Marin County Safe Routes to Schools

PROGRAM EVALUATION AND RECOMMENDATIONS 2005-2006

Transportation Authority of Marin

www.tam.ca.gov

Marin County Safe Routes to Schools

Evaluation and Recommendations 2005-2006

December 2006

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Executive Summary

The Safe Routes to Schools program began in 2000 as a grassroots effort to reduce congestion and encourage healthy habits among school aged children in Marin County. The non-profit Marin County Bicycle Coalition initially developed the program with funding from the National Highway Transportation Safety Administration as one of two model programs nationwide. The program has since expanded in every year of its operation, to its current level, with 45 schools and over 18,470 students participating Countywide.

Each year, the program has successfully decreased the drive alone percent at participating schools through innovative classroom activities, contests and events, and implementation of engineering improvements. The reduction is determined through "before and after" mode shift analysis and parent surveys, both administered with the help of classroom teachers. A mode shift analysis, consisting of an in-class student survey, was conducted to determine the program's efficacy for the most recently completed school year, 2004-05. The results showed that the program has continued to make significant progress in reducing the number of automobile trips that drop off and pick up students from school:

- A reduction of 13% in single student vehicle trips (42% in Fall 2004 compared with 55% in Spring 2005.
- An increase of 6% in walking, 2% in biking, and 7% in carpooling in Spring 2005, compared with Fall 2004 rates. Bus ridership remained constant at seven percent of mode share in both surveys.
- For private schools, a reduction of 17% reduction in single student trips, and increase in walking of 15 % and bicycling 5%, over Fall 2004 rates.

In addition to the mode shift survey, a parent survey was administered for the 2005-06 school year that showed additional decreases in single student "chauffeured" trips. Parents were asked their opinion of the program and if they would consider allowing their child or children to walk, bicycle or be carpooled if currently driving their child to school. Key findings from the parent survey are summarized below:

- A reduction of 19% in single-student trips (30% in 2005-06 compared with 49% in 2004-05), with trips shifting to walking (5% increase), biking (2% increase) and carpooling (5% increase).
- Approximately 75% of respondents are interested in carpooling if they knew the driver or if there was better organization
- Over 30% would allow their student to bike or walk if accompanied by another parent or student
- As a result of the program, parents cited that their children are more aware of the health aspects of walking and biking. Adults found the greatest value of the program to be its influence in decreasing congestion around schools
- At 28%, International Walk to School Day had the highest level of participation by respondents than any other program

The following list of recommendations speaks to the survey findings as well as the lessons learned from a review of best practices from peer programs in the U.S., Canada and England:

1. Expand to Other Schools

Since it began in 2000, the SR2S program has increased the number of schools that participate each year. For the 2005/2006 school year there are 45 schools participating, representing over 18,000 students. The parent survey showed a substantially higher rate of bicycle and walk commuting, and a lower rate of drive-alone commuting, at participating versus non-participating schools. These mode split differences between participating and non-participating schools demonstrate the effectiveness of the program at changing commute behavior, and indicate the need to continue to expand the program to additional schools.

2. Utilize the Safe Pathways Program

One of the most exciting things Safe Routes has to offer parents is the opportunity to work on actual capital improvements that will make the route to school, and ultimately the whole community, safer. This requires on-going capital funding for Safe Routes projects, which the Safe Pathways to School program is meant to provide and facilitate. Where Safe Routes identifies needed circulation and safety improvements, the program is meant to provide the engineering, environmental clearance, and construction funding for pathway, sidewalk, and street-crossing improvements. The success of this program in leveraging state and federal dollars will benefit the entire community, as a safe network of bicycle and pedestrian facilities becomes a reality and local congestion is reduced. As the lack of safe pathways is the main reason why parents are unwilling to allow their children to walk or bike to school, it is in the best interest of the program to engage parents and clearly identify barriers for the implementation of traffic safety improvements.

3. Sustain and Increase Participation, Enthusiasm, and Continuity

The SR2S program success is due largely to its volunteers. The program needs to be creative and tireless at making team leader positions engaging and attractive. An email network and informal interactive events need to be established that build enthusiasm and promote participation among volunteers. Materials should also be evaluated for "user friendliness" so that team leaders are comfortable using them.

Volunteers should be encouraged to recruit and train their replacements, with positions of responsibility passing on from one year to the next. Volunteers who spend considerable time in one year should be encouraged to serve in an advisory capacity in the next year to mentor their replacements.

4. Continue to Remove Barriers to Alternative Modes

The parent survey revealed a high level of interest in alternative modes if the children were supervised and if the process to become involved did not require much effort. Parents would allow their children to bike or walk if accompanied by other parents or children. Carpooling would be an option if the matches were already established. These responses show that in order for alternative modes to be attractive, walk-, bike- and carpools should be organized for the parents, preferably by the team leader, to remove any barriers to participation.

5. Increase Transit Availability

The survey also showed low public and school bus ridership among students for reasons including safety concerns at bus stops and inconvenient schedules. As part of Measure A, the Marin County Transit District established new service standards for school bus operations and implemented several changes and additional improvements. The past year, MCTD provided service within a quarter mile and 20 minutes of bell times for most Marin Middle and High schools, and established a new discounted Youth Fare to keep service affordable. The new fare is replacing the Ride and Roll Program, a successful (yet costly) program meant to increase ridership through free bus service. Safe Routes should work to evaluate these changes as it continues to encourage ridership by Marin students, which has not increased for the last two years.

Introduction

Marin County's Safe Routes to Schools program integrates health, fitness, traffic relief, environmental awareness and safety under one program. Its goal is to increase the number of non-motorized (walk and bike) and higher occupancy (carpool and transit) trips to schools, to meet the following goals:

- Reduce traffic congestion around schools;
- Increase physical activity for children and youth;
- Foster a healthier lifestyle for the whole family;
- Create safer, calmer streets and neighborhoods; and
- Improve air quality and a cleaner environment.

While not every student at participating schools is involved in every aspect of the program, the success of the program is measured in behavior changes over the entire school population. All grades at participating schools are involved in at least some aspects of the program.

This report provides an evaluation of existing programs and a review of peer programs from other SR2S programs being conducted in the U.S. and internationally. Results of a parent survey are analyzed to measure the effectiveness of the program. The report is organized into the following sections:

- Current Year Program
- Results of Parent/Guardian Survey
- Best Practices from Peer Programs
- Recommendations

Current Year Program

Introduction and Program History

The Safe Routes to Schools program began in 2000 as a grassroots effort to reduce congestion and encourage healthy habits among school aged children in Marin County. The non-profit Marin County Bicycle Coalition initially developed the program with funding from the National Highway Transportation Safety Administration as one of two model programs nationwide. The program has since expanded in every year of its operation, to its current level, with 45 schools and over 18,470 students participating Countywide. The program's goal is to continue to expand each year to reach more students.

The Program's goal is to increase the number of non-motorized (walk and bike) and higher occupancy (carpool and transit) trips to schools, in order to:

- Reduce traffic congestion around schools
- Increase physical activity for children and youth;
- Foster a healthier lifestyle for the whole family;
- Create safer, calmer streets and neighborhoods; and
- Improve air quality and a cleaner environment.

In January 2004, Safe Routes to Schools became a program of Marin County's Public Works Department, funded by the Bay Area Air Quality Management District (BAAQMD). This Countywide program became a project of the Transportation Authority of Marin (formerly the Marin County Congestion Management Agency) in 2005, with on going funding available through the recently passed Measure A sales tax. Measure A will provide dedicated funding to the Safe Routes program as well as complementary transportation projects.

Program Elements

The program consists of five key components – education, engineering, encouragement, enforcement, and evaluation – which are described below.

- **Education** - Classroom lessons teach children the skills necessary to navigate through busy streets and show them how to be active participants in the program. A Safe Routes instructor developed the curriculum that includes lessons on safety, health, and the environment. Lessons are typically offered during the physical education period of the school day.

- **Engineering** - The Program's licensed traffic engineer assists schools in developing a plan to provide a safer environment for children to walk and bike to school. The focus is on creating physical improvements to the infrastructure surrounding the school, reducing speeds and establishing safer crosswalks and pathways.

- **Encouragement** - Events, contests and promotional materials are incentives that encourage children and parents to try walking and biking. The program supports and coordinates volunteer organizers and provides schools with promotional and contest materials, prizes, and ongoing consultation.

- **Enforcement** – Police officers, crossing guards and other law enforcement officials participate throughout the Safe Routes process to encourage safe travel through the community. Targeted enforcement of speed limits and other traffic laws around schools make the trip to school more predictable for students and allow them to interact with motorists and other travelers in the safest possible way. This plan also includes enforcement enhancements and outreach to drivers through driver safety campaigns.

- **Evaluation** – Program participation is regularly monitored to determine the growth in student and parent participation. Typically, "before and after" surveys are taken to ascertain any change in travel mode to school over the course of the year. This year a parent survey was administered instead to obtain parent input on the program and reasons why they do or do not participate.

Marin Safe Routes to Schools works in partnership with local schools, City/Town and County public works staff members public health and community and parent volunteers. All of these partners must participate to have a successful Safe Routes Program.

School Year 2005/06 Program

The Safe Routes to School Program continues to offer improvements to optimize the program. Each year, new elements are added, and others changed to improve results. Several dramatic changes and improvements to SR2S were implemented in the current (2005-2006) school year:

Classroom Education and Programs

- **On the Bike Middle School Program.** A one to two week program administered as part of the middle school Physical Education curriculum, teaching adolescents how to safely "drive" their bikes. This program combines classroom and on the bike activities including real life traffic situations . This program was administered at Lagunitas, Gallinas and Hill Middle Schools.

  The program at Hill Middle School had 185 students from five classrooms participating in five sessions of the program covering bicycle helmet fit, laws and pedestrian safety. One hundred and thirteen students were able to participate in all aspects of the program including schoolyard bicycle skill building, two days of off campus intersection practice and two days of road rides.

- **Yikes 2 Assembly- The Unsafe Helmet Fashion Show.** This full school assembly followed up the popular Yikes! Assembly. This school year, it has been performed at three schools. Through humor and youth participation as helmet

models, students not only learn about the importance of wearing a helmet but about appropriate ways to wear and fit a helmet for maximum safety and comfort.

- **Rolling Along: Real Stories, Real People, Real Change.** This class was created for Project Earth Day and presented to 75 percent of the physical education classes at Redwood High School. Safe Routes to Schools invited Drake Graduate and Nation Collegiate Female Road Biking Championship to speak about how she went from a relatively unathletic high school student to be a champion cyclist by biking to school. Students showed a great interest in her personal story.

- **Think Twice: How do you Get Around?** Safe Routes created a new one-time presentation using power point and classroom participation to engage high school students in the critical issues around the true cost of driving. This class is continually being transformed and has been presented at two high schools.

- **Bicycle Rodeo Revisions.** Safe Routes updated their five year old rodeo with new props and teaching methods to increase the challenge and effectiveness of this program.

Events and Contests

- **Human Powered Parade.** This parade was organized to promote International Walk to School Day by creating a family event that celebrated human power. Two hundred people participated in the parade and art classes designed to help youth decorate bikes occurred in three Marin Schools.

- **Project Earth Day.** A collaborative effort between three youth environmental non-profits providing schools with six weeks of environmental education, action and community service in the classroom and beyond. Environmental education classes were taught in over 17 schools and 14 schools received special Earth Day classes. These classes culminated in an Earth Day celebration including Safe Routes annual Ride n' Seek which attracted over 100 participants.

- **Redwood High School Buy Local Bike Local Day.** The Safe Routes to School Education Coordinator worked with two interns for six months to create a traffic reduction campaign for Redwood High School and help them plan for a bike to school day on May 18th.

- **Miller Creek Super Duper Walking/Biking Extravaganza.** The Safe Routes to School Education Coordinator worked with a group of student organizers and their teacher to envision and plan the Super Duper Walking Biking Extravaganza which uses a punch card system to reward youth on a random basis for using human powered transport to school. The contest followed an in depth lesson on Global Warming in the classroom and used that theme in the contest. Cards were designed by students and a professional cartoonist and featured a carbon

monster which was “punched” out each time a student came to school by walking or by bike.

Infrastructure and Engineering Projects

The Safe Routes Engineering team works closely with each of the participating School Task Forces, which consist of parent, school, city/town or county staff, and community volunteers. The process begins with a “walkabout” (or in some cases a “bikeabout”) to identify operational and physical conditions within a school study area. Walkabout participants include local public works officials, law enforcement representatives, and local elected officials, as well as the Task Force members themselves. Participants identify and describe potential deficiencies, ranging from missing or damaged pathways or sidewalks, difficult roadway crossings, poor sight distance, inadequate signing or pavement markings, and other issues.

The Safe Routes engineer then presents the pros and cons of various SR2S treatments and discusses how they might address identified deficiencies. The engineer generally focuses on short-term measures that can inexpensively be implemented within one year. Longer-range options are also discussed. A dialogue is held with the Task Force to identify various measures that could be most effective at each of the deficient areas. The entire walkabout team is encouraged to participate throughout the process to ensure that solutions are geared to solve identified deficiencies.

The engineer then develops draft conceptual plans illustrating improvement options. These draft plans are shared with the public works department in the jurisdiction that the school is located within. This is done to verify that appropriate standards are considered, that the plan is context sensitive, and that proposed options are acceptable to the jurisdiction and consistent with other plans.

This school year, one project in San Anselmo was completed and three were commenced in other parts of the County. The projects are described below:

1. **Ross Valley School District. Completed**
   The project improved pedestrian crossings on Butterfield Road and Brookside Drive, the two primary school commute routes for students traveling to three schools in the Town of San Anselmo, Lower Brookside School, Upper Brookside School, and San Domenico School.

   The improvements included: (1) four-foot sidewalk on the east side of Butterfield Road (from Sir Francis Drake to Oak Knoll), including bicycle lane striping and high visibility crosswalk enhancements, (2) four-foot wide sidewalk along Brookside Drive, from Broadmoor Avenue to Brookmead Court, to connect the Brookside School to adjoining neighborhoods, and (3) traffic signal enhancements at Sir Francis Drake/Butterfield Road to alleviate the impacts of a high-speed right-turn and provide an improved pedestrian crossing through this arterial intersection.

   The total cost of the project was $ 480,650.

2. **San Rafael Elementary School District, Dixie Elementary School District. In Progress**
   The project will install a new high-visibility mid-block crosswalk with curb extensions and two driver speed feedback signs on Nova Albion Way adjacent to Vallecito School. Additionally, it will construct raised crosswalk and curb extensions on Bahia Way in front of Bahia Vista School. Curb extensions for existing uncontrolled school crosswalk at Canal Street/Bahia Way will also be implemented.

   Vallecito School and Bahia Vista School have formed a partnership with the City of San Rafael. Dixie School District built a pathway around the outside of the parking lot at Vallecito school as part of the overall project. Both schools and the City have committed to implementing additional Safe Routes to School improvements pending approval of this project.

   The total cost of the project is $327,745.00

3. **Kentfield School District. In Progress**
   Wolfe Grade sidewalk improvements include constructing a curb, gutter, sidewalk and curb cuts for ramps. At Bacich Elementary School, a new curb, gutter, sidewalk and curb cuts for ramps will be constructed. Kent Middle School will install new flashing beacons (at north exit/multi-modal path) and install driver speed feedback signs along College Avenue.

   The total cost of the project is $534,690

4. **Ross Valley School District and St. Rita's. In Progress**
   Two interrelated projects are proposed: 1) a pedestrian and bicycle bridge between Manor Road and Sir Francis Drake Boulevard; and 2) a new sidewalk along Sir Francis Drake Boulevard between Marin Road and Olema Road. These improvements will benefit Manor School, St. Rita's School and White Hill School.

   The total cost of the project is $484,000.

A concept plan for future engineering projects is given in the figure below.

Figure 1: Engineering Concept Plan by School District

District	School	Plans	Plans	Plans	Plans	Plans
Dixie School District	Dixie School	Idylberry Road Traffic Calming and Pedestrian Improvements				
	Mary E. Silveira ES	Las Gallinas/ Blackstone, Las Gallinas/ Heathstone, School entry at Windstone	Heatherstone Path entry improvements			
	Miller Creek MS	Las Gallinas Ave Improvements Alt. A	Las Gallinas Ave Improvements Alt. B	Las Gallinas Ave Cross-Sections		
	Vallecito ES	Nova Albion Mid-Block Crosswalk with Curb Extensions	Pedestrian Improvements within Parking Lot			
Kentfield SD	Bacich ES	Wolfe Grade Pathway Improvements	McAllister Avenue Improvements			
	Kent MS	College Avenue Mid-Block Crosswalk Improvement	College Avenue at Stadium Way Pedestrian Signal Upgrade			
Lagunitas SD	Lagunitas	French Ranch Trail	Sir Francis Drake Crossing	Meadow Way Crossing	Montezuma/Sir Francis Drake Crossing	San Geronimo Path (2 Sheets)
Larkspur	Hall MS	School Area Signing and Pavement Marking: Plans Under Develoment				

District	School	Plans	Plans	Plans	Plans	Plans
	Neil Cummins ES	Trail Crossing at Lakeside	Pixley and Redwood Option 1	Pixley and Redwood Option 2	School Entrance at Mohawk	
Marin Horizon	Marin Horizon	Evergreen Ave Traffic Calming (3 sheets)				
Mill Valley SD	Edna Maguire ES	School Entry Improvements	Multi-Use Pathway Connector Project			
	Mill Valley MS	Camino Alto Multi-Use Pathway				
	Old Mill ES	Signing Striping Plan	Old Mill and Throckmorton Curb Extensions	Curb Striping on Old Mill Street		
	Park ES	Signing Striping Plan				
	Strawberry Point	School Recently Joined Program				
	Tam Valley	Marin Avenue Sidewalk Gaps	Shoreline Hwy/ Pine Hill Road Crossing	Bell Lane Intersection Improvements (2 sheets)		
Mount Tamalpais	Mount Tamalpais	Walkabout Completed: Plans Under Development				
Novato Unified SD	Hamilton ES	Signing Striping Plan	Parking Lot Improvements	Signage on Main Gate Road	Traffic Calming Bolling Circle	Crosswalk Improvements School Entry
	Hill MS	Signing Striping Plan				
	Lu Sutton ES	Signing Striping Plan	Traffic Calming Center Road	Wilson and Center Road Intersection Reconfig.		
	Lynwood ES	Signing Striping Plan	Lynwood Drive and Sunset Parkway Crossing	School Parking Lot Pathway		

District	School	Plans	Plans	Plans	Plans	Plans
	Olive ES	Sidewalk Gaps on Peach and Plum	Parking Lot Improvements	Traffic Calming and Crossings on Olive Ave		
	Pleasant Valley ES	Signing Striping Plan	Vineyard Road Pathway North Side	Vineyard Road Pathway South Side		
	Rancho ES	Signing Striping Plan				
Reed Union SD	Bel Aire ES	Cecilia Way Crossing (2 sheets)				
	Del Mar MS	Pine Terrace Pathway (2 sheets)	Trestle Glen/Tiburon Blvd Crossing			
	Reed ES					
Ross School District	Ross School	Shady Lane Pathway	Laurel Grove Pathway	SFD at Lagunitas Road Pedestrian Crossing		
Ross Valley SD	Brookside ES	Butterfield Road Sidewalks	Brookside Drive Sidewalks	Berkeley Avenue Traffic Calming (S sheets)		
	Manor ES	Oak Manor Improvements				
	Wade Thomas ES	Miracle Mile at United Market	Sir Francis Drake at Ross	School Area Crossings	Sir Francis Drake at Center, Crescent Avenue Sidewalk Gap (2 Sheets)	Cedar Street Corridor, Woodland Avenue, Woodland/Tamalpais (3 Sheets)
	White Hill MS	Sir Francis Drake/Glen Improvements	Baywood Canyon Connector Path			
St. Anselm's	St. Anselm's	Traffic Calming Mariposa/ Richmond				

District	School	Plans	Plans	Plans	Plans	Plans
San Rafael City Schools	Bahia Vista ES	Bahia Way Raised School Crosswalk and Curb Extensions	Bahia Way/Canal Street Curb Extensions and Crosswalks			
	Gallinas School	North San Pedro Road Pathway (3 sheets)				
	Laurel Dell ES	Sidewalk Gaps in front of school	Sidewalk Gaps on Woodland East of School			
	Sun Valley ES	5th and Happy Lane Improvement	Improvements at 5th/ Happy Lane and 5th/ River Oaks			
Shoreline Unified SD	Tomales ES	First Street/Shoreline Highway Improvements				
Tamalpais Union HS District	Redwood HS	School Area Signing and Pavement Marking: Plans Under Develoment				
	Sir Francis Drake HS	SFD/Saunders Crosswalk and Signing Improvement Plan	SFD/Madrone Crossing and Signing Improvement Plan			
	Tamalpais HS	Camino Alto/Miller Avenue Pedestrian Improvements	School Drop-off/Pick-up Separation Project			

Participating School Task Forces

Task forces will create Safe Routes to Schools Travel Plans which include engineering recommendations, enforcement, driver education programs and encouragement programs. So far in 2005-06, the following task forces have been or will be organized:

- Mill Valley
- Novato
- Ross Valley
- Reed
- San Rafael including both Dixie and San Rafael districts (currently being established)
- Twin Cities (Larkspur and Corte Madera) - participates in own SR2S working group.

Program Results for Current School Year 2005-2006

Program Participation

Since Safe Routes to Schools became a project of the Transportation Authority of Marin, and the passage of Measure A sales tax funding for the project, Safe Routes to Schools has been able to increase participation countywide. A record 45 schools, representing over 18,000 students, currently participate in the program, meeting a key performance goal for the program. The following is a list of schools that are currently enrolled in the program and their student enrollment.

