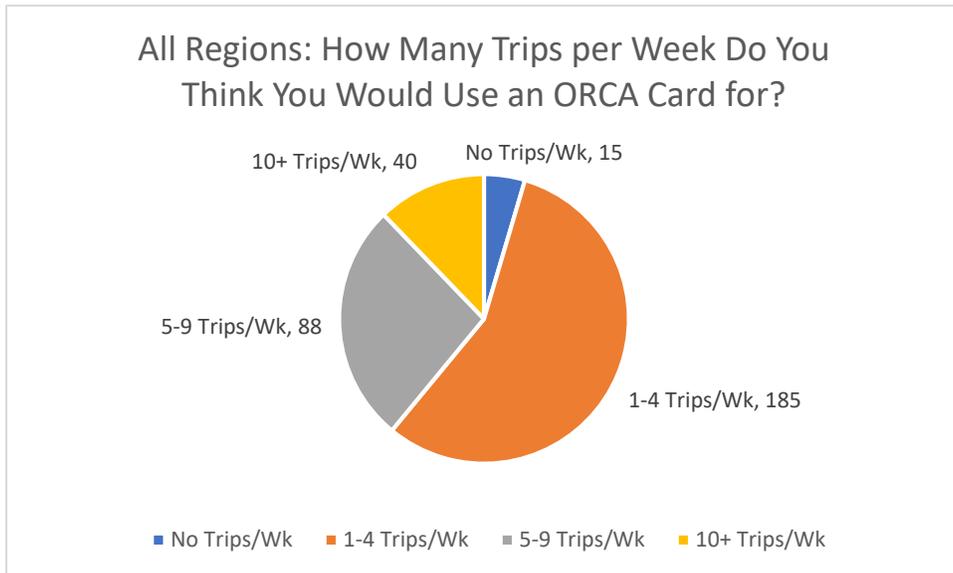


4. Of the following, which would be the MOST/SECOND MOST/THIRD MOST\* helpful in getting around? \*(Most helpful weighted with 3 points, second most helpful weighted with 2 points, third most helpful weighted with 1 point)
- An ORCA Youth Card (lets you pay a lower fare)
  - Info about mobile apps to help navigate on public transit, plan a trip, etc.
  - Info about Link light rail
  - Bike trail maps and info about bike safety gear
  - Maps of safe sidewalks and safety gear for walking
  - Information to find a carpool/learn about SchoolPool
  - Bus safety info
  - Info about bus/train fares
  - Info about making transfers

