ACTIVE TRANSPORTATION PROGRAM

CYCLE 1

APPLICATION
Part 1
(Includes Sections I, V, VI, VII, VIII & XI)

Please read the Application Instructions at
http://www.dot.ca.gov/hq/LocalPrograms/atp/index.html
prior to filling out this application

Project name:	City of Marysville - Safe Routes to School Project and Programs

For Caltrans use only: ____TAP ____STP____RTP ____SRTS ____SRTS-NI ____SHA
____DAC ____Non-DAC ____Plan

I. GENERAL INFORMATION

Project name: City of Marysville - Safe Routes to School Project and Programs

(fill out all of the fields below)

1. APPLICANT (Agency name, address and zip code) City of Marysville	2. PROJECT FUNDING ATP funds Requested $ 489,000.00 Matching Funds (If Applicable) $ 0.00 Other Project funds $ 0.00 TOTAL PROJECT COST $ 489,000.00
3. APPLICANT CONTACT (Name, title, e-mail, phone #) David Lamon, City Services Director, dlamon@marysville.ca.us, 530-749-3902	
4. APPLICANT CONTACT (Address & zip code) 526 C Street, Marysville, CA 95901	5. PROJECT COUNTY(IES):
6. CALTRANS DISTRICT #- Click Drop down menu below District 3	7. Application # 1 of 1 (in order of agency priority)

Area Description:

8. Large Metropolitan Planning Organization (MPO)- Select your" MPO" or "Other" from the drop down menu>	SACOG Sacramento Area Council of Government
9. If "Other" was selected for #8- select your MPO or RTPA from the drop down menu>	
10. Urbanized Area (UZA) population (pop.)- Select your UZA pop. from drop down menu>	Within a Large MPO (Pop > 200,000)

Master Agreements (MAs):

11. ☒ Yes, the applicant has a FEDERAL MA with Caltrans.
12. ☒ Yes, the applicant has a STATE MA with Caltrans.

13. If the applicant does not have an MA. Do you meet the Master Agreement requirements? Yes ☐ No ☐
The Applicant MUST be able to enter into MAs with Caltrans

Partner Information:

14. Partner Name*: Marysville Joint Unified School District	15. Partner Type School District
16. Contact Information (Name, phone # & e-mail) Dr. Gay Todd, 530-749-6102, gtodd@mjusd.k12.ca.us	17. Contact Address & zip code 1919 B St, Marysville, CA 95901

☐ Click here if the project has more than one partner; attach the remaining partner information on a separate page

*If another entity agrees to assume responsibility for the ongoing operations and maintenance of the facility, documentation of the agreement must be submitted with the application, and a copy of the Memorandum of Understanding or Interagency Agreement between the parties must be submitted with the request for allocation.

Project Type: (Select only one)

18. Infrastructure (IF) ☐ 19. Non-Infrastructure (NI) ☐ 20. Combined (IF & NI) ☒

Project name: City of Marysville - Safe Routes to School Project and Programs

I. GENERAL INFORMATION-continued

Sub-Project Type (Select all that apply)

21. ☐ Develop a Plan in a Disadvantaged Community (select the type(s) of plan(s) to be developed)
    ☐ Bicycle Plan ☐ Safe Routes to School Plan ☐ Pedestrian Plan
    ☐ Active Transportation Plan

    (If applying for an Active Transportation Plan- check any of the following plans that your agency already has):
    ☐ Bike plan ☐ Pedestrian plan ☐ Safe Routes to School plan ☐ ATP plan

22. ☒ Bicycle and/or Pedestrian infrastructure
    Bicycle only: ☐ Class I ☐ Class II ☐ Class III
    Ped/Other: ☐ Sidewalk ☒ Crossing Improvement ☐ Multi-use facility

    Other:

23. ☒ Non-Infrastructure (Non SRTS)

24. ☐ Recreational Trails*- ☐ Trail ☐ Acquisition

    ***Please see additional Recreational Trails instructions before proceeding**

25. ☒ Safe routes to school- ☒ Infrastructure ☒ Non-Infrastructure

If SRTS is selected, provide the following information

26. SCHOOL NAME & ADDRESS:
Mary Covillaud Elementary School, 628 F Street, Marysville, CA 95901
27. SCHOOL DISTRICT NAME & ADDRESS:
Marysville Unified School District, 1919 B Street, Marysville, CA 95901

28. County-District-School Code (CDS)	29. Total Student Enrollment	30. Percentage of students eligible for free or reduced meal programs **
58-72736-6056733	497	66.00
31. Percentage of students that currently walk or bike to school	32. Approximate # of students living along school route proposed for improvement	33. Project distance from primary or middle school
9%	206	0-1000 feet

**Refer to the California Department of Education website: http://www.cde.ca.gov/ds/sh/cw/filesafdc.asp

☒ Click here if the project involves more than one school; attach the remaining school information including school official signature and person to contact, if different, on a separate page

Project name: City of Marysville - Safe Routes to School Project and Programs

V. PROJECT PROGRAMMING REQUEST

Applicant must complete a Project Programming Request (PPR) and attach it as part of this application. The PPR and can be found at http://www.dot.ca.gov/hq/transprog/allocation/ppr_new_projects_9-12-13.xls

PPR Instructions can be found at http://www.dot.ca.gov/hq/transprog/ocip/2012stip.htm

Notes:

- Fund No. 1 must represent ATP funding being requested for program years 2014/2015 and 2015/2016 only.
- Non-infrastructure project funding must be identified as Con and indicated as "Non-infrastructure" in the Notes box of the Proposed Cost and Proposed Funding tables.
- Match funds must be identified as such in the Proposed Funding tables.

Project name:	City of Marysville - Safe Routes to School Project and Programs

VI. ADDITIONAL INFORMATION

Only fill in those fields that are applicable to your project

FUNDING SUMMARY

ATP Funds being requested by Phase (to the nearest $1000)		**Amount**
PE Phase (includes PA&ED and PS&E)	$	41,000
Right-of-Way Phase	$	0
Construction Phase-Infrastructure	$	332,000
Construction Phase-Non-infrastructure	$	116,000
Total for ALL Phases	**$**	489,000

All Non-ATP fund types on this project* (to the nearest $1000)		**Amount**
	$	
	$	
	$	
	$	
	$	
	$	

*Must indicate which funds are matching

Total Project Cost	$	489,000
Project is Fully Funded	No	

ATP Work Specific Funding Breakdown (to the nearest $1000)		**Amount**
Request for funding a Plan	$	
Request for Safe Routes to Schools Infrastructure work	$	373,000
Request for Safe Routes to Schools Non-Infrastructure work	$	116,000
Request for other Non-Infrastructure work (non-SRTS)	$	
Request for Recreational Trails work	$	

ALLOCATION/AUTHORIZATION REQUESTS SCHEDULE

	Proposed Allocation Date	**Proposed Authorization (E-76) Date**
PA&ED or E&P		
PS&E	01/15/2015	
Right-of-Way		
Construction	07/15/2015	

All project costs MUST be accounted for on this form, including elements of the overall project that will be, or have been funded by other sources.

Project name: City of Marysville - Safe Routes to School Project and Programs

VII. NON-INFRASTRUCTURE SCHEDULE INFORMATION

Start Date	End Date	Task/Deliverables
10/15/2014	12/31/2014	Task 1. Project Inititation. Deliverables: meeting notes, RFP, Contract
01/01/2015	07/15/2016	Task 2. Outreach: TAC meetings (6)
01/01/2015	07/15/2017	Task 3: Education: Ped/Bike Curriculum, Implementation, ACG training
01/01/2015	07/15/2017	Task 4: Encouragement: Marketing, Walk/Bike Days, Contests
01/01/2015	07/15/2017	Task 5: Evaluation: Student tallies, Parent Surveys

Project name: City of Marysville - Safe Routes to School Project and Programs

VIII. APPLICATION SIGNATURES

Applicant: The undersigned affirms that the statements contained in the application package are true and complete to the best of their knowledge.

Signature: _____ Date: 5-19-14
Name: David Lamon Phone: 530-749-3902
Title: City Services Director e-mail: dlamon@marysville.ca.us

Local Agency Official (City Engineer or Public Works Director): The undersigned affirms that the statements contained in the application package are true and complete to the best of their knowledge.

Signature: _____ Date: 5-19-14
Name: David Lamon Phone: 530-749-3902
Title: City Services Director e-mail: dlamon@marysville.ca.us

School Official: The undersigned affirms that the school(s) benefited by this application is not on a school closure list.

Signature: Gay Todd Date: 5-15-14
Name: Dr. Gay Todd Phone: 530-749-6102
Title: Marysville Joint Unified School District Super e-mail: gtodd@mjusd.k12.ca.us

Person to contact for questions:

Name: Catharine Dykes Phone: 530-749-3936
Title: Associate Engineer e-mail: cdykes@marysville.ca.us

Caltrans District Traffic Operations Office Approval*
If the application's project proposes improvements on a freeway or state highway that affects the safety or operations of the facility, it is required that the proposed improvements be reviewed by the district traffic operations office and either a letter of support or acknowledgement from the traffic operations office be attached (_) or the signature of the traffic personnel be secured below.

Signature: _____ Date: _____
Name: _____ Phone: _____
Title: _____ e-mail: _____

*Contact the District Local Assistance Engineer (DLAE) for the project to get Caltrans Traffic Ops contact information. DLAE contact information can be found at http://www.dot.ca.gov/hq/LocalPrograms/dlae.htm

Project name:
City of Marysville - Safe Routes to School Project and Programs

VIII. ADDITIONAL APPLICATION ATTACHMENTS

Check all attachments included with this application.