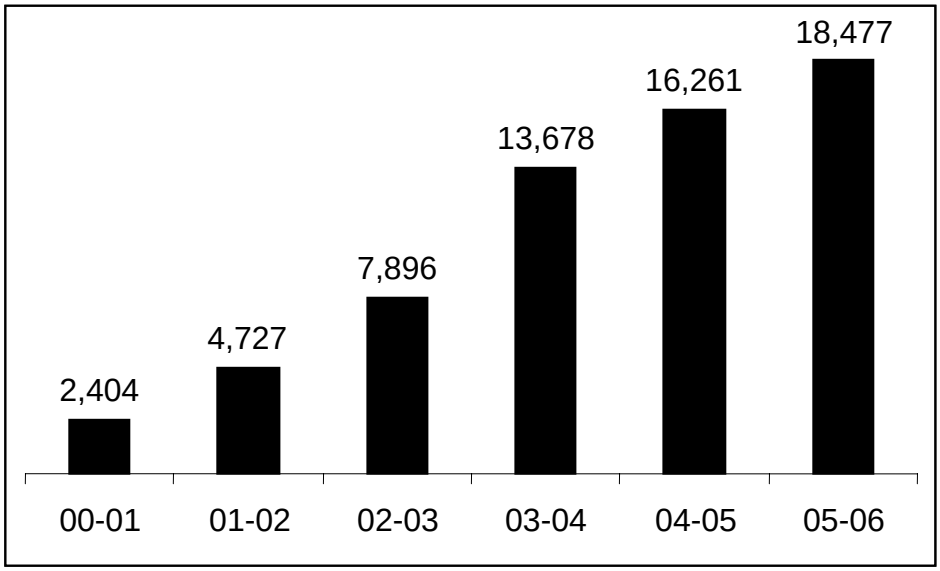
Figure 2:
Marin County Safe Routes to Schools School Participation

Schools	District	Grades	Students
Public Schools:			
Bolinas	Bolinas	K-8	123
Dixie	Dixie	K-5	365
Vallecito	Dixie	K-5	383
Mary Silviera	Dixie	K-5	362
Miller Creek	Dixie	Middle	679
Bacich	Kentfield	K-4	484
Kent	Kentfield	Middle	486
Lagunitas	Lagunitas	K-8	303
Neil Cummins	Larkspur	K-5	681
Hall	Larkspur	Middle	335
Redwood High School	Larkspur	High	1,482
Edna	Mill Valley	K-5	325
Tam Valley	Mill Valley	K-5	330
Mill Valley Middle	Mill Valley	Middle	740
Tam High	Mill Valley	High	1066

Schools	District	Grades	Students
Hamilton	Novato	K-5	368
Lu Sutton	Novato	K-5	420
Lynwood	Novato	K-5	405
Pleasant Valley	Novato	K-5	378
Rancho	Novato	K-5	385
Hill	Novato	Middle	589
San Ramon	Novato	K-5	468
Olive	Novato	K-5	379
Reed	Reed	K-2	377
Bel Aire	Reed	3,4,5	341
Del Mar	Reed	Middle	370
Ross	Ross	K-8	400
Brookside Lower	Ross Valley	K-2	285
Brookside Upper	Ross Valley	3,4,5	270
Manor	Ross Valley	K-5	315
Wade Thomas	Ross Valley	K-5	296
White Hill	Ross Valley	Middle	625
Gallinas	San Rafael	K-8	564
Glenwood	San Rafael	K-5	364
Laurel Del	San Rafael	K-5	137
Sun Valley	San Rafael	K-5	415
West Marin	Shoreline	2-8	137
Private Schools:			
St. Rita		K-8	245
St. Patrick		K-8	250
Marin Horizon		K-8	225
Mt. Tamalpais		K-12	275
St. Mark's		K-8	250
St. Anselmo		K-8	250
Marin Waldorf		K-8	250
TOTAL:			**18,477**

The number of schools participating in the Safe Routes program has increased every year since program initiation. Student participation in 2005-06 increased 14 percent compared to the previous year, as several elementary and middle schools participated for the first time this year. Figure 3 below graphically depicts the increase in student participation every year since the inception of the Safe Routes program.

Figure 3:
Safe Routes Annual Student Participation



Schools participate at different levels, based on the availability of staff and volunteers, and on the school's willingness to incorporate Safe Routes lessons into their curriculums. Schools are able to work with the Safe Routes team to find those activities that can be handled by the school and that will have the greatest impact on their students. Figure 4 lists the program activities that have been completed through 2006 at each school participating in SR2S.

Figure 4:
TAM Safe Routes to School Program Tasks Completed Through August 31, 2006

			Education											Encouragement						
Participants			CT	FT	CT	CT	FT	FT	TM	CT	CT	CT	CT	EV	TM	SP	CN	CN	WK	
2005-06	**Grades**	**Enroll.**	SL&L	WB	HS	JEOP	Rodeo	OTB	Clubs	S.Art	Yikes	Earth	FamM	IWALK	W2SD	SP	W&BA	FRM	WA	TF
Bolinas	K-8	123												X	**X**			**X**		
Dixie																				
Dixie	K-5	365		X			X			X				X	**X**			**X**		
Vallecito	K-5	383									X			X				**X**		
Mary Silviera	K-5	362	X	**X**	X	X						X	X						X	
Miller Creek	Middle	679						**X**	**X**									**X**		
Kentfield																				
Bacich	K-4	484	X	**X**	X															
Kent	Middle	486																		
Lagunitas	K-8	303						**X**		X				X						
Larkspur																				
Neil Cummins	K-5	681	X	X	X	X	X			X		**X**		X	**X**		X	**X**		**X**
Hall	Middle	335																		**X**
Redwood High School	High	1482							**X**			**X**		X				**X**		**X**
Mill Valley																				
Edna	K-5	325	X	X	X	X	X							X	**X**			**X**		**X**
Tam Valley	K-5	330	X	X	X	X	**X**							X	**X**			**X**		**X**
MV Middle	Middle	740							X					X				**X**		**X**
Old Mill	K-5	312	X	X	X	X	X													
Tam High	High	1066							X					X					**X**	**X**
Novato																				
Hamilton	K-5	368	X	X	X	X					X			X						**X**
Lu Sutton	K-5	420												X	**X**			**X**	X	**X**
Lynwood	K-5	405	X	X	X	X	X				X			X				**X**	X	**X**
Pleasant Valley	K-5	378	X	X	X	X								X	**X**			**X**		**X**

			Education												Encouragement						
Participants			CT	FT	CT	CT	FT	FT	TM	CT	CT	CT	CT	EV	TM	SP	CN	CN	WK	
2005-06	**Grades**	**Enroll.**	SL&L	WB	HS	JEOP	Rodeo	OTB	Clubs	S.Art	Yikes	Earth	FamM	IWALK	W2SD	SP	W&BA	FRM	WA	TF
Rancho	K-5	385	X	X	X	X	**X**							X	**X**			**X**		**X**
Hill	Middle	589						X				X								**X**
San Ramon	K-5	468	X	X	X	X	X				X							**X**		
Olive	K-5	379	**X**	**X**	**X**	**X**								X				**X**	**X**	**X**
Reed																				**X**
Reed	K-2	377												X						
Bel Aire	3,4,5	341			X	X								X						
Del Mar	Middle	370									X			X						
Ross	K-8	400	X	X	X	X	**X**							X						
Ross Valley																				
Brookside L	K-2	285	X	X										X				**X**		**X**
Brookside U	3,4,5	270			X	X				X	X			X				**X**		**X**
Manor	K-5	315	X	X	X	X	X			X	X			X	**X**			**X**	X	**X**
Wade Thomas	K-5	296	X	X	X	X	X			X	X	X	X	X				**X**	X	**X**
White Hill	8-Jun	625						**X**				**X**		X						**X**
Sausalito	K-8	300					**X**				X									
San Rafael																				
Bahia Vista (closed)	K-5	465					**X**													
Gallinas	K-8	564	X	X				X	X			X		X				**X**		
Glenwood	K-5	364	**X**	**X**	X	X	**X**				**X**		X	X				**X**		
Laurel Del	K-5	137			X	X								X						
Davidson Middle School	Middle	928										X								
Sun Valley	K-5	415	X	**X**	X	X					X	X		X	**X**			**X**	X	
Shoreline																				
West Marin	2-8	137									X									
Private																				
St. Rita	K-8	245	X	X	X	X	**X**											**X**		**X**

			Education												Encouragement						
Participants			CT	FT	CT	CT	FT	FT	TM	CT	CT	CT	CT	EV	TM	SP	CN	CN	WK	
2005-06	**Grades**	**Enroll.**	SL&L	WB	HS	JEOP	Rodeo	OTB	Clubs	S.Art	Yikes	Earth	Fam M	IWALK	W2SD	SP	W&BA	FRM	WA	TF
St. Patrick	K-8	250	X	X	X	X	**X**							X	**X**			**X**		**X**
San Dominico	K-12											**X**								
Mari Horizon	K-8	225		X								**X**	X	X						**X**
MtTamalpais	K-12	275												X					**X**	**X**
St. Marks	K-8	250															**X**			
St Anselmo	K-8	250	X	X	X															**X**
Marin Waldorf	K-8	250			X		X							X						

Key:

X - Completed This Month

X- Previously Completed

Education:

SL&L - Stop Look and Listen; WB - Walk Around the Block; HS - Helmet Safety; Jeop - Jeopardy; Rodeo - Bicycle Rodeo; OTB - On the Bike (Middle School), Clubs - EcoVelocity Clubs; S. Art - Safety Art; Yikes - Assembly; W2SD - Parade Prep; Earth - Earth Day Classes; Fam M - Family Management; NR - Neighborhood Rides

Encouragement:

Iwalk - International Walk to School Day, W2SD - Ongoing Walk to School Days; SP - SchoolPool; W&BA - Walk and Bike Across America; FRM - Frequent Rider Miles Contest

Notes:

On the bike can only be offered to 2-3 schools this year. Family Maintenance Clinics and Neighborhood Rides are new, so it is difficult to gauge who will use them this year.

Mode Shift Data Collection

A key element of the Safe Routes to Schools program is quantitative measurement of the shift from single student drive alone trips to school, sometimes called "chauffeured trips", to other modes, including biking and walking, carpooling and transit. To measure the effectiveness of the Safe Routes to Schools program in achieving this goal, a SR2S staff member works with the school administration to have individual classroom teachers administer "before" and "after" surveys at participating schools to determine how students travel to school. The "before" survey is generally taken at the beginning of the semester in which Safe Routes education is offered and the "after" survey is taken at the conclusion of the school year. The mode shift results presented below are taken from the most recently completed school year, which ended in June 2005. For the 2005-06 school year, parent surveys were administered instead. Results are given in the following section.

Although an attempt was made to collect accurate before and after survey data from all schools during the 2004-05 school year, mode shift calculations are based on the average mode shift at a large sample of schools that produced accurate data in both the fall and spring semester. To ensure the most accurate estimate of changes in travel behavior were calculated, schools were required to meet the following criteria to be included in the analysis:

- **Participation in the Safe Routes to School program for the full school year.** Schools that started later in the program year often did not have accurate beginning data and therefore were not included in calculating average mode shift.

- **Collected data for both the fall and spring semesters.** Data collection requires access to every classroom in all age groups in the school, regardless of whether the class participates directly in classroom education. The data collection process is dependent on volunteer data collectors and teachers providing access to their students. Participation in data collection is a requirement of the program.

- **At least a 20 percent response rate from the school in both fall and spring data collections.** This is intended to minimize bias and utilize statistically relevant data.

Based on these criteria, mode shift was calculated separately for public and private schools, using detailed data from 26 schools representing more than 9,000 students. These results were generalized to all participating schools, as described below.

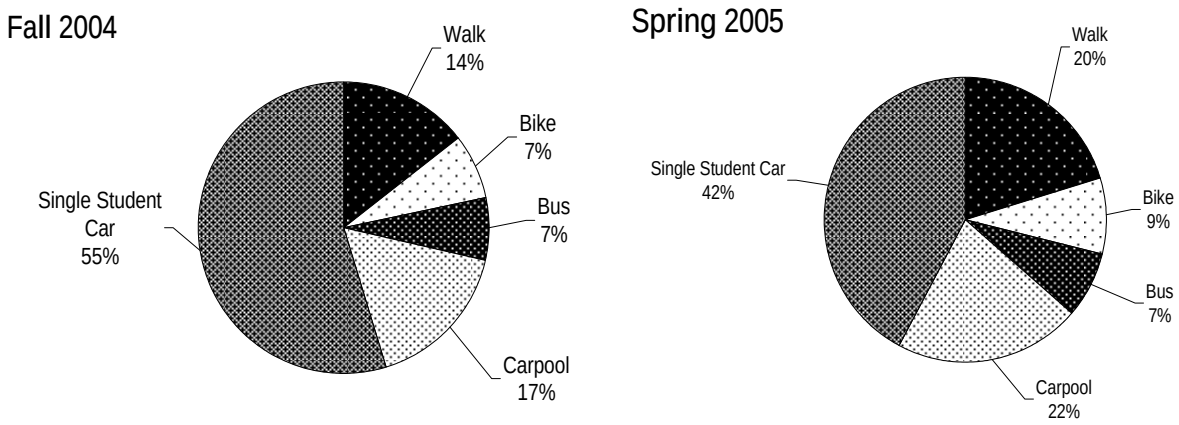
1. Sample schools were divided into two groups – public and private schools
2. Before and after travel behavior was measured at the 26 sample schools for the current school year.
3. Changes in the use of each mode (single student auto, carpool, bike, walk and transit) were calculated for the sample population, resulting in mode change rates for public schools, and separately, for private schools.

4. These mode change rates were applied to all schools that participated in the program to determine the impact of the Safe Routes program.

Reduction in Automobile Trips

Marin County's Safe Routes to School program continued to make significant progress in reducing the number of automobile trips that drop off and pick up students from school. The survey showed a reduction of 13% in single student "chauffeured trips". Figure 5 depicts the travel mode to school by percentage for Fall 2004 and Spring 2005, based on all schools included in the sample.

Figure 5:
Travel Mode to School Fall 2004 v. Spring 2005



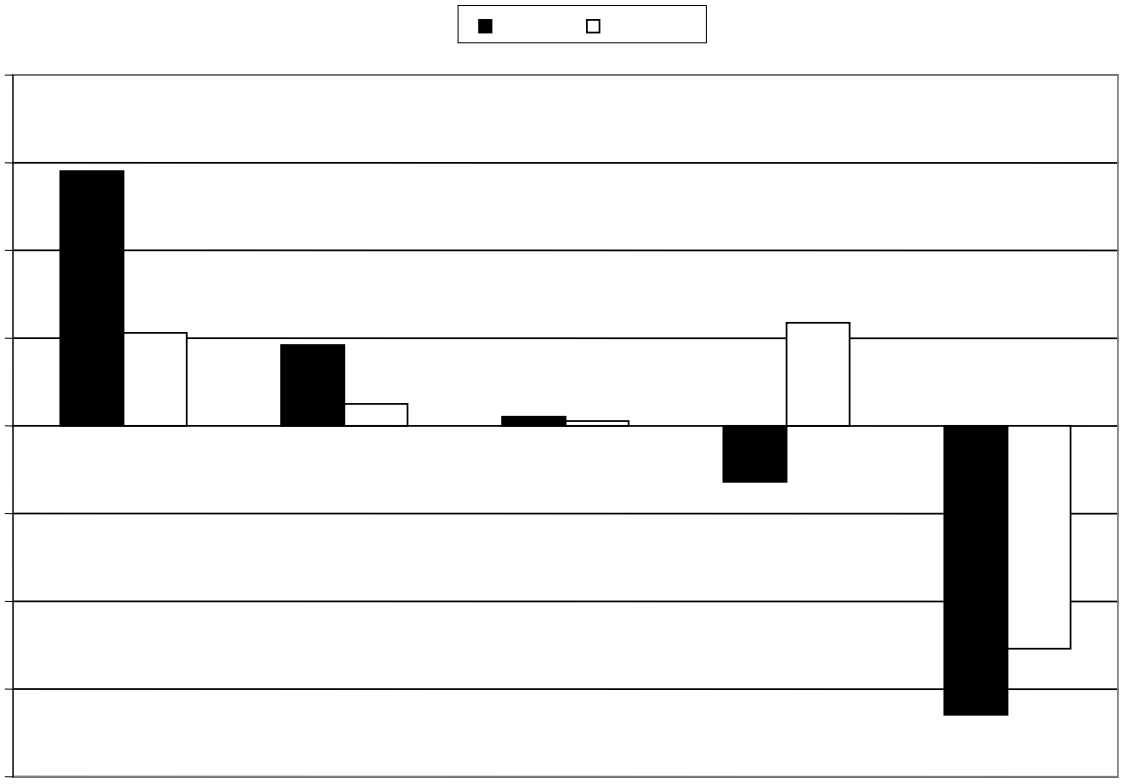
The data shows a substantial reduction in drive alone travel, from 55% in the fall data collection to 42% in the spring. The percentage of students walking and biking are up for the fourth straight year, increasing from 14% and 7% respectively in the fall, to 20% and 9% percent in the spring. Carpool usage also increased 5% during the school year, nearly twice the increase from the previous year. In fact, the total percentage of carpooling students in the spring of 2005 (22%) represents the highest share of carpoolers to date. Bus ridership, meanwhile, remained relatively constant at 7% of mode share, providing a challenge area for improvement in future school years.

Public versus Private Schools

While Safe Routes to Schools has proven successful in all participating schools, travel behavior varies between public and private schools. While public schools tend to draw students from the immediate area, private schools may attract students from all over Marin County and beyond. Normally, carpooling and transit have a greater impact in private schools with longer average trip lengths, and biking and walking have a greater impact on public schools, where trips tend to be short.

For the 2004-05 school year, while Safe Routes continued its success at reducing the overall rate of chauffeured trips for both public and private schools, the trend for mode changes did not follow the general rule. Public schools that participated in the program saw an average reduction of 13% for chauffeured trips, with the bulk of these trips picked up by increased carpooling (up 6%) and walking (5%). Private schools, on the other hand, produced a slightly larger reduction in auto mode share (17%) almost exclusively by increased walking (15%) and bicycling (5%). In fact, private schools actually saw a 3% decrease in carpooling between fall 2004 and spring 2005 – a movement counter to the trend of previous years. Figure 6 compares the percentage changes in mode share for the 2004-05 school year for both public and private schools.

Figure 6:
Percent Change of Mode Share for Public and Private Schools in 2004-05



There are several possible reasons why changes in mode share ran counter to prevailing trends, especially with respect to carpooling. First, the introduction of SchoolPools in several districts was quite successful at achieving high occupancy auto trips, thereby improving the historical performance of public schools. Secondly, only three private schools collected enough data to be analyzed, and these schools had uneven performances with respect to carpooling.

For example, the share of students carpooling to Mt. Tamalpais School actually dropped 14% over the course of the year, while the number walking to this private school jumped 37%. In this case, it seems that the drop in carpools was directly related to a massive shift towards walking – a healthier and truly pollution-free commute! Other private schools saw a similar, albeit less pronounced, modal shift – perhaps an indication that the share of students able to carpool is reaching a ceiling at some schools. It should be noted that these results may be anomalous. Mt. Tamalpais School administered a program that promoted walking to school one day a week. Furthermore, private schools are required to create traffic reduction plans as part of their use permits which creates a greater incentive to promote alternatives. These factors may have distorted the results, showing a larger than expected increase in walking.

Parent/Guardian Survey Results

A key element of the Safe Routes to Schools Program is regular input from program participants to determine the effectiveness of the program's activities. As participants join each year or change their behavior, the program benefits from constant evaluation to stay current. Parents and guardians of students can provide valuable insight on the strengths and weaknesses of the programs and how to increase participation levels.

A parent/guardian survey was administered between January and April 2006. A total of 281 surveys were collected from 51 schools, representing 480 students. The survey was distributed at the schools and could be mailed back or completed online through a link on the Transportation of Marin homepage. A Spanish version of the survey was also provided in hardcopy and online. A total of 12 Spanish surveys were received.

As expected, the grade level of the student played a large factor in the respondent's level of participation in the program. Other factors included distance from school, traffic conditions and time availability. Other findings that emerged include:

- High interest in carpools if the respondent is familiar with the driver and if the carpool was organized
- Preference for dropping off children on the way to work
- Interest in biking if bike pools were organized and safe paths provided
- Appreciation of reduced congestion levels around schools due to SR2S
- High participation in International Walk to School Day, the most of any program

The results of the survey are organized into the following sections:

1. Background of Respondents and Their Student(s)
2. Current Travel Mode to School and Potential for Change
3. Evaluation of Safe Routes to Schools Program
4. Free Response
5. Conclusion

The survey results for each question are produced from the entire data set. Some question responses were tabulated by grade level grouping (kindergarten to 3rd, 4th to 5th and 6th to 8th) or by geographic location of the school (North Marin, South Marin, Central Marin and Ross Valley).

1. Background of Respondents and Their Student(s)

Parents or guardians of young children in kindergarten to third grade predominantly completed the survey. Over 50 schools were represented, with Brookside Upper and Lower, Dixie and Lynwood having the highest level of response.

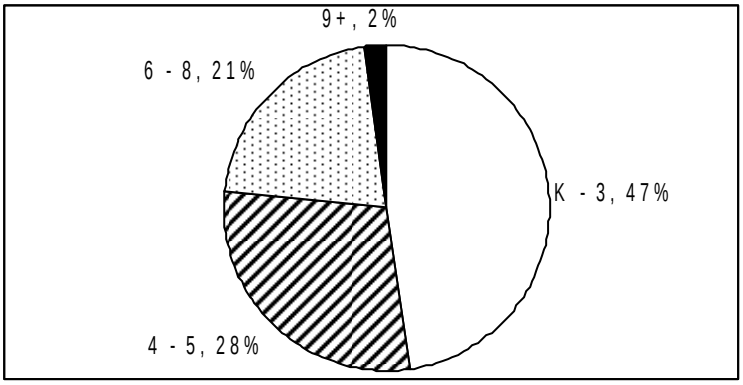
This section summarizes the school and household information of each student represented in the survey:

- Grade Level and School
- Vehicles in Household
- Qualification for Free or Reduced Lunch

Grade Level and School

The majority of responses, 47 percent, were received from parents or guardians of children in kindergarten to third grades. The next largest group was respondents with children in fourth and fifth grades. Figure 7 below graphs participation by grade level. As only two percent or nine surveys were received from parents of high school students, there are not enough surveys to draw valid conclusions. Therefore, responses from high schools will be omitted from the analysis. The other grade levels and geographical groupings received a statistically significant number of data points to be tabulated.