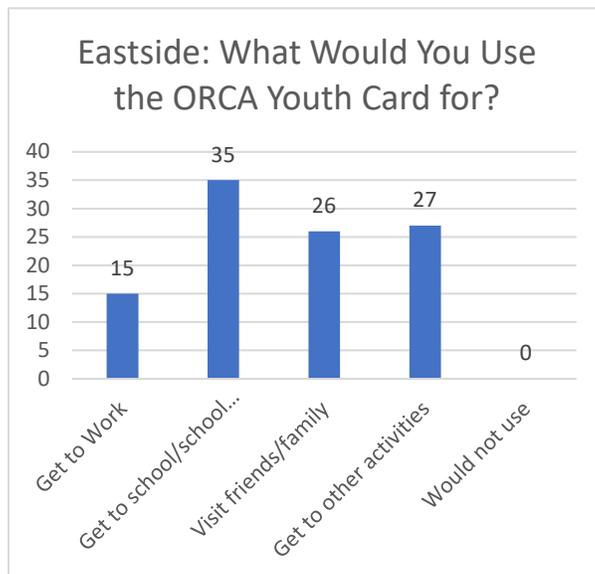
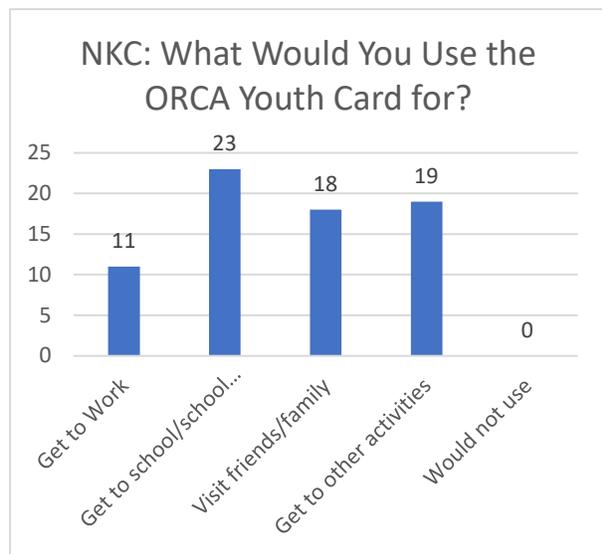
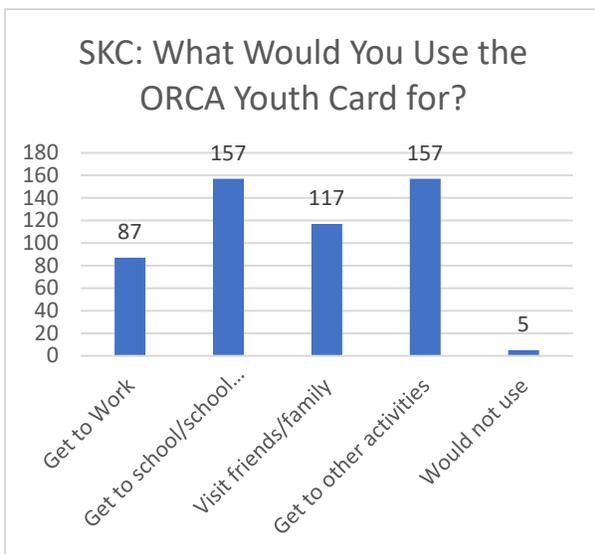
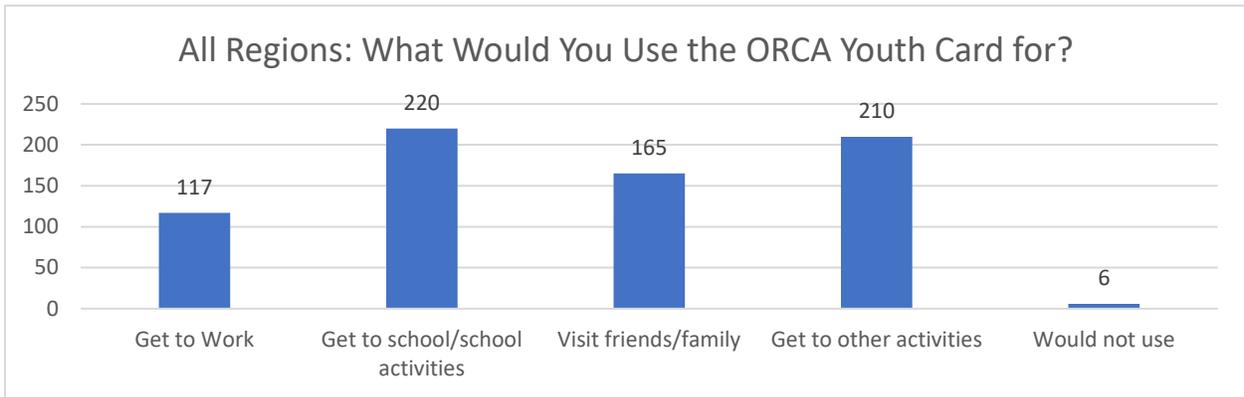




