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September 22, 2005

TO: Transportation Authority of Marin Commissioners

FROM: Dianne Steinhauser, Executive Director

RE: The Safe Routes to School program – Agenda Item 8

Executive Summary

The Marin County Safe Routes to School program (SR2S) consultant team will provide a brief presentation summarizing activities of the 2004-05 program and providing information on the activities planned for the 2005-06 program.

In June 2005, TAM awarded a contract for the management and implementation of the Marin County Safe Routes to School (SR2S) program to Parisi Associates. The Parisi SR2S team includes subconsultants Nelson\Nygaard, Alta Planning and Design and the Marin County Bicycle Coalition. The TAM SR2S program is a continuation of the SR2S program that was funded by the Bay Area Air Quality District and that ended in July 2005.

The contract scope provides continued implementation of the SR2S program at schools currently participating in the program and outreach for participation in the program to all eligible schools in Marin County. The scope also includes development of Safe Routes to School Plans for participating schools. The Plans will provide recommendations for capital improvements and input to the Safe Pathways to School program.

The Attachment is posted on the TAM website with the September 22, 2005 packet at <http://www.tam.ca.gov/meetings.htm>

Attachment:
Safe Routes to School Program (TAM Board only)



Safe Routes to Schools Program Evaluation

2004-2005

August 2005

A program funded by the Bay Area Air Quality Management District and administered by the County of Marin on behalf of the Transportation Authority of Marin and the County, Cities and Towns of Marin

Department of Public Works
County of Marin



Nelson | Nygaard
consulting associates

With
Marin County Bicycle Coalition
David Parisi Associates

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EXECUTIVE SUMMARY

The Marin County Safe Routes to Schools program began in 2000 as local parents volunteered and partnered with bicycle and pedestrian advocates to find ways to encourage students to bike and walk to school. Their mission was to relieve congestion around schools, create a healthy lifestyle for children and to enhance the sense of community in their neighborhoods. What began as a small pilot project in just a few schools has grown to one of the largest Safe Routes programs in the Country. In January 2003, Safe Routes to Schools became a program of Marin County's Department of Public Works funded through a grant provided by the Bay Area Air Quality Management District.

While continuing to expand and evolve, the program remains focused on the goals of promoting healthier lifestyles and reducing congestion while also improving air quality, enhancing the environment, and creating safer, calmer streets and neighborhoods. To integrate these goals into school culture and daily life, the program consists of five mutually reinforcing elements (the five "E's"), which are described in more detail in this report:

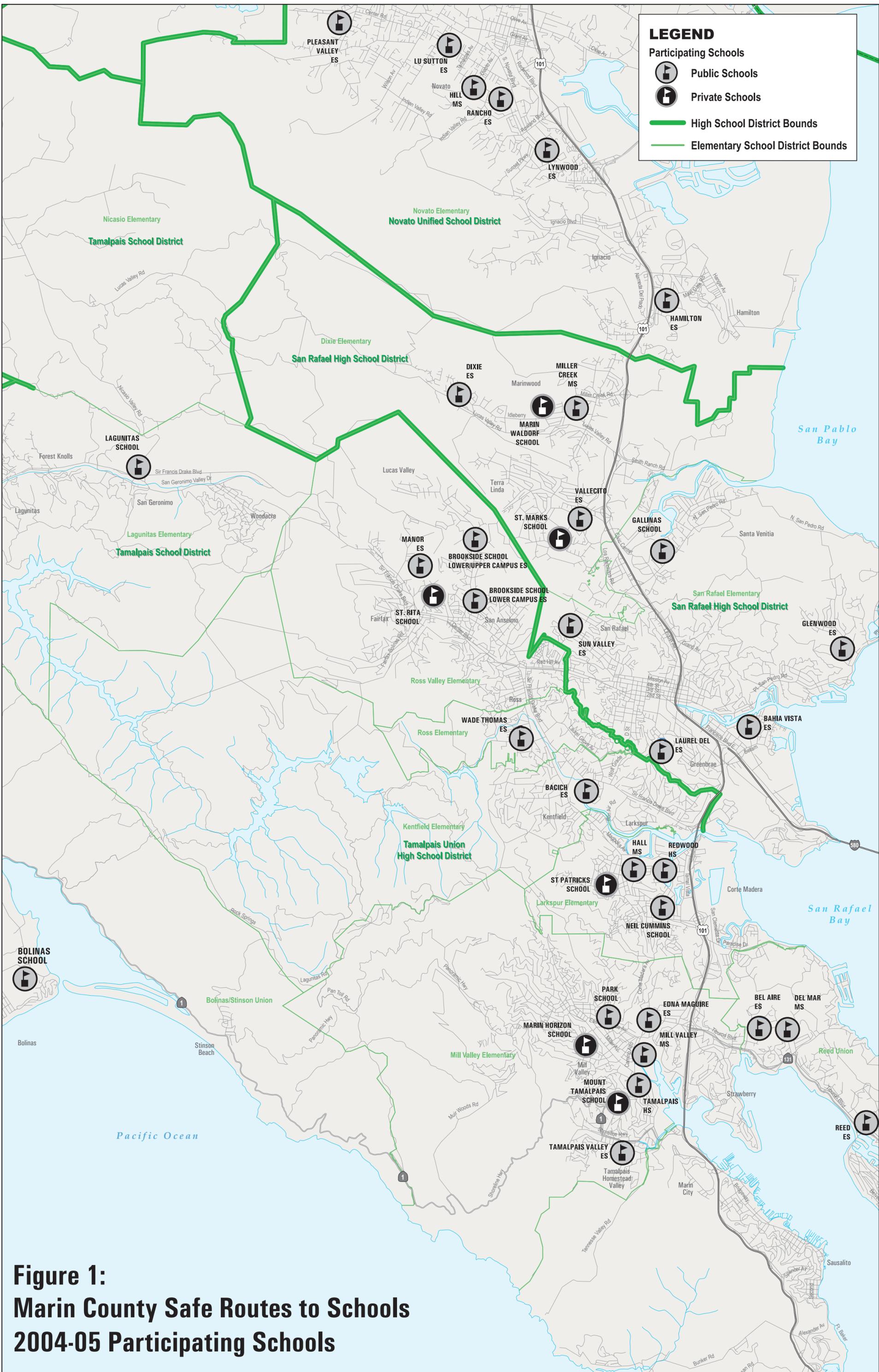
- Education, including classroom lessons taught by professional educators, linked to the broader curriculum by grade level.
- Engineering support and grantsmanship, working with cities and towns and the County, coordinated with parent and community volunteers, to design safer pathways and find funding for engineering projects around schools.
- Encouragement, in the form of contests and events in which the entire school and community can participate.
- Enforcement, working with local officials at all levels, including law enforcement to create a safe environment on the path to school.

- Evaluation, so that Safe Routes may develop long-term strategies and effective, comprehensive programs for each participating school, define and mark progress, and to maintain high expectations.