- ☒ Vicinity/Location Map- **REQUIRED for all IF Projects**
  - ☒ North Arrow
  - ☒ Label street names and highway route numbers
  - ☒ Scale
- ☒ Photos and/or Video of Existing Location- **REQUIRED for all IF Projects**
  - ☒ Minimum of one labeled color photo of the existing project location
  - ☒ Minimum photo size 3 x 5 inches
  - ☐ Optional video and/or time-lapse
- ☒ Preliminary Plans- **REQUIRED for Construction phase only**
  - ☒ Must include a north arrow
  - ☒ Label the scale of the drawing
  - ☐ Typical Cross sections where applicable with property or right-of-way lines
  - ☒ Label street names, highway route numbers and easements
- ☒ Detailed Engineer's Estimate- **REQUIRED for Construction phase only**
  - ☒ Estimate must be true and accurate. Applicant is responsible for verifying costs prior to submittal
  - ☒ Must show a breakdown of all bid items by unit and cost. Lump Sum may only be used per industry standards
  - ☒ Must identify all items that ATP will be funding
  - ☒ Contingency is limited to 10% of funds being requested
  - ☒ Evaluation required under the ATP guidelines is not a reimbursable item
- ☐ Documentation of the partnering maintenance agreement- Required with the application if an entity, other than the applicant, is going to assume responsibility for the operation and maintenance of the facility
- ☒ Documentation of the partnering implementation agreement-Required with the application if an entity, other than the applicant, is going to implement the project.
- ☐ Letters of Support from Caltrans (Required for projects on the State Highway System(SHS))
- ☒ Digital copy of or an online link to an approved plan (bicycle, pedestrian, safe routes to school, active transportation, general, recreation, trails, city/county or regional master plan(s), technical studies, and/or environmental studies (with environmental commitment record or list of mitigation measures), if applicable. Include/highlight portions that are applicable to the proposed project.
- ☒ Documentation of the public participation process (required)
- ☒ Letter of Support from impacted school- when the school isn't the applicant or partner on the application (required)
- ☒ Additional documentation, letters of support, etc (optional)

ACTIVE

TRANSPORTATION

PROGRAM

CYCLE 1

APPLICATION

Part 2

(Includes Narrative Sections II, III & IV)

II. PROJECT INFORMATION

1. Project Location

The Marysville Safe Routes to School (SRTS) Improvement Project and Programs include infrastructure and non-infrastructure projects at three key schools in the City. See Attachment C for a map of the project location denoting the project sites. At **Covillaud Elementary**, infrastructure improvements are located along F Street and G Street. At **Kynoch Elementary and McKenney Intermediate**, infrastructure improvements are located along Ahern Street, 19th Street, 17th Street, 22nd Street, and Rideout Way.

2. Project Coordinates

Covillaud Elementary:	**Latitude**	39.142482 (Decimal degrees)	**Longitude**	-121.592728 (Decimal degrees)
Kynoch Elementary & McKenney Intermediate:	**Latitude**	39.158208 (Decimal degrees)	**Longitude**	-121.573696 (Decimal degrees)

3. Project Description

This project includes safety infrastructure improvements and will develop education, encouragement, and evaluation programs at three Marysville elementary schools designed improve conditions for and increase the numbers of students who walk and bicycle to school. Proposed improvements address documented safety concerns (see Attachment J. Safe Routes to School Plan), particularly with treatments that improve student crossings. Infrastructure improvements include:

Covillaud Elementary: Restripe eight existing transverse crosswalks as high visibility; install Assembly B signage with down arrows; stripe stop bar and STOP AHEAD markings; move one stop sign; stripe loading only and parking zones with parking t's near school loading ramp to organize vehicle loading. See Attachment E. Preliminary Plans for improvements.

Kynoch Elementary and McKenney Intermediate: Install yield "shark teeth," advanced stop lines, stop bars, STOP AHEAD and SLOW SCHOOL XING markings; repaint 17 existing crosswalks as high visibility (16 yellow, 1 white); install seven transverse crosswalks (three yellow, four white), reconstruct two corners to reduce turning radius and crossing distance; stripe centerline on 19th Street from Ahern Street to Huston Street; install Assembly B signage with down arrows; and install RRFBs or raised crosswalks at three locations. See Attachment E. Preliminary Plans for improvements.

In addition to infrastructure improvements, each school will develop and implement a set of education, encouragement, and evaluation programs including: Bicycle Traffic Safety Education; Pedestrian Traffic Safety Education; Back to School Encouragement Marketing; Walk to School Day; Bike and Skate to School Day, Monthly Walk and Roll Days; Golden Sneaker Contest; Crossing Guard Training Program; Student Hand Tallies; and Parent Surveys. See Attachment H. Programs Scope of Work for details.

4. Project Status

The improvements and programs have been planned through the City of Marysville's Safe Routes to School Plan (Attachment J). Right-of-way certification is not needed, and construction permits will be obtained if funding is obtained. A categorical exemption for minor modifications to the existing built environment will be submitted at project funding.

III. SCREENING CRITERIA

1. Demonstrated Needs of the Applicant

Covillaud Elementary is located just west of downtown Marysville between G and F Streets and between 6th and 8th Streets; all of which are two-lane streets. Yellow high-visibility crosswalks are located near the school; however at the intersections of 9th Street with F and G

Streets, there are only transverse white crosswalks. Most students live north of the school and restriping as high visibility with advance stop bars and stop stencils will increase safety for students crossing. The school has no public off-street parking and parents park and leave their car at the school's main entrance on F St at 7th St. Parents also park in a disorganized manner thereby reducing the parking capacity. The project proposes restriping the area at the entrance as loading only with time restricted parking further from the school. Additionally, striped parking t's are included to improve parking organization and capacity. Photos of the school location are included in Attachment D.

Improvements near **Kynoch Elementary** and **McKenney Intermediate** address well-used intersections adjacent to and near the school. School audit findings included reported high speeds and poor yield compliance on Rideout Way, 19th Street and 22nd Street, on which many of the improvements are located. Improvements designed to address student crossing visibility include yellow high visibility crosswalks, red curb at crosswalks, school crossing stencils, and school crossing signage. The Safe Routes to School Report identified suggested walking and bicycling routes to school and along these routes, the improvements will include crosswalks that will guide families along those routes and communicate to drivers to expect pedestrians. School staff and parents noted four uncontrolled crossings at the site that are challenging because of reported speeds and poor yield compliance. The improvements at these four crossings include raised crosswalks. The intersection crossing 22nd Street at Del Pero was also reported to be difficult to cross because of poor yield compliance and the project proposes installation of an RRFB to increase crossing visibility and compliance. Photos of the school location are included in Attachment D.

The school and parent community expressed a strong need for **Education, Encouragement, and Evaluation Programs**. Students are not aware of basic bicycle and pedestrian traffic safety

education. School staff currently have crossing guard duty however training is inconsistent and informal. Many students live close to their school but do not walk or bicycle and instead are driven. Encouragement programs such as encouragement marketing, events and contest are low cost but influential programs. The school district is excited and willing to take on administration of these programs after they are developed and established as part of this grant.

2. Consistency with Regional Transportation Plan

The Metropolitan Transportation Plan/Sustainable Communities Strategy (MTP/SCS) is the Sacramento Region's Regional Transportation Plan (RTP), adopted in 2012. In the Plan, the Sacramento Association of Governments (SACOG) names a strategy for investing in safe bicycle and pedestrian connectivity, which includes investing in safe routes to and around schools to encourage bicycling and walking. The MTP/SCS includes funding for safety-related projects, and uses Safe Routes to Schools projects as an example of a qualifying project for collision prevention and reduction. The improvement at these three schools were identified in the City of Marysville Safe Routes to School Plan in 2014.

IV. NARRATIVE QUESTIONS

1. POTENTIAL FOR INCREASED WALKING AND BICYCLING

A. Describe how your project encourages increased walking/biking especially among students

This project encourages increased walking and bicycling, particularly among students at the three impacted schools. These improvements overcome parent-identified barriers to allowing their children to walk or bike to school. In a 2013 parent survey, parents at the three schools noted barriers to allowing their children to walk/bike: speeding traffic (46%) and unsafe intersections (42%). The infrastructure projects identified in this application are designed to calm traffic around the school areas and increase intersection safety.

The non-infrastructure programs identified in this application are designed to education families about safe behavior, use the low volume roadways for walking and bicycling school access, and to encourage more families to walk and bicycle to school.

It can be anticipated that the combination of the infrastructure and non-infrastructure programs will both address parent concerns, educate families about walking and bicycling to school and therefore increase the number of students walking and bicycling to these schools.

B. Describe the number and type of possible users and their destinations, and the anticipated percentage increase in users upon completion of your project.

Student enrollment data shows nearly half of Covillaud Elementary (42 percent) and McKenney Intermediate (49 percent) live within one mile of school, most Kynoch Elementary students (79 percent) live within one mile. According to the Marysville SRTS 2013 parent survey, of the students who live within one mile of school, 55 percent are driven to school.

This represents substantial potential for increasing the numbers of students walking and bicycling to the three project schools. Parents responding to the survey reported they would consider allowing their children to walk or bicycle to school if intersections and crossings were improved and traffic were calmed (Figure 1).

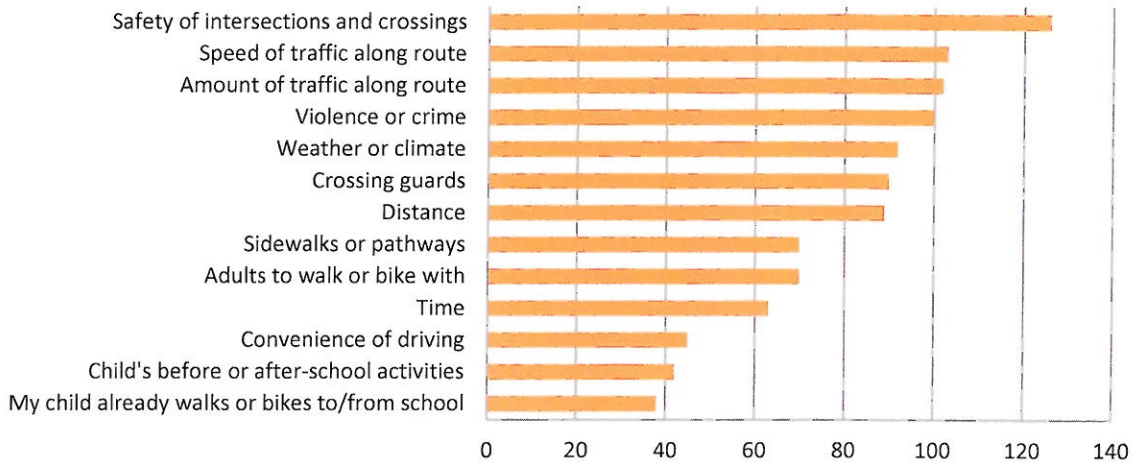

Figure 1.Improvements that, if improved, parents would allow child to walk/bike to school

The improvements at Covillaud Elementary School will currently benefit 18 daily bicycling trips and 255 daily walking trips within one mile of the school as shown in **Figure 2**[1]. Considering a 20-year horizon, and increasing trips based on population, employment, and mode shift forecasts, the improvements will generate 26 new bicycling trips and 240 new walking trips each day. This will result in a reduction of over 578,000 vehicle miles traveled over the analysis period.