5. How many trips per week do you think you would use an ORCA card for?

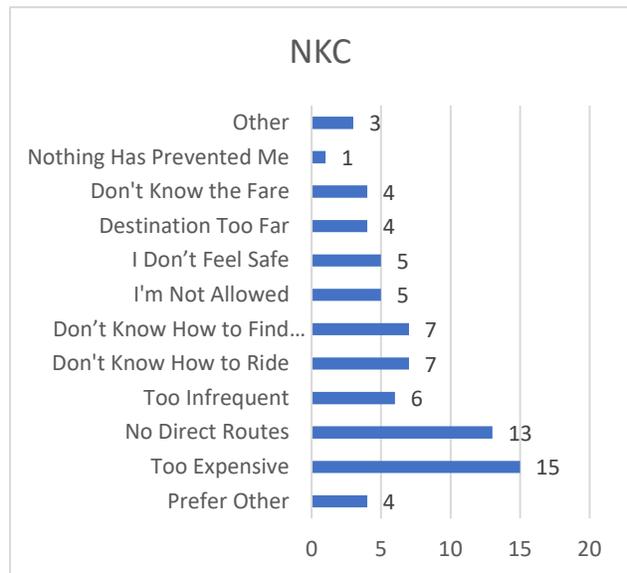
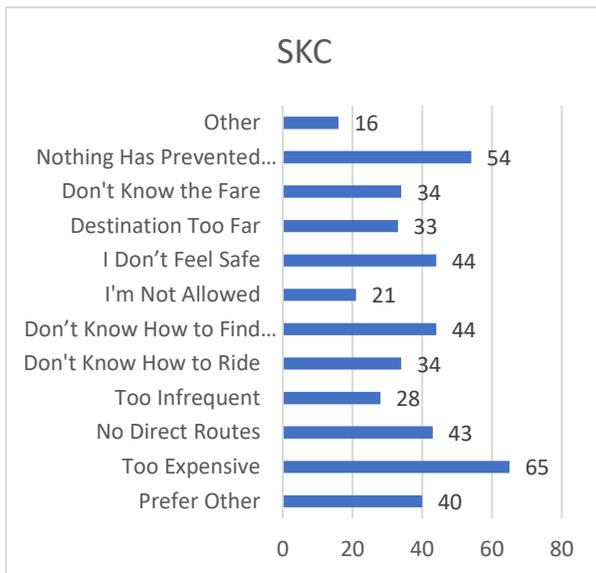
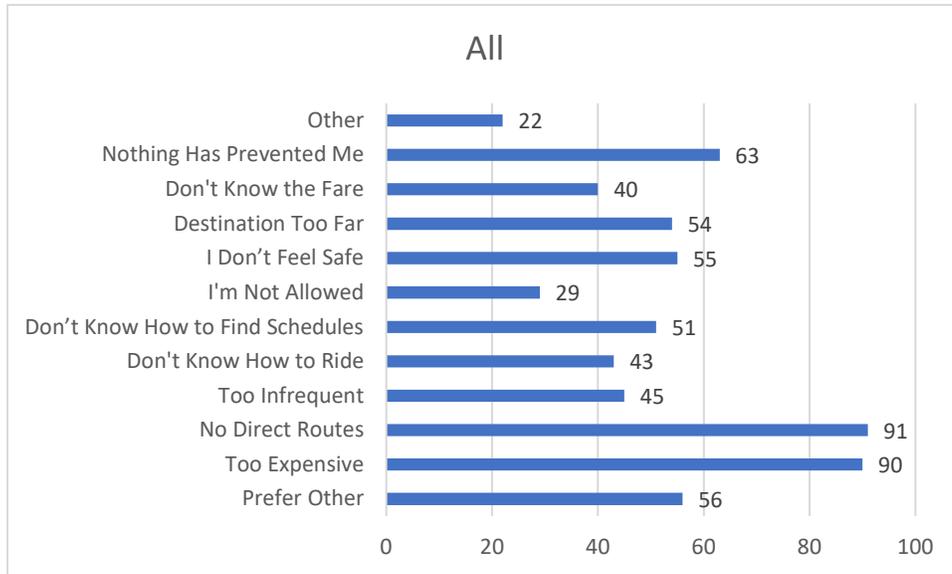