Figure 7:
Grade Levels of Respondent's Children



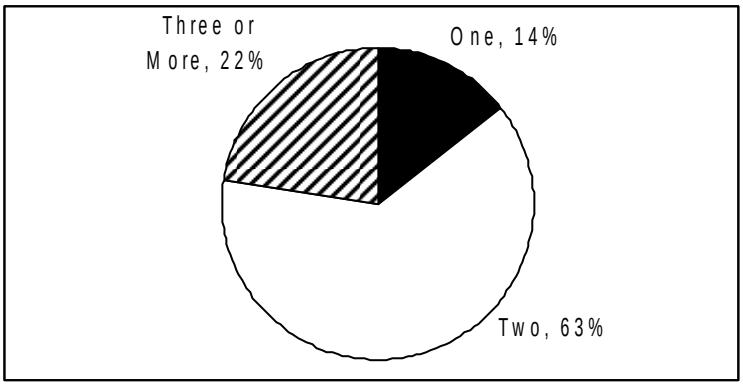
Parents and guardians with children in 51 schools responded to the survey. Of these, 31 schools currently participate in SR2S programs. As the large majority of

respondents from the remaining 20 schools were not familiar with SR2S and "chauffeured" their child to school, their responses were excluded from the analysis. This allows for a more accurate portrayal of the SR2S program. Parents with children in schools that do not participate in Safe Routes activities generally received surveys because they have at least one child in a participating school, and one or more children in schools that don't participate in the program. Refer to the appendix for a complete listing of schools and response rates.

Vehicles per Household

Over 60 percent of respondents have two cars in their household. No respondents lacked access to a vehicle.

Figure 8:
Number of Vehicles per Household



Qualification for Free or Reduced-Price Lunch

Ten percent of the students represented in the survey qualified for free or reduced price lunch at school, and therefore would qualify for free transit tickets.

Students from the fourth and fifth grades had the highest percent receiving lunch subsidies of any grade level, at 22 percent. The table below lists percentages by grade level.

Figure 9:
Students Receiving Free or Reduced-Price Lunch by Grade Level

Grade Level	Yes	No
All Grades	10%	90%
Kindergarten to Third Grade	2%	98%
Fourth and Fifth Grade	***22%***	***78%***
Sixth to Eighth Grade	11%	89%

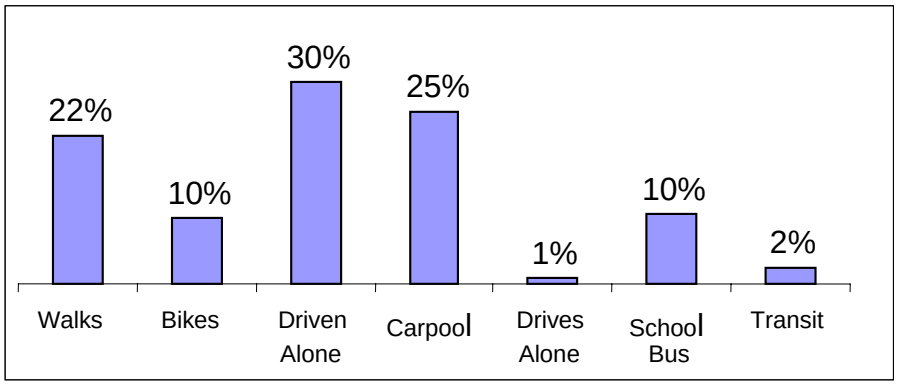
2. Current Travel Mode to School and Potential for Change

The survey asked respondents what mode of transportation their students typically used to get to school, if they would be willing to try other transportation modes and how to decrease children from being driven alone to school.

Typical Transportation Mode to School

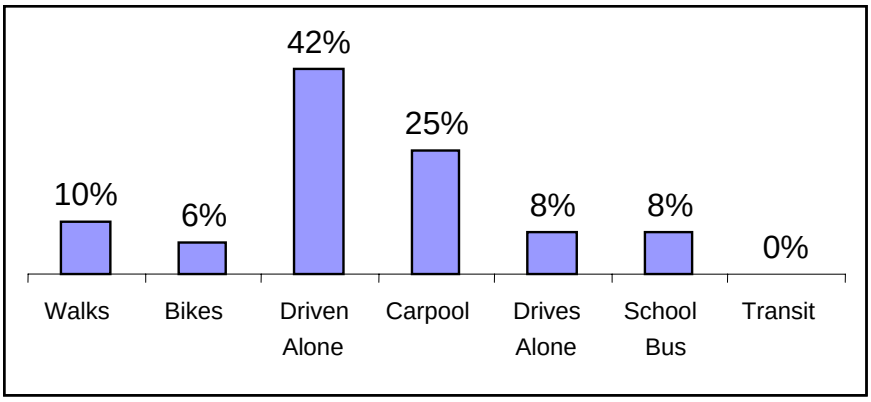
The percent of respondents using alternative modes to commute to school is more than double than the percentage of single student cars, at 70 and 30 percent respectively. Percentages by mode are given in Figure 10 below.

Figure 10:
Travel Modes Used to Commute to School 2005/06



This alternative mode use rate can be attributed to SR2S education and events. For schools not participating in SR2S, the use of alternative modes was lower, maintaining 50 – 50 mode split. It should be noted that a total of 53 responses were received from non-participating schools, the majority of which were either pre-school or high schools. These two groups typically have higher driving rates due to the young age of the pre-school student and the longer trip distances to high schools. Figure 11 displays the mode split from non-participating schools.

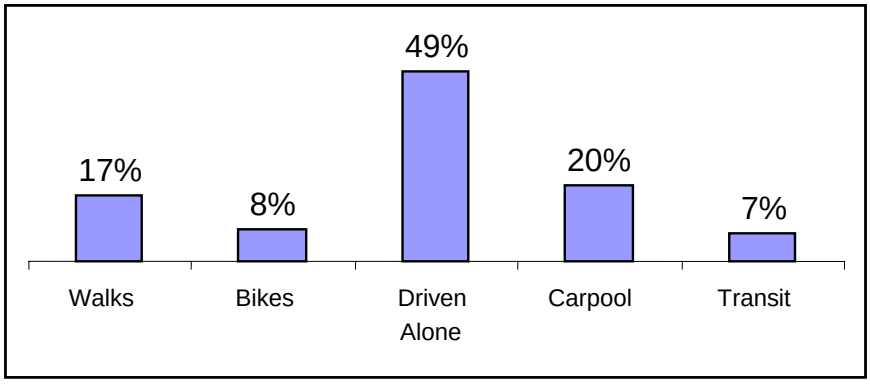
Figure 11:
Travel Modes Used to Commute to Non-Participating Schools 2005/06



When compared to the mode split in school year 2004/05, there is a significant reduction in drive alone trips to school. The 2004/05 mode split was determined from "before" and "after" surveys administered by SR2S staff and classroom teachers. The "before" survey is generally taken at the beginning of the semester in which Safe Routes education is offered and the "after" survey is taken at the conclusion of the school year. Though the results come from two different types of surveys, a comparison can be made as both depend on the participant for data.

The drive alone rate between the two school years decreased by 19 percent with trips shifting to walking (five percent increase), biking (two percent increase) and carpooling (five percent increase).

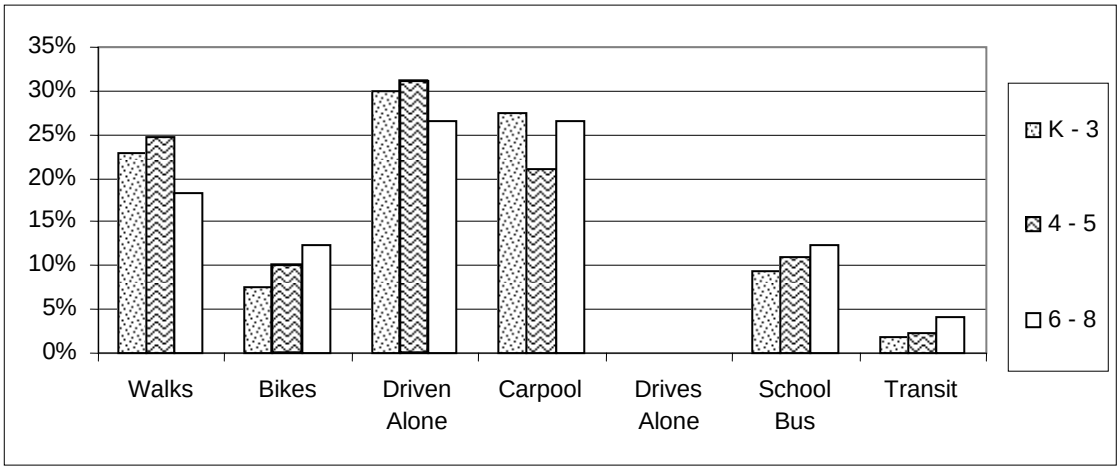
Figure 12:
Travel Modes Used to Commute to School in Year 2004/05



By grade level, the mode split corresponds to those displayed in Figure 10, with some notable exceptions:

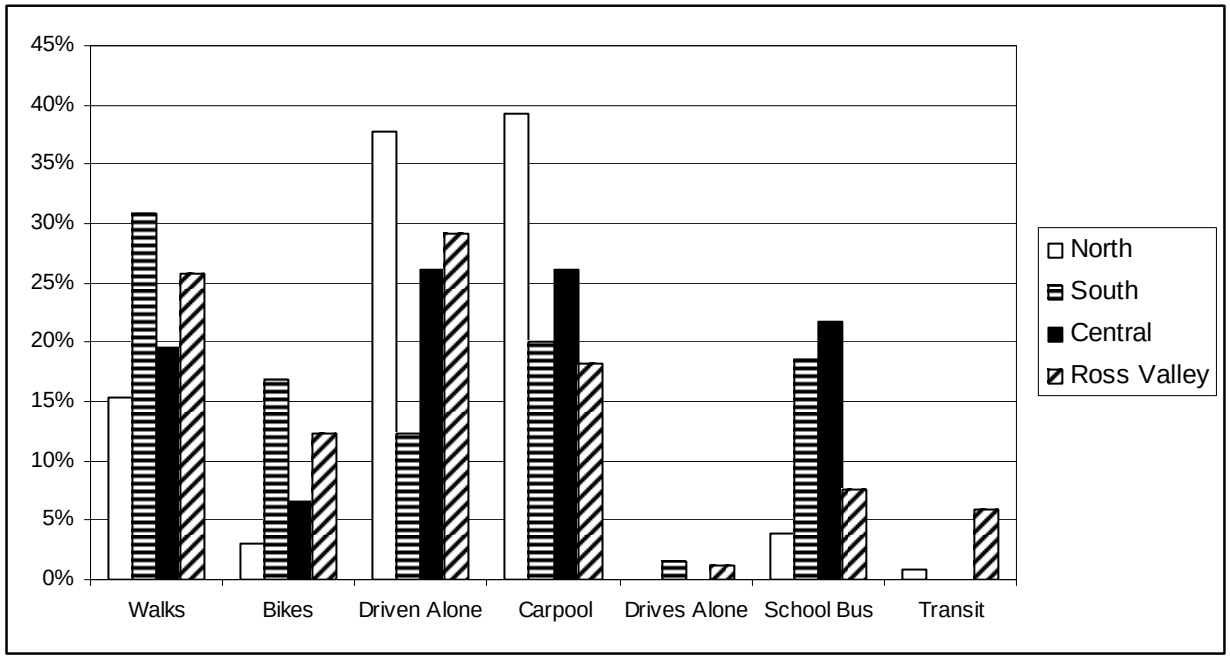
- Fourth and fifth graders walked to school more than the other grade levels at 25 percent walking.
- Sixth to eighth grade levels had the highest percentage of school bus usage, at 12 percent taking transit. This may reflect availability of school bus service and the fact that middle school trips tend to be longer than elementary school trips for many students
- Public transit was not a well-used travel mode, varying between zero to four percent by grade. Sixth to eighth grade levels had the highest percentage of transit usage, at 4 percent

Figure 13:
Travel Modes Used to Commute to School by Grade



Significant mode split variation was observed by geographic location. Those commuting to schools in Novato and northern Marin tended to drive their children or participate in carpools. Mill Valley and other southern Marin locations, in contrast, had the lowest rate of single student trips and the highest percentage of trips made by walking and biking. Central Marin students used the school bus more than students in other geographic areas. Ross Valley students had the highest percentage using public transit, partly due to the network of school oriented routes in that area. It should also be noted that the SR2S program originated in Southern Marin (Mill Valley) and Ross Valley Schools which may account for the larger mode share for walking and biking in these communities.

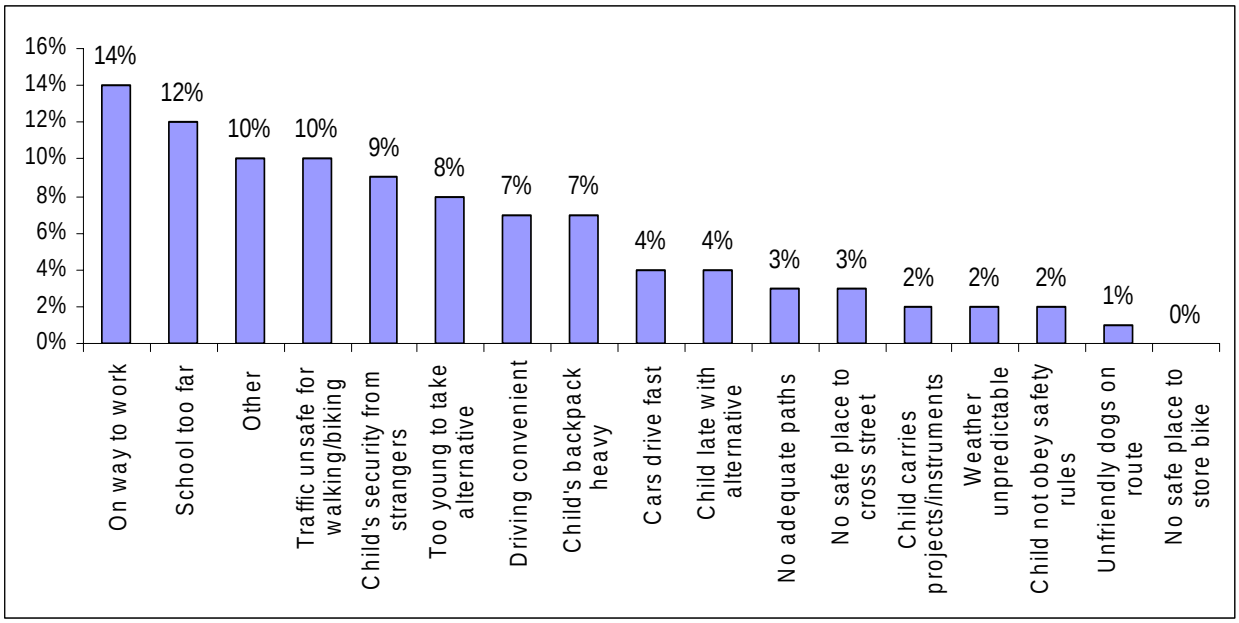
Figure 14:
Travel Modes Used to Commute to School by Geographic Area



Decision to Drive Students to School

Overall, 30 percent of respondents drove their students to school without other passengers in the car. Most respondents, 14 percent, chose to do so as the school was on the way to work. Other reasons included living far from school (12 percent) or dangerous traffic conditions (10 percent).

Figure 15:
Reasons for Driving to/from School



The following comments were given in the "Other" category:

- School Bus is too expensive
- Not comfortable with her being part of a carpool with student drivers. Her schedule is varied from day to day and does not sync with other carpools.
- Trying to figure out a morning schedule since returning to the work force.
- Bus is unreliable
- No school bus from my neighborhood
- Cars park in bike lane

The response to this question differed by grade and student's maturity. For respondents with students in kindergarten to third grade, the most frequent reasons chosen to drive were traffic safety concerns, distance to school and age of student. For grades fourth and fifth, the respondent found it easier to drop off their student on their way to work. This reason came in second for respondents with students in grades sixth to eighth. The main reason they drove their child to school was the weight of the student's backpack.

Though at varying percentages, all respondents, regardless of grade level, chose distance to school, child's safety and on the way to work as reasons why they drive their student to and/or from school. The table below lists the five highest ranked reasons for driving by grade.

Figure 16:
Reasons for Driving to/from School by Grade Level

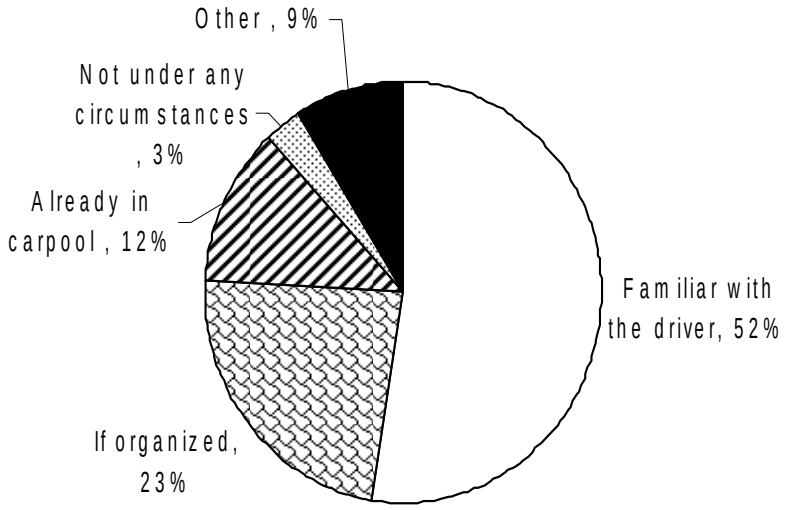
Grade		
K - 3	**4 - 5**	**6 - 8**
Traffic is unsafe for walking or biking (12 percent)	I drop my child off on my way to work (16 percent)	My child's backpack is too heavy (15 percent)
School is too far for any other alternative (12 percent)	School is too far for any other alternative (11 percent)	School is too far for any other alternative (13 percent)
My child is too young to take an alternative (12 percent)	I am worried about my child's security from strangers (10 percent)	I drop my child off on my way to work (13 percent)
I drop my child off on my way to work (11 percent)	Traffic is unsafe for walking or biking (9 percent)	Traffic is unsafe for walking or biking (11 percent)
I am worried about my child's security from strangers (9 percent)	Driving is very convenient (8 percent)	I am worried about my child's security from strangers (9 percent)

Willingness to Participate in Carpool

Of the respondents who responded to this question, 12 percent participate in a carpool for some or all trips to or from school. For those considering a carpool, familiarity with the driver was the most important factor. This is iterated in the comment section.

If organized, 23 percent of respondents would be willing to let their students participate in a carpool. With a total of 75 percent of respondents interested in carpooling if they knew the driver or if there was better organization, parent orientation nights and school based carpool matching should be considered. Additionally, incentives for carpools can be provided with preferential pick-up/drop-off areas.

Figure 17:
Willingness to Allow Student to Carpool to School



A comment frequently given in the "Other "category highlighted the difficulty in participating in carpools with students who have differing bell times. One way to allow for students to be dropped off together is to provide supervised homerooms where students can congregate before their first class begins. Additional comments received include:

- I know the driver very well
- Use bus, or walk or bike
- I have three children, difficult to organize for all my children
- I like to go to school to stay connected to her, other kids and parents. I don't trust other drivers
- Tried but it didn't work
- Ross school promotes parents taking their children to school. We get to interact with the teachers, etc.
- Neighbors aren't punctual, which is difficult

When broken down by grade level and geographic area, the percentages were similar to the ones shown in Figure 17 above.

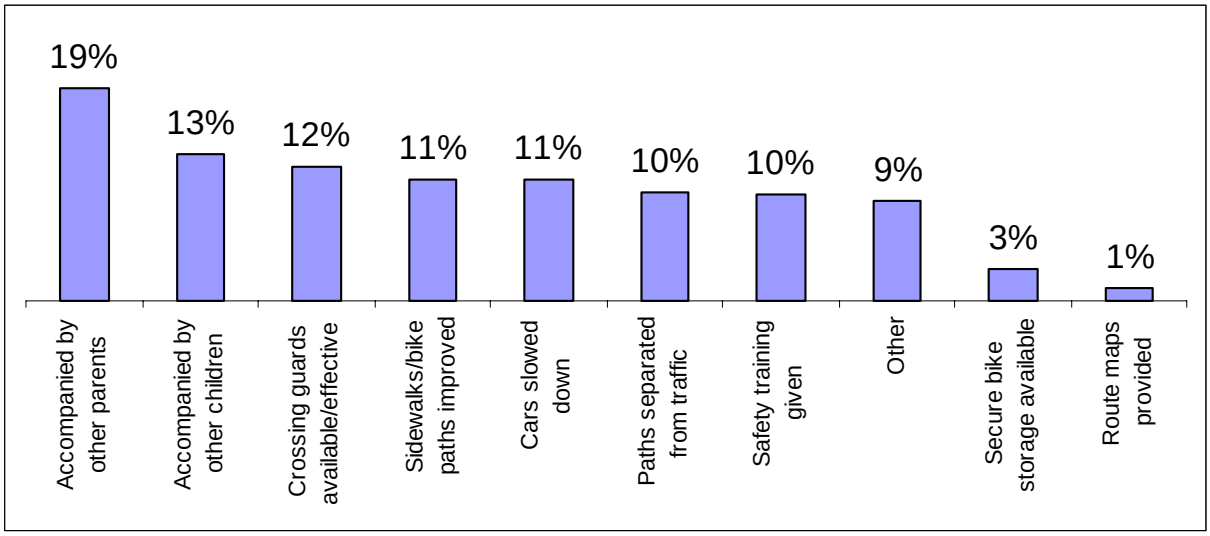
Willingness to Walk or Bike to School

With traffic safety and age of student being among the primary reasons why respondents choose to drive or carpool, it is not surprising that high number, 19 percent, would allow their student to bike or walk if accompanied by another parent. Parental supervision as well as the security provided by students traveling together reduces safety concerns. As shown in the Best Practices section, walking school buses are popular in SR2S programs around the US and Canada for this reason. Kidswalk in

Atlanta distributes yellow “Slow Down” flags mounted on sticks to students of walking school buses to flash at motorists when crossing intersections. This has shown to be particularly effective in raising driver awareness of school children as well as instilling speed sensitivity in the walking students. Bike-pools were also suggested by the respondents.