Figure 2. Increase in Walking and Biking Trips by Trip Type and Purpose

	Covillaud Elementary				Kynoch Elementary and McKenney Intermediate			
	2014 Baseline		2034 Increase over Baseline		2014 Baseline		2034 Increase over Baseline	
Trip Type	Bike	Walk	Bike	Walk	Bike	Walk	Bike	Walk
Weekday commute trips								
Commute trips	2	107	59	333	31	186	38	232
Walk/bike-to-transit trips	0	1	3	31	2	21	2	24
K-12 Trips	14	125	26	240	73	1,006	81	1,154
College trips	0	0	13	56	21	87	23	99
Daily utilitarian trips	3	22	95	537	50	300	61	374
Daily trips	18	255	196	1,197	177	1,600	205	1,883
VMT Reduction (annual)	**4,039**	**16,498**	**87,072**	**490,949**	**4,027**	**17,713**	**56,512**	**297,590**

The improvements at Kynoch Elementary and McKenney Intermediate will currently benefit 177 daily bicycling trips and 1,600 daily walking trips within a mile of the school. Over a 20-year time horizon, the improvements will generate 81 new bicycling trips and 1,154 new walking trips

[1] Number of daily trips calculated from ACS 5-year estimates of portions of census tracts within a mile of the school. Commute mode split from ACS, K-12 from Alameda County SRTS spring 2013 hand tallies from BUSD schools, college, utilitarian, and social/recreation trips a ratio of trip purpose by mode from the National Household Travel Survey (NHTS) 2009.

each day. This will result in a reduction of over 354,000 vehicle miles traveled over the analysis period.

C. Describe how this project improves walking and bicycling routes to and from, connects to, or is part of a school or school facility, transit facility, community center, employment center, state or national trail system, points of interest, and/or park

This project uses Safe Routes to School infrastructure and program recommendations from the Marysville Safe Routes to School Plan (2014), which specifically aims to create safer walking and biking environments for Covillaud Elementary, Kynoch Elementary and McKenney Intermediate Schools.

In addition to the school routes, the improvements benefit other users and connections. Improvements at **Kynoch Elementary and McKenney Intermediate** will also facilitate safe access to surrounding parks, including Basin Park and Triplett Park. Improvements at **Covillaud Elementary** will facilitate access to Napoleon Square and Downtown Marysville.

D. Describe how this project increases and/or improves connectivity, removes a barrier to mobility and/or closes a gap in a non-motorized facility.

The intersection improvements north of **Covillaud Elementary** provide access to 8th and 9th Streets, which are busier due to their proximity to 10th Street. These intersection improvements will provide greater connectivity for students living north of 10th Street (State Route 20). This State Route has six lanes and high traffic volumes and speeds.

Kynoch Elementary and McKenney Intermediate infrastructure improvements along Rideout Way, 19th Street and 22nd Street will aid in calming traffic along these roadways that have high traffic speeds and volumes. Many parents and community stakeholders are concerned with this road in terms of students walking and biking to school.

2. POTENTIAL FOR REDUCING THE NUMBER AND/OR RATE OF PEDESTRIAN AND BICYCLIST FATALITIES AND INJURIES

A. Describe the potential of the project to reduce ped and/or bicycle injuries or fatalities

The improvements include a variety of strategies for improving crossing safety, slowing vehicle traffic, reducing conflicts around schools and educating teaching students how to walk and bike to school safely. Based on collision history (SWITRS), field observations of traveler behavior, and input from the school community, the proposed improvements will substantially improve safety and reduce the number of pedestrian and bicyclist fatalities and injuries.

Between January 2008 and April 2013, there were 14 youth-involved collisions within one mile of one or more of the three schools that were pedestrian- or bicycle-related. A bicycle-related collision in 2011 resulted in a nine year-old girl being killed at the intersection of 17th Street and Huston Street, while on her way to school at Kynoch Elementary. Attachment G provides a summary of three years of SWITRS collision data for all of the intersections and corridors at each school for which this application proposes improvements.

B. Describe if/how your project will achieve safety benefits

The proposed countermeasures have proven effectiveness in improving the identified safety problems and concerns. **Figure 3** links the infrastructure countermeasures with their documented safety benefits.

Pavement markings facilitate circulation and improve pedestrian visibility. Painting red curbs in advance of crosswalks discourages parking at the intersection, which impedes visibility.[2] Ladder markings improve pedestrian visibility, while use of yellow coloration alerts drivers that they are in a school zone. Studies in San Francisco have shown that high-visibility crosswalks

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[2] http://www.mtc.ca.gov/planning/bicyclespedestrians/tools/onStParking/index.htm

reduce collisions by 37%.[3] At uncontrolled crossings, these treatments are particularly important as drivers may not be watching for pedestrians. Yield lines and warning signs can improve yielding rates at uncontrolled intersections and reduce vehicle encroachment on the crosswalk.[4]

Figure 3. Documented Impacts of Proposed Countermeasures

	Pavement Markings					Curbs		Signals
	Yellow ladder xwalks	STOP markings	Centerline striping	Parking restrictions	Yield markings	Curb extensions	Reconstructed corners	RRFBS
Reduces speed or volume of motor vehicles			X			X	X	
Improves sight distance and visibility	X	X		X	X	X	X	
Improves compliance with local traffic laws	X	X	X		X	X	X	X
Eliminates behaviors that lead to collisions	X		X		X	X	X	X

Rectangular Rapid Flashing Beacons (RRFBs), as well as modifications to existing substandard beacons assist pedestrians crossing major streets. In a 2008 study in Miami-Dade County, zero to one percent of motorists yielded to pedestrians at two crosswalks without RRFBs. After installation of these treatments, motorist yielding to pedestrians increased to 65 and 92 percent respectively. The results of this study also concluded that RRFBs reduce the number of vehicle-pedestrian collisions and trapped pedestrians.[5]

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[3] Mead, Jill, Charlie Zeeger and Max Bushell, "Evaluation of Pedestrian-Related Roadway Measures: A Summary of Available Research," Pedestrian and Bicycle Information Center for the Federal Highway Administration, April 2013. http://katana.hsrc.unc.edu/cms/downloads/PedestrianLitReview_April2013.pdf

[4] http://www.mtc.ca.gov/planning/bicyclespedestrians/tools/advanceLimitLines/index.htm

[5] Van Houton, Ron and J.E. Louis Malenfant, "An Analysis of the Efficacy of Rectangular-shaped Rapid-Flash LED Beacons to Increase Yielding to Pedestrians Using Crosswalks on Multilane Roadways in the City of St. Petersburg, FL.", Center for Education in Research and Safety, mutcd.fhwa.dot.gov/resources/interim_approval/ia11/stpetersburgpt/index.htm.

Programs complement infrastructure improvements by giving residents the tools they need to safely and confidently walk and bike to school. Education programs include outreach to students, parents, guardians, and drivers. Students are taught bicycle, pedestrian and traffic safety skills both in and out of the classroom. Adults receive information on transportation options and driving safely near schools. Encouragement programs not only make walking and biking to school more fun and appealing, they also raise awareness of bicyclists and pedestrians' presence on the roads. Enforcement programs such as a Crossing Guard Training Program provide students walking and biking to school with greater safety associated with having trained crossing guards and police officers enforcing the rules of the road.

C. Describe the location's history of events and the source(s) of data used

At **Covillaud Elementary**, infrastructure improvements are located at two key crossings along G Street, four key crossings on F Street and along the loading zone in front of the school entrance on F Street. According to the Statewide Integrated Traffic Records System (SWITRS), between January 2008 and April 2013, seven youth-involved collisions involving bicycles or pedestrian took place within one mile of Covillaud Elementary. Most students are picked up or dropped off at the school entrance on F Street, yet there is 30 minute parking-loading is striped halfway down the street. Improvements to address these issues are shown Attachment E and include:

- **F Street and 9th Street:** Restripe all crosswalks as high visibility, add stop bars and stencils.
- **F Street and 8th Street:** Install advance stop bars on all legs.
- **F Street and 7th Street:** Install advance stop bars and move stop sign to be more visible.
- **F Street: 7th Street to loading ramp**: Stripe loading only area with parking t's.
- **F Street: loading ramp to 6th Street:** Stripe 15 minute parking zone with parking t's.

- **F Street and 6th Street:** Install advance stop bars on all legs.
- **G Street and 6th Street:** Install advance stop bars on all legs.
- **G Street and 9th Street:** Restripe crosswalks as white high visibility; install stop bars and stencil on the north and south legs; install Assembly B sign with down arrow; install YIELD lines on the west and east legs.

At **Kynoch Elementary and McKenney Intermediate,** infrastructure improvements are located on streets adjacent to the school and extend north to 22nd Street, west to Covillaud Street and south to 17th Street. According to SWITRS, nine youth collisions involving pedestrians and bicycles within one mile of the school from January 2008 to April 2013. Community members reported, though stakeholder interviews and the SRTS Parent Survey that 19th Street, Rideout Way, 17th Street and 22nd Street have high vehicle speeds and volumes, as well as aggressive driver behavior and lack of yielding to pedestrians. These routes are adjacent or in close proximity of the schools, and are therefore unavoidable for students walking and biking to school. Numerous key crossings on these streets lack adequate facilities. On Ahern Street between East 19th Street and Rideout Way, vehicles do not park efficiently, leaving underutilized curb space. The McKenney parking loop is congested during pick-up and drop-off times, and lacks adequate stop control devices. Improvements to address these issues are shown Attachment E and include:

- **Ahern Street between East 19th Street and Rideout Way:** Stripe parking t's.
- **East 17th Street and Huston Street:** Install high visibility crosswalk on the west leg; restripe stop bars and stencil on the east and west legs; trim vegetation on northeast corner.
- **East 19th Street and Ahern Street:** Install yield teeth on 19th Street approaches; add SLOW SCHOOL XING pavement marking 100' in advance of the crosswalk; update 19th Street

SCHOOL XING signs to Assembly B with down arrow; install curb extensions on northeast and northwest corners; install yellow centerline on 19th Street between Ahern Street and Huston Street; restrict parking on the south leg between the crosswalks; and install a raised crosswalk on the east leg.

- **East 19th Street and Del Pero Street:** Install yield teeth for east leg; stripe stop bar for south leg; update 19th Street SCHOOL XING signs to Assembly B with down arrow; move SLOW SCHOOL XING pavement marking to within 100' of crosswalk; restrict parking adjacent to the crosswalks; and install a raised crosswalk on the east leg.
- **East 19th Street and Huston Street:** Add stop bars on all four legs; restrict parking adjacent to the crosswalks.
- **East 22nd Street and Ahern Street:** Restripe east leg crosswalk as yellow high visibility; install yield teeth; install RRFB; install yellow transverse crosswalk on the north leg.
- **East 22nd Street and Bubb Street:** Install transverse crosswalk on the north leg.
- **East 22nd Street and Cuminsky Street:** Install transverse crosswalk on the north leg.
- **East 22nd Street and Del Pero Street:** Restripe east leg crosswalk as yellow high visibility; install yield teeth; install RRFB; install yellow transverse crosswalks on north and south legs.
- **East 22nd Street and Edwards Street:** Install transverse crosswalk on the north leg.
- **East 22nd Street and Foust Street:** Install transverse crosswalk on the north leg.
- **East 22nd Street and Huston Street:** Install yellow high visibility crosswalks on all four legs.
- **East 22nd Street and Covillaud Street:** Restripe all crosswalks as yellow high visibility and install stop bars and stencil.
- **Rideout Way and Ahern Street:** Update Rideout Way SCHOOL XING signs to Assembly B with down arrow; install a raised crosswalk on the east leg.