This year the Marin County Safe Routes to Schools program served a record number of schools and students. A total of 37 schools, representing over 16,000 students participated in the program. Figure 1 shows the schools that participated in Safe Routes during the 2004-05 school year. The results prove the continued success of the Safe Routes program and its positive effect on the County:

- **“Chauffeured trips” or single student trips dropped by 13%** among schools participating in the Safe Routes program. This translates into over 4250 one-way trips saved every day through the Safe Routes program.
- **For the fifth straight year in a row, biking and walking modes continue to grow**, with walking trips increasing from 14% to 20% of the total and biking trips increasing from 7% to 9% over the course of the year. The number of students carpooling to school also went up, to 22% of mode share, after having started the year at the highest level (17%) since 2001.
- **The shift away from single-student driving translates into a reduction of nearly 2.6 million vehicle miles traveled.** Fewer VMT relates directly to the reduction of pollutants that accelerate climate change and endanger public health.

While the program has enjoyed continuing success, there is room to improve in several areas, and the potential for refinement remains high. This report outlines a number of changes that are encouraged for future program years, and identifies many of the remaining barriers to even greater success. The opportunity for developing long term success through Safe Routes to Schools was enhanced in November 2004 when voters passed Measure A, a half-cent tax for transportation projects in Marin County. The tax provides an on-going revenue source for Safe Routes and enhances the program with crossing guard, school transit and Safe Pathways capital funding. Safe Routes to Schools will become a program of the Transportation Authority of Marin as a result of this new funding source with funding for the next 20 years.



**Figure 1:
Marin County Safe Routes to Schools
2004-05 Participating Schools**

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 37 schools and over 16,200 students participating Countywide.

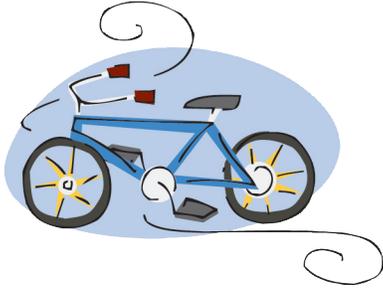
The Program's goal is to increase the number of non-motorized (walk and bike) and higher occupancy (carpool and transit) trips to schools, in order to:

- Reduce traffic congestion around schools
- Increase physical activity for children and youth;
- Foster a healthier lifestyle for the whole family;
- Create streets and neighborhoods that encourage the use of alternative modes; and
- Improve air quality and a cleaner environment.

In January 2004, Safe Routes to Schools became a program administered by the Marin County Public Works Department and funded by the Bay Area Air Quality Management District (BAAQMD). Since 2003, the program has been managed by Nelson \ Nygaard Consulting Associates, providing management assistance and an independent assessment of the program. The educational component of the program is implemented by the Marin County Bicycle Coalition, which provides both educational and special event programming in the schools and coordinates all school activities. David Parisi and Associates provide traffic engineering expertise to the program, and coordinate with local public works officials.

In July, 2005, this Countywide program will become a project of the Transportation Authority of Marin, with on-going funding available through the Measure A sales tax. Measure A will provide dedicated funding to the Safe Routes program as well as complementary transportation projects.





Program Elements

Marin County's Safe Routes to Schools program integrates health, fitness, traffic relief, environmental awareness and safety under one program. The Program consists of four key components – education, engineering, encouragement and enforcement – which are described below. A fifth "E" – evaluation – is also an important tool used to strengthen existing programs and facilitate long-term goal setting. 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.

- **Education** – Classroom lessons teach children the skills necessary to navigate through busy streets and persuade them to be active participants in the program. A Safe Routes Instructor has 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 professional 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. This plan also includes enforcement enhancements and outreach to drivers through driver safety campaigns.
- **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 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.

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

Classroom Education and Programs

The Marin County Safe Routes to Schools program is designed to be more than an “add-on” to a student’s educational activities. Instead, it is fully integrated into the curriculum for each grade, as tailored lesson plans link the Safe Routes message to other classroom work. The lessons, competitions and games developed for the Safe Routes to Schools program by trained instructors are designed to coordinate with the educational levels and the curriculum appropriate to those grades, usually in Physical Education.

While the program’s effectiveness is measured based on commute habit changes for the entire population at participating schools, the classroom education component of the program targets specific grades with lesson plans that coordinate with general classroom instruction. Course work is most often offered at the 2nd grade, 4th grade, junior high (6th grade) and high school levels. Safe Routes to Schools offers trained instructors who go into the classrooms and provide a “fresh face” to students. In 2004-05, the following three programs were introduced highlighting and expanding the nexus between SR2S’s goal of a healthy and active lifestyle for all youth and the day-to-day school curriculum:

Bicycle and Pedestrian Education Pilot Program – This past fall, sixth-graders at Mill Valley Middle School participated in a program, testing a new national bicycle and pedestrian safety course. The ten lesson curriculum, which was derived from a study of “best-practices” from around the country, includes equipment training, and on-road bike rides that provide a hands-on training experience for middle school students. The program is designed to be integrated into the school’s physical education classes, and meant to augment

other existing pedestrian and bicycle safety encouragement programs. This new national curriculum was designed by the Safe Routes Program in collaboration with the National Highway Traffic Safety Administration (NHTSA), the League of American Bicyclists, and the Physical Education Department at Mill Valley Middle school.

Walk & Bike Across America – On International Walk to School Day in the fall of 2004, the Safe Routes program initiated Walk & Bike Across America, an exciting new activity that keeps track of how far an entire class or school has traveled walking and biking to school, and which uses those miles to “travel” to various destinations on a map that are chosen by the students. The maps for this popular program are hosted on a special website so that both students and parents may access and track progress online.

With natural crossover into American history, geography, and culture, students have used their “virtual tour” to visit and study such places as the Grand Canyon, the New Orleans Jazz Museum, and New York City. In conjunction with health and nutrition lessons along the way, this program allows students to better understand the significance of making healthy, sustainable travel choices while reinvigorating the context of more traditional subject material.

Safe Routes to Schools Clubs in Middle and High Schools – Education Coordinator Melanie Grubman developed a club for middle and high school students to empower them to assist their fellow students in changing travel behavior. These clubs met weekly or bi-weekly to plan out events and/or contests to encourage more biking and walking to school. These successful events helped to raise the awareness of the health and environmental costs of driving and increased the number of students who chose alternative modes of getting to and from school.

As an integrated and coordinated approach *inside* the classroom is a core component of the Safe Routes to Schools program, so too are the efforts to expand the activity and

interest of parents and students *outside* of bell times. In the 2004-05 school year, Safe Routes developed or expanded a number of key programs that help facilitate long-term success in improving lifestyle and mobility patterns in Marin.

SchoolPool - The SchoolPool program is a new resource that facilitates carpooling, walking and biking to schools within local neighborhoods. Initially introduced on a limited basis in the 2003-04 school year, SchoolPools were expanded in 2004-05 to include the Mill Valley, Ross Valley, Larkspur and Novato School Districts. The program is co-sponsored by Marin County's Safe Routes to Schools program, the regional ridesharing agency (transferred from RIDES to Parsons Brinkerhoff on July 1, 2005) and the Bay Area Air Quality Management District. Parents registered with the rideshare agency to find others in their neighborhood to share the responsibilities of transporting their children to school either through carpooling, bicycling or walking. Registered parents were provided with a match-list of potential "poolers", and the school was provided with a map that showed the distribution of children throughout the school's catchment area. The Bay Area Air Quality Management District provided banners, and Safe Routes to Schools created posters and magnets to help promote the program. The impact of the SchoolPools program is most clearly seen in the increase in carpooling. This year, carpooling increased by 5% between fall 2004 and spring 2005.