Other factors chosen to increase walking and biking rates to school are crossing guards (12 percent), improved walking and biking paths (11 percent), traffic calming (11 percent) and safety training (10 percent).

Figure 18:
Willingness to Allow Student to Walk to Bike to School

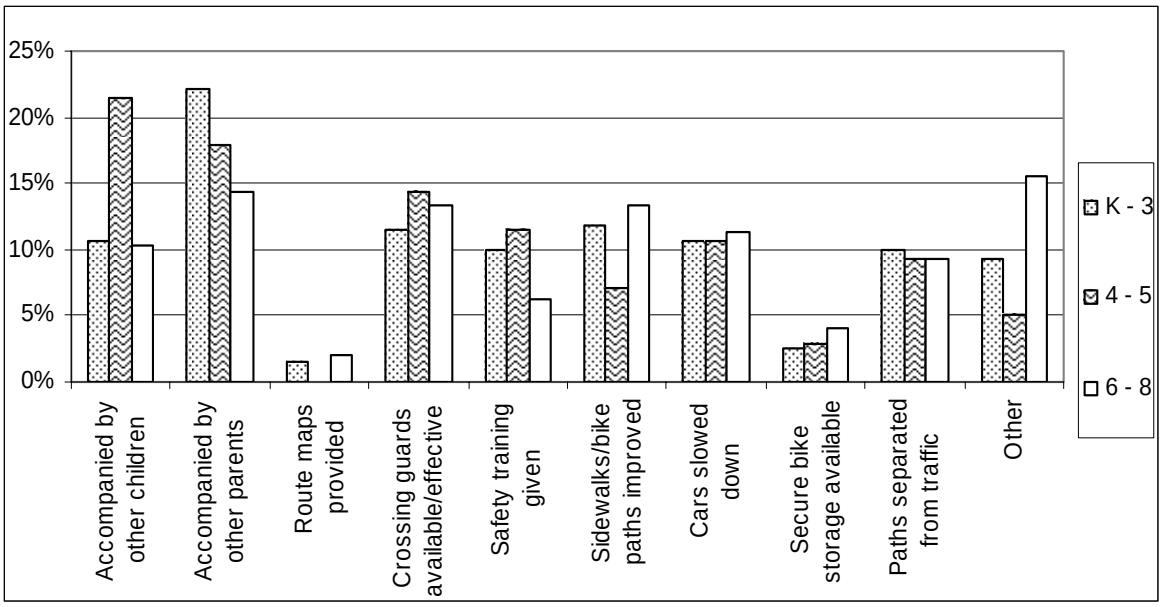


Comments received in the “Other” category include:

- Live too far to bike or walk (this comment was most frequent)
- Crossing Tiburon Blvd at our house is dangerous. Cars don't yield.
- She's too young at the moment
- Backpacks way too heavy
- Yes, I would prefer this with adult supervision the whole way, and helping him lock his bike up.
- We do ride, but it would be great if we could have a crossing guard at Sir Francis Drake Blvd. and get some cars off of Shady Lane in Ross

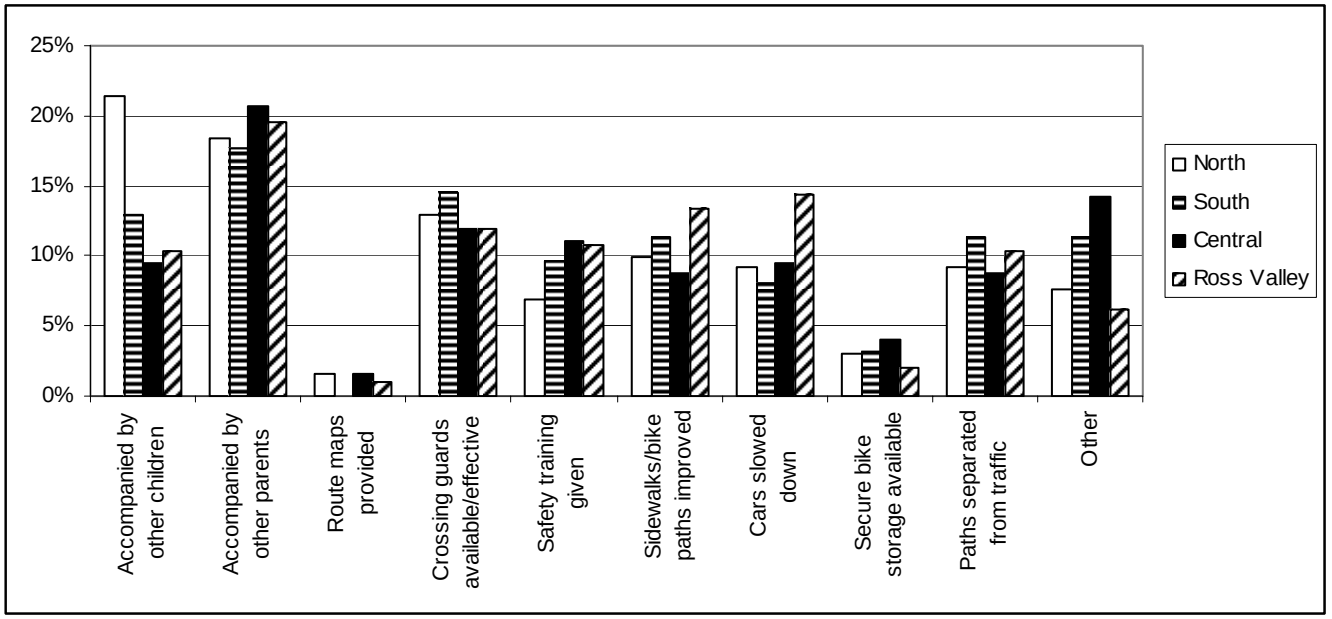
As observed in the results of the previous questions, the ranking of the factors to improve walking and biking conditions varied by grade level. The primary factor for respondents of students in kindergarten to third grade is parent supervision. In contrast, respondents with students in grades four and five would be more willing to allow their children to walk or bike to school if accompanied by other children. Figure 19 illustrates the variation by grade level.

Figure 19:
Willingness to Allow Student to Walk to Bike to School by Grade Level



All geographic areas, with the exception of the North, chose parent supervision as the primary factor considered to allow their children walk or bike to school. In the South, where walk and bike percentages are the highest in the County, the respondents also chose crossing guards, improved bike and pedestrian paths and separated paths with some frequency.

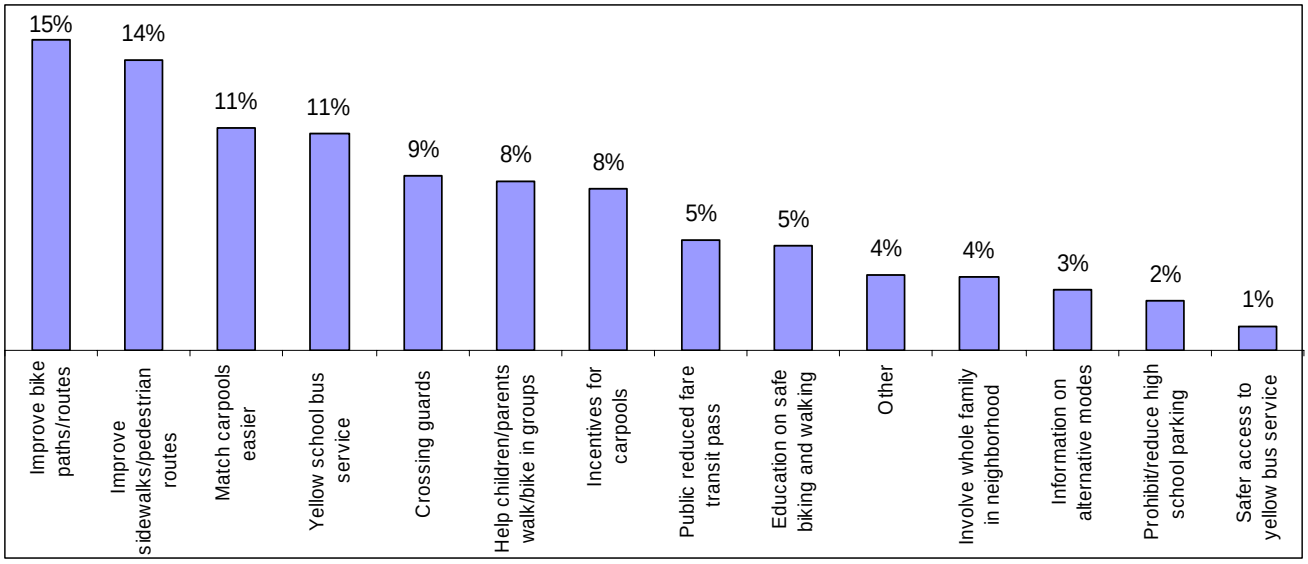
Figure 20:
Willingness to Allow Student to Walk to Bike to School by Geographic Area



Effective Ways to Decrease Students Driven Alone to School

Respondents were asked what they considered to be most effective in decreasing the number of "chauffeured" trips to school. The most frequent response, at 15 percent, was improved bike paths and routes to school. Improved sidewalks and pedestrian routes came in at one percentage point less. Also notable is that 11 percent of respondents wanted more assistance in forming carpools. Safer access to yellow bus service, prohibiting or reducing parking at or around high schools and better information were not high priorities.

Figure 21:
Ways to Decrease Parents/Guardians Driving Students Alone to School



Comments in the "other" category include:

- Decrease cost of bus pass or subsidize.
- Reduce the annual cost of school bus fare
- Increase police presence at intersections near school during drop off and pick up
- Bus service after daycare back to near home
- Systemic, societal solutions: reduce subsidies for fossil fuel energy, charge for parking, relate insurance premiums and highway taxes to vehicle size and vehicle miles driven
- Educate parents, let them know it's necessary
- Reduce car parking and make a bike lane
- What is most effective varies between schools and families.
- Provide incentives to students who ride bikes
- Designated parent volunteers located on routes to make sure children are safe.
- More pedestrian awareness for drivers!
- Allow kids to come earlier and have supervised play yard time
- Have more reliable bus schedules that get kids to school on time and do not pick up a 1/2 hr. before you would need to leave if you drove.

3. Evaluation of Safe Routes to Schools Program

The parent survey included questions designed to determine parents familiarity of the Safe Routes programs at their child's school and the impact these programs have on their commute mode choice. Most parents responded that they notice the changes in congestion around their school when Safe Routes is in place and they enthusiastically support the program. Specific elements of the program were not necessarily linked to

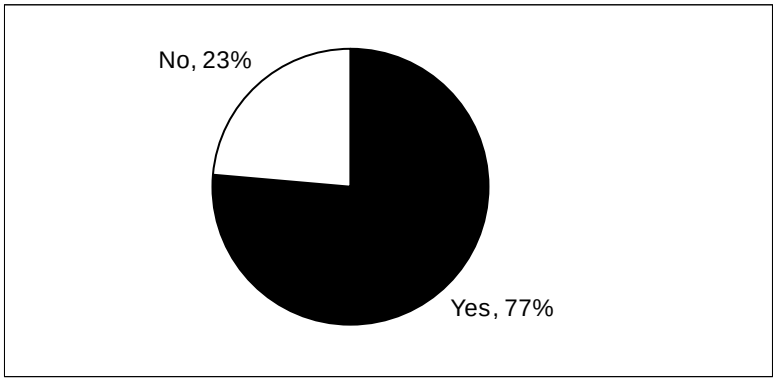
behavior changes; rather the program seems to be working as a "whole" instead of a series of parts.

Of all the Safe Routes activities, International Walk to School Day is the most visible to parents and has some evidence of lasting impact on parent choices.

Awareness of Safe Routes to School Programs at School

Seventy-seven percent of respondents were aware of SR2S activities at schools that participate in the program.

Figure 22:
Respondents' Awareness of Safe Routes to School Activities



The level of awareness differed by grade level, with respondents of students in grades six to eight having the least amount of familiarity with the program. This corresponds with the fact that middle school programs have only been added in the past two years, and that the program has been expanding more slowly than the elementary program which has good saturation throughout the County.

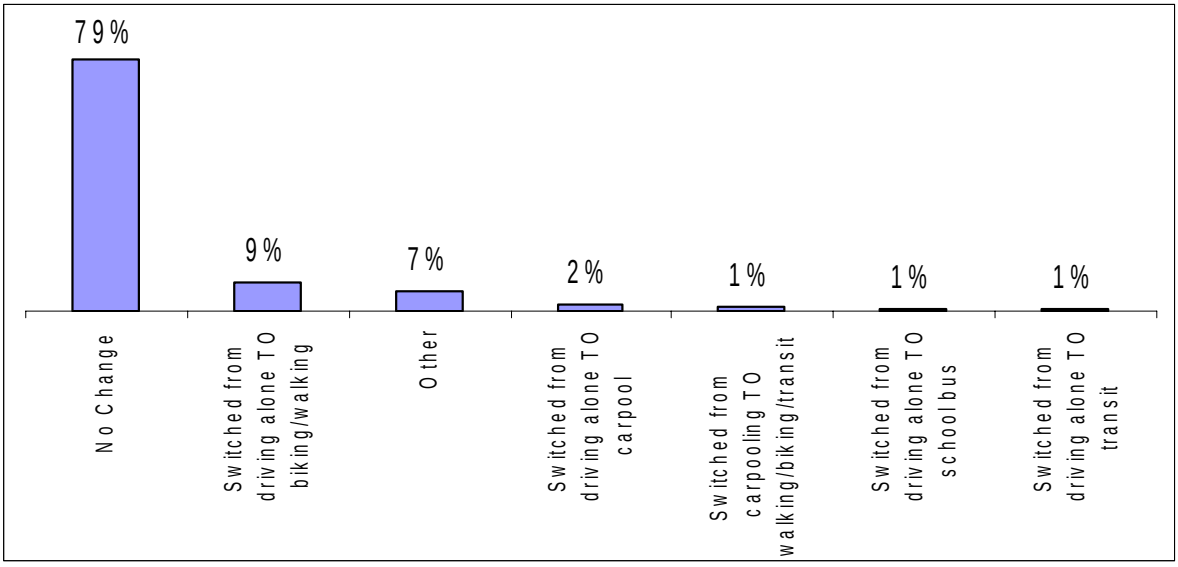
Figure 23:
Respondents' Awareness of SR2S Activities by Grade Level

Grade Level	Yes	No
All Grades	77%	23%
Kindergarten to Third Grade	85%	15%
Fourth and Fifth Grade	81%	19%
Sixth to Eighth Grade	**62%**	**38%**

Change in Travel Behavior due to Safe Routes for Schools Programs

Fourteen percent of respondents credit Safe Routes programs as a reason they switched to an alternative mode. This is roughly consistent with the more detailed mode choice data taken in prior school years. Nine percent indicated switching from driving to waking or biking as a direct result of Safe Routes activities. A breakdown by grade level revealed similar results.

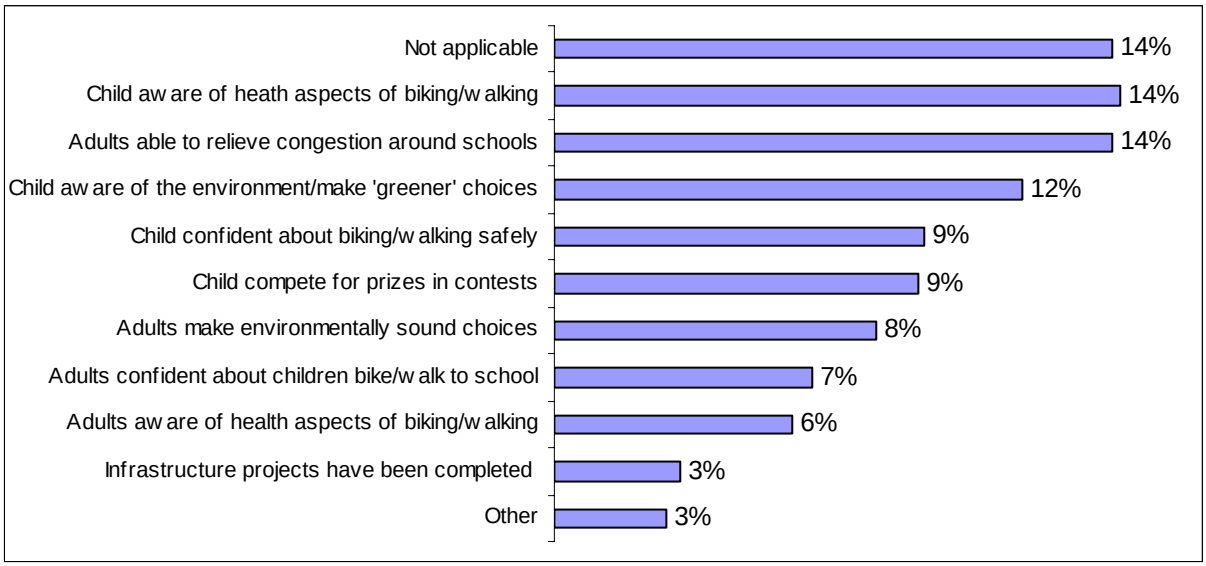
Figure 24:
Change in Travel Behavior as a Result of Safe Routes to Schools



Safe Routes to Schools Influence on Travel Behavior

Respondents were asked the manner in which SR2S was effective in influencing the way their children travel to school. As a result of the program, children are more aware of the health aspects of walking and biking while adults are able to relieve congestion around schools. Children are also able to make more environmentally sound choices.

Figure 25:
Safe Routes to Schools Influence on Mode of Travel to School



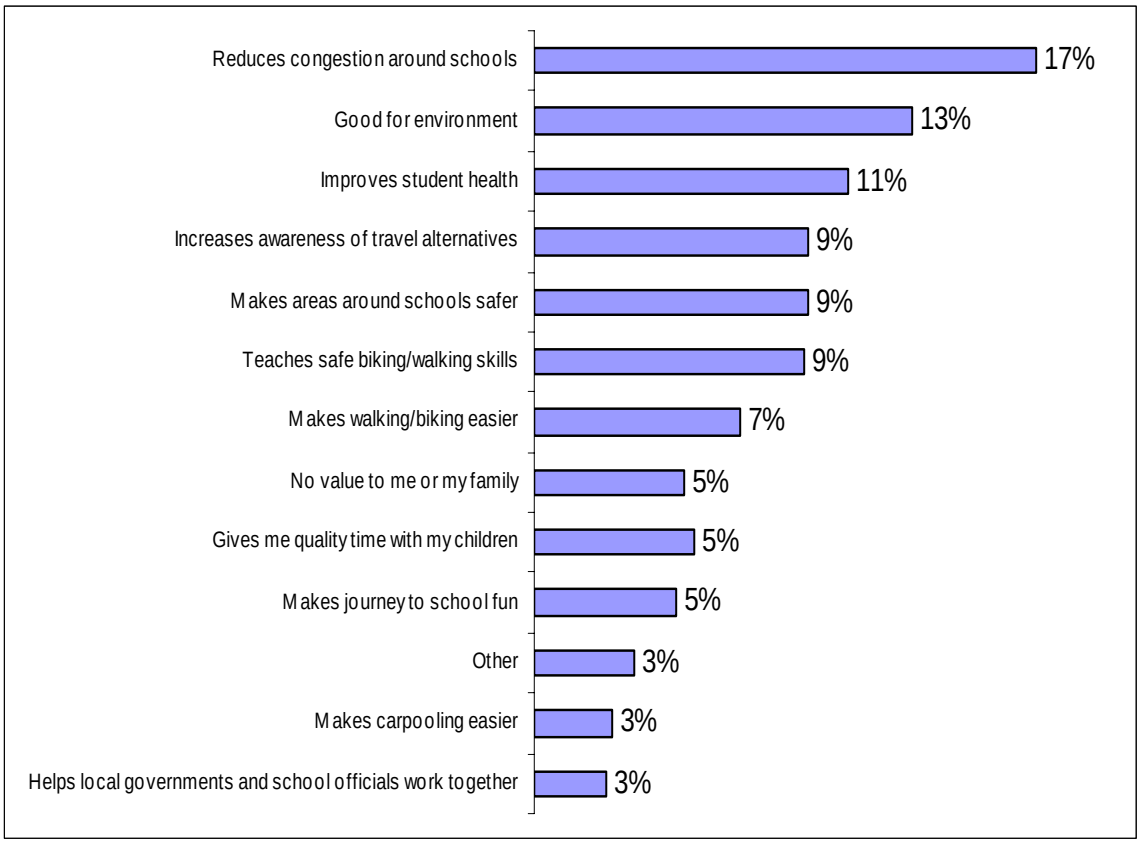
Comments received in the "Other" category include:

- Still haven't changed driving but am more aware of health benefits
- Not effective because still not safe
- Aware of how bad drivers can be

Greatest Value of the Safe Routes to Schools to Your Family

Reducing congestion around schools is regarded as the greatest value of the SR2S programs, receiving 17 percent of the responses. Being good for the environment received the next highest rating, at 13 percent.