- **Rideout Way and Covillaud Street:** Restripe all crosswalks as yellow high visibility; install stop bars and stencil on west and east legs; update Covillaud Street SCHOOL XING signs to Assembly B with down arrow.
- **Rideout Way and Del Pero Street:** Install yield teeth; add SLOW SCHOOL XING pavement marking 100' in advance of crosswalk; update Rideout Way SCHOOL XING signs to Assembly B with down arrow; install a pedestrian gate to campus.
- **Rideout Way at Huston Street:** Update Rideout Way SCHOOL XING signs to Assembly B with down arrow; install a raised crosswalk on the west leg.

Each of the three schools does not have trained crossing guards but does provide crossing duty staff for multiple intersections around the schools. Driver behavior is a reported issue around all the schools, as noted by stakeholders and parents in the SRTS Parent Survey. It was reported many drivers do not yield to pedestrians, make aggressive maneuvers, speed and do not pay attention to others on the road. Numerous parents do not let their students walk or bike to school because they feel that their children would be distracted and not pay adequate attention to the vehicle activity on the road. In the SRTS Parent Surveys, parents noted that they do not feel that their school encourages (or discourages) walking and biking to school. Programs to address these issues are shown Attachment H and include:

- Bicycle Traffic Safety Education
- Pedestrian Traffic Safety Education
- Back to School Encouragement Marketing
- Walk to School Day
- Bike and Skate to School Day
- Monthly Walk and Roll Days
- Golden Sneaker Contest
- Crossing Guard Program
- Student Walking and Biking Counts
- Parent Surveys

3. PUBLIC PARTICIPATION and PLANNING

A. Describe the community based public participation process that culminated in the project

The proposed projects are part of the Marysville Safe Routes to School Plan. In the development of the Plan, numerous means of public outreach were conducted. In September 2013, a community meeting was hosted to introduce the study to the stakeholders and begin gathering input about known issues. In October 2013, school walk audits were conducted at the three schools. During the morning drop-off and afternoon pick-up periods, school site walking audits were conducted. The audit teams included City staff, school staff, parents, consultant staff, and school administrators. During each visit, challenge areas and issues were discussed, followed by the team observing the behavior of bicyclists, pedestrians and drivers. The team discussed what they saw and potential recommendations, which are reflected in the SRTS plan. A parent survey was distributed to parents at the three schools, which was available in English and Spanish in hard copies and online. Interviews with community stakeholders, including School Site Council, PTO/PTA members and law enforcement, were conducted to identify challenges. The stakeholders were asked to identify infrastructure challenges for walking and biking to school and programs that would help improve conditions and suggested routes to school for walking and biking. A community meeting to review the recommendations was held in April 2014. Letters of support are included in Attachment I.

B. Describe the local participation process that resulted in the identification and prioritization of the project

The proposed physical improvements and programs will build on the school district, parent and community enthusiasm developed during the Marysville SRTS Plan process. Participants at the Marysville SRTS Plan audits and community meetings identified key issues as pedestrian

crossing safety, identified locations they felt had safety issues, and identified the need for non-infrastructure programs to address education, encouragement, and evaluation. The concerns, specific locations identified, and prioritization preferences were studied in the planning process and incorporated into the draft plan. The community comments on the project and prioritization were incorporated into the Final Marysville SRTS Plan.

C. Is the project cost over $1 Million? Y/N No

4. COST EFFECTIVENESS

A. Describe the alternatives that were considered. Discuss the relative costs and benefits of all the alternatives and explain why the nominated one was chosen.

Alternatives to the proposed countermeasures were considered during the Marysville SRTS Plan planning process. A variety of crossing treatments were considered, as well as the no-change option. The proposed countermeasures are identified as the best options for addressing parents' concerns, observed travel behaviors, and circulation conflicts. Enhanced crossings (RRFBs and beacons) are only proposed where a crosswalk is considered to be unsafe without additional traffic controls due to vehicle speeds and volumes, such as at 22nd and Del Pero Streets. The raised crosswalks are intended to slow vehicles directly at the school site where the highest volume of children are crossing wide roadways with notable peak school vehicular traffic.

B. Calculate the ratio of the benefits of the project relative to both the total project cost and funds requested

Figure 4 displays the quantified benefits that would result from the proposed improvements. For **Covillaud Elementary**, the benefit-cost ratio is 267.5 for the total project cost, and 267.5 for the program funds requested. Considering a 20-year analysis window, the net present value of the project is $6,252,837 and the IRR is 1224%. For **Kynoch Elementary and McKenney Intermediate**, the benefit-cost ratio is 7.66 for the total project cost, and 7.66 for the program

funds requested. Considering a 20-year analysis window, the net present value of the project is $2,682,213 and the IRR is 28%.

This analysis considers benefits in line with the ATP goals, including air quality benefits (both reduction in greenhouse gas (GHG) emissions and their economic benefit, social benefits, and public health benefits. The sources and methodology for quantifying these costs and benefits is described in detail in Attachment K.

Figure 4. Quantified Benefits from Proposed Improvements

	Covillaud Elementary		Kynoch Elementary & McKenney Intermediate	
	2014 baseline	2034 increase	2014 baseline	2034 increase
Air Quality Benefits				
Reduced Hydrocarbons (pounds/year)	833	1,684	836	1,062
Reduced Particulate Matter (pounds/year)	6	13	6	8
Reduced Nitrous Oxides (pounds/year)	582	1,176	584	742
Reduced Carbon Monoxide (pounds/year)	7,594	15,353	7,625	9,680
Reduced Carbon Dioxide (pounds/year)	225,982	456,874	226,911	288,065
Economic Air Quality Benefits				
Reduced Hydrocarbons	$766	$1,584	$769	$976
Reduced Particulate Matter	$1,026	$2,073	$1,030	$1,307
Reduced Nitrous Oxides	$2,109	$4,263	$2,117	$2,688
Reduced Carbon Dioxide	$5,811	$17,113	$5,708	$10,790
Social Benefits				
Reduced Traffic Congestion Costs	$30,557	$61,777	$30,682	$38,951
Reduced Vehicle Crash Costs	$30,557	$61,777	$30,682	$38,951
Reduced Road Maintenance Costs	$41,668	$82,242	$41,840	$53,115
Household Travel Savings	$165,562	$334,720	$166,242	$211,045
Health Benefits				
Reduction in Medical Care Costs	$6,675	$52,405	$4,055	$44,732
Reduction in Lost Productivity	$9,957	$78,169	$6,049	$66,723
Reduction in Workers Compensation Costs	$334	$2,622	$203	$2,238
Total Benefits	**$295,022**	**$700,711**	**$289,378**	**$471,158**
Net present value		**$6,252,837**		**$2,682,147**
Project Cost		$23,375		$350,213
Cost-Benefit Ratio, Total Project Cost		267.50		7.66
Requested Funds		$23,375		$350,213
Cost-Benefit Ratio, Requested Funds		267.50		7.66

5. IMPROVED PUBLIC HEALTH

A. Describe how the project will improve public health

The project addresses physical inactivity, obesity, and other health concerns associated with a lack of active transportation. The CDC recommends that children and adolescents should have 60 minutes (1 hour) or more of physical activity daily.[6] In Yuba County, 43% of children under 18 are overweight for their age[7] and 22% of children under 18 missed one or more days of school due to asthma in the past 12 months.[8]

Proposed improvements will substantially increase walking and bicycling, encouraging students and families to have more active lifestyles, reducing health concerns as well as reducing vehicle trips and resultant air quality emissions. The World Health Organization (WHO)'s Health Economic Assessment Tool (HEAT) estimates the health benefits from increasing cycling or walking.[9] The results from these projects are provided in **Figure 5**.

Figure 5. Health Economic Assessment Tool (HEAT) Results

	Covillaud Elementary		Kynoch Elementary and McKenney Intermediate	
	Bicycling	Walking	Bicycling	Walking
Pre-Intervention				
Reduction in the risk of mortality	22%	31%	19%	17%
Post-Intervention				
Reduction in the risk of mortality	22%	31%	19%	18%
New individuals walking/biking	74	6,638	140	9,907
Average annual benefit	$32,000	$3,948,000	$51,000	$3,423,000
Value of total benefits over 10 years	$642,000	$78,958,000	$1,107,000	$68,459,000
Benefit to cost	27.47:1	3,392:1	2.9:1	195.48:1

[6] http://www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm

[7] http://www.kidsdata.org/topic/562/student-obesity-overweight-obese/table#fmt=758&loc=335&tf=46

[8] Data from the California Health Interview Survey (CHIS) website: healthpolicy.ucla.edu/chis/Pages/default.aspx

[9] http://www.heatwalkingcycling.org/

6. BENEFIT TO DISADVANTAGED COMMUNITIES

A. I. Is the project located in a disadvantaged community? **Yes**

II. Does the project significantly benefit a disadvantaged community? **Yes**

- Median household income for the community benefited by the project: $34,351[10]
- CalEnvironScreen score: 33.55 (for zip code 95901)
- Percentage of students eligible for the Free or Reduced Price Meals Programs: 65-72%

The City of Marysville qualifies as a disadvantaged community, due to the fact that the median household income is less than 80 percent of the statewide median household income ($61,400).

7. USE OF CALIFORNIA CONSERVATION CORPS (CCC) OR A CERTIFIED COMMUNITY CONSERVATION CORPS

A. The applicant has coordinated with the CCC to identify how a state conservation corps can be a partner of the project. Yes

Submitted to: Virginia Clark, Virginia.Clark@ccc.ca.gov, (916) 341-3147, submitted 5/14/2014.

B. The applicant has coordinated with a representative from the California Association of Local Conservation Corps (CALCC) to identify how a certified community conservation corps can be a partner of the project. Yes

Submitted to: calocalcorps@gmail.com, submitted 5/14/2014.

C. The applicant intends to utilize the CCC or a certified community conservation corps on all items where participation is indicated? Y/N

I have contacted a representative of the CCC; and they have declined to participate.

CALCC has agreed to provide services for line item 21 of the Detail Estimate.

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[10] ACS 5-year estimate, compared to the statewide median household income for California is $61,400.