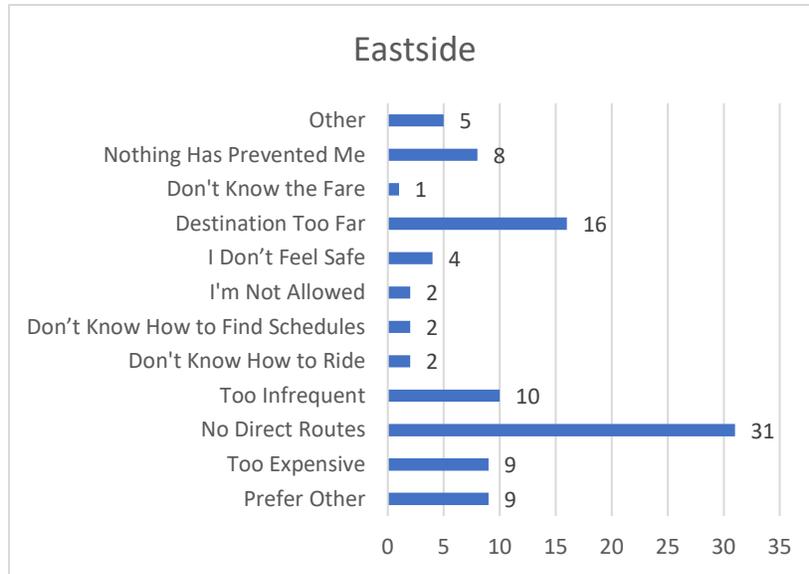
6. What would you use the ORCA Youth card for?



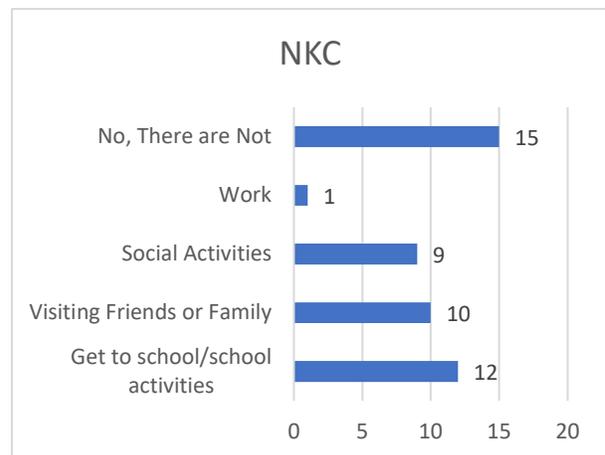
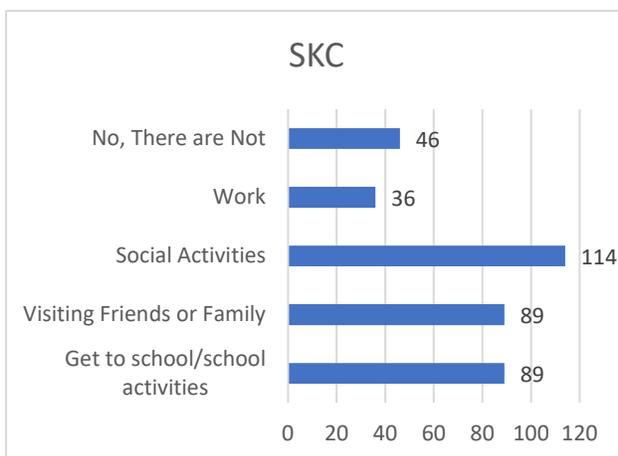
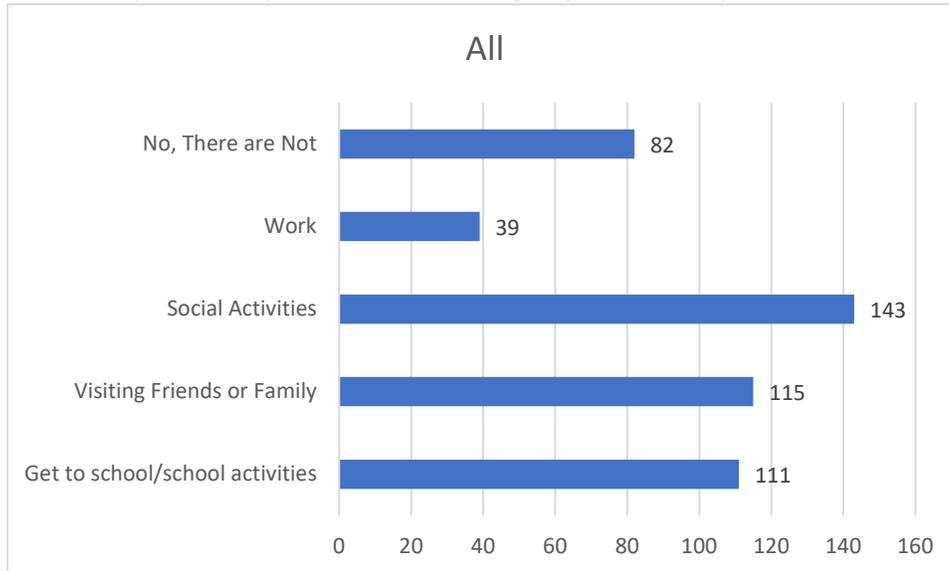
7. Which of the following, if any, has prevented you from riding transit in the past? Choose all that apply.