Figure 26:
Greatest Value of Safe Routes to Schools Programs to Respondents

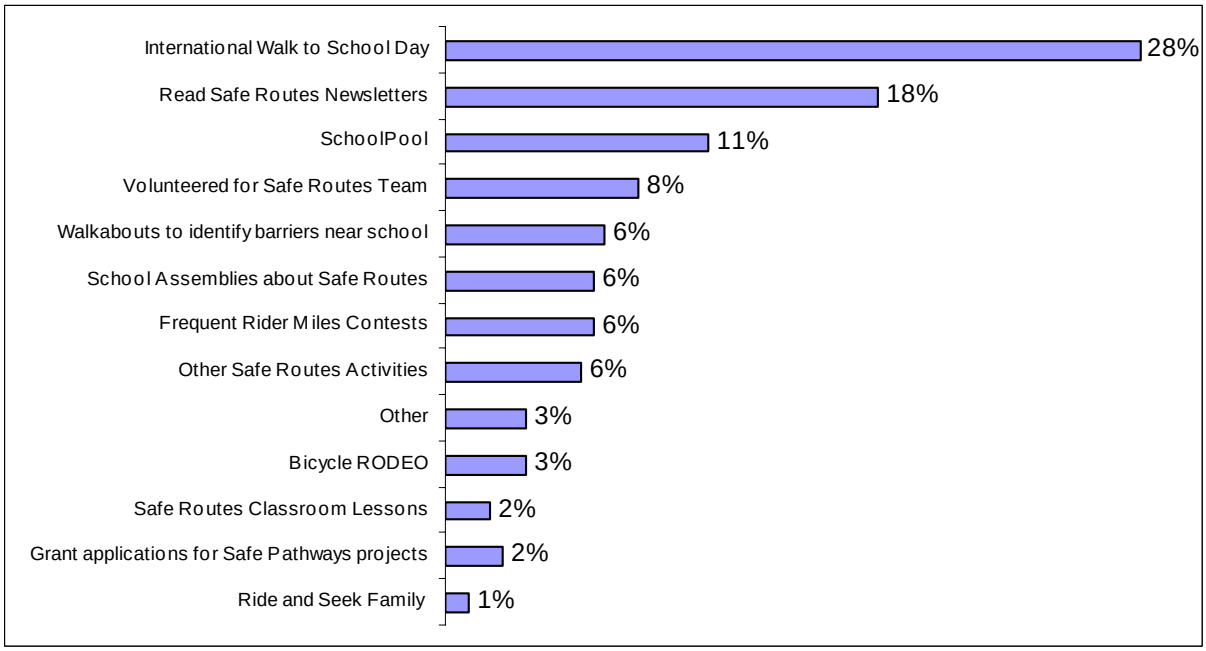


The comments given in the "Other" category pointed out that the program gives children a sense of independence and incited future participation by parents whose children are too young to currently participate.

Safe Routes to Schools Program Participation

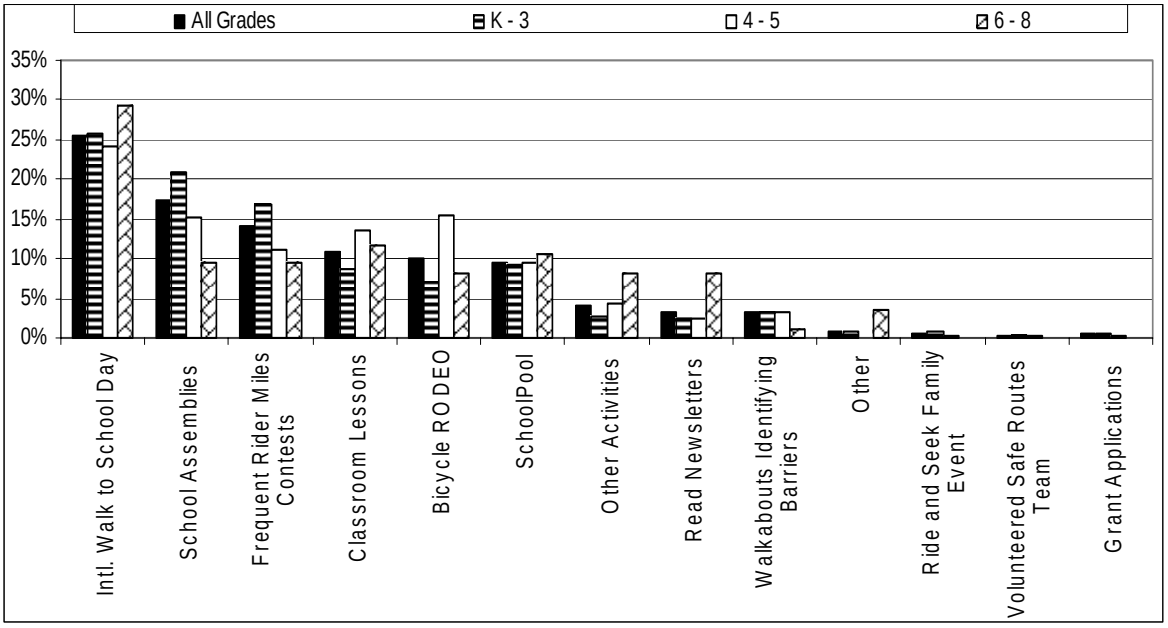
Nearly all of respondents indicated that either they or their student participate in at least one Safe Routes program. At 28 percent, International Walk to School Day had the highest level of participation by respondents than any other program. A relatively high percentage (18 percent) also read the SR2S newsletters, showing that the newsletters are an effective way to raise awareness of the activities.

Figure 27:
Parent/Guardian Participation Rates in Safe Routes to Schools Programs



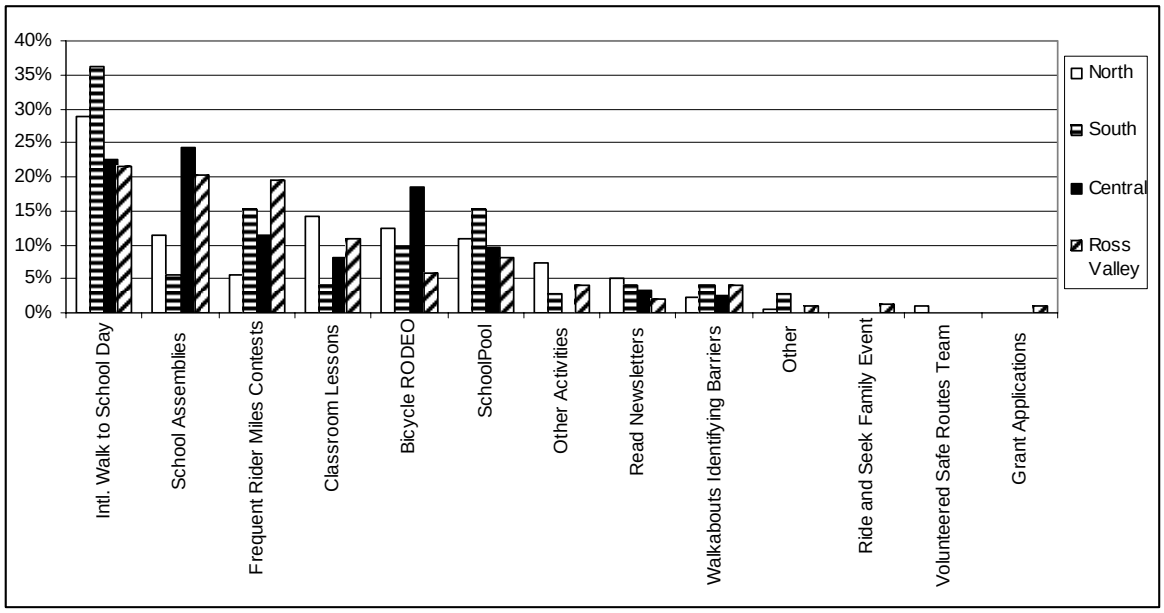
For the children of respondents, International Walk to School Day was the main program they participated in, followed by school assemblies about Safe Routes and Frequent Rider contests.

Figure 28:
Student Participation Rates in Safe Routes to Schools Programs



International Walk to School also received the highest participation rates by students from the various geographic areas, with the exception of Central Marin where more students participated in school assemblies. Central Marin also had the most students participating in bicycle rodeos, at 19 percent. South Marin had the highest level of participation in International Walk to School Day, at 36 percent.

Figure 29:
Student Participation Rates in SR2S Programs by Geographic Area



Effectiveness of Safe Routes to Schools Programs

Survey participants were asked to rate how effective the Safe Routes to Schools programs have been in encouraging students to walk, bike, carpool or take transit to school. Of those programs that are already well established the most effective are the major events that involve large numbers of students and the community including International Walk to School Day events, Frequent Rider contests, classroom lessons, and school assemblies. Parents also cited the activities related to capital improvements, including walkabouts identifying barriers, as being very effective. Crossing guards and greater police presence were identified as among the most effective measures for achieving mode shift change.

Those activities that were considered least effective include the Walk and Bike Across America event, and after school bike clubs which are available in only a small number of locations. It should be noted that even though the Ride n' Seek Family was not ranked as highly in terms of effectiveness, the program experienced it's highest participation rate this year, with over 100 participants or 35 families.

Figure 30:
Effectiveness of Safe Routes to Schools Programs

	Very Effective	Somewhat Effective	**TOTAL**	Neutral	Somewhat Ineffective	Very Ineffective
Classroom Lessons	21%	**41%**	**62%**	5%	3%	1%
Walkabouts Identifying Barriers	19%	31%	**50%**	9%	4%	2%
School Assemblies	30%	**39%**	**69%**	6%	3%	1%
Bicycle RODEO	27%	18%	**45%**	12%	2%	1%
Frequent Rider Miles Contests	**33%**	29%	**62%**	12%	3%	0%
Intl. Walk to School Day Events	**41%**	30%	**71%**	7%	5%	1%
Ride and Seek Family Event	6%	11%	**17%**	15%	2%	2%
Walk and Bike Across America'	10%	22%	**32%**	11%	3%	2%
Other Activities	10%	15%	**25%**	14%	2%	1%
Safe Pathways projects	24%	15%	**39%**	11%	3%	1%
Newsletters	11%	22%	**33%**	21%	2%	3%
After School Bike Clubs	13%	9%	**22%**	17%	1%	2%
Parent Volunteers	23%	31%	**54%**	10%	0%	1%
Crossing Guards	**53%**	23%	**76%**	7%	0%	1%
Greater Police Presence	**36%**	26%	**62%**	9%	1%	6%
Other	9%	0%	**9%**	9%	0%	0%

4. Free Response

The comments received in the free response section of the survey provided suggestions on how to tailor the SR2S program to reduce congestion, encourage safe and healthy habits at schools and improve the current condition of the child's commute to school. Comments are provided in the appendix by school. Seven responses were received in Spanish. Their translations are below:

- More students should ride the bus to reduce traffic
- Bus drivers should have patience with children and should remain calm in order to prevent accidents
- Encourage bicycling to reduce traffic and because it is good for your health
- Distracted drivers are worrisome as they speed and don't pay attention
- The children who live nearby should not drive to school. Many drivers do not respect traffic signals
- I am concerned for my daughter's safety walking to and from school as we live in an apartment complex where many unemployed men pass time on the street
- Encourage using the bus as it can transport many children

5. Conclusion

The results of the parent survey highlight the positive results the program has shown since its inception in 2000. Respondents appreciate the reduction in traffic congestion around schools and participated in International Walk to School. Children enjoy a sense of independence by being able to walk or bike to school and making environmental choices.

The results show that parents and their children do not partake in all SR2S activities. Programs with low participation levels should be reviewed in terms of cost and marketing potential to determine if the program should be offered the following year.

The main challenge is to encourage those who find it easier to drop of their children at school on their way to work, or those who have multiple children with varying bell times to consider using alternative transportation. From the question results and comments given, consider prioritizing the following:

- **Carpool Matching**. A large percent of respondents indicated their interest in carpooling if they knew the driver and if they received assistance in setting up the carpool. Many parents commented on the difficulty in setting up carpools for three or more children with varying bell times. Extending SchoolPool to more schools can help parents participate in carpooling. Orientation events can be held for parents to become familiar with other potential carpool parents. If carpool members have children in different grades starting at staggered bell times, a before-school day care may be a possible solution. With students traveling far distances to attend school in areas underserved by transit, carpools are a good alternative to decrease the number of vehicles to campus.

- **Bike Pools and Walking School Buses**. "Safety in numbers" is well endorsed by parents who currently allow their children to walk or bike to school. A system to organize parent volunteers to supervise walking or biking pools from neighborhoods in half-mile radius or less proximity to the school is a way to encourage participation by those who are hesitant to for their children to walk or bike under current traffic conditions. Concerns about the safety of children from strangers will also be alleviated with parental supervision.

- **Traffic Calming and Pedestrian and Bicycle Infrastructure.** The lack of safe pathways to school is the primary barrier preventing parents from allowing their children to walk and bike to school. A key element of the SR2S program includes assistance in preparing grant applications, a number of which have been successful in generating funds for needed safety improvements. A licensed traffic/civil engineer works with groups of parents, local Public Works officials and community members to identify potential improvements that may correct physical deficiencies. As SR2S is managed by TAM, creating safe pathways to schools fits in well with TAM's goals and current projects, including Marin Transportation Planning Land Use Solutions (T-PLUS Program). Marin TPLUS is currently developing and implementing a local level Transportation for Livable Communities/Housing Incentive Program (TLC/HIP)

and preparing a Transit Oriented Development and Pedestrian Design "Best Practices" Toolkit (TOD/PeD Toolkit). Securing funds through Measure A is key to implementing improvements and ensuring the sustainability of the program. Steps to systematically ensure program longevity and implementation of projects are outlined in the appendix.

- **Crossing Guards –** Parents ranked crossing guards as the most effective SR2S program for alleviating a major barrier to using alternative modes to schools: the difficulty of crossing Marin's busiest streets. Even with pathway improvements, students' parents are reluctant to allow their children to walk or bike to school if they must cross a busy street. Though some schools have set up volunteer crossing guard programs, they have experienced difficulty in retaining the volunteers on a regular basis. To meet the demand for crossing guards, TAM will institute a program employing trained crossing guards for up to 60 intersections throughout Marin County. The intersections will be prioritized by the Public Works Directors together with the Technical Advisory Committee along with other school related projects, and approved by the Authority. At schools that have volunteer or other types of crossing guard programs, sales tax funds will augment the work that is already being done, making sure that these local funds are put to their best use.

- **Increase Transit Availability –** The survey also showed low public and school bus ridership among students for reasons including unsafe bus stops and inconvenient schedules. As part of Measure A, the Marin County Transit District established new service standards for school bus operations and implemented several changes and additional improvements. The past year, MCTD provided service within a quarter mile and 20 minutes of bell times for most Marin Middle and High schools, and established a new discounted Youth Fare to keep service affordable. The new fare is replacing the Ride and Roll Program, a successful (yet costly) program meant to increase ridership through free bus service. Safe Routes should work to evaluate these changes as it continues to encourage ridership by Marin students, which has not increased for the last two years.

- **Utilize the Safe Pathways Program –** One of the most exciting things Safe Routes has to offer parents is the opportunity to work on actual capital improvements that will make the route to school, and ultimately the whole community, safer. This requires on-going capital funding for Safe Routes projects, which the Safe Pathways to School program is meant to provide and facilitate. Where Safe Routes identifies needed circulation and safety improvements, the program is meant to provide the engineering, environmental clearance, and construction funding for pathway, sidewalk, and street-crossing improvements. The success of this program in leveraging state and federal dollars will benefit the entire community, as a safe network of bicycle and pedestrian facilities becomes a reality and local congestion is reduced. As the lack of safe pathways is the main reason why parents are unwilling to allow their children to walk or bike to school, it is in the best interest of the program to engage parents and clearly identify barriers for the implementation of traffic safety improvements.

- **Expansion to Other Schools –** Since it began in 2000, the SR2S program has increased the number of schools that participate each year. For the 2005/2006 school year there are 45 schools participating, representing over 18,000 students. The parent survey showed a substantially higher rate of bicycle and walk commuting, and a lower rate of drive-alone commuting, at participating versus non-participating schools. These mode split differences between participating and non-participating schools demonstrate the effectiveness of the program at changing commute behavior, and indicate the need to continue to expand the program to additional schools.

Best Practices from Peer Programs

Introduction

Marin County's Safe Route to Schools program is a national model, regarded as one of the most successful and mature Safe Routes programs in the United States. Since the inception of Marin's program, numerous other safe routes programs have developed in the US, including the expansion of national research training projects and projects in Canada and England.

The following sections detail the funding mechanisms, performance measures and program successes and challenges for the selected peer programs listed below:

- *Way to Go!*, British Columbia, Canada
- WalkBoston, Boston, Massachusetts
- Atlanta Bicycle Campaign, PEDS KidsWalk, Atlanta, Georgia
- Safe Routes to School and Walk to School, New York City, New York
- Bicycle Transportation Alliance, Portland, Oregon
- Active and Safe Routes to Schools, Ontario, Canada
- Sustrans, the Department for Transportation, the Department for Education and Skills, United Kingdom
- Street Smarts, San José, California

Applications to Marin County

Marin County can be very proud of its Safe Routes to Schools program, particularly in the program's success in reducing "chauffeured student trips" by as much as 15 percent in participating schools. The Marin County program has benefited from rigorous goal setting and performance measurement, particularly since the program was funded by the air district in 2004-05, with requirements for participation and auto trip reduction.

Marin County's program also benefits from a newly stable funding source. Many of the programs interviewed for this memorandum cited the lack of a stable funding source as one of their greatest challenges. In an environment of minimal resources, many of these programs do not engage in rigorous performance monitoring and surveying, which adds to the cost of the program without adding to the perceived benefit of the program. With Measure A funding available for an on-going and stable Safe Routes program, Marin County can transition its program from a model "short term" program, focused on annual results to a longer term program that provides broader benefit to participating schools, communities and students.

The following "best practices" described in more detail in subsequent sections may be applied to Marin County's Safe Routes to Schools program as the program continues its development.

- **Tailor the program to the needs of the school community**. The best practices survey revealed that the best Safe Routes programs customize their program to the different goals of local communities. To some extent, Marin County's program does this already, with a broad outline that is consistent from school to school, but with innovations designed largely by team leaders and volunteers within the school. In the other model programs surveyed, this customization is implemented to an even greater degree, by allowing individual schools to add their own goals and performance monitoring programs to overall goals, and to focus on what's important in each neighborhood.

  In Atlanta, for example, KidsWalk program managers discovered that parents had very different interests in the program depending in part on the socio-economics of the neighborhood. In lower income neighborhoods, parents responded very favorably to "walking school buses" and other techniques to promote safety and security, which were perceived as barriers to walking and biking to school. In more affluent neighborhoods, parents were less enthused about the "walking school bus" concept which requires maintaining a fairly rigid schedule, in an area where flexibility is considered a high priority. In these neighborhoods, the emphasis has been more on improvements to the pedestrian infrastructure, which is not adequate in Atlanta's suburban neighborhoods.

  While it already offers a degree of flexibility, Marin County's program could be more open to the unique needs of individual schools and neighborhoods, including establishing performance measures that are tailored to the needs of local communities.

- **Consider paying team leaders, rather than operating as a volunteer driven program**. All of the best Safe Routes programs, including the program in Marin County benefit from quality team leaders. Team leaders are individual champions within the school or district that work to customize the program to individual schools. In Marin County, these team leaders are volunteers who receive coaching and training from the paid professionals in the program. Turnover of team leaders has been a challenge for the Marin program and other model programs, as parents are willing to volunteer as long as their own children are directly benefiting from the program, but tend to "burn out" or leave the program when their own children move on.

  Offering a part-time salaried position or some form of stipend to team leaders was seen by other model programs as an important component to maintaining a core group of local champions. This was seen as particularly important in low income schools, where parents are spending all of their available time working and caring for their families, making it difficult for them to volunteer significant amounts of time. Making the team leader a part-time employee and giving the team leader more responsibility and more authority to customize the program for their school to maximize results is in the interest of optimizing the program and encouraging innovation.

- **Continue rigorous performance monitoring, but customize the goals of the program to match community needs.** Marin County's Safe Routes program is

among the most rigorous in its measurement of mode shift on an annual basis. Most of the model programs surveyed are less able to measure performance because annual surveys are expensive to administer and programs are not as well funded as the Marin program. However, the model programs surveyed do offer an insight into performance measurement that may be adapted to Marin's environment – allowing individual schools to customize the goals for their school and then focus their program implementation and performance monitoring around those goals.

For example, some schools may place more emphasis on health related goals – including surveying students to determine changes in their activity levels – while others focus more exclusively on congestion relief. Given the fact that the Safe Routes program is funded through the Measure A sales tax, goals for mode shift and reducing congestion should be applied universally and data collected to support congestion reduction around participating schools. However, individual schools may establish additional goals that can be monitored over time to reflect the interests of local neighborhoods.

- **Strengthen connections with local governments**. Marin County's program is a model of involving officials, parents, students and volunteers at all levels to address the five "E"s – Education, Encouragement, Engineering, Enforcement, and Evaluation.

  Over the past several years, the Safe Routes to Schools program in Marin County has attempted to become a truly multi-modal program that embraces safe biking and walking to school, but also encourages transit, school bus and carpooling, especially at schools whose students travel exceptionally long distances.

  The best Safe Routes programs do not act in isolation, but rather operate through strong ties to municipal governments, especially the public works departments as they plan streets and roads projects in the vicinity of school districts. Coordination of Safe Routes to Schools with the planning efforts of the Transit District will also strengthen both the school services planned by the district and the Safe Routes program.

  Marin's Safe Routes program has a new opportunity to strengthen these ties through the Measure A program. Coordination of the Safe Routes program with the crossing guard and Safe Pathways programs is essential to maximizing results. In addition, the Safe Routes engineering team should provide input to the Public Works managers as they plan streets projects in the vicinity of schools.

Peer System Comparisons

Seven well established Safe Routes to Schools programs were interviewed for this Best Practices analysis. They include the Way to Go program in British Columbia, which is largely operated by a large insurance company, two programs in the United Kingdom and four programs from throughout the United States. Figure 31 provides a summary of the programs outlined in this report.