8. APPLICANT'S PERFORMANCE ON PAST GRANTS

The City of Marysville has successfully delivered all awarded Federal and State funded grants received in the last five years. In October of 2012 the City completed our LED Streetlight Retrofit Project in which we retrofitted approximately 1000 street lights to convert the entire City streetlight system to LED's. This project was administered by the California Energy Commission and was part of the EECBG Grant Program. The City received approximately $450,000 from the grant and completed the project with no issues identified by the auditors after completion. In May of 2011 the City completed our 3rd Street Rehabilitation Project which was an ARRA funded project that was administered through Caltrans. The project included full depth reconstruction of the roadway, new sidewalk and curb and gutter, and new ADA compliant curb ramps. All of the allocated funds were spent with a local match provided although it was not required with the project completed before the grant deadline. In May of 2011 the City completed our 10th and Ramirez Intersection Improvement Project. This project involved the installation of a new traffic signal, pavement overlay, sidewalk installation, and new ADA compliant curb ramps. This approximately $500,000 project was administered by Caltrans and was funded in part by RTP funding (approximately ½) with the remainder being supplied as local match. In September of 2009 the City completed our Rideout Way Rehabilitation Project which included full road reconstruction, new sidewalk, curb and gutter, and new ADA compliant curb ramps. This project was administered by Caltrans and was funded using state only funding through the STIP and local funds as a match. The project was completed on time with no issues identified by the grant administrator.

April 25, 2014

To Whom it May Concern,

I am writing in regards to the *Safe Routes to School* program that is available for schools where safety is of serious concern for students and other stakeholders. I have been teaching at Mary Covillaud School in Marysville for ten years, and was mildly aware of the dangers posed by the traffic situation. However, for the last three years I have been responsible for after school crosswalk duty in front of the school. It is during these three years that my awareness, concern, and worry was made imminent, as I have witnessed multiple near-accidents involving vehicles and pedestrians (myself included) and vehicles with other vehicles.

Simply put, there is inadequate zoning for parents and buses dropping off and picking up students. The buses that drop students off in the morning have no other option but to pull up in front of the school in a way that blocks cars from seeing other traffic, and inhibits the view of traffic for pedestrians using the crosswalk. In addition, the limited space during the drop off rush often causes parents to double park, creating hazards for students getting out of those vehicles and walking *between* cars, and for traffic that then drives around the double parked cars (into oncoming traffic) as the road is blocked.

After school is equally as scary and dangerous, but we at least have some adults on duty to attempt to control or guide the situation. As stated earlier, in the last three years I have almost been hit while standing in the crosswalk (holding a stop sign) several times. Just today, I was in the middle of the crosswalk waiting for a family to make it completely across the street, and a Tahoe decided to proceed through as if I wasn't even there. The double parking is also an issue after school, as children then run through parked cars to the second car, and as traffic goes around and into oncoming traffic to pass by the double parked cars. The buses after school park on a closed road that runs through the middle of campus, but then we have to stop traffic to direct them out into the streets. At times, buses come after school for special circumstances and park in a place that completely blocks pedestrians from seeing if cars are coming to know if it is safe to cross in the crosswalk. So I solve this problem by reaching my stop sign out first, then my head, then the rest of my body to make sure cars are stopped, so students and their families can then cross the street.

As a solution to this nightmare, many parents are now choosing to park (or double park) in our staff parking lot before and after school. Not only does this prohibit staff members from finding parking, it also creates hazards while staff are trying to pull in the one vehicle entrance/exit as parents are trying to leave. Both cars don't fit, so someone has to back up into the already existing nightmare.

I could go on, but I believe it's evident by now that we clearly have safety issues at our school in regard to traffic hazards. We absolutely need a designated bus loading zone that can be used before and after school. I also believe some sort of parent drive through zone is necessary for dropping off and picking up students. This needs to be a place where parents can't park during the peak drop off and pick up times, but simply drive through and stop to load or unload their precious cargo, our students.

Please consider assisting our school to assure the safety of the students, parents, and staff that is compromised on a daily basis before and after school. It's such an unnecessary risk we are taking by leaving things the way they currently are.

Sincerely,

Alicia M. Tindel
4th Grade Teacher
Mary Covillaud School/ Marysville Joint Unified School District

Attachment A. Additional School Information

SCHOOL NAME & ADDRESS:
Kynoch Elementary School 1905 Ahern Street, Marysville, CA 95901
SCHOOL DISTRICT NAME & ADDRESS:
Marysville Unified School District 1919 B Street, Marysville, CA 95901

County-District-School Code (CDS)	Total Student Enrollment	Percentage of students eligible for free or reduced meal programs
58-72736-6056774	650	72%
Percentage of students that currently walk or bike to school	**Approximate # of students living along school route proposed for improvement**	**Project distance from primary or middle school**
31%	488	0-850 feet

SCHOOL NAME & ADDRESS:
McKenney Intermediate School 1904 Huston Street, Marysville, CA 95901
SCHOOL DISTRICT NAME & ADDRESS:
Marysville Unified School District 1919 B Street, Marysville, CA 95901

County-District-School Code (CDS)	Total Student Enrollment	Percentage of students eligible for free or reduced meal programs
58-72736-6056626	500	65%
Percentage of students that currently walk or bike to school	**Approximate # of students living along school route proposed for improvement**	**Project distance from primary or middle school**
31%	240	0-850 feet

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Attachment B. Programming Request

STATE OF CALIFORNIA • DEPARTMENT OF TRANSPORTATION

PROJECT PROGRAMMING REQUEST

DTP-0001 (Revised July 2013)

General Instructions

☑ New Project					Date:	5/15/14
District	**EA**	**Project ID**	**PPNO**	**MPO ID**	**TCRP No.**	
03						

County	Route/Corridor	PM Bk	PM Ahd	Project Sponsor/Lead Agency	
Yuba				City of Marysville	
				MPO	**Element**
				SACOG	Local Assistance

Project Manager/Contact	Phone	E-mail Address
Catharine Dykes	530-749-3936	cdykes@marysville.ca.us

Project Title

City of Marysville Safe Routes to School Project and Programs

Location, Project Limits, Description, Scope of Work ☐ See page 2

The project will be in the City of Marysville. The infrastructure project will include improvements around Covillaud Elementary, Kynoch Elementary and McKenney Intermediate Schools.The improvements will be within the City of Marysville right-of-way. The scope of the infrastructure improvments will include the design and implementation of the projects identified in this application.The non-infrastructure improvements will be the design and implementation of education, encouragement and evaluation programs designed to improve behavior and encourage more families to walk or bicycle to school rather than take the family vehilcle.

☐ Includes ADA Improvements ☑ Includes Bike/Ped Improvements

Component	Implementing Agency
PA&ED	
PS&E	City of Marysville
Right of Way	
Construction	City of Marysville

Purpose and Need ☐ See page 2

This project includes infrastructure and non-infrastrucutre components. The infrastructure components are the findings of Safe Routes to School Plan for the three project schools.The infrastructure is intended to improve student visibility and and safety along suggested routes to school, better organize on-street vehicle parking, and calm traffic along the Kynoch-McKenney school site. The non-infrastructure component is the development of education, encoruagement and evaluation programs at the project schools to educate families about safe and expected driving, walking, and bicycling behavior, to encourage more famlies to walk and bicycle to school and lastly to evaluate how the programs are performing to meet project goals.

Project Benefits ☐ See page 2

The project benefits will include increased pedestrian safety, increased numbers of families walking and bicycling to school, economic savings for families who walk or bicycle to school and air quality and traffic benefits for the greater Marsyville community.

☑ Supports Sustainable Communities Strategy (SCS) Goals ☑ Reduces Greenhouse Gas Emissions

Project Milestone		Proposed
Project Study Report Approved		
Begin Environmental (PA&ED) Phase		
Circulate Draft Environmental Document	**Document Type**	
Draft Project Report		
End Environmental Phase (PA&ED Milestone)		
Begin Design (PS&E) Phase		
End Design Phase (Ready to List for Advertisement Milestone)		
Begin Right of Way Phase		
End Right of Way Phase (Right of Way Certification Milestone)		
Begin Construction Phase (Contract Award Milestone)		
End Construction Phase (Construction Contract Acceptance Milestone)		
Begin Closeout Phase		
End Closeout Phase (Closeout Report)		

ADA Notice For individuals with sensory disabilities, this document is available in alternate formats. For information call (916) 654-6410 or TDD (916) 654-3880 or write Records and Forms Management, 1120 N Street, MS-89, Sacramento, CA 95814.

STATE OF CALIFORNIA • DEPARTMENT OF TRANSPORTATION

PROJECT PROGRAMMING REQUEST

DTP-0001 (Revised July 2013)

Date: 5/15/14

District	County	Route	EA	Project ID	PPNO	TCRP No.
03	Yuba					
Project Title:	City of Marysville Safe Routes to School Project and Programs					

Proposed Total Project Cost ($1,000s)									Notes
Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total	
E&P (PA&ED)		41,000						41,000	
PS&E									
R/W SUP (CT)									
CON SUP (CT)									
R/W									
CON		332,000	58,000	58,000				448,000	
TOTAL		373,000	58,000	58,000				489,000	

Fund No. 1:									Program Code
Proposed Funding ($1,000s)									
Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total	Funding Agency
E&P (PA&ED)		41,000						41,000	
PS&E									
R/W SUP (CT)									
CON SUP (CT)									
R/W									
CON		332,000	58,000	58,000				448,000	
TOTAL		373,000	58,000	58,000				489,000	

Fund No. 2:									Program Code
Proposed Funding ($1,000s)									
Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total	Funding Agency
E&P (PA&ED)									
PS&E									
R/W SUP (CT)									
CON SUP (CT)									
R/W									
CON									
TOTAL									

Fund No. 3:									Program Code
Proposed Funding ($1,000s)									
Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total	Funding Agency
E&P (PA&ED)									
PS&E									
R/W SUP (CT)									
CON SUP (CT)									
R/W									
CON									
TOTAL									

STATE OF CALIFORNIA • DEPARTMENT OF TRANSPORTATION

PROJECT PROGRAMMING REQUEST

DTP-0001 (Revised July 2013)

Date: 5/15/14

District	County	Route	EA	Project ID	PPNO	TCRP No.
03	Yuba					
Project Title:	City of Marysville Safe Routes to School Project and Programs					

Fund No. 4:									Program Code
Proposed Funding ($1,000s)									
Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total	Funding Agency
E&P (PA&ED)									
PS&E									
R/W SUP (CT)									
CON SUP (CT)									
R/W									
CON									
TOTAL									

Fund No. 5:									Program Code
Proposed Funding ($1,000s)									
Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total	Funding Agency
E&P (PA&ED)									
PS&E									
R/W SUP (CT)									
CON SUP (CT)									
R/W									
CON									
TOTAL									

Fund No. 6:									Program Code
Proposed Funding ($1,000s)									
Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total	Funding Agency
E&P (PA&ED)									
PS&E									
R/W SUP (CT)									
CON SUP (CT)									
R/W									
CON									
TOTAL									

Fund No. 7:									Program Code
Proposed Funding ($1,000s)									
Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total	Funding Agency
E&P (PA&ED)									
PS&E									
R/W SUP (CT)									
CON SUP (CT)									
R/W									
CON									
TOTAL									

STATE OF CALIFORNIA • DEPARTMENT OF TRANSPORTATION

PROJECT PROGRAMMING REQUEST

DTP-0001 (Revised July 2013)