School Assemblies and Bike Clubs – In 2004, Safe Routes to Schools added "Yikes," an interactive assembly program, designed to get the entire school involved in Safe Routes. The "Yikes" assembly focuses on biking and walking safely, and has been very popular in Marin County Schools.

To add a new opportunity for students at all levels to be involved in Safe Routes activities, the Safe Routes program coordinated with the Marin County Bicycle Coalition and communities interested in establishing extra curricular biking clubs at schools or in neighborhood centers. These clubs were designed to augment the school day Safe Routes

themes. Bike clubs have been established in Larkspur and the Canal neighborhood of San Rafael with others still under development.

Community Partnerships – In addition, Safe Routes to Schools often partners with other organizations in order to provide context for environmental and health related topics, as well as to enrich and diversify student, parent, and community involvement. Recent partnerships with SR2S include:

- **The School Environmental Education Docents (SEED)** – whose mission is to advance environmental education and awareness throughout local communities.
- **The Youth Leadership Institute (YLI)** - an organization that provides self-empowerment and leadership training for young people to maximize their involvement in the community.
- **The Next Generation of Activists** - a non-profit that educates, mobilizes, and inspires youth to initiate environmental and social changes on their campuses.
- **The Marin Conservation Corps (MCC)** – an organization dedicated to training youth and conserving Marin’s natural resources for over 20 years.
- **The YMCA** – providing education and resources to develop “Strong Kids, Strong Families, and Strong Communities.”
- **The Marin Physical Activity Nutrition Wellness Collaborative** – a collaborative of health and physical activity programs, coordinated by the Marin County Health and Human Services in order to promote better nutrition choices and a wider variety of physical activity options for Marin residents.

By fostering greater connections between the Safe Routes program and the youth and families of Marin, these partnerships are an important strategy for creating legitimate and lasting change within the County.

Events and Contests

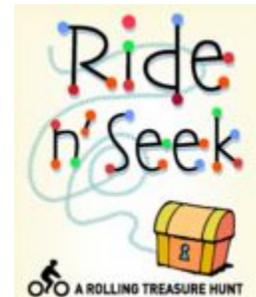
Contests and events give children the opportunity to try something new. Events and activities also generate excitement and participation among students, parents, teachers and public officials. Events such as Walk and Bike to School Days allow the whole community to come together to celebrate a healthier lifestyle, safer community, and cleaner environment. Contests such as Frequent Rider Miles challenge students to walk and bike more to win prizes and other recognition. These special events are offered to the entire school population, regardless of grade level, and can be tailored to different levels of ability.

Some of our popular special events include:

Walk and Roll to School Days – Thirty-four Marin Schools participated in International Walk and Roll (Walk and Bike) to School Day on or around October 6th, 2004. Some schools had as high as 95% participation, and in Tam Valley, the event inspired a successful “no-drive time zone” in the morning commute period. Many schools are holding regular monthly and even weekly Walk and Roll to School Days.

Ride n’ Seek – Ride n’ Seek, Safe Routes to Schools first rolling treasure hunt was rolled out on October 12, 2003 as the culmination of International Walk to School Week. Twenty-three teams explored the Ross Valley pathways in search of hidden treasures. The event was repeated as part of Earth Day 2005, where families were provided a shorter, more kid-friendly version of the event. The feedback was unanimously positive from all participants.

Frequent Rider Miles – The Frequent Rider Miles contest was originally conceived by GO GERONIMO in the San Geronimo Valley in central Marin County, and adapted by the Marin SR2S program. Children are issued tally cards to win points for walking, biking, carpooling and busing. TREK Bicycles donated prizes including helmets, gloves, hats, T-shirts and a new bike for each of the nine pilot schools. The contest this year was held in 27 schools and was a tremendous success.



Golden Sneaker Award – The Golden Sneaker Award was developed in Canada and has been adopted by a number of participating schools, including Manor, Neil Cummins, and Hall Middle Schools. For this contest, each class keeps track of the number of times the students walk, bike, carpool or take the bus to school and compiles these figures monthly. The class that has the most participation gets the Golden Sneaker Award. The award is created by taking a sneaker and spray-painting it gold. The winning class usually gets an added treat like a pizza party or fruit Popsicles for everyone.

Infrastructure and Engineering Projects

The lack of safe pathways to school is the primary barrier preventing parents from allowing their children to walk and bike to school. The Safe Routes program recognizes that education and encouragement alone will not change behavior if safe pathways cannot be developed.

The infrastructure element of the Safe Routes to Schools program pairs a licensed Traffic/Civil Engineer with groups of parents, local Public Works officials and community members to identify potential improvements that may correct physical deficiencies which impede students from walking or biking to and from their schools. Often these improvements are relatively low cost and can be implemented with local funds or through grant funding from State or Federal programs. A key element of the SR2S program includes assistance to local agencies in preparing grant applications, a number of which have been successful in generating funds for needed safety improvements. Such funds are being used to construct sidewalks, pedestrian bridges, improved crosswalks and various other safety improvements that facilitate walking and biking around the community.

Working with the Safe Routes to School Task Forces

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 sidewalks and/or pathways, difficult roadway crossings, poor sight distance, inadequate signing and/or pavement markings, and other issues.

The Safe Routes engineer then presents the pro’s and con’s 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.

Participating School Task Forces

In 2004-05, the SR2S Engineering team conducted field reviews and has developed or is developing conceptual improvement plans for the following schools:

- Bel Aire Elementary School (Tiburon)
- Del Mar Elementary School (Tiburon)
- Dixie K-8 School (Marin County)
- Gallinas K-8 School (Marin County)
- Hamilton Elementary School (Novato)
- Hill Middle School (Novato)

- Laurel Dell Elementary School (San Rafael)
- Lagunitas School (Marin County)
- Lu Sutton Elementary School (Novato)
- Lynwood Elementary School (Novato)
- Marin County Day School (Corte Madera)
- Marin Horizon School (Mill Valley)
- Marin Montesorri School (Corte Madera)
- Miller Creek School (Marin County)
- Mill Valley Middle School (Mill Valley)
- Neil Cummins School (Corte Madera)
- Pleasant Valley School (Novato)
- Rancho Hill School (Novato)
- Sun Valley Elementary School (San Rafael)
- Tam High School (Mill Valley)
- Tamalpais Valley Elementary School (Marin Co.)
- Wade Thomas School (San Anselmo)

A more detailed chart of each school's engineering task force progress is provided in Appendix B.



Safe Routes Capital Funding and Grant Support

One of the unique features of Marin County's Safe Routes to Schools program is its high level of assistance to Cities and Towns in developing and submitting grant requests for Safe Routes capital improvement projects. This level of assistance has resulted in Marin County being awarded nearly \$2,000,000 since program inception from Caltrans Safe Routes grant programs.

This fiscal year, despite reductions in available funding, Marin County continued its high reward for capital improvements. In October, Caltrans awarded a \$294,790 grant to two schools in San Rafael – a proposal that was developed and submitted by the City with significant assistance from Safe Routes program staff. Along with a local match from the City of San Rafael, the grant will help fund a new mid-block crosswalk, curb extensions, and driver-speed feedback signs along Nova Albion Way near Vallecito Elementary School;

as well as a raised crosswalk and curb extensions adjacent to the Bahia Vista Elementary School.

In September 2004, state funding for this enormously popular program was extended another three years, ensuring that the Safe Routes engineering team will be able to continue assisting local jurisdictions in their applications for grant funding.