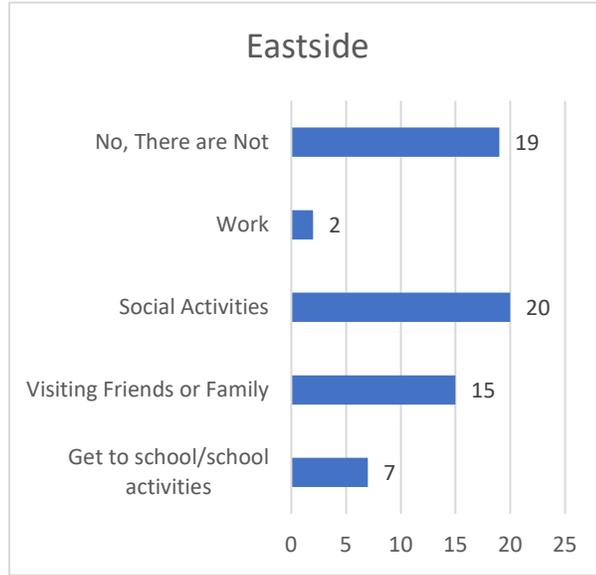
- Prefer other transportation
- No direct bus routes
- I don't know how to ride the bus
- I'm not allowed by myself
- Destination is too far away
- Nothing has prevented me from riding transit
- Bus/train is too expensive
- Best routes run too infrequently
- I don't know how to find schedules
- I don't feel safe
- I don't know the fare
- Other (please specify)





8. Are there any activities you sometimes miss going to because you don't have transportation?





G. Ridership Data Summary

# Ridership Data Summary

PROMOTION: TCG ORCA YOUTH  
 DATE RANGE: NOV 2018 - NOV 2019  
 PRODUCT: E-PURSE \$10



**6,000**

# of Cards Distributed

**54%**

% Used on Transit  
(3242)

**11%**

% Reloaded  
(675)

**OF CARD HOLDERS THAT USED THEIR CARDS, HOW MANY BOARDINGS DID THEY MAKE?**

average of **15**  
boardings per card

**WHAT PRODUCTS ARE THE CARD HOLDERS RELOADING?**

**4%** Pass  
**96%** E-Purse

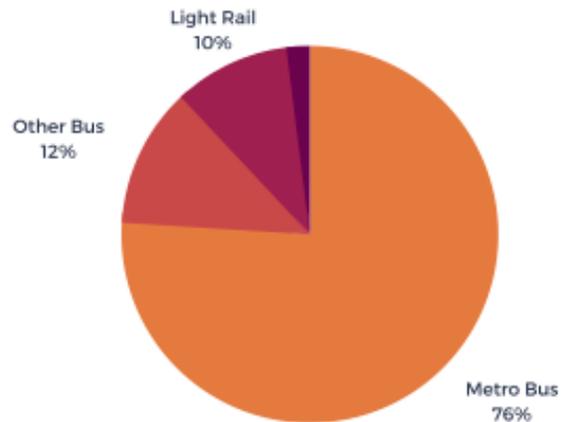
**TOTAL VALUE RELOADED**

**\$36,870**



Total Boardings from Promotional Cards

**WHAT TYPES OF TRANSIT ARE CARD HOLDERS USING?**



**WHEN DID CARD HOLDERS USE THEIR CARDS?**