Date: 5/15/14

District	County	Route	EA	Project ID	PPNO	TCRP No.
03	Yuba					
Project Title:	City of Marysville Safe Routes to School Project and Programs					

Fund No. 8:									Program Code
Proposed Funding ($1,000s)									
Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total	Funding Agency
E&P (PA&ED)									
PS&E									
R/W SUP (CT)									
CON SUP (CT)									
R/W									
CON									
TOTAL									

Fund No. 9:									Program Code
Proposed Funding ($1,000s)									
Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total	Funding Agency
E&P (PA&ED)									
PS&E									
R/W SUP (CT)									
CON SUP (CT)									
R/W									
CON									
TOTAL									

Fund No. 10:									Program Code
Proposed Funding ($1,000s)									
Component	Prior	14/15	15/16	16/17	17/18	18/19	19/20+	Total	Funding Agency
E&P (PA&ED)									
PS&E									
R/W SUP (CT)									
CON SUP (CT)									
R/W									
CON									
TOTAL									

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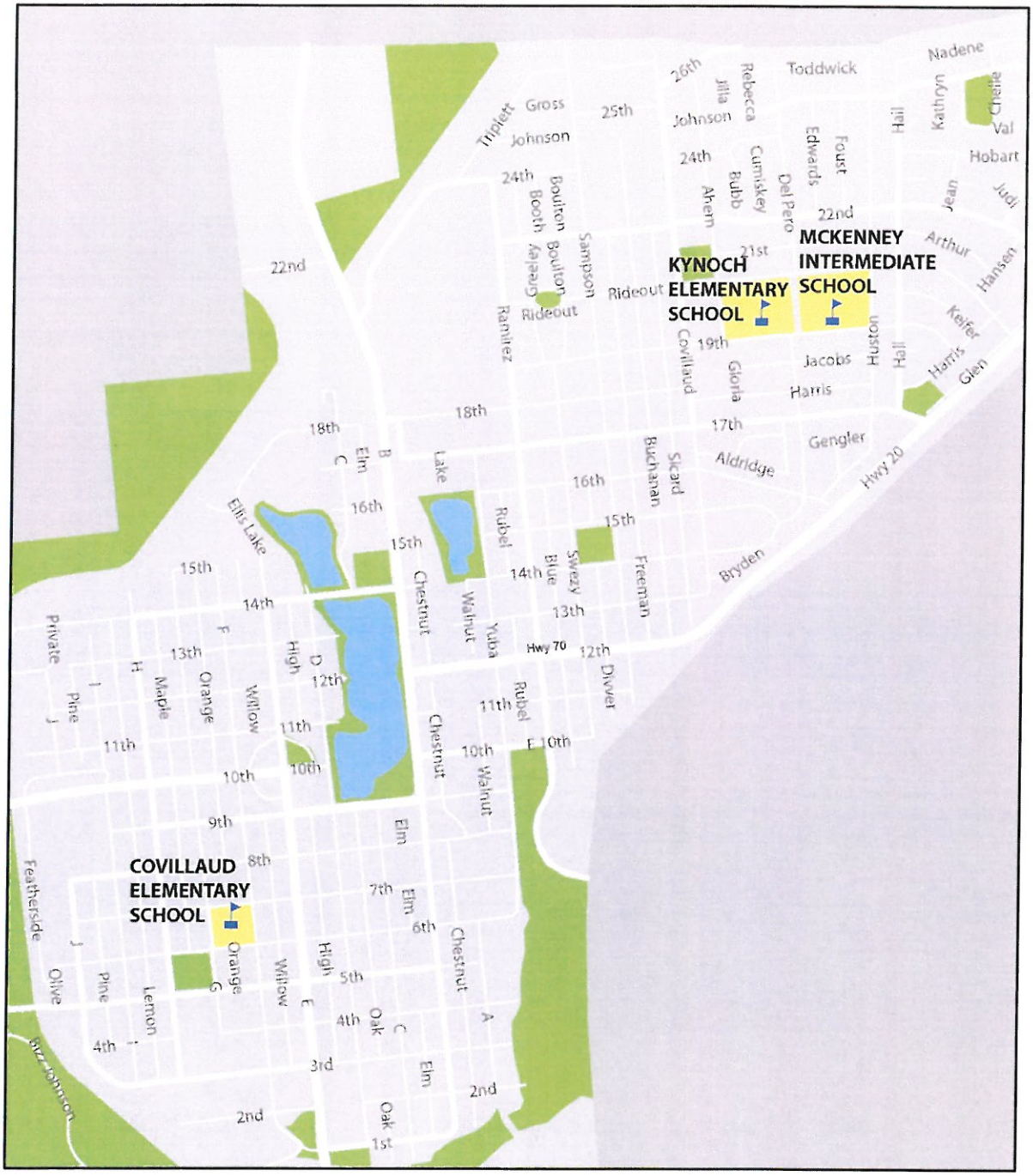
Attachment C. Location Map



Marysville Safe Routes to Schools
Location Map

Data obtained from City of Marysville, Caltrans Highway Patrol Statewide Integrated Traffic Records System (SWITRS)
Map created February, 2014

School Locations
School Grounds
Parks and Open Space
Marysville City Limits

N
0 0.15 0.3 Miles

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Attachment D. Photos of Existing Location

Covillaud Elementary

Figure 1: Covillaud Elementary G St near 9th St

Faded and standard crosswalk markings are challenging for drivers to see.

Figure 2: Covillaud Elementary F St near 9th St

Faded and standard crosswalk markings are challenging for drivers to see.

Figure 3: Covillaud Elementary F St at School

Disorganized parking leaves unusable curb space and families load from the street.

Figure 4: Covillaud Elementary F St near 7th St

View of stop sign is obscured by tree.

Kynoch Elementary – McKenney Intermediate

Figure 5: Kynoch-McKenney 19th St at Del Pero St

Uncontrolled crossings on these wide roadways would be improved with crossing treatments

Figure 6: Kynoch-McKenney Rideout Way at Covillaud St

Standard crosswalk markings on a suggested route to school can be improved with high visibility crosswalks

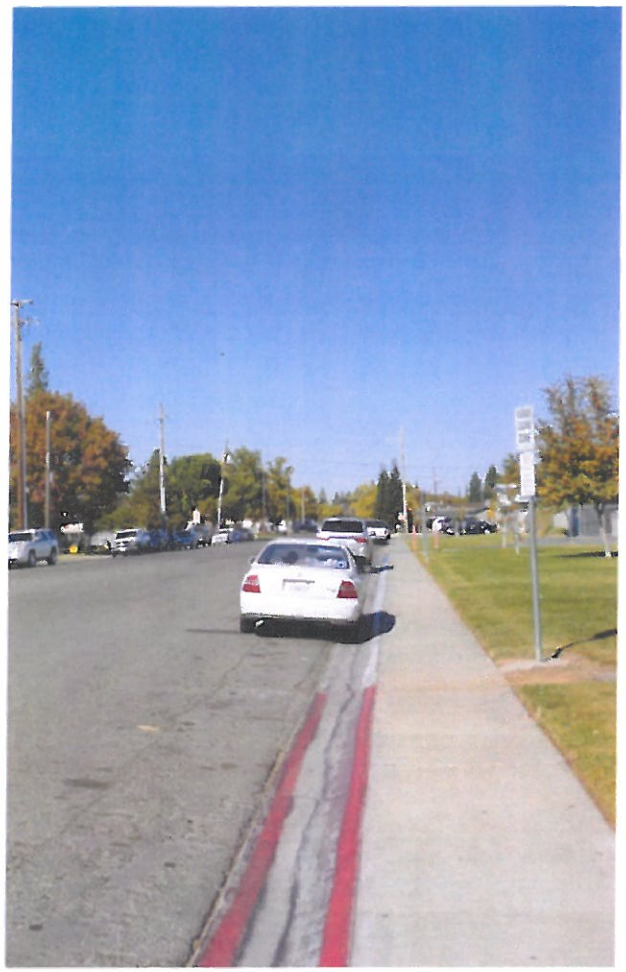


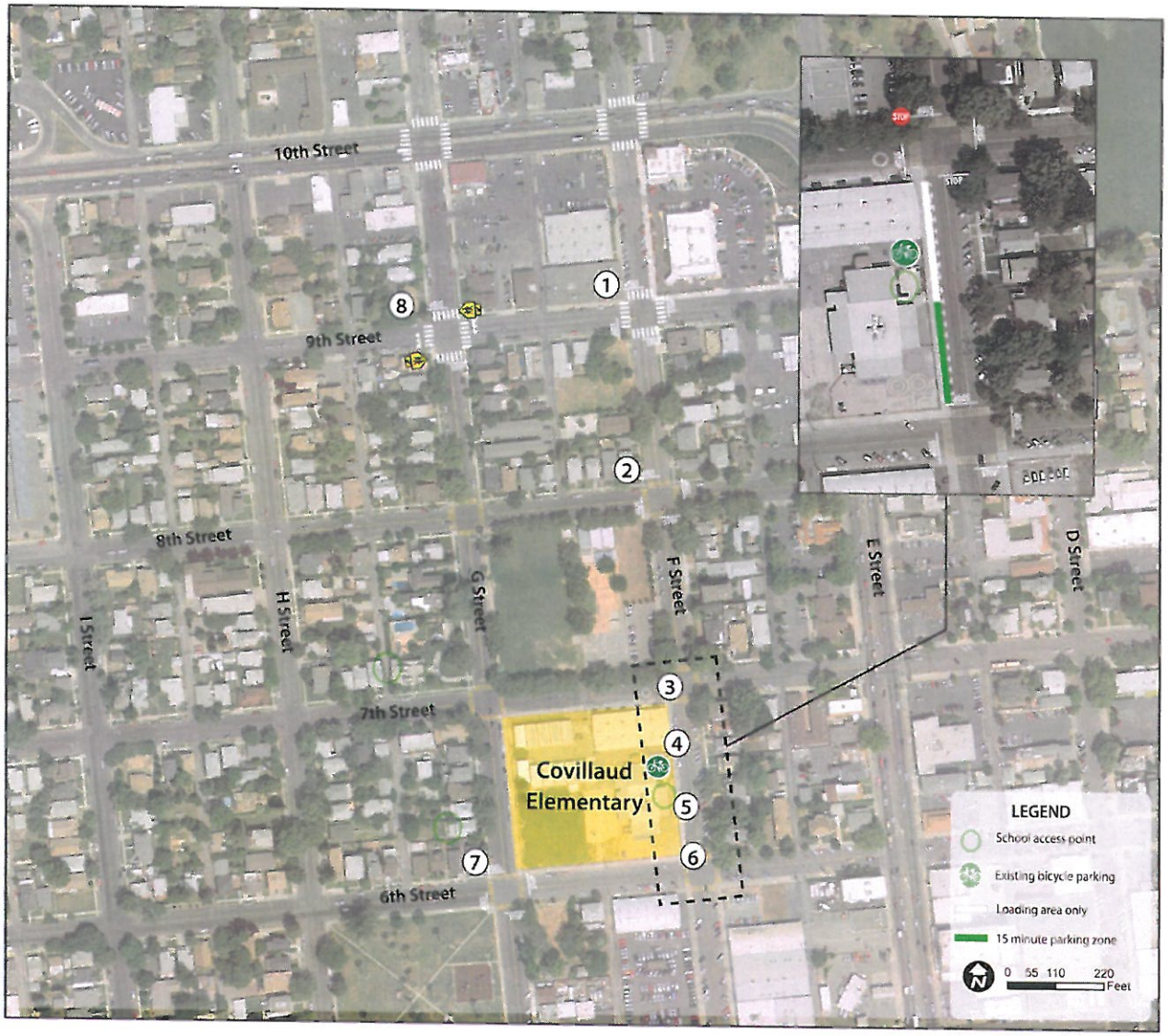
Figure 7: Kynoch-McKenney Ahern St at Kynoch School

Disorganized parking leaves unusable curb space and families load from the street.