Figure 31:
Summary of Peer Programs

City/County/State	Resource Agency	Successful Practices	Funding Sources	Challenges
British Columbia, Canada	Way to Go!	• Steady source of funding • Spearheaded by a credible firm • Enlisted support of police and government • Decentralized implementation • Comprehensive Resource kit includes contact information of municipal stakeholders	Insurance Corporation of British Columbia, schools, municipalities	Commitment to program by parents. Need a program champion.
Boston	WalkBoston	• Salaried program champion • Performance measures to determine success rate at schools with bus only access	Varying sources	Unstable funding stream
Atlanta	Atlanta Bicycle Campaign/ PEDS KidsWalk	• Tailor program to fit school community needs • Salaried program champion • Simplified initiation process • Hands-on approach	Georgia DOT/ Atlanta Regional Commission	• Funding • Recruiting suburban schools
New York City	Safe Routes to Schools	• Are solely responsible for traffic calming and safety improvements.	New York City Department of Transportation and CMAQ	• Too many schools and not enough funding • Reluctance by the DOT to install traffic calming improvements • Project not given priority by the DOT
New York City	Walk to School Pilot Program	• Schools with low walking rates have benefited from education and organization	New York City Department of Transportation and CMAQ	Choose schools located in less dense areas to participate in pilot program. Currently, only marginal benefits are produced as most schools already have a high walking rate.
Portland	Bicycle Transportation Alliance	• Comprehensive pedestrian and bicycle training	Speeding tickets, various agencies	Too early in the program to tell

City/County/State	Resource Agency	Successful Practices	Funding Sources	Challenges
Ontario, Canada	Active and Safe Routes to School/ Green Communities Canada	• Phased implementation • Adaptable, ready to use resources • Community-based marketing • Media opportunities • Liability	Varies	• Reliable and adequate funding • Buy-in from traffic engineers
United Kingdom	Sustrans/ Department for Transport/ Department for Education and Skills	• Identifies planning policies to make walking and bicycle feasible • Coordination with media and policy makers • Funding provided with School Implementation Plan	Pubic and private sources	Commitment to program by parents.
San José, California	Street Smarts	• Obtains support by grass roots approach, community awareness • Uses the media to send message • Tailors school education program on the traffic conditions specific to the school	Public and private sources	Funding

Safe Routes to School Peer Programs

Several school districts, municipalities, non-profits and state governments have become involved with encouraging children and their parents to walk or bike to school. Several of these programs are detailed in the following sections.

Way to Go! British Columbia, Canada

Program Summary

The *Way to Go!* Program offers tools and resources to help parents and schools make safer alternative travel arrangements for students going to and from school. The program enables more children to walk, bike, rideshare or take public transit to school with their families, friends and neighbors through traffic improvements and school programs.

The program is a part of the RoadSense Team, a partnership between Autoplan Brokers and Insurance Corporation of British Columbia (ICBC). ICBC is a quasi-public automobile insurance agency, providing basic and extended automobile insurance. All residents of British Columbia who own a car obtain basic automobile insurance through ICBC and 80 percent of this population purchase extended coverage. ICBC therefore has the resources to perform pedestrian, bicycle and traffic improvements and fund programs like *Way to Go!*.

Started as a pilot program in 1997, *Way to Go!* has turned into a successful and reputable program. The Program disseminates a detailed, step-by-step manual to schools to help and educate them on how to initiate and maintain a program. The manual is supplemented with educational materials on pedestrian, bicycle and traffic safety, along with other resources. The program offers resources and guidance; it does not implement a program at each school. With over 1,600 schools in British Columbia, 600 participating schools and additional schools joining the program each year, it is not feasible for *Way to Go!* to provide hands-on support at each school with their staff and budget allotment. The resource manual is therefore comprehensive, easy to follow, readily employable and adaptable to each school environment.

Performance Monitoring

Way to Go! has successfully encouraged students to walk to school, or at least part way. Over a third of all British Columbia elementary and middle schools have requested the *Way to Go!* resource kit that provides a manual on how to implement the program. Of these schools, 600 have a walk or bike to school program. This amounts to 60 school districts in 250 communities.

Photo: WAY TO GO!

As *Way to Go!* is a program of ICBC, an automobile insurance company, they primarily monitor the number of children who receive their traffic safety education. The goal of

the program is to instill traffic awareness in children so that they may become more traffic conscious teenagers and adults. Their education instructs children on how to be a better pedestrian and bicyclist, and how to maintain their safety when sharing the roadway with vehicles. Though not mandatory, most schools that have implemented a walk/bike program report to *Way to Go!* on their progress with educating students on traffic safety.

The Program does not measure congestion relief or reductions in drive rates to schools as data collection is resource intensive and funding is not available. However, they do receive reports from the Greater Vancouver Regional District (GVRD) on the results of a Trip Diary Survey that maps the trip destinations and mode choices of a sample of the Greater Vancouver Area population. A survey completed in 1994 by GVRD found a surprisingly high number of children being driven despite their walking proximity to school. The findings prompted the development of *Way to Go!.* In 1999, GVRD repeated the survey, finding a decrease in drive rates to school. This is mainly the result of the Program's efforts, as other types of school programs had not yet been introduced during this period.

Program Measurement and Funding Sources

The sponsorship of the Program by ICBC is beneficial to its success. As ICBC is well known in British Columbia and is the main source of automobile insurance, the company has an established reputation as a credible organization. This reputation has helped the Program to be taken seriously by the schools and municipalities. The Program's reports and resources are seen as legitimate, being well distributed and utilized.

Perhaps the main reason for the success of *Way to Go!* is consistent and dependable annual funding. ICBC ensures that the program is funded each year by committing their own money and the funds given by regional agencies, municipalities and schools. The program itself does not distribute the money dedicated to the program. Instead, it acts as a consultancy, providing the resources to help schools to apply for funds. Receiving a consistent source of funding has helped the program focus on producing and distributing resources rather than raising money.

Way to Go! has successfully enlisted the support of the police department and municipal governments. Interest in the program is partly due to ICBC's involvement and also to environmental and health concerns. Canada is particularly concerned about climate change and will help sponsor programs and research that will reduce impacts to the climate and environment. As *Way to Go!* reduces car use, and as a result, air pollution, it receives grant money from environmental agencies. The other area of focus is health. As children are becoming less active and childhood obesity and related health problems are increasing, the program strives to instill an active lifestyle in children during their formative years to carry into their future.

The resource kit developed by the Program is well utilized and instructional. As *Way to Go!* does not provide practical assistance to schools, the manual and resources are comprehensive, offering step-by-step guidance on implementing a walk/bike to school

program. A key resource supplied is a list of stakeholders specific to the municipality in which the school is located. Providing this list containing contact information of the municipal engineer, the transportation planner, and others, is a useful tool for schools and volunteers to effectively take action. If schools and parents have to spend time identifying stakeholders, interest in the program is quickly lost.

Way to Go! does not offer hands-on assistance to schools to implement a walk/bike program due to the large number of schools in British Columbia. This decentralized approach is considered effective as the Program disseminates a comprehensive and user-friendly resource kit, which has simplified the initiation process for schools and parental volunteers. The Program is available to provide assistance and administers several events, including International Walk to School Day, but allows the schools to tailor the program according to their needs and preferences.

Program Challenges

The main challenge the Program has encountered is maintaining commitment from parents. Those who are committed leave their duties behind once their child graduates from the school. This program does not pay or employ parent team leaders. The program is working to generate longer-term support from teachers and school officials who do not turnover from year to year. More resources available to the community can also produce additional interest in the program.

Photo: WAY TO GO!

Convincing parents that other options can be competitive to driving is another key challenge in this program.

Toolkit

Way to Go! produces a toolkit for schools, municipalities and citizens to set up a walk/bike to school program. Information is available at http://www.waytogo.icbc.bc.ca/framesets/toolkit/index_tool.html. The website provides a useful flowchart on how to implement the program. The chart can be viewed at http://www.waytogo.icbc.bc.ca/framesets/program/index_prg.html.

Contact

WAY TO GO!
Bernadette Kowey
Provincial Coordinator
Telephone: 604.732.1511
Toll Free: 1-877-325-3636
Fax: 604.733.0711
Email: waytogo@telus.net
Website: www.waytogo.icbc.bc.ca

WalkBoston's Safe Routes to Schools, Boston Massachusetts

Program Summary

WalkBoston initiated a pilot program in 2000 at selected schools in Arlington through a grant from the Massachusetts Highway Department. Subsequently, the program expanded to include other metropolitan-area schools in Milton, Dedham and East Boston. WalkBoston is currently implementing its SRS program in a number of elementary schools in the Boston Public Schools system.

The goals of WalkBoston's SRS program are:

- To increase the number of students walking to school
- To improve safety
- To reduce traffic associated with pick-up and drop-off
- To make the trip to school an opportunity for daily physical activity

WalkBoston uses a variety of strategies to make walking practical, safe and fun for families, including:

- Special walk to school events
- Walking School Buses
- Traffic awareness safety training
- In-school walking activities
- Walkability assessments and recommendations to local governments on sidewalks, crosswalks and streets safety improvements

Classroom Activities

WalkBoston offers walking activities through physical education classes only, not being allowed to take regular class time. Typically the parent SRS coordinators work with the physical education teacher to implement a walking curriculum.

The Program is in the process of finishing a SRS Curriculum for Massachusetts elementary school teachers and plans to distribute it statewide. The purpose statement reads:

> "This Safe Routes to Schools Curriculum has two purposes: To teach elementary school students— in ways that are stimulating and relevant to their lives—how walking is good for their bodies and good for the environment, while also helping teachers satisfy the requirements of the Massachusetts Curriculum Frameworks."

Performance Monitoring

The Arlington elementary schools produced positive results after two years of participation in SRS. The combined number of students walking to school increased to 56 percent, up from a baseline of 41 percent.

In suburban Arlington, WalkBoston measures the number of children who walk to school to assess the program's effectiveness. However, because the City of Boston does not have neighborhood schools and many children do not live within walking distance, WalkBoston is working with public health researchers to devise suitable evaluation measures for Boston schools, as follows:

1. Number of hours children spend in walking safety training.
2. Number of hours of walking activities. WalkBoston collaborates with schools and volunteers to implement walking activities during recess and other times during the school day. The time spent walking is tabulated for each student.
3. Students' perceptions of walking. A survey or other assessment tool will poll students' opinions toward walking, collecting data on their inclination to walk after school and on the weekends.

Program Measurement

One of the key aspects of WalkBoston's SRS program is employing a parent SRS coordinator at each participating school. The parent is hired on a part-time basis, organizing and coordinating walk/bike to school activities. WalkBoston is convinced that funding a position at the local level is key to the longevity of SRS programs. The parent coordinator is an asset to the program, having knowledge of school culture and relationships with administrative staff, teachers and other parents. Furthermore, WalkBoston has no full-time employees working on SRS, only one part-time coordinator. Paying a parent $4,000 to $5,000 a year to coordinate and champion the walk-to-school effort is not only helpful, it is essential to the sustainability of the Program.

Currently, there are four schools in Boston participating in the Program and each has a coordinator. Coordinators encourage parents to take initiative and help establish a way for the participating schools to eventually administer the program themselves, without the help of WalkBoston; this has in fact happened in Arlington.

The parent coordinators meet as a group to brainstorm activities and events. These meetings have fostered an exchange of ideas that have created a more successful program in each school. Successful activities include a newsletter that is disseminated to all parents and a mid-winter walk to school contest.

Funding Sources

Massachusetts Highway Department provided a two-year grant to launch the SRS program. Currently, the City of Boston Public Health Commission is funding WalkBoston's Safe Routes to Schools program in selected public schools.

With the passage of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU), WalkBoston hopes to see the implementation of a statewide Safe Routes to Schools program that will make walking and bicycling to school a safe and practical alternative for school children across Massachusetts.

Program Challenges
The main challenge to administering and sustaining the program is the unstable funding stream. The Program has garnered the interest of parents and schools and has the support to increase their school participation rate if funding were available.

Toolkit
WalkBoston SRS produces a toolkit for schools, municipalities and citizens to institute a walk/bike to school program. It is available at http://www.walkboston.org/documents/ToolKitManual.pdf.

Contact
Don Eunson
Program Manager
Old City Hall | 45 School Street
Boston, MA 02108
Telephone: 617.367.9255
Fax: 617.367.9285
Website: http://www.walkboston.org/index.htm

Atlanta Bicycle Campaign and PEDS KidsWalk, Atlanta, Georgia

Program Summary
The Atlanta Bicycle Campaign (ABC) and KidsWalk provide walk and bike to school programs in Metro Atlanta. Kidswalk is sponsored by Pedestrians Educating Drivers on Safety (PEDS) and the Atlanta Regional Commission (ARC), which is the regional planning and intergovernmental coordination agency for the ten-county area, including the City of Atlanta. ABC is funded by the Georgia Department of Transportation.

ABC and KidsWalk work together to provide safe routes to schools; however, the organizations are independent of each other and thus provide their own activities and maintain their own performance measures. KidsWalk initiates walk to school programs while ABC focuses on bike programs, although walking activities are also a part of their efforts.

Classroom Activities
ABC teaches pedestrian and bike safety education through physical education (PE) classes, with the help of trained PE teachers. The "Safe Bike Driving" curriculum has proved successful during PE class for third to fifth graders. Students receive a hands-on education, being provided a fleet of used bikes and a set of helmets to practice with on simulated streets created in the school parking lot. Other materials used are pedestrian education videos and city models created out of file folders and other simple materials.

Photo: Atlanta Bicycle Campaign

Regular classroom teachers are consulted on how to integrate the bicycle as a tool for learning across a school's curriculum. In one school, ABC is working to integrate transportation choice education into the curriculum. ABC provides all educational materials and classes although it intends to contract with any other agencies, including KidsWalk, in the future.

ABC also offers "on-street" bike classes for families on weekends; however, attendance has been low.

Performance Monitoring

ABC encourages schools to set their own goals that fit within the overall Program goals of improving safety and increasing the number of students walking and biking to school. Schools implement appropriate performance measures to meet their goals. For example, one school aims to reduce traffic congestion around the school. ABC along with the site coordinator counts cars to determine progress towards the goal.

Kidswalk measures its success rate by surveying the number of children that walk to school on a given school week. Starting with the new funding cycle, data will be collected at the beginning of the school year and towards the end to estimate the growth in the number of students walking to school.

Program Measurement

ABC

ABC provides hands-on support to schools participating in the demonstration program. The demonstration program, launched at five schools in 2003, hires four site coordinators (one at each school, with the exception of one who oversees the program at two small schools) to help promote the program at a salary of $20 an hour. The site coordinators work between six and ten hours a week, bringing knowledge of the school and relationships with parents and teachers. As ABC only employs a part time safe routes to school program manager, the site coordinators are essential in supporting and maintaining the program. Most stay with the program for two years; ABC hires the coordinators with that in mind. Approximately ten percent of ABC's budget is spent on the salaries of site coordinators.

The schools and ABC interact regularly. ABC maintains communication with the principals of each school, oversees the site coordinators, meets with teachers and provides all bike safety training in schools. ABC contracts with KidsWalk for pedestrian safety training. This hands-on approach is considered a key factor to the success of the Program. As a school's culture, administration, student body and academic standards vary, their preferences in providing a safe routes to school program also differ. Therefore, it is important to work within the school's preferences to provide the most effective program to suit their needs.

Program success varies at each school. Monthly walk to school days are popular, largely due to fairly aggressive marketing. The schools and ABC distribute fliers, hold contests, put up posters and perform skits on the local television station. In one school, the walk to school theme varies every month. For example, January's theme was the polar bear. The school and ABC performed a skit centered on this theme and provided hot chocolate to participating students upon arriving at school.

Photo: PEDS Kidswalk

KidsWalk

The main success of KidsWalk is tailoring the program to suit the needs and preferences of each school community. The Program found that parents from affluent schools were interested in the program to address childhood obesity and air quality issues while low-income communities concentrated on a safe walking environments and street improvements. In response, Kidswalk promoted a safe walking environment by encouraging the senior members of one low-income community to sit outside their homes and watch over the children as they walked to school. The Walking Bus is also a popular program in these communities.

As with WalkBoston, KidsWalk advocates parent coordinators at each school. With the next funding cycle, these champions will be paid for their time, up to three hours a week.

KidsWalk provides hands-on support to schools and communities to initiate a walk to school program. Through experience, the program has learned to simplify the process of starting a program. At first, KidsWalk, through a partnership with the Centers for Disease Control (CDC), handed out CDC booklets explaining how to start a program. However, this discouraged participation as the project appeared to be overwhelming and parents expressed uncertainty about being responsible for someone else's child. KidsWalk decided to instead present one idea at a time, starting with interested parents identifying street improvement needs.

One tangible success of the program is the distribution of "hand fans." In much the same way as businesses use these fans to advertise, KidsWalk applies them to traffic awareness. Walking children carry yellow fans that say "slow down" while parents carry

fans that say “stop.” This helps to raise driver awareness of their vehicular speeds and instills speed sensitivity in children.

Funding Sources

ABC is currently in its third year of the four-year demonstration project funded by Georgia DOT. This is the last year it will be providing support at the schools; the fourth year will be spent writing a guidebook. Schools with programs in place will have to secure funding on their own.

PEDS is a non-profit agency that initiated KidsWalk with Congestion Mitigation and Air Quality (CMAQ) funding. It is currently funded by the Atlanta Regional Commission (ARC) and is included in the Transportation Improvement Plan (TIP). The grant cycle is two years after which an application is submitted to procure another two-year grant.

As a requirement of the funds, KidsWalk must include suburban schools in their outreach. Originally, the program targeted schools located in areas with reasonably safe pedestrian infrastructure. Since the ARC Board incorporates the ten-county area, all schools are potential participants, even those that do not have a safe walking environment.

Program Challenges

As ABC provides practical support to the schools, it finds meeting the needs of the schools challenging. The Program would like to provide more opportunities to the schools to strengthen participation rates but does not have the time or resources to engage in additional work.

KidsWalk learned early on that the program needed to be tailored to the preferences of each school community. Initially, the program focused on the Walking School Bus, which proved successful in the low-income neighborhoods but not in affluent communities. Parents who do not have flexible schedules or time to walk their child to school supported the initiative while those parents who preferred flexibility did not consider participating. Though it is difficult to determine which initiative will be well received according to community preferences, testing it in all communities is important to providing the best possible program.

Though KidsWalk is required to include suburban schools in their outreach, they have been challenged to find a receptive school. Suburban schools prefer their students be driven for safety reasons. Kidswalk now faces the challenge of tailoring their program to a suburban environment.

Toolkit

ABC will be developing a toolkit in the next two years.

KidsWalk provides a variety of resources on their website for schools and parents to use. These can be found at http://www.peds.org/kw_resources.htm.

Contact

ABC
Sharon Bagatell
Project Director
Metro Atlanta Safe Routes to School Project
PO Box 5525
Atlanta, GA 31107
Telephone: 404.881.1112
Email: atlantabike@mindspring.com
Website: http://www.atlantabike.org/

KidsWalk

Sally Flocks
President and CEO
PEDS
57 Forsyth Street, NW
Suite 222-G
Atlanta, GA 30303
Telephone: 404.522.3688
Email: info@peds.org
Website: http://www.peds.org/kidswalk.shtml

Safe Routes to School and Walk to School, New York City, New York

Program Summary

The New York City Department of Transportation (NYC DOT) administers two programs to encourage children to walk to school. One, the Safe Routes to School program, focuses on street improvements to create a safer walking environment and the other, Walk to School, is a pilot program providing children and parents with education and initiatives to walk to and from school. The programs are independent of each other.

Performance Monitoring

Safe Routes to School

The Program measures success by monitoring the reduction in the injury and fatality rate at dangerous areas in the roadway that have been improved by the program.

Walk to School

The pilot program selected a school from each borough based on interest and the potential to reduce car trips. The program completed its first year and is being extended to run a second year due to insubstantial results. The primary measure used to determine the program's success is to count the number of children who walk to school and participate in the special events.

Program Measurement

Safe Routes to School

Safe Routes to School lays out a 10-step process that brings parents, teachers and principals together with traffic engineers to identify and improve dangerous locations. It benefits 335,420 students at 38 elementary schools and 300,000 Bronx residents living within walking distance of the school.

Walk to School

Schools chosen to part of the pilot program have experienced varied success. The Charles W. Leng School in Staten Island has the largest participation rate, with parents initiating events and raising traffic awareness. The school hired a coordinator for the program, whose salary is funded by the Board of Education, and serves as a liaison between the school and parents. Her guidance along with parent initiative has encouraged children to walk to school through events. One event, Walk on Wednesdays (WoW) occurred during school spirit week and attracted 326 students. Students were encouraged to wear school colors or other school paraphernalia while parents staffed stations along the route, handing out balloons.

The coordinator also video taped parents as they dropped off their children by car. The video was then shown to parents who were shocked at their and other parents' reckless vehicular behavior when dropping off children. This has been beneficial in persuading parents to change their driving habits.

Funding Sources

The NYC DOT and CMAQ fund both programs.

Program Challenges

Safe Routes to School

The main challenge for the Safe Routes to Schools program is to convince the City to install traffic calming measures. The City is reluctant to incorporate traffic calming measures, opting instead to post signs, which are ineffective. Additionally, due to the large number of schools in the City and boroughs, funding is hard to procure and distribute. The project has not been a priority for the NYC DOT since 1997, and therefore, progress is difficult.

Walk to School

Four of the five schools chosen to be in the pilot program already have high walking rates. Therefore, the program produces only marginal benefits. Schools like the Charles W. Leng School, which are located in more suburban environments, are better candidates, as improvements made are more substantial.

Toolkit

Neither of the programs offers a toolkit though the websites contain a program overview and helpful links.

Contact

Safe Routes to School

Walk to School

Department of Transportation
40 Worth Street
New York, NY 10013
Point of Contact for School Working Group:
Tom Brown
Telephone: 212.242.2490
E-mail: tbrown@nelsonnygaard.com
Website: http://www.nyc.gov/html/dot/html/safety/walktoschool.html

Bicycle Transportation Alliance, Portland, Oregon

Program Summary

The Bicycle Transportation Alliance (BTA) is a non-profit organization working to promote bicycle use and improve bicycling conditions throughout the state of Oregon. BTA recently initiated a safe routes to school pilot program in eight schools around Portland.

Classroom Activities

BTA produces a curriculum on pedestrian and bicycle safety and conducts all training sessions, with the help of teachers. Programs include:

- Pedestrian Safety Training for second and third grades. This is a two-day course with one day in the classroom and the second spent walking on streets around the school to put the training into practice.
- Bike Safety Training for fourth or fifth grades. The course includes six hours of in-class instruction and four hours practical, for a total of ten hours. The classroom lessons include:
  - Introduction of bike parts
  - Laws of the road
  - How to fit a bike helmet and bike
  - How to cross an intersection
  - How to ride in the street
  - How to fix a flat tire
- After School Bike Program. The program allows students to further their knowledge and experience of biking through group rides, advanced mechanic training and map reading. Students from any grade may sign up for the program.