Over the past three years, 12 schools in Marin have benefited from the coordinated efforts of the Safe Routes engineers and local jurisdictions' efforts to create a safer biking and walking environment. Seeing infrastructure improvements implemented is critical to the on-going enthusiasm of parents and schools.

In previous years the Safe Routes to Schools Engineering team, has assisted local jurisdictions in preparing successful applications including:

- Edna Maguire Elementary School and Mill Valley Middle School, Mill Valley. Grant award of \$342,936, matched by \$38,104 in local funds. (Awarded in Caltrans' second funding cycle in 2001).
- Manor School, St. Rita's School and White Hill School in Fairfax. Grant award of \$430,650, matched by \$47,850 in local funds. (Awarded in Caltrans' third funding cycle in 2002).
- Bacich Elementary School and Kent Middle School, Marin County. Grant award of \$450,000 matched by \$84,690 in local funds. (Awarded in Caltrans' fourth funding cycle in 2003).
- Lower Brookside School, Upper Brookside School and San Domenico School, San Anselmo. Grant award of \$398,520, matched by \$44,280 in local funding. (Awarded in Caltrans' fourth funding cycle in 2003). This year the Safe Routes to Schools team assisted Corte Madera and Novato in preparing grant applications for the next cycle of funding.

Even more critical to the long-term success of the Safe Routes to Schools program was the passage of Marin County's Measure A in November 2004, a half-cent sales tax increase for transportation projects in Marin County that is expected to generate \$331 million over the next 20 years. Eleven percent

Program Goals



**Reach at least
15,000 students**



**Reach all parts
of the County**



**Encourage all
non-drive alone
modes**



**Substantially
reduce vehicle
miles travelled**

(11%) of overall net revenues (approximately \$36.5 million) will be allocated to “School Access” programs, including nearly \$11 million for the Safe Routes to Schools program, which is currently funded by the Bay Area Air Quality Management District. Marin County now has the distinction of being the first jurisdiction in the country to have provided long-term funding for Safe Routes education programs.

Measure A also includes over \$25 million for two exciting and complementary programs. The Safe Pathways to School Projects capital funding program will provide over \$11.6 million for infrastructure improvements and be the vital “local match” source that should leverage additional state and federal capital funding. Nearly \$14 million will also go to establishing a new Crossing Guard program, which will help realize a long-standing goal of training and stationing approximately 70 crossing guards at intersections throughout Marin County.

While both programs will serve to reinforce and build upon Safe Routes education and safety activities, the latter is of particular interest, as the lack of properly trained crossing guards has been identified as a primary barrier preventing parents from allowing their children to walk and bike to school. Crossing guards are recognized as the most cost-effective solution, and while SR2S has worked over the years to develop volunteer programs in several locations, the introduction of a long-term funded program is a much-needed improvement.

Awards and Achievements

The Safe Routes to Schools program serves as a national model. The program has been the recipient of the following awards:

- **Clean Air Champion Award**–Bay Area Air Quality Management District
- **Clean Air Champion Award**–American Lung Association
- **National Award for Public Safety** – National Highway Traffic Safety Administration
- **Bicycle Educator of the Year Award** – League of American Bicyclists

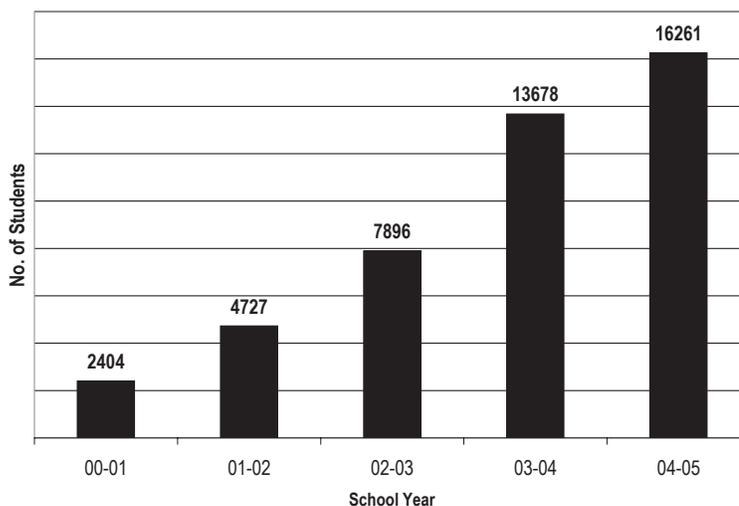
PROGRAM RESULTS FOR SCHOOL YEAR 2004-2005



Program Participation

In the 2004-05 school year, a record 37 schools, representing over 16,000 students, participated in the program, meeting a key performance goal for the program. Student participation in 2004-05 increased 19% compared to the previous year, as several high-enrollment schools participated for the first time this year. Figure 2 below graphically depicts the increase in student participation every year since the inception of the Safe Routes program.

Figure 2 Safe Routes Annual Student Participation



The number of schools participating in the Safe Routes program has increased every year the program has been in existence. Figure 3 is a list of schools that are currently enrolled in the program and their student enrollment.

Figure 3 Marin County Safe Routes to Schools School Participation

Schools	District	Grades	Students
Public Schools:			
Bolinas	Bolinas	K-8	160
Dixie	Dixie	K-5	422
Vallecito	Dixie	K-5	400
Miller Creek	Dixie	Middle	685
Bacich	Kentfield	K-4	523
Lagunitas	Lagunitas	K-8	320
Neil Cummins	Larkspur	K-5	681
Hall	Larkspur	Middle	345
Edna Maguire	Mill Valley	K-5	330
Tam Valley	Mill Valley	K-5	326
Mill Valley Middle	Mill Valley	Middle	760
Park School	Mill Valley	K-5	310
Lu Sutton	Novato	K-5	400
Lynwood	Novato	K-5	405
Pleasant Valley	Novato	K-5	412
Rancho	Novato	K-5	495
Hill	Novato	Middle	575
Reed	Reed	K-2	440
Bel Aire	Reed	3,4,5	372
Del Mar	Reed	Middle	440
Brookside Lower	Ross Valley	K-2	270
Brookside Upper	Ross Valley	3,4,5	281
Manor	Ross Valley	K-5	320
Wade Thomas	Ross Valley	K-5	335
Bahia Vista	San Rafael	K-5	438
Gallinas	San Rafael	K-8	630
Glenwood	San Rafael	K-5	366
Laurel Del	San Rafael	K-5	136
Sun Valley	San Rafael	K-5	392
Redwood High	Tam Union	High	1482
Tam High	Tam Union	High	1161
Private Schools:			
St. Rita		K-8	284
St. Patrick		K-8	271
Marin Horizon		K-8	250
Mt. Tamalpais		K-12	275
St. Mark's		K-8	380
Marin Waldorf		K-8	189
TOTAL:			16261

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 individual classroom teachers to 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.