Figure 8: Kynoch-McKenney Huston St at Rideout Way

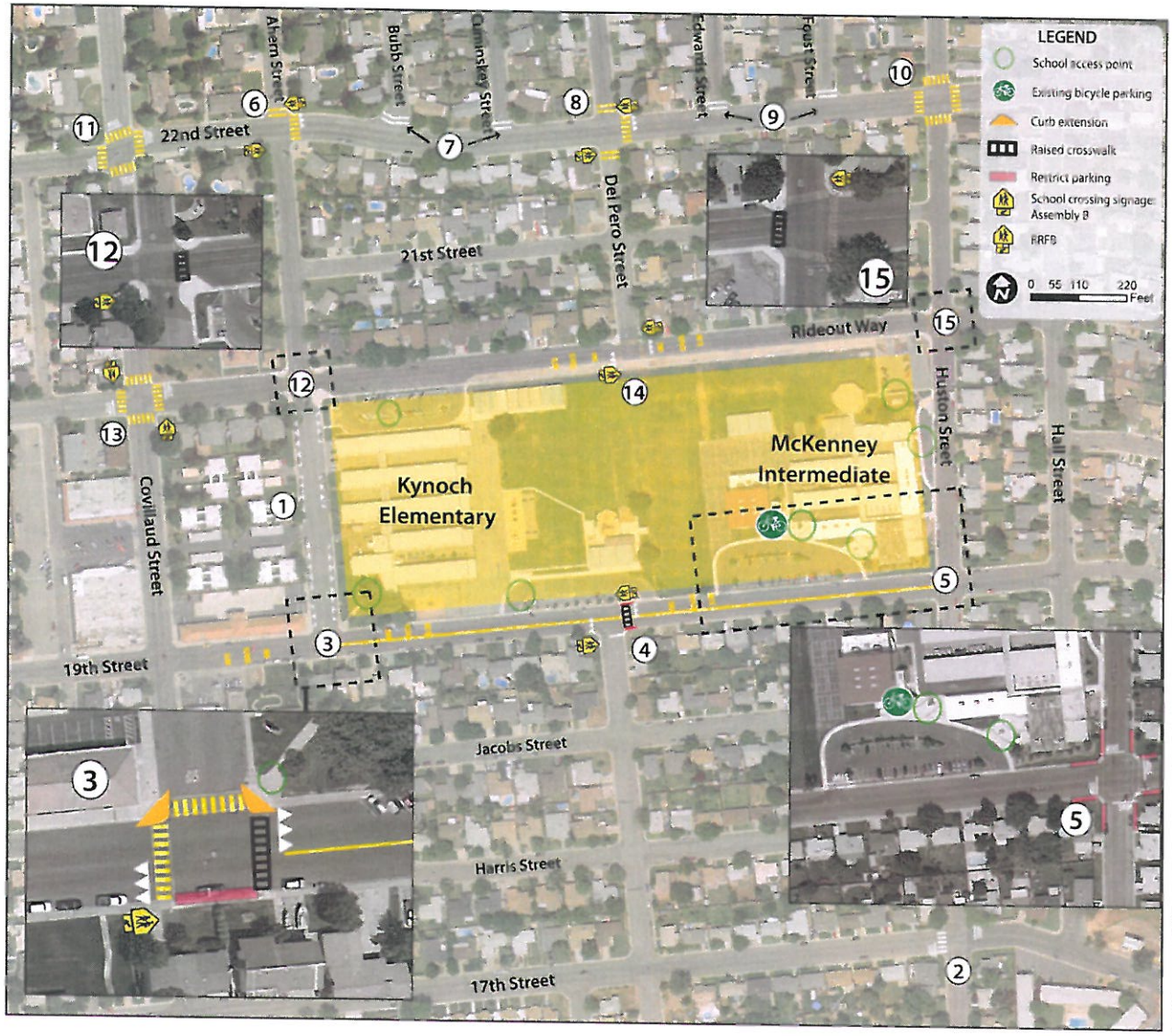
Stop bars will discourage drivers from encroaching on the crosswalk

Attachment E. Preliminary Plans



Covillaud Elementary Improvement Plan

1. **F Street and 9th Street**
   - Restripe all crosswalks as high visibility, with stop bars and stencil
2. **F Street and 8th Street**
   - Install advance stop bars on all legs
3. **F Street and 7th Street**
   - Install advance stop bars on all legs
   - Move stop sign to be more visible
4. **F Street: 7th Street to loading ramp**
   - Stripe loading only area with parking t's
5. **F Street: Loading ramp to 6th Street**
   - Stripe 15 minute parking zone with parking t's
6. **F Street and 6th Street**
   - Install advance stop bars on all legs
7. **G Street and 6th Street**
   - Install advance stop bars on all legs
8. **G Street and 9th Street**
   - Restripe crosswalks as high visibility
   - Install stop bars and stencil on north and south legs
   - Install Assembly 8 sign with down arrow
   - Install yield teeth on west and east legs



Kynoch Elementary and McKenney Intermediate Improvement Plan

1. **Ahern Street between East 19th Street and Rideout Way**
   - Stripe parking 15
2. **East 17th Street and Huston Street**
   - Install high visibility crosswalk on west leg, restripe stop bars and stencil on east and west legs
   - Trim vegetation on northeast corner
3. **East 19th Street and Ahern Street**
   - Install yield teeth on 19th Street approaches
   - Add SLOW SCHOOL XING pavement marking 100' in advance of crosswalk
   - Restrict parking on the south leg between the crosswalks
   - Install curb extensions on northeast and northwest corners. Northeast corner has a storm drain
   - Install yellow center line on 19th Street between Ahern Street and Huston Street
   - Update 19th Street SCHOOL XING signs to Assembly B with down arrow
   - Install raised crosswalk on east leg
4. **East 19th Street and Del Pero Street**
   - Add yield teeth for east leg, add stop bar for south leg
   - Update 19th Street SCHOOL XING signs to Assembly B with down arrow
   - Move SLOW SCHOOL XING pavement marking to within 100' of crosswalk
   - Install raised crosswalk on east leg
   - Restrict parking adjacent to the crosswalks
5. **East 19th and Huston Street**
   - Add stop bars on all four legs
   - Restrict parking adjacent to the crosswalks
6. **East 22nd Street and Ahern Street**
   - Restripe east leg crosswalk as yellow high visibility; install yield teeth and install RRFB
   - Install crosswalk on north leg
7. **East 22nd Street and Bubb/Cuminskey Streets**
   - Install crosswalks on north legs
8. **East 22nd Street and Del Pero Street**
   - Restripe east leg crosswalk as yellow high visibility, install yield teeth and install RRFB
   - Install yellow crosswalk on north and south legs
9. **East 22nd Street and Edwards/Foust Streets**
   - Install crosswalk on north leg
10. **East 22nd Street and Huston Street**
    - Install high visibility crosswalks on all 4 legs
11. **East 22nd Street and Covillaud Street**
    - Restripe all crosswalks as yellow high visibility, with stop bars and stencil
12. **Rideout Way and Ahern Street**
    - Update Rideout Way SCHOOL XING signs to Assembly B with down arrow
    - Install raised crosswalk on east leg
13. **Rideout Way and Covillaud Street**
    - Update Covillaud Street SCHOOL XING signs to Assembly B with down arrow
    - Install stop bars and stencil on west and east legs
    - Restripe all crosswalks as yellow high visibility
14. **Rideout Way and Del Pero Street**
    - Install yield teeth
    - Add SLOW SCHOOL XING pavement marking 100' in advance of crosswalk
    - Update Rideout Way SCHOOL XING signs to Assembly B with down arrow
15. **Rideout Way and Huston Street**
    - Update Rideout Way SCHOOL XING signs to Assembly B with down arrow
    - Install raised crosswalk on west leg

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Attachment F. Detailed Engineers Cost Estimate

Detailed Engineer's Estimate

Construction Items Only

Agency: City of Marysville
Project Name: City of Marysville Safe Routes to School Project
Project Location: Marysville, CA
Date of Estimate: April 11, 2014
Prepared by: Jennifer Donlon Wyant

Item No.	Figure Reference	Description	QTD	Units	Unit Cost	Total
Covillaud Elementary						
F Street and 9th Street						
1	Figure 1, Item 1	White Xwalk thermo (continental)	200	LF	$25.00	$5,000
2	Figure 1, Item 1	STOP stencil paint	88	SF	$5.00	$440
F Street and 8th Street						
3	Figure 1, Item 2	STOP bar paint	100	LF	$5.00	$500
F Street and 7th Street						
4	Figure 1, Item 3	STOP bar paint	100	LF	$5.00	$500
5	Figure 1, Item 3	Remove and install sign	1	EA	$300.00	$300
F Street: 7th Street to Loading Ramp						
6	Figure 1, Item 4	White curb paint	200	LF	$1.00	$200
7	Figure 1, Item 4	Stripe parking T	10	EA	$5.00	$50
F Street: Loading Ramp to 6th Street						
8	Figure 1, Item 5	Green curb paint	110	LF	$ 1	$110
9	Figure 1, Item 5	Stripe parking T	5	EA	$ 5	$25
F Street and 6th Street						
10	Figure 1, Item 6	Install advance stop bars on all legs	100	LF	$5.00	$500
G Street and 6th Street						
11	Figure 1, Item 7	STOP bar paint	100	LF	$5.00	$500
G Street and 9th Street						
12	Figure 1, Item 8	White Xwalk thermo (continental)	208	LF	$25.00	$5,200