Performance Monitoring

As BTA recently launched the walk and bike to school program, they have not yet determined measures to track progress.

Program Measurement

BTA works closely with the school, providing hands-on support to the volunteer school champions. Volunteers are recruited by presenting at events such as back to school night and parent-teacher conferences. Interested parents join a team to assist with the program. The team is lead by a champion, a parent who is already active within the school community.

The Program works closely with city engineers and law enforcement officials to determine traffic improvements that will increase the safety of the pedestrian and biking infrastructure. Police officers have also provided zone enforcement on occasion at various schools.

Funding Sources

The Program is funded by revenue generated from speeding tickets and the following agencies:

- The City of Portland
- Willamette Pedestrian Coalition
- Alliance for Community Traffic Safety

Contact

Robert Ping
Safe Routes to School Program
Director
PO Box 9072
Portland, OR 97207-9072
Telephone: 503.226.0676
Fax: 503.226.0498
Email: info@bta4bikes.org
Website: http://www.bta4bikes.org/index.html

Active & Safe Routes to Schools, Ontario, Canada

Program Summary

The Active & Safe Routes to School (ASRTS) is a program of Green Communities Canada, a national network of community-based non-profit organizations that provides environmental programs and services, with a focus on household and community action. The goals of ASRTS therefore have an environmental focus, although through nine years of experience, they have expanded to include traffic safety and health awareness. Specifically, the goals of the Program include:

- Encouraging healthier lifestyles
- Increasing daily physical activity levels in children and youth
- Decreasing local emissions of greenhouse gases and other pollutants
- Displacing short local vehicle trips to school with active travel trips, creating a culture of walking

- Improving visibility and child safety on neighborhood streets
- Raising awareness about children's health and transportation
- Allowing for greater independence, fun and freedom for children

In 2002, Active & Safe Routes to School launched a three-year pilot project, called "Stepping Out with ASRTS." The pilot tested the efficacy of providing seed funds to community champions to initiate local ASRTS projects in ten Ontario communities. The results of the pilot are detailed in the program measurement section.

Classroom Activities

ASRTS provides resources to assist schools, teachers and parents in implementing a safe routes to school program. With over a thousand schools participating, the Program does not provide hands-on classroom education. Instead, they supply guides and materials for teachers in elementary and high schools to use in educating students about traffic safety, healthy lifestyles and the environment. These resources can be accessed and downloaded from the ASRTS website: http://www.saferoutestoschool.ca/index.php?page=infoforteachers.

Performance Monitoring

As ASRTS focuses on the environmental, health and traffic safety benefits of encouraging children and their parents to walk to school, it measures the impact of the Program with related measures, including:

- Number of schools participating
- Number of children walking to school
- Number of children walking at school through school physical activities
- Reduction of greenhouse gases based on kilometers traveled

With limited funding available, ASRTS is not able to survey the participation rates at each school to measure the Program's effectiveness. Instead, it relies on the school and the community partners to provide data. The Program considers this data to be reasonably accurate, providing a more conservative estimate of walking rates.

Currently, ASRTS is cooperating with programs in England, Australia and the United States to develop a measure to determine the impact of walking to school on reducing greenhouse gases worldwide. The goal is to raise awareness of the importance of walk/bike to school programs, increase the number of programs throughout the world, stress the economic and health benefits and secure dependable funding.

Program Measurement

The ASRTS program started in 1996 with an environmental focus. Learning from the three schools participating in the first years of its inception, the Program changed its perspective to include traffic safety and health awareness issues. The appended issues proved to be a better motivational tool to encourage parent and school involvement as well as support from local agencies and governments. Environmental goals are still a

focus of the program, and especially with the growing interest in climate change in Canada.

Ontario has over 4,000 schools, a quarter of which administer a walk to school program. The Program does not provide practical assistance to school in initiating a program. Instead it provides resources to schools and helps them to enlist the help of community partners who organize and participate in events, classroom activities, funding and traffic improvements. Community partners are local to the school and include:

- School Boards
- Public Health Units
- Municipal Transportation Staff
- Municipal Politicians
- Police
- Funders and sponsors
- International Walk to School (IWALK)
- Media
- Other ASRTS programs
- Organizations with an interest in health, physical activity, safety, sustainable transportation, air quality, climate change

Photo: Green Communities Canada

Stepping out with ASRTS, a three-year pilot program initiated in 2002 to test the effectiveness of supplying seed funds to walk to school programs, provided interesting and successful results. Each community received $30,000 over three years to hire program champions, and was provided all ASRTS resources at no cost and hands-on consulting support. Ten Ontario communities participated, forming local stakeholder committees consisting of school boards, health units, police, municipal transportation staff, local politicians, local NGO, local sponsors, parents and school staff. In all, 510 elementary schools and more than 220,000 students and their parents participated. The pilot received the support of approximately 1,439 volunteers (parents, school administrators, teachers, community partners, etc.) who contributed about 6,819 hours to the project. Community contributions valued at $345,000 cash and $375,000 were in-kind. Based on the number of kilometers walked, approximately 58.69 tones of greenhouse gas emissions were avoided.

Learning from nine years experience and the results of *Stepping out with ASRTS*, the Program lists the following as successful practices:

- Community based approach to implementation
  - Recognize communities have different needs and issues
  - Encourage networking of community initiatives – provide tools to make this easier
  - Make presentations to community partners on behalf of school
  - Community-Based Social Marketing which involved working with local communities to identify issues and barriers, addressing issues and barriers, initiating pilot projects and getting media coverage.
- Provide 'seed funds' to pay a 'local champion'
- Provide adaptable resources at no cost
  - Available electronically for local customization – web site and on CD
  - Curriculum-linked
  - Resources can include IWALK 'how-to' resources, stickers, posters, coloring sheets, Cross Canada walking maps, Walking Wednesday instructions, no Idling at School kit and mapping tools
- Provide a suite of adaptable programs and easy-to-implement curriculum linked program activities
- Initiate the program in small steps
  - Walk to school programs aim to change behavior, a process that usually takes two to three years to break down driving habits. Therefore the program has to be introduced gradually, and marketed every year to encourage participation. Steps to be taken for a new school are:

    1. Launch the program with International Walk to School Day
    2. Monthly walk to school days
    3. Weekly walk to school activities
    4. Walking school buses

- Keep the program fun for participating students
  - The IWALK Club is an example:
  - Schools initiate IWALK Clubs in their school
  - Members can be individual classes, grades or the entire school
  - Students are rewarded every time they travel actively to school with stamps and stickers in their IWALK Club card.
  - Do not forget about students who cannot use active travel to school
- Link the program to children's safety and health issues, injury prevention, child friendly streets – provide guidance on how to do so

- Track measurable results:
  - Kilometers walked, greenhouse gas emissions avoided, reduction in idling vehicles, infrastructure changes, etc.
- Share the successes – through the network and through the media. Media is a key resource, there is no better way to reach out to communities
- Address liability issues:
  - Safety of students is the key issue – if the routes to school are not safe then students should not be walking
  - Promote several strategies to deal with safety issues:
  - Neighborhood Walkabout
  - Parent and Student Safety/Walkability Surveys
  - School assemblies with Police
  - Police and traffic engineers walk routes with families
  - Walking school buses – 1 adult for every 3-4 children
  - Walking Buddies for older students
  - Initially all adults should walk together with children
  - Program materials to specifically address safety issues
  - If parents do not feel comfortable participating then do not force them

Funding Sources

Being an environmental non-profit, securing dependable funding is difficult. ASRTS is currently working to obtain support from ministries in the provincial government to commit funds for at least three years. The Program is limited in its outreach with its present budget.

Stepping Out with Active & Safe Routes to School was funded by the Ontario Trillium Foundation, an agency of the Ministry of Culture, which receives $100 million Canadian annually of government funding generated through Ontario's charity casino initiative. The Foundation allocates grants to eligible charitable and not-for-profit organizations in the arts and culture, environment, human and social services, and sports and recreation sectors.

Program Challenges

ASRTS has experienced success with its community-based approach to launching and maintaining safe routes to schools programs. Though the main challenge faced by the Program is encouraging parents not to drive to school, stressing the importance of exercise and the linkages between physical activity and academic achievement have proven to be compelling reasons for parents to participate. Introducing the program in small steps has also proven successful in changing an automobile dominated lifestyle. In addition to parents, municipal officials also require persuasion. Most do not

recognize the value of pedestrian infrastructure, being more concerned about the impacts of pedestrian improvements on traffic flow.

As with most other programs, securing dependable and adequate funding is difficult. Currently, the program is supporting more schools than can be accommodated on the budget allocated.

Toolkit

ASRTS provides a wealth of information on their website. These resources are supplemented with sizable manuals and helpful tools.

Contact

Jacky Kennedy
Program Manager
57 Douglas Avenue
Toronto, Ontario
M5M 1G4
Telephone: 416.488.7263
Toll Free: 1.877.533.4098
Fax: 416.488.2296
Email: info@saferoutestoschool.ca
Website: http://www.saferoutestoschool.ca/index.php

Sustrans, the Department for Transportation, the Department for Education and Skills United Kingdom

The United Kingdom initiated efforts to encourage walking and biking to school before the United States. The Department for Transport (DfT) as well as several non-profits and schools have instituted safe walk/bike to school programs with a high success rate. These programs have provided education, raised awareness of traffic and pedestrian issues and have implemented traffic improvements. The DfT has produced a toolkit detailing the steps to initiate a program and policy papers on the subject.

Sustrans is a non-profit organization, working on practical projects to encourage people to walk, cycle and use public transport for health, safety and environmental reasons. One of its goals is to provide a safe route to school for every child. It provides training, videos, newsletters, factsheets, teachers packs, resources, advice and networking opportunities. Sustrans holds national and regional events and conferences and works closely with policy makers and the media to raise the profile of school travel issues.

Sustrans provides guidance and resources to help schools obtain funding for their safe routes to schools program. The school applies for funding by writing a School Travel Plan (STP), a document produced in conjunction with the local authority's school travel advisor. It encompasses the issues relevant to journeys to and from the school and includes concerns about safety and health, and proposals for ways to make improvements. It is a means to bring together the ideas and contributions of different

groups of people, including parents, teachers, governors, school officials, local residents, health promotion officers and public transport operators.. Additionally, it is a:

- Reference point for future change
- Way of demonstrating the school's commitment - to parents and to the local authority
- Assurance of continuity if key individuals move on

In September 2003, the Government announced a £50 million budget over two years for Safe Routes to Schools. This money is a joint initiative between the Department for Education and Skills (DfES) and the DfT and will be available to all public schools in England that implement a STP to help fund measures identified in the STP, such as cycle parking, lockers and bus bays. The money will be split into two £20 million packages to provide additional capital funds for schools with approved travel plans, with another £7.5 million for at least two years to support a strengthened network of school travel advisors. Primary schools will receive £3,750 plus £5 per pupil; secondary schools £5,000 plus £5 per pupil.

The website contains guidance in how to write a STP, what it should include and who should be involved, and provides several examples of STPs from schools who have completed the process. The information may be accessed through the following link: http://www.saferoutestoschools.org.uk/index.php?f=travel_plans.htm.

The DfT produced a toolkit that is helpful in dispelling obstacles and fears in establishing a program and can be found at http://www.dft.gov.uk/stellent/groups/dft_susttravel/documents/page/dft_susttravel_023992.pdf. A policy paper on planning practices that can encourage walking and bicycling to school are contained in the report, On the move: by foot – a discussion paper, and can be located at http://www.dft.gov.uk/stellent/groups/dft_localtrans/documents/pdf/dft_localtrans_pdf_022857.pdf.

Sustrans maintains an informative and resourceful website which can be found at the following address: http://www.saferoutestoschools.org.uk/index.php.

Street Smarts, San Jose, California[1]

Program Summary

Street Smarts is a traffic calming program initiated by the City of San José Department of Transportation (DOT), designed to make the streets safer and reduce the number of traffic-related accidents, injuries and deaths. The goal is to have zero fatalities and minimize injuries on city streets by coordinating use of the “3 Es”- Engineering, Enforcement and Education.

[1] Crabill, Linda, City of San Jose Department of Transportation. WesternITE, Journal of District 6 of the Institute of Transportation Engineers. Vol. 59 No. 2, March–April 2005.

Street Smarts addresses traffic problems at the source: In the minds of drivers, pedestrians and cyclists. Its intent is to raise public awareness and discussion about drivers' attitudes and actions on the streets.

San José DOT launched the Program in 2002 with a multiple-year strategy, recognizing that public education campaigns take approximately three years to impact behavior. Outreach is organized according to the following schedule:

- Year One: Raise awareness
- Year Two: Change Attitudes
- Year Three: Change Behaviors

The general target audience for Street Smarts was determined to be drivers, pedestrians and bicyclists of all ages, with a primary target audience being male drivers, ages 18-25. This primary audience was determined based on San José crash data which identified the age and gender of drivers involved in the highest number of crashes.

Street Smarts uses a multi-lingual in approach (English, Spanish, and Vietnamese) and two major components, media and community relations, to influence attitudes and change behavior. The media was used initially to raise community awareness about the issues and the program, followed by a "grass roots" approach to effectively target schools and neighborhoods to influence attitudes and eventually change behavior. A sample poster from their advertising campaign for school zones is displayed below:

Source: Street Smarts

Classroom Activities

Through a $230,000 grant from the California Office of Traffic Safety, the San José DOT started a new element of Street Smarts in January 2005, a school safety education program that teaches children in grades kindergarten through eighth age-appropriate safety principles, such as how to cross the street safely and the proper way to wear a bike helmet and ride a bike. Once a school is scheduled for the program, the Street Smarts instructor reviews the pick-up and drop-off patterns of each school prior to teaching the course, and customizes the presentation to address specific safety issues and challenges at that school. The program is taught to classes and student assemblies

and is expected to be presented to an estimated 50,000 students each year. It is scheduled to reach all San Jose elementary and middle school students over the course of two years.

The classroom activities use a hands-on approach. Children learn about pedestrian and bicycle safety by interacting on a small-scale model of an intersection. The model includes buildings, an intersection and vehicles using the Street Smarts motif to educate children. Once the students have completed the course, they receive an "I Have Street Smarts" sticker and are encouraged to tell their parents and friends what they have learned.

Performance Monitoring

The goal of the Program is to have zero pedestrian and bicycle fatalities and minimize injuries on city streets by coordinating use of the "3 Es"- Engineering, Enforcement and Education. Determining the effectiveness of one component of the "3 Es" is difficult; therefore the measures evaluate their combined effect. The Program measures pedestrian and bicycle injuries and fatalities per thousand people and red light running violations. Since the Program's inception, the injury and fatality rate have decreased, mainly due to the program. A new measure Street Smarts recently developed tracks the number of pedestrian and bicycle injuries and fatalities that take place within a quarter mile radius of the school involving children aged 5 to 14 traveling to and from school.

The Program receives comments from teachers and neighborhood groups on the quality of their programs. Over 90 percent of the teachers whose students have received pedestrian and bicycle safety training have rated the Program good or excellent.

Program Measurement

Street Smarts has proven successful in reducing injuries and fatalities and raising awareness of driver behavior. To date, over 180 schools are participating in the program and 16 neighborhoods have adopted Street Smarts.

Corporate sponsorships and regional partnerships have also helped to procure community support for the program throughout the broader San Francisco Bay Area region. Communities outside of San Jose who are interested in adopting the Street Smarts model receive a kit of teaching and advocacy materials and templates of advertising campaigns and posters that may be re-branded with the City's logo. The kit can be purchased for $2,500, a fee that pays for graphic designers to modify the templates to the particular city. Communities that have or are in the process of adopting the Street Smarts model are: Napa, San Ramon, Contra Costa County, Davis, Santa Rosa, Cupertino and Danville. The Street Smarts coordinator provides a limited amount of assistance to these communities to produce an implementation plan and garner support from their municipalities.

The success of the program can most visibly seen by the numerous awards it has received. These include:

- Tranny Award - presented to the City of San Jose Street Smarts Program from the California Transportation Foundation in May 2004. The award is for excellence in the area of community awareness in the field of transportation.
- 2004 Pedestrian Project Award - the top award in the U.S. for Safety from the Institute for Transportation Engineers (ITE) and the Partnership for a Walkable America, with the Robert Wood Johnson Foundation to the City of San Jose Street Smarts Program. Received July 2004.
- Award of Excellence - in the category of Marketing (Population Group 470,000-1,400,000), given by the City-County Communications and Marketing Association (3CMA) to the City of San Jose Street Smarts Program. This national awards competition - one of the most prestigious in the U.S. for public sector programs - was created to encourage city and county employees to produce top-notch marketing and communications programs for their citizens. Received September 2004.
- Award of Distinction - in the category of Public Safety, presented to the City of San Jose Street Smarts Program by the California Association of Public Information Officials (CAPIO). This statewide awards competition recognizes public sector programs and services from throughout California. Received April 2005.
- WesternITE Editorial Award - presented to the City of San Jose from the Institute of Transportation Engineers (District 6) for the paper titled, "San Jose Gets Street Smarts," published on the cover of the April 2005 issue of WesternITE Magazine. Received July 2005.
- Currently being considered as a finalist for the Crown Communities Award from the American Cities and Counties Magazine

Funding Sources

Street Smarts was developed with the assistance of traffic safety professionals and other community stakeholders, including the San Jose Police Department, the American Automobile Association (AAA), Walk San Jose, the Metropolitan Transportation Commission, the San Jose Unified School District, the Valley Transportation Agency, the California Highway Patrol, Caltrans, the Santa Clara County Traffic Safe Communities Network, the City of San Jose Bicycle and Pedestrian Advisory Committee, Safe Moves, Inc., and the cities of San Francisco and Santa Clara.

The program received a $230,000 grant from the California Office of Traffic Safety to launch the school safety education program.

Program Challenges

Funding is the main challenge for the Program. The first year, Street Smarts received $1 million to initiate the program, develop teaching and advocacy materials and promote the program through various media resources. The second year, the Program received $250,000 and even less the third year. With 170 schools in San Jose in addition to the City's neighborhoods, it is difficult to perform adequate outreach with the funding available.

Toolkit

The Street Smarts website provides a link to their campaign presentation that includes several public awareness posters. The presentation is located at the following address: http://www.getstreetsmarts.org/pdfs/dot_cc.pdf. To purchase the Street Smarts Kit, contact Linda Crabill.

Contact

Linda Crabill
Community Relations Manager
City of San Jose Department of Transportation
200 E. Santa Clara Street
San Jose, CA 95113
Telephone: 408.975.3238
Email: linda.crabill@sanjoseca.gov
Website: www.GetStreetSmarts.org

Links to Other Safe Routes to Schools Resources

- *Safe Routes to School*, National Highway and Safety Administration. http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/toc.html.
- Walk and Bike to School. http://www.walktoschool.org/index.cfm. Existing programs guide: http://www.walktoschool.org/srts-existing/index.cfm.
- International Walk to School. http://www.iwalktoschool.org/index.htm. International Walk to School Day Award Applicants: http://www.iwalktoschool.org/award_app_list.cfm (provides a good summary of programs at individual schools in the US and worldwide).
- International Home Zones (traffic calming schemes) http://www.homezones.org/index.html.
- *Can't Get There From Here: The Declining Independent Mobility of California's Children and Youth*, Transportation and Land Use Coalition (TALC) http://www.transcoalition.org/reports/kids/kids_home.html.

Recommendations

The Marin County Safe Routes to Schools program has proven to be an effective model for reducing single passenger travel to local schools. This change in travel behavior has far reaching benefits for the community from reducing congestion and increasing safety to promoting a healthy lifestyle and a more sustainable future. The program has reduced the share of total chauffeured trips between school and home, from 49 percent in the 2004-05 school year to 30 percent currently, amounting to a 19 percent decline. Non-motorized trips (walking and biking) accounted for only 25 percent of all trips in the in 2004-05, but increased to 32 percent in the current year. Likewise, the percentage of children arriving to school by carpools increased 5 percent in that same period.

In order to strengthen the relevance and long-term impacts of Safe Routes to Schools, the program is constantly evolving and developing new curriculum and ideas. Extended trainings, ongoing partnerships, team leader and school recruitment, new and increased funding sources, and the addition of the crossing guard program have allowed SR2S to expand its outreach while at the same time fortify its core elements. A national model for other established and emerging Safe Routes to Schools programs, and the first to have dedicated, long-term funding, Marin County's program will continue to be a leader for years to come.

With success and leadership comes a host of new and ongoing challenges. Initial reductions in driving alone must be matched by on-going and continual changes in travel behavior. The following recommendations are intended to improve the effectiveness of the program based on lessons learnt from parent survey and peer review findings as well as implement measures to ensure program sustainability.

Lessons Learned from Parent Surveys and Best Practices Review

The parent survey results and the best practices review provide valuable information on how to increase participation in SR2S activities. These lessons are detailed below.

- **Provide hands-on assistance to parents in organizing alternative modes to school that is tailored to each school**. As comments from survey respondents revealed, most parents do not have the time to organize carpools, bike-pools, or walk-pools for their child, especially if they have three children to drop off at school before going to work. They are more likely to participate if these alternative options were already organized by someone else. Team leaders at each school are a possible solution, being able to completely dedicate their energies to targeting drive alone cars and marketing activities. Their responsibilities may include matching parents living in close proximity to each other to form a carpool. Additionally, they can help organize bike- or walk-pools by recruiting parent or teacher volunteers.