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:

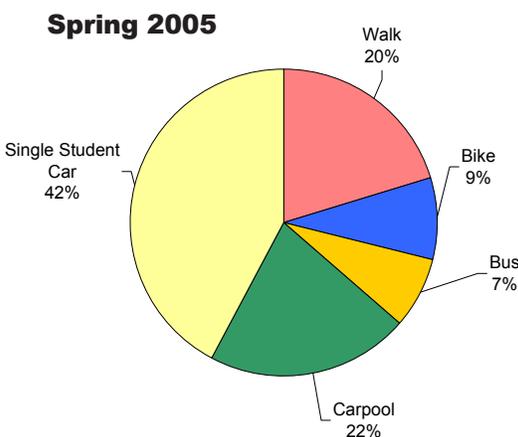
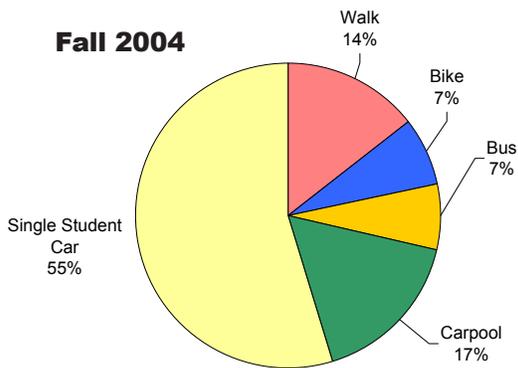
- **Participation in the Safe Routes to School program for the full school year.** Schools that started later in the program year often did not have accurate beginning data and therefore were not included in calculating average mode shift.
- **Collected data for both the fall and spring semesters.**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

**Figure 4 – Travel Mode to School
Fall 2004 v.
Spring 2005**



Reduction in Automobile Trips

For the fifth straight year, Marin County’s Safe Routes to School program has continued to make significant progress in reducing the number of automobile trips that drop off and pick up students from school. By Spring 2005, the program recorded a 13% mode shift from single student “chauffeured trips” to the alternative travel modes of walking, bicycling, riding public transit, and carpooling. This translates to a reduction of over 4250 automobile trips (1-way trips) within Marin County for each school day! Figure 4 depicts the travel mode to school by percentage for Fall 2004 and Spring 2005, based on all schools included in the sample.

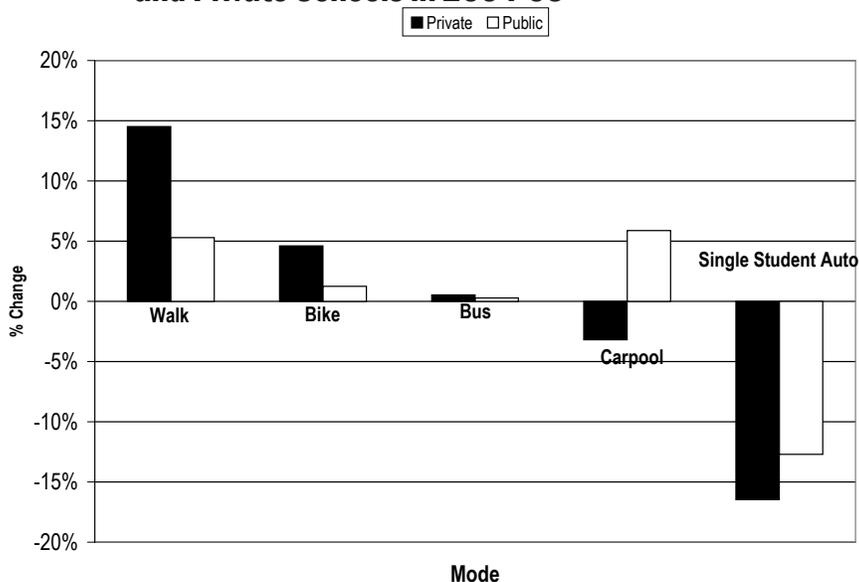
The data shows a substantial reduction in drive alone travel, from 55% in the fall data collection to 42% in the spring. The percentage of students walking and biking are up for the fifth straight year, increasing from 14% and 7% respectively in the fall, to 20% and 9% in the spring. Carpool usage also 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 for the upcoming 2005-06 school year.

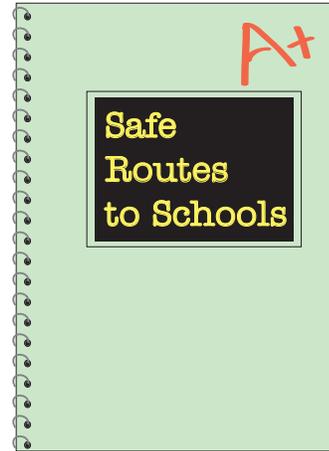
Public versus Private Schools

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.

This 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 5 compares the percentage changes in mode share for the 2004-05 school year for both public and private schools.

Figure 5 – Percentage Change of Mode Share for Public and Private Schools in 2004-05





- Reduced drive alone trips by 13%
- Eliminated 2.7 million vehicle miles travelled
- Eliminated 11.7 tons of emissions
- Promoted healthy families

Reduction in Vehicle Miles Traveled

Reductions in chauffeured trips result directly in less vehicle-miles being traveled. Vehicle-miles of Travel or VMT saved can be calculated by multiplying the number of auto trips saved through Safe Routes to Schools, by the number of days in the school year and by the length of a typical trip. Because public and private schools have differing trip lengths, VMT reduction is calculated separately for each type of school. VMT is an important measure, because it can be translated directly into reductions in air pollution, as well as impacts on our roads. This year, the Safe Routes to Schools program had a goal of reducing a total of 2.7 million VMT.

Appendix A attached to this document shows the calculation of VMT reduced through Safe Routes to Schools. For the 2004-05 school year, SR2S is credited with reducing VMT in Marin County by **2,589,840** miles! This calculation is based on a 180-day school year. This reduction represents nearly 670,000 more vehicle miles reduced by the program than last year, and nearly meets the goal established by the Air Quality Management District for the program.

Reduction in Pollutants

Vehicle miles traveled can be translated directly into the amount of pollutants removed from the atmosphere as a result of this change in travel behavior. As shown in Appendix A, changes in travel behavior at schools participating in Safe Routes to Schools has resulted in the reduction of nearly 11.7 tons of emissions related to air pollution this year, plus over 1060 tons of carbon dioxide emissions – all of which contribute to health problems including asthma and other related conditions.



CASE STUDIES FROM SAMPLE SCHOOLS

The Safe Routes to Schools program provides a framework that can be readily adapted to the specific environment at each school. Individual volunteer team leaders are responsible for suggesting modifications that will improve program effectiveness at their own school. The following case studies show how a number of schools have taken the best advantage of the Safe Routes program. These case studies include schools that have been with the program for a number of years, as well as those that are new to the program.

Laurel Del School in San Rafael

The "Frequent Rider Miles" contest is always one of the highlights of the Safe Routes calendar. The contest requires students to track their mileage on "Frequent Rider" cards that they receive at the beginning of the event.

Lost cards and difficulty filling out cards for younger students have often been a problem for those running the Frequent Rider Miles contest. Laurel Del Team Leader Marcella Hauser came up with a solution. At the request of classroom teachers, the Safe Routes team leader made colorful charts decorated with black and yellow striped tape to make them look like "roads." With this new tool, teachers in the K-3rd grade classes could poll students about their trip to school and create a great visual representation of their travels.

Committed and creative volunteers are key to a successful Safe Routes to School program. The efforts of Team Leaders like Marcella Hauser create results. Single student "chauffeured" trips dropped 21% at the Laurel Del School by spring of the 2004-05 school year, while carpooling and bus ridership went up 9% and 10%, respectively.