- **Tailor the program to the needs of the community**. The Team Leader is also able to tailor the SR2S program based on the needs of the school community. While it already offers a degree of flexibility, Marin County's program could be more open to the unique needs of individual schools and neighborhoods, including establishing performance measures that are tailored to the needs of local communities. The parent survey results show a significant variation in activity participation based on grade level and geographic location. Children in sixth to eighth grades had the highest walk, bike and transit rates of the grade levels, having the maturity to negotiate traffic conditions and transit. Activities that reduce the ambiguity of riding transit and biking tips are therefore appropriate in their SR2S curriculum whereas walking and beginner bike training may be best for those in kindergarten to third grades. By geographic area, South Marin had over 30 percent of students walking to school, higher than all other modes in the South and all other geographic areas. Therefore, coordinating more walk-pools would be more appropriate there as opposed to North Marin, which could benefit from more carpool matching.

- **Target newsletters to the audience** - Although parent surveys show that newsletters are an effective means of communicating with the Safe Routes to Schools program, the expense of producing hard copy newsletters does not justify frequent publication of lengthy documents that require significant effort for parents to get through. To maximize cost effectiveness while continuing to involve as many parents as possible, a monthly electronic newsletter should be developed. This newsletter would be focused on team leaders and task force members, but could be made available to all parents and participants with computer access. These monthly updates could be made available through the TAM website, as well as a summary of important upcoming events and other

information that should be communicated through that central site. To keep parents "in the know" regardless of whether they have access to the Internet, a semi-annual newsletter should be distributed widely, though the school distribution networks. This newsletter should be made available in both English and Spanish and should maintain a high degree of layout and graphic quality to encourage parents to read it. Regular e-mail updates and reminders to view the e-newsletter could be sent to any parent who provides an e-mail address.

- **Provide more "eyes on the street."** As a large majority of respondents were willing to allow their children to walk or bike to school if accompanied by other parents or children, safety is an important factor in the decision to participate in SR2S activities. Organizing more walking and biking pools provides safety in numbers as students are supervised by another adult or student.

  Kidswalk in Atlanta encourages senior members of some low-income communities to watch over children as they walk to school each morning. This is a good way to provide "eyes on the street" and make walking to school a neighborhood activity. These along with walking school buses have encouraged parents in these communities to allow their children to walk to school. This may be a solution in apartment complexes and other areas with some density. The parent survey showed that police presence was a key to mode shift. With the participation of law enforcement, crossing guards and added older student and parent volunteers, parents will become more comfortable with allowing their students to travel independently to school.

- **Strengthen connections with local governments.** Programs with strong ties to municipal governments, especially public works departments and transportation agencies are essential in planning streets and roads projects in the vicinity of school districts. The survey results clearly show that the principal reason parents do not allow their children to walk to bike to school is the dangerous traffic conditions on the route to school. With stronger connections to planning departments and implementable plans, infrastructure projects are more likely to be considered or executed. Funds from Measure A, the Marin County Transportation Sales Tax Expenditure Plan, can be used to implement infrastructure projects. An outline on how to make effective use of Measure A funds is provided in the appendix.

Appendix A: Schools of Respondent's Children

Responses from Participating Schools

1. Bel Aire School (11 responses)
2. Brookside Upper and Lower (71 responses)
3. Del Mar Middle School (17 responses)
4. Dixie Elementary (52 responses)
5. Drake High School (7 responses)
6. Edna Maguire school (22 responses)
7. Gallinas (2 responses)
8. Glenwood (3 responses)
9. Hall Middle School (3 responses)
10. Hill Middle School (40 responses)
11. Laurel Dell (7 responses)
12. Lu Sutton (7 responses)
13. Lynwood Elementary (66 responses)
14. Manor (11 responses)
15. Marin Montessori (1 response)
16. Mary E. Silveira Elementary (4 responses)
17. Mill Valley Middle (8 responses)
18. Miller Creek (9 responses)
19. Montessori de Terra Linda (1 response)
20. Olive (2 responses)
21. Pleasant Valley (9 responses)
22. Rancho Elementary (9 responses)
23. Redwood (2 responses)
24. Reed Elementary (8 responses)
25. Ross School (18 responses)
26. San Ramon (2 responses)
27. Sun Valley Elementary (7 responses)
28. Vallecito Elementary (3 responses)
29. Wade Thomas Elementary (38 responses)
30. White Hill Middle (13 responses)

Responses from Non-Participating Schools

1. Belvedere Nursery School (2 responses)
2. Coleman School (1 response)
3. Davidson Middle School (2 responses)
4. First Friends Montessori (1 response)
5. Good Sheppard Lutheran (3 responses)
6. Jewish Community Center (2 responses)
7. Little Arrows (1 response)

8. Marin Academy (2 responses)
9. Marin Country Day School (3 responses)
10. Marin Catholic (1 response)
11. Marin Formative (1 response)
12. Marin Oaks (1 response)
13. Novato High School (10 responses)
14. Ross Valley Pre School (1 response)
15. San Anselmo Pre School (2 responses)
16. San Domenico High School (2 responses)
17. San Jose Middle School (5 responses)
18. San Marin (2 responses)
19. Sinaloa Middle School (3 responses)
20. Terra Linda High School (5 responses)

Appendix B: Respondent's Comments by School

School	Comment
Waking Comments	
Dixie, JCC	For us is it about safety from cars and from strangers, so the best case would be to have a known group going from our neighborhood to school. A couple of times last year there was a group that congregated near our house in Lucas Valley Estates (Idylberry at Fire road) and walked to school. A good idea that should be set up for like once a week for starters
Dixie	You need to get groups of kids walking together with an adult volunteer and provide safe sidewalks and well lit routes and police presence. Most parents are concerned about kidnappings when elementary school children are unescorted. Perhaps school buses could be replaced with screened adults who want some morning exercise and are willing to walk the routes kids take to school. Even retired people could join in for the exercise. Dixie could announce who these people were and draw maps of their walking routes to school. If they started early enough so parents could leave for work, kids could look for the group walking by and join them and parents could go off to work. The school would have to provide a play area (gym) until school started and the walking adult escort could stay until classes began. Suggested ratio of one adult to ten kids. A small stipend for the adult to make it worth their while.
Dixie, Miller Creek	Live off a street (Canyon Oak Drive)with no sidewalks. Can take a walking path to school (old Lucas Valley Road)(DIXIE) but no way to safely cross the street Lucas Valley Road. No stoplights at street where you turn off Lucas Valley to DIXIE school. Lucas Valley Road VERY busy street. Unsafe to have child bike by self.
Edna Maguire	No sidewalk on Kipling between Seaver and E. Blithedale. Also, none of the curbs in out neighborhood have been modified to be bicycle, wheelchair friendly.
Hill	Build sidewalks and have guard rails in the stretch of Indian Valley Rd. that ends in Margaret-Todd Sr. Center. Education/volunteers/newsletters/anything is useless unless kids and pedestrians in general have a safe place to walk in every area around the school.

School	Comment
Hill	Maybe more children walking in groups. More education about the importance of walking to improve health. HS students walking instead of driving for those that live close by. Most important is to slow down when you're near a school where children are walking.
Hill	The weight of the books carried in backpack while riding a bike or even walking plays a role in why so many kids are driving to school. Some of the schools have purchased duplicate sets of texts so they don't travel back & forth with them
Lynwood	I would like you to put signs that say 'Slow Down' or 'Stop, Children Walking'
Miller Creek, Dixie	I live two blocks from Silveira but am in the 'Dixie' area (which is 2.5 miles away). Maybe someone should look at the way the district is split up to encourage more walking/biking.
Edna Maguire	We walk in Scott Valley from Etan Way across Vasco and there is one blind corner there where cars race, especially in the morning. Another stop sign? Otherwise, I hesitate to let my children cross by themselves.
Ross	There needs to be sidewalks on Sir Frances Drake Blvd in Ross
Ross	We live on Laurel grove in Ross, there is no safe route to school because there are no sidewalks separate from the street, traffic moves too fast.
Vallecito Elementary	The school is located on one of the busiest streets in San Rafael. It is too scary to let them ride to school alone and too long distance to walk.
Wade Thomas	There is a need for a cross paths on Ross Avenue
Traffic Safety/Congestion Comments	
Bel Aire, White Hill	Tib. Blvd. and Reed Ranch Road are unsafe. No sidewalks and cars/trucks travel too fast and unsafely.
Brookside – Upper and Lower	A crossing guard at San Francisco Blvd. & Sir Francis Drake is desperately needed.
Brookside – Lower	Have a person helping kids in and out of the cars at the school parking lot so cars don't pile up at drop off.
Brookside – Upper	Cars are still driving too fast on Butterfield
Del Mar, Bel Aire	More sidewalks, crossing light at Reed Ranch Road and Tiburon Blvd., parent participation
Del Mar, Bel Aire	The junction at Karen Way and Blackfield Drive is a concern. I have seen teachers, parents and other residents either speed or fail to stop at the stop sign.
Del Mar	I would like to see parent volunteers as crossing guards at busy intersections. I would volunteer regularly. I would also like to see more reminders from local

School	Comment
	government to drivers to slow down and watch for kids.
Dixie, Mary Silveira	I am concerned about the dangerous traffic around my children's schools. Many of the parents who drive to school drive in very dangerous ways--ignoring children in cross walks, speeding, etc. I would like to see more frequent sheriff presence near the school during drop off and pick up and more education of parents who drive to school.
Dixie	There's only one crosswalk within the school zone. There needs to be another crosswalk at the east end of the school zone at Mt. Lassen Drive.
Dixie, Miller Creek	Crossing guards at Lucas Valley/Las Gallinas and Mt. Shasta/Idylberry
Brookside – Upper, Drake	Concerns re: Brookside: Traffic travels too fast on Butterfield Road, especially on curves where only a fog line separates the traffic lane from the shoulder where bikes travel and cars tend to hug the inside of the curve. Brookside Upper: the school prohibits students from riding bikes on Green Valley in spite of the California Vehicle Code which clearly gives bicycles the same rights to the road as cars, creating a disincentive for bike riding and contradicting in practice much of what Safe Routes advocates. Concerns re: Drake HS: Although the Town has designated some bike routes on residential streets behind the school, the lack of bike lanes on Sir Francis Drake makes bike travel to places like the Community Center, Memorial Park, and the Hub for after-school activities either circuitous and inconvenient or difficult and dangerous.
Edna Maguire, Mill Valley Middle	We live on Lomita Drive in Mill Valley. It is frightening to see the speed that parents drive on our street when dropping off their children
Brookside – Upper	I think we need a crossing guard on SFD Blvd. at the light that crosses Butterfield. We really need a better bike path, cones or some sort of protective divider. I think Green Valley should be closed off to cars completely in the AM and PM. School drop off should be on Butterfield.
School Bus and Public Transit Comments	
Brookside	A traditional, dedicated school bus which makes stops in neighborhoods would make it more convenient for more families to chose the bus instead of driving.
Brookside – Upper and Lower	Golden Gate Transit is too unreliable.
Brookside – Lower	We'd be willing to pay for a yellow bus to pick up/drop

School	Comment
	off the kids at school. This would dramatically decrease the number of drivers taking their kids to school.
Brookside – Lower	Bike route is not clear or safe from Fairfax to Brookside
Brookside – Upper	The safe routes program has been useful in reducing congestion around the school. The bus is excellent. Although I know many families that are driving now because of the increase in price. It used to be $100 and now it's $325. Keep promoting healthy alternatives to driving. The new sidewalks are great. Thanks.
Dixie	The driver makes ALL the difference! The kids 'want' to be on her bus and they enjoy the time with their friends. It would be less expensive for us to drive to school - but this was our child's choice, both for the environment, and the 'be there (on the bus) or be square' social aspect.
Hill, Lynwood	I think more people would take the bus if it wasn't so expensive and was more convenient.
Biking Comments	
Brookside – Lower	My son really wants ride his bike to school but the traffic in the AM from Fairfax to Brookside is very heavy & aggressive.
Brookside – Upper and Lower	Butterfield bike path is not safe, especially between Sir Francis Drake and BSL. I've also seen many near accidents on Butterfield just outside Brookside Upper. I believe the bike path urgently needs widening and work; we need more signs and other ways to educate drivers about the school route.
Brookside – Upper and Lower	The shoulder of the bike path is too narrow so the kids get too close to the traffic.
Edna Maguire	The bike path is great but many people have to ride or walk on the streets to get to it. The streets have so many cars - even cars with speeding mothers dropping off kids. We need lanes for bikes and sidewalks for walking.
Hill	Educate children about riding 'correctly' in bike lanes and/or sidewalks (water for pedestrians etc). More police presence. Ticket children who not wearing bike helmets. You don't ticket them they will continue to ride w/out helmets and not be safe.
Manor	Manor School needs a bike path along Oak Manor Drive. It is a very busy road at school drop-off and pick-up times.
Mary Silveira	The main obstacle is unsafe intersection at Marinwood Avenue and Miller Creek Road, and NO BIKES lanes yet established from there to school. Many kids in Casa

School	Comment
	Marinwood complex would LOVE to bike and walk to school, but need adult supervision the whole way since the above safe crossing and bike paths are not yet established. As soon as they are, we will see kids riding to school!
Sun Valley	We need a fluid bike path/lane all the way to school, and the master plan has it currently stopping 1 block away from the school! We also need a crossing guard at Racquet Club & Fifth Streets.
Brookside – Upper	Butterfield does not have ample bike lanes and cars drive fast and in the morning the sun often blinds drivers. I let our girls bike when I can accompany.
Wade Thomas	I would love to be able to let my daughter bike to school without me on occasion however I think the streets around Wade Thomas are very unsafe. no sidewalks. blind corners. narrow streets it is a recipe for disaster. Wish there was a way we could use certain routes only for thru bike travel.... not sure if that is possible however.
Wade Thomas	Safe routes to school has been great. My daughter won her school contest and now has a reliable bike to ride to school in good weather. As she will be entering 6th grade next year, I would love to see some type of organized group ride picking kids up from San Anselmo through Fairfax to White Hill. The concern is the time the student would ride along Broadway in Fairfax and crossing Sir Francis Drake. I believe a group ride would be much safer for all.
None given	How about bike pools with an adult supervising?
None given	Manor School has an active/successful program. Incentives work. Perhaps kids that ride the most miles could log them and go on a special field trip. We live quite far and yet our participation is rated the same as those that bike less distance. I think Safe Routes should concentrate on High School students and parents. The school with the highest biking could get special states recognition and financial rewards.
Carpool Comments	
Brookside – Lower	I don't think our school has done much to promote Safe Routes. A carpool network organization by general neighborhood would be great if there were a place to sign up in the office or classrooms.
Brookside – Upper and Lower	I'm impressed with all the local efforts by Safe Routes, particularly in Butterfield! We are way up on a hill and have carpooled with our neighbors who have the same start (early/late bird) schedule. It came about only after a

School	Comment
	lot of effort by me and 1 other neighbor and it seemed like no one wanted to organize it
Dixie	We do not use the bus as it gets quite expensive for two children. Carpooling is a cheaper and more efficient way. We would like to see more encouragement for parents to carpool!
Dixie, Miller Creek	A carpool team for each school which takes names at the school loops for carpool sign-up and coordinates carpools.
Dixie	I'm not aware of that much going on around Safe Routes to School at Dixie, except 'Bike to School and Walk to School' Days/Week Pick-up at the end of the day is easier for coordinating carpools. In general, mornings are hectic and even though our next door neighbors have grade school kids and we each offer to take each others kids, it has been challenging to coordinate schedules.
Pleasant Valley	At P.V. 300 kids need to be dropped off and picked up in about 15 minutes. Allow kids to come earlier and play w/supervision and possibly stagger better after school times might work. Carpool could be easier if I had more time for dropping off earlier. We are always trying to rush in the 15 min. drop time so older kids cannot stay and get work done in the library for 30-45 min. or organized sports after school.
Sun Valley	We used the bus in K, but stopped in 1st grade because bus was unreliable, resulted in lateness-both in AM and PM and required an extra 1/2 hour each way that we did not have. We are now in a carpool that we put together w/our neighbors unrelated to SRTS efforts. There have been no SRTS efforts to coordinate carpools and all kids are picked up individually.
Sun Valley	We live approx. 2.5 miles form school so walking or biking is unrealistic. However, we are now carpooling w/our next door neighbor so there is one less car at school in the AM. Perhaps focusing carpool education and info on those who live a certain distance away, while focusing the walking & riding oh those closer would be more effective. Note: Some parents (myself included) really like accompanying their kids to school in order to touch base w/their teacher, office & other parents. Not quite sure how to get around that issue.
None given	Organize neighborhood carpools. Parents don't take the time to do this. I will think about getting in a carpool.

Appendix C: Ensuring Program Sustainability with Measure A

Safe Routes to Schools has been operating successfully in Marin County for five years, using a model of grassroots leadership at the school level with extensive county support provided by the Marin County Bicycle Coalition and Parisi and Associates, acting as consultants for the Transportation Authority of Marin. With the passage of Measure A, Marin has the opportunity to create a long-term, sustainable program that is integrated into the school culture and into city and county activities.

In order to accomplish this, ownership of the program has to be adopted at the community level, preferably with the organization centered on School Districts. This will accomplished through the establishment of various Safe Routes to Schools Task Forces. These Task Forces will diversify the participation to include more school, city and county partners. It will be a system where participation and success are rewarded, through physical improvements, crossing guards, and other support that TAM can provide.

The list below outlines three components that contribute to the implementation of the Marin Safe Routes to Schools Program: Task Forces, Education Program and TAM Support. Within each category, the stakeholders and their proposed responsibilities are identified. This outline has been developed as a tool to help direct how the Marin Safe Routes to Schools Program will become sustainable over the 20-year-life of Measure A sales tax funds.

- **Task Forces**. TAM consultants will assist school districts, cities and towns in developing Task Forces, formed largely along School District geographic boundaries. Task Forces will include:
    - All elementary, middle, and high schools within geographic boundaries
    - All private schools within the boundaries
    - All cities and the county territories within the boundaries

    Schools, city officials and health department representatives are invited to participate. Participants from each group include:
    - Schools:
        - School Board members
        - District representative
        - School team leaders and other parents
        - Students
        - Other school staff including principals and teachers
    - City and/or County/State,
        - Elected officials
        - Public Works Department

        - Law Enforcement
        - Marin County Transit District
        - Caltrans (where applicable)
    - Health
        - School Nurses
        - County Health Department
        - Local hospital representatives
    - Other
        - Neighborhood residents
        - Local businesses
        - Walk/bike groups

- **Tasks**. The tasks are centered around the program elements of Evaluation, Engineering, Enforcement, Encouragement and Education. The tasks associated with each element are listed below with many occurring concurrently.

    - Evaluation
        - TAM provides evaluation guidelines and forms
        - Task Force sets goals and objectives within TAM parameters
        - Task Force chooses measurement tools to achieve goals and objectives
        - Task Force gathers baseline data and year-end data
    - Engineering
        - TAM provides engineering program guidelines
        - Task Force identifies all major routes to schools
        - Task Force walks/bikes the routes and identifies safety barriers
        - Task Force conducts Walkabout with TAM consulting engineer and invites City and/or County staff
        - Product: A Safe Routes to Schools Route Improvement Plan which is adopted by the City Council and/or County
    - Enforcement
        - TAM provides enforcement program guidelines
        - Task Force identifies enforcement issues and strategies
        - Product: A Safe Routes to Schools Enforcement Plan incorporating some or all of the following:
            - Police presence
            - Enforcement aids (i.e. radar trailers)
            - Driver safety campaigns
            - Crossing Guard locations
            - Student Safety Patrol
            - Diversion programs such as Street Skills classes
        - Purchase: Street Smarts kit
    - Encouragement
        - TAM provides encouragement program guidelines
        - Task Force chooses events and activities to implement (this can be modified by individual schools).

- Product: A Safe Routes to Schools Encouragement Plan that includes some or all of the following:
  - Walk and Roll to School Days
  - SchoolPool
  - Contests
  - Activities
  - Promotion Strategy
- School Teams
  - Each school forms a Safe Routes to Schools team of volunteers, with a Team Leader, officially affiliated through the school via the PTA, Site Council, or Wellness Council
  - Student involvement occurs through the Leadership Council, SR2S clubs and/or classroom activities
  - School Team is responsible for organizing events and activities, promoting the program on site and identifying walk/bike routes and the safety barriers

o Education. Education will be catered toward the grade level of the student. For example, the SR2S curriculum for elementary school students will focus on walking but will also incorporate biking techniques and safety for beginners. Middle school students will be given intermediate level bike education and will be introduced to transit. A complete transportation education curriculum proposed by TAM consultants is listed below by school level. School districts can adopt all or some of the TAM curriculum, provide teachers to be trained and/or schedule TAM expert instructors for classroom lessons.

- Elementary School
  - Walking – Crossing the Street
  - Beginning Biking
  - Benefits of Transportation Modes
- Middle School
  - Intermediate Biking
  - Beginning Transit
  - Benefits of Transportation Modes
- High School
  - Advanced Biking
  - Advanced Transit
  - History of Transportation
  - Community Planning
  - Share the Road
  - Benefits of Transportation Modes

Special activities are also incorporated into the curriculum with school assemblies, field trips and Safe Routes to Schools Clubs. For the entire curriculum, TAM consultants will provide:

- Expert instructors
- Special classes and assemblies
- Materials and equipment
- Training
- Lesson plans
- Evaluation materials for students

- Funding for the elements above can be acquired through incorporating the engineering plan into the CIP and adopting the Bicycle and Pedestrian Master Plan. After a funding plan for implementation has been developed, applications for funding can be submitted. A key piece in getting continual funding is to update and monitor plans yearly. Specifically, the following should occur:
  - Evaluate the program
  - Monitor implementation of engineering
  - Recruit volunteers every year
  - Modify encouragement and enforcement programs
  - Continue meeting periodically throughout the year

- **TAM Support**. For the entire program, TAM consultants will provide support in the following areas:
  - Task Force
    - Facilitation and other staff needs
    - Training
    - Engineering consulting
    - Guidebooks
    - Driver's safety campaign materials
  - School Support
    - Training and support for volunteers
    - Training and support for teachers
    - Expert instructors
    - Guidebooks
    - Transportation lesson plans
    - Neighborhood Directory guidance
  - Promotion
    - Media promotion
    - Banners, posters, flyers, and forms
    - Countywide activities/contests
    - Partnerships with other organizations
    - Safe Routes to School Newsletters (print and email)
    - Sample articles for School Newsletters
    - Website
  - Prizes and rewards