Bacich School in Kentfield

This year, team leader Michele Rodriguez from Bacich School started a regular feature with students who walk, bike or carpool to school along with their parents and for the school

paper. As she puts it, "I've always found it interesting to hear from other people why they do certain things. It helps me to compare my values and interests with them and I can better understand how I am 'like' them or 'unlike' them." As a way to personalize and compare students' experiences, she asks three simple questions:

How do you and your family get to school and what area do you come from?

What is good and not so good about getting to school that way?

Do you have recommendations for other families who also might want to use this method to get to school?

Michele first interviewed two students, a six and a nine year old, along with their mother who's an aide at the school. They walk one day a week to school and four days back home, one-mile each way. What did the mother have to say about their walks? "I like it because it gives us a chance to talk about the day without the distractions from home." And the nine-year old? "I enjoy walking to school because we can stop and see the flowers but I don't like the loud noises and the fumes from the cars."

Michele's efforts, and those of the many volunteers and Bacich staff who keep the school fully involved in the Safe Routes program, are paying dividends. By the spring of 2005, nearly 50% of students were walking, biking, or carpooling to school, and single student "chauffeured" trips dropped by 12%.

Lagunitas School in San Geronimo

Safe Routes to Schools, along with Lagunitas School and the San Geronimo Valley Community Center hosted a Family Bicycle Maintenance Night on Tuesday, February 4. Under a full sky of stars, families arrived to learn the basics of preparing a fun and safe family bicycle ride. Though the temperature reminded folks that it was still winter, the place bustled with excitement and talk of planning rides for the spring days ahead.

While participants enjoyed potluck appetizers, Safe Routes to Schools instructors provided hands-on lessons. They covered such topics as maintaining family bikes, fixing a flat tire, adjusting your child's helmet and packing thoroughly for a bike ride with the family. Children learned to check their own bicycles and helmets for safety hazards, and parents learned about the proposed Safe Routes to Schools infrastructure improvements for the San Geronimo Valley. An art corner provided tools and materials for making mobiles out of used bike parts.

Staff members from Sunshine Bicycles in Fairfax performed quick bike assessments for free and also offered tools for sale. Local bike shops Mike's Bikes and Fairfax Cyclery donated the necessary supplies, and as always, the event was possible only with the help of many wonderful volunteers.

As a rural school with longer travel distances and fewer amenities for cycling and walking, the Lagunitas School has many obstacles to overcome when promoting alternatives to the automobile. Along with the ongoing education programs conducted by Safe Routes staff, it takes creative and engaging ideas like Family Bike Maintenance Night (and committed volunteers!) to bring about success.

The numbers prove that the Lagunitas School community is up to the task. Between the fall of 2004 and spring of 2005, the school saw a 22% reduction in single-student auto trips, while the number of students riding their bike to school went up 9%.

Key to a Successful Program

While the Safe Routes to Schools program is offered to all public and private schools countywide, not all schools are prepared to be a part of the Safe Routes team. With five years of consistent experience, the Safe Routes program has identified a number of “keys to success”. Schools that can offer all of these “keys” will almost certainly have a successful program. Those that are not prepared to fully participate in the program will have less substantial results. The Safe Routes staff works closely with potential schools to ensure that the “keys” are in place and that the school can meet all of the requirements of being a Safe Routes School. The keys are:

- A willingness to participate in the education program. This program provides classroom educators at key grade levels to provide lessons coordinated with other grade-appropriate activities. Schools that do not participate in the classroom education do not do as well as those that do, and progress made in one year at those schools will almost certainly be eroded over the summer months. Through the educational component long-term change is achieved.
- Active volunteers remain a key to the success of the Safe Routes program. Volunteers promote the program with parents, through articles written for the school newsletter, telephone trees, or other means of communicating with parents. Schools can only participate in Safe Routes to Schools if they have active team leaders and volunteers with interest in working with the Safe Routes team.
- The most successful schools participate in at least one of the all-school events offered by Safe Routes to School such as the Frequent Rider Miles contest or regular Walk and Roll to School Days. Involving the whole school reinforces the lessons taught at specific grade levels and continues the teaching process.



PROGRAM IMPROVEMENTS PLANNED FOR THE 2005-06 SCHOOL YEAR

The Safe Routes to School program continues to offer improvements to optimize the program. From year to year the program director continuously improves upon the program by adding new elements and modifying others. Several dramatic changes and improvements to SR2S are scheduled for the upcoming (2005-2006) school year.

Extended Team Leader Training – Starting in Fall 2005, assigned team leaders will participate in a half-day training session. Topics that will be covered will include how to recruit volunteers, promote the program, and organize SchoolPools and Walk to School Day. New materials for team leaders will simplify the process of organizing events and contests. A second training will take place in January to prepare Team Leaders for spring events. A third training takes place at the end of the school year to evaluate the program and prepare for the next school year.

Safe Routes to Schools Clubs – The success of the Middle and High School clubs will be expanded in 2005-6 schools year. A more formal curriculum will be prepared that will provide three modules: The first module will have students track their own travel behavior and look at how they can alter trips away from chauffeured trips. The second module will allow the students to survey their fellow classmates to determine travel behavior and attitudes. In the third module the students will plan events and contests to encourage shifts in travel behavior.

Neighborhood Rides – A key to greater use of alternative modes is reassuring parents that the trip is safe and secure. Neighborhood rides provide an opportunity for parents and children to learn how to safely bike to school together.

Crossing Guard Program – As a result of Measure A, Marin County will be launching a fully funded crossing guard program beginning in the fall of 2005. To be stationed at over 70 intersections near schools throughout Marin, these crossing guards will be a major advancement in efforts to provide a safe, secure walking and cycling environment for students. From several surveys, we know that parents are reluctant to allow children to cross Marin’s busiest arterials, regardless of whether they travel alone or in a “walking or riding school bus”. Several districts in Marin County have piloted volunteer programs, but implementing a wide scale crossing guard program will be a revolutionary step forward for non-motorized student transportation.

School Plans – This upcoming year, the Safe Routes program will be developing a template to assist schools in preparing comprehensive SR2S plans. These plans will help ensure involvement with all five “E’s” of the program – Education, Encouragement, Enforcement, Engineering, and Evaluation – and are a strategy to integrate these elements into the school culture. Furthermore, a standardized evaluation process will enable program and County staff to better determine crossing guard needs and identify infrastructure improvements.

CONCLUSIONS AND 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 55% in the Fall of 2004 to 42% in the Spring of 2005, amounting to a 13% decline in the mode share of chauffeured trips overall. Non-motorized trips (walking and biking) accounted for only 21% of all trips in the Fall of 2004, but increased to 29% in the Spring of 2005. Likewise, the percentage of children arriving to school by carpools increased 5% 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 will allow 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 ongoing and continual changes in travel behavior. The following recommendations are intended to improve both the effectiveness of the program and the quality of data collected to evaluate the program.

1. Sustain and Increase Volunteer 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.

The Program Office should develop its interface with its volunteers to ensure that the program remains viable. While volunteers are not paid in dollars, the program must seek to repay them with recognition and responsive changes to the program that facilitate their work.

2. Continue to Ensure On-Going Education

Safe Routes to Schools has become a "household name" in Marin County. The lessons, activities and events provided by Safe Routes require ongoing development to continue to improve the effectiveness of the program. The implications of ongoing education to the program are clear. Safe Routes is not a single-year program that can move from one school to the next until all schools are covered. To maximize achievement it must continue to service existing schools as children work their way through the system, while adding new schools. This requires an expanding program, as the process of recruiting and retaining volunteers at all school sites becomes an on-going challenge.

The materials developed by the program must continually be refreshed as well. New programs must be appropriate to grade level and must reinforce and build upon knowledge from year to year. Efforts towards expanding the program to include more schools with grades 6 through 12 should continue. Older children, and especially teenagers, are role models to younger children. Veteran SR2S participants, including students who have "graduated" from the Safe Routes

curriculum as well as parent volunteer, should be involved in program development and implementation of Safe Routes programs..

3. Establish Realistic Goals and Expectations

As the SR2S program continues to develop and expand, goals and expectations must be reassessed and modified to fit the realities of a mature program. The longer that schools remain in the program, the annual modal shift away from chauffeured rides will decrease as alternative mode use becomes the norm rather than the exception each fall. Evaluation techniques and goals should be designed to reflect the length of time schools have participated in the program. The longer a school has been in the program, a maintenance approach should be used which places less value on the modal shift within the school year, and more value on the ongoing change supported by Safe Routes to Schools.

4. Enhance Survey Tools and Participation

Survey tools support accurate and reliable program analysis and evaluation to reassure the program and its participants, advisors, and funding groups that resources are being used effectively. The program has successfully standardized and centralized data collection and analysis to track changes in mode share, and must continue to do so as the program grows more inclusive. Although the number of schools with valid survey data doubled from last year (26 schools from 13), many of these schools fell significantly short of 100% survey participation. To achieve statistical significance, at least 20% of participating students must respond to both fall and spring surveys.

Now that the program is approaching a point of saturation, survey tools should make efforts to track mode shift retention among participants as they move up through the school system. Crucial to tracking these changes is to gather, organize and analyze data on a grade-by-grade basis. Surveys may also ask respondents whether they have received Safe Routes to Schools training in previous grades. This basic information

can be collected in the classroom with minimal disruption. If more detail is desirable—such as demographics, trip lengths, specific reasons for switching or not switching modes—a “long form” survey could be sent to parents of a smaller sample of participating students. The validity of this information is a critical part of creating a sustainable program, and greater attention should be paid to the quality of information gathered. The need for this information must be balanced against the resources required to manage the effort and the time required of parents participating in the program.

5. Successfully Implement Measure A and Continue Removing Barriers to Alternative Modes

The passage of Measure A, the Marin County Transportation Sales Tax Expenditure Plan, has set into action a number of ideas that parent surveys and input from Safe Routes task forces have identified as being critical to enabling non-auto school trips.

1. Crossing Guards – A primary factor in the effectiveness of the Safe Routes program is whether or not parents are convinced that their child’s walking and bicycling environment is safe. While Safe Routes has made efforts to coordinate volunteer programs in the past, the crossing guard program included in Measure A may provide for a comprehensive crossing guard program in the County. Priority must be given to outreach and promotion of the program, as well as coordination with capital projects and curriculum.
2. Transit to School – As part of Measure A, the Marin County Transit District has established new service standards for school bus operations and will be implementing several changes and additional improvements. For the upcoming year, MCTD will have a goal of providing service within a ¼ mile and 20 minutes of bell times for most middle and high schools in Marin, and will establish a new discounted Youth Fare to keep service affordable. The new fare is replacing the Ride and Roll Program, a successful program meant to increase ridership to schools through free bus service. Safe Routes must work to evaluate these changes as it continues to encourage new ridership, which held steady this year at 7% of Marin students.

3. Utilizing 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.

In the five years that Marin County's Safe Routes to School program has been in place, a host of significant and lasting improvements have taken place. As these changes include physical improvements, reduced pollution, and more active, healthier lifestyles, what must not be overlooked are the more intangible benefits that have come from strengthening family/school connections and the community networks of Marin. It is the latter that are ultimately responsible for bringing about and seizing opportunities such as Measure A, as well as for providing the continuity needed to carry springtime successes and mode changes into the fall. With high expectations and several exciting new programs to be implemented for the upcoming 2005-06 year, the ability of the Safe Routes program to mobilize and build upon these relationships/networks will be a large part of the success that is to come.

Appendix A
Marin County Safe Routes VMT and
Emissions Reduction Calculations

Appendix A Marin County Safe Routes VMT and Emissions Reduction Calculations

General Project Information	
Project Sponsor:	County of Marin
Project Title:	Safe Routes to Schools
Project Sponsor Contact:	Farihad Mansourian
Project Sponsor Phone #:	
Project Sponsor E-Mail Address	
Application #:	
Project Type Code:	
Calculated by:	

Cost Effectiveness Inputs	
# Years Effectiveness:	
Total Project Cost:	
TFCA Cost 40%:	
TFCA Cost 60%:	
Total TFCA Cost:	

Emission Reduction Calculations										
Step 1 - Emissions for Eliminated Trips										
A	B	C	D	E	F	G	H	I		
# Trips/Day (1-way)	Days/Yr	Trip Length (1-way)	VMT	ROG Emissions (gr/yr)	NOx Emissions (gr/yr)	PM10 Emissions (gr/yr)	CO2 Emissions (gr/yr)	Total ROG, NOx & PM Emissions (gr/yr)		
541	180	6	584,280	806,306	795,595	262,926	217,296,615	1,864,827		
3714	180	3	2,005,560	4,432,288	3,416,137	902,502	745,877,661	8,750,927		
			0	0	0	0	0	0		
			2,589,840	5,238,594	4,211,732	1,165,428	963,174,276	10,615,754		
Total										

Step 2 - Emissions for New Trips to Access Transit/Ridesharing										
A	B	C	D	E	F	G	H	I		
				ROG Emissions (gr/yr)	NOx Emissions (gr/yr)	PM10 Emissions (gr/yr)	CO2 Emissions (gr/yr)	Total ROG, NOx & PM Emissions (gr/yr)		
0	0	0	0	0	0	0	0	0		
			0	0	0	0	0	0		
			0	0	0	0	0	0		
			0	0	0	0	0	0		
Total										

Step 3A - Emissions for Medium Duty Shuttle/Vanpool										
Vehicle GVW Emission Rating Total Annual VMT										
A	B	C	D	E	F	G	H	I		
	Vehicle GVW	Emission Rating	Total Annual VMT	ROG Emissions (gr/yr)	NOx Emissions (gr/yr)	PM10 Emissions (gr/yr)	CO2 Emissions (gr/yr)	Total ROG, NOx & PM Emissions (gr/yr)		
0	1	1	0	0.00	0.00	0.00	0.00	0		
0	1	1	0	0.00	0.00	0.00	0.00	0		
Total										

Step 3B - Emissions for Buses										
Bus Type - Diesel Bus 1=1994/95, 2=1986 or newer CNG Bus 3=1994/95, 4=1996+ (2.5 g/bhp-hr), 5=1996+ (2.0g/bhp-hr), 6=1996+ (1.5 g/bhp-hr) Electric Bus = 7										
A	B	C	D	E	F	G	H	I		
	Bus Type	Total Annual VMT	ROG Emissions (gr/yr)	NOx Emissions (gr/yr)	PM10 Emissions (gr/yr)	CO2 Emissions (gr/yr)	Total ROG, NOx & PM Emissions (gr/yr)			
NA	NA	1	0	0.00	0.00	0.00	0.00	0		
NA	NA	1	0	0.00	0.00	0.00	0.00	0		
Total										

Cost Effectiveness Results			
	Annual	Lifetime	
1. VMT Reduced	2,589,840	7769520	Miles
2. Trips Reduced	765,900	2297700	Trips
3. ROG Emissions Reduced	5.77	17.31	Tons
4. NOx Emissions Reduced	4.64	13.92	Tons
5. PM Emissions Reduced	1.28	3.85	Tons
6. CO2 Emissions Reduced	1060.8	3182.3	Tons
7. Emission Reductions (ROG, NOx & PM)	11.69	35.07	Tons
8. TFCA Project Cost - Cost Effectiveness		\$14,256	/Ton
9. Total Project Cost - Cost Effectiveness (ROG, NOx & PM)		\$14,256	/Ton

Notes	
Instructions for Steps 1, 2, 3:	
Step 1: Data for vehicle trips that project will eliminate: Enter # one-way trips reduced per day (one round trip = 2 one-way # days per year, and average one-way trip length in Columns A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, AB, AC, AD, AE, AF, AG, AH, AI, AJ, AK, AL, AM, AN, AO, AP, AQ, AR, AS, AT, AU, AV, AW, AX, AY, AZ, BA, BB, BC, BD, BE, BF, BG, BH, BI, BJ, BK, BL, BM, BN, BO, BP, BQ, BR, BS, BT, BU, BV, BW, BX, BY, BZ, CA, CB, CC, CD, CE, CF, CG, CH, CI, CJ, CK, CL, CM, CN, CO, CP, CQ, CR, CS, CT, CU, CV, CW, CX, CY, CZ, DA, DB, DC, DD, DE, DF, DG, DH, DI, DJ, DK, DL, DM, DN, DO, DP, DQ, DR, DS, DT, DU, DV, DW, DX, DY, DZ, EA, EB, EC, ED, EE, EF, EG, EH, EI, EJ, EK, EL, EM, EN, EO, EP, EQ, ER, ES, ET, EU, EV, EW, EX, EY, EZ, FA, FB, FC, FD, FE, FF, FG, FH, FI, FJ, FK, FL, FM, FN, FO, FP, FQ, FR, FS, FT, FU, FV, FW, FX, FY, FZ, GA, GB, GC, GD, GE, GF, GG, GH, GI, GJ, GK, GL, GM, GN, GO, GP, GQ, GR, GS, GT, GU, GV, GW, GX, GY, GZ, HA, HB, HC, HD, HE, HF, HG, HH, HI, HJ, HK, HL, HM, HN, HO, HP, HQ, HS, HT, HU, HV, HW, HX, HY, HZ, IA, IB, IC, ID, IE, IF, IG, IH, II, IJ, IK, IL, IM, IN, IO, IP, IQ, IR, IS, IT, IU, IV, IW, IX, IY, IZ, JA, JB, JC, JD, JE, JF, JG, JH, JI, JJ, JK, JL, JM, JN, JO, JP, JQ, JR, JS, JT, JU, JV, JW, JX, JY, JZ, KA, KB, KC, KD, KE, KF, KG, KH, KI, KJ, KK, KL, KM, KN, KO, KP, KQ, KR, KS, KT, KU, KV, KW, KX, KY, KZ, LA, LB, LC, LD, LE, LF, LG, LH, LI, LJ, LK, LL, LM, LN, LO, LP, LQ, LR, LS, LT, LU, LV, LW, LX, LY, LZ, MA, MB, MC, MD, ME, MF, MG, MH, MI, MJ, MK, ML, MM, MN, MO, MP, MQ, MR, MS, MT, MU, MV, MW, MX, MY, MZ, NA, NB, NC, ND, NE, NF, NG, NH, NI, NJ, NK, NL, NM, NO, NP, NQ, NR, NS, NT, NU, NV, NW, NX, NY, NZ, OA, OB, OC, OD, OE, OF, OG, OH, OI, OJ, OK, OL, OM, ON, OO, OP, OQ, OR, OS, OT, OU, OV, OW, OX, OY, OZ, PA, PB, PC, PD, PE, PF, PG, PH, PI, PJ, PK, PL, PM, PN, PO, PP, PQ, PR, PS, PT, PU, PV, PW, PX, PY, PZ, QA, QB, QC, QD, QE, QF, QG, QH, QI, QJ, QK, QL, QM, QN, QO, QP, QQ, QR, QS, QT, QU, QV, QW, QX, QY, QZ, RA, RB, RC, RD, RE, RF, RG, RH, RI, RJ, RK, RL, RM, RN, RO, RP, RQ, RR, RS, RT, RU, RV, RW, RX, RY, RZ, SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN, SO, SP, SQ, SR, SS, ST, SU, SV, SW, SX, SY, SZ, TA, TB, TC, TD, TE, TF, TG, TH, TI, TJ, TK, TL, TM, TN, TO, TP, TQ, TR, TS, TT, TU, TV, TW, TX, TY, TZ, UA, UB, UC, UD, UE, UF, UG, UH, UI, UJ, UK, UL, UM, UN, UO, UP, UQ, UR, US, UT, UY, UZ, VA, VB, VC, VD, VE, VF, VG, VH, VI, VJ, VK, VL, VM, VN, VO, VP, VQ, VR, VS, VT, VU, VW, VX, VY, VZ, WA, WB, WC, WD, WE, WF, WG, WH, WI, WJ, WK, WL, WM, WN, WO, WP, WQ, WR, WS, WT, WU, WV, WW, WX, WY, WZ, XA, XB, XC, XD, XE, XF, XG, XH, XI, XJ, XK, XL, XM, XN, XO, XP, XQ, XR, XS, XT, XU, XV, XW, XX, XY, XZ, YA, YB, YC, YD, YE, YF, YG, YH, YI, YJ, YK, YL, YM, YN, YO, YP, YQ, YR, YS, YT, YU, YV, YW, YX, YY, YZ, ZA, ZB, ZC, ZD, ZE, ZF, ZG, ZH, ZI, ZJ, ZK, ZL, ZM, ZN, ZO, ZP, ZQ, ZR, ZS, ZT, ZU, ZV, ZW, ZX, ZY, ZZ	

Scoring	
Criteria	
1. TFCA Funding Effectiveness	
2. Other Project Attributes	
3. Clean Air Policies & Programs	
4. Disadvantaged Communities	
5. Promote Alternative Transportation Modes	
Total	

Appendix B
2005 Safe Routes to Schools
Engineering Task Force
Progress Report

Appendix B

Engineering Task Force Status as of July 2005

District	School	Walkabout	Draft Concept	DPW Review	Public Review	Final Concept	Completed
Dixie	Dixie Miller Creek Vallecito						
Kentfield	Bacich Kent						
Lagunitas	Lagunitas						
Larkspur	Neil Cummins						
Mill Valley	Edna Maquire Mill Valley Middle Park Tam Valley						
Novato	Hill Lu Sutton Lynwood Pleasant Valley Rancho						
Reed	Bel Aire Del Mar						
Ross	Ross						
Ross Valley	Brookside (Lower) Brookside (Upper)						
San Rafael	Bahia Vista Gallinas Laurel Dell Sun Valley						
Shoreline	Tomates						
Tamalpais Union	Drake High						
Private	Marin Horizon St. Ritas						