Item No.	Figure Reference	Description	QTD	Units	Unit Cost	Total
13	Figure 1, Item 8	Grind existing thermo	416	SF	$5.00	$2,080
14	Figure 1, Item 8	STOP bar paint	52	LF	$5.00	$260
15	Figure 1, Item 8	STOP stencil paint	44	SF	$5.00	$220
16	Figure 1, Item 8	Assembly B signs	2	EA	$300.00	$600
17	Figure 1, Item 8	Yield line paint	52	LF	$10.00	$520
Kynoch Elementary/McKenny Intermediate						
Ahern Street: E 19th Street to Rideout Way						
18	Figure 2, Item 1	Stripe parking T	22	EA	$5.00	$110
E 17th Street and Ahern Street						
19	Figure 2, Item 2	White Xwalk thermo (continental)	46	LF	$25.00	$1,150
20	Figure 2, Item 2	STOP bar paint	92	LF	$5.00	$460
21	Figure 2, Item 2	Landscaping	1	EA	$2,000.00	$2,000
E 19th Street and Ahern Street						
22	Figure 2, Item 3	Yield line paint	52	LF	$5.00	$260
23	Figure 2, Item 3	SLOW SCHOOL XING stencil paint	158	SF	$5.00	$790
24	Figure 2, Item 3	Remove SLOW SCHOOL XING stencil	80	SF	$5.00	$400
25	Figure 2, Item 3	Assembly B signs	2	EA	$300.00	$600
26	Figure 2, Item 3	Curb extension	2	EA	$25,000.00	$50,000
27	Figure 2, Item 3	Lane line paint	1750	LF	$1.00	$1,750
28	Figure 2, Item 3	Red curb paint	60	LF	$1.00	$60
29	Figure 2, Item 3	Raised Xwalk	1	LS	$25,000.00	$25,000
E 19th Street and Del Pero Street						
30	Figure 2, Item 4	Yield line paint	26	LF	$10.00	$260
31	Figure 2, Item 4	STOP bar paint	24	LF	$5.00	$120
32	Figure 2, Item 4	Assembly B signs	2	EA	$300.00	$600
33	Figure 2, Item 4	SLOW SCHOOL XING stencil paint	79	SF	$5.00	$395
34	Figure 2, Item 4	Remove SLOW SCHOOL XING stencil	79	SF	$5.00	$395
35	Figure 2, Item 4	Raised Xwalk	1	LS	$25,000.00	$25,000
36	Figure 2, Item 4	Red curb paint	50	LF	$1.00	$50
E 19th Street and Huston Street						
37	Figure 2, Item 5	STOP bar paint	96	LF	$5.00	$480
38	Figure 2, Item 5	Red curb paint	200	LF	$1.00	$200

Item No.	Figure Reference	Description	QTD	Units	Unit Cost	Total
E 22nd Street and Ahern Street						
39	Figure 2, Item 6	Yellow Xwalk thermo (continental)	60	LF	$25.00	$1,500
40	Figure 2, Item 6	Grind existing thermo	60	SF	$5.00	$300
41	Figure 2, Item 6	Yield line paint	30	LF	$10.00	$300
42	Figure 2, Item 6	RRFB	2	EA	$10,000.00	$20,000
43	Figure 2, Item 6	Yellow Xwalk thermo (transverse)	100	LF	$5.00	$500
E 22nd Street and Bubb Street						
44	Figure 2, Item 7	White Xwalk thermo (transverse)	150	LF	$5.00	$750
E 22nd Street and Cuminsky Street						
45	Figure 2, Item 7	White Xwalk thermo (transverse)	80	LF	$5.00	$400
E 22nd Street and Del Pero Street						
46	Figure 2, Item 8	Yellow Xwalk thermo (continental)	60	LF	$25.00	$1,500
47	Figure 2, Item 8	Grind existing thermo	120	SF	$5.00	$600
48	Figure 2, Item 8	Yellow line paint	30	LF	$10.00	$300
49	Figure 2, Item 8	RRFB	2	EA	$10,000.00	$20,000
50	Figure 2, Item 8	Yellow Xwalk thermo (transverse)	176	LF	$5.00	$880
E 22nd Street and Edwards Street						
51	Figure 2, Item 9	White Xwalk thermo (transverse)	76	LF	$5.00	$380
E 22nd Street and Foust Street						
52	Figure 2, Item 9	White Xwalk thermo (transverse)	76	LF	$5.00	$380
E 22nd Street and Huston Street						
53	Figure 2, Item 10	Yellow Xwalk thermo (continental)	210	LF	$25.00	$5,250
E 22nd Street and Covillaud Street						
54	Figure 2, Item 11	Yellow Xwalk thermo (continental)	230	LF	$25.00	$5,750
55	Figure 2, Item 11	Grind existing thermo	460	SF	$5.00	$2,300
56	Figure 2, Item 11	STOP bar paint	100	LF	$5.00	$500
57	Figure 2, Item 11	STOP stencil paint	88	SF	$5.00	$440
Rideout Way and Ahern Street						
58	Figure 2, Item 12	Assembly B signs	2	EA	$300.00	$600
59	Figure 2, Item 12	Raised Xwalk	1	LS	$25,000.00	$25,000

Item No.	Figure Reference	Description	QTD	Units	Unit Cost	Total
60	Figure 2, Item 12	RRFB	2	EA	$10,000.00	$20,000
Rideout Way and Covillaud Street						
61	Figure 2, Item 13	Yellow Xwalk thermo (continental)	220	LF	$25.00	$5,500
62	Figure 2, Item 13	Grind existing thermo	440	SF	$5.00	$2,200
63	Figure 2, Item 13	STOP bar paint	110	LF	$5.00	$550
64	Figure 2, Item 13	STOP stencil paint	88	SF	$5.00	$440
65	Figure 2, Item 13	Assembly B signs	2	EA	$300.00	$600
Rideout Way and Del Pero Street						
66	Figure 2, Item 14	Yield line paint	24	LF	$10.00	$240
67	Figure 2, Item 14	SLOW SCHOOL XING stencil paint	158	SF	$5.00	$790
68	Figure 2, Item 14	Assembly B signs	2	EA	$300.00	$600
Rideout Way and Huston Street						
69	Figure 2, Item 15	Assembly B signs	2	EA	$300.00	$600
70	Figure 2, Item 15	Raised Xwalk	1	LS	$25,000.00	$25,000
					Construction Total:	$271,200
					PS&E (15%)	$40,680.00
					Construction Engineering (10%)	$27,120
					Subtotal	**$339,000**
					Contingency (10%)	$33,900
					Total:	**$372,900**

Attachment G. Collision Maps

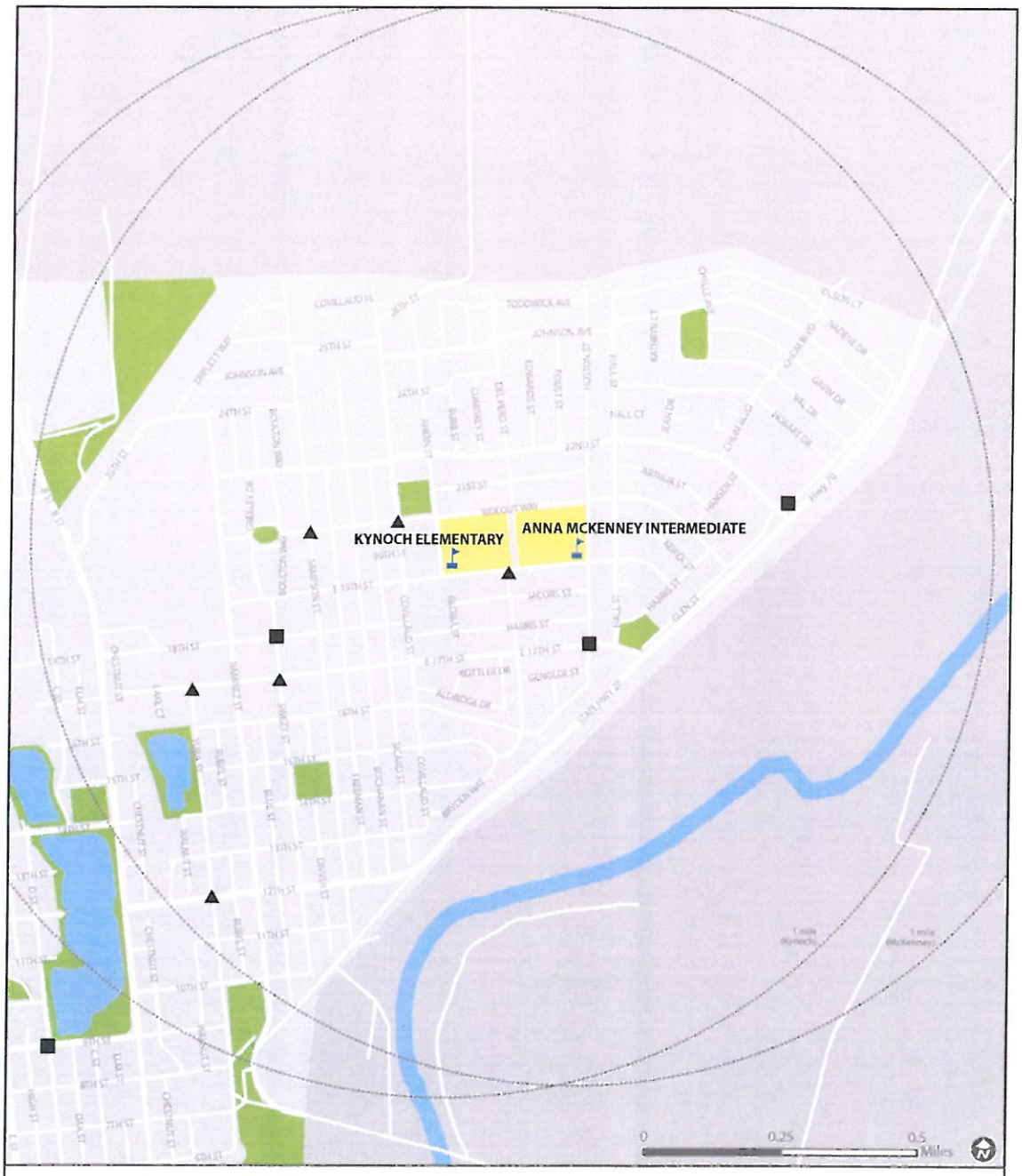
Covillaud Elementary School

Marysville Safe Routes to Schools

alta

Data obtained from City of Marysville, Caltrans Highway Patrol Statewide Integrated Traffic Records System (SWITRS)
Map created February, 2014

School Location
Youth Pedestrian Collision
Youth Bicycle Collision
School Grounds
Parks and Open Space
1 mile buffer
Marysville City Limits



Anna McKenney Intermediate School and Kynoch Elementary School

Marysville Safe Routes to Schools

alta

Data obtained from City of Marysville, Caltrans Highway Patrol Statewide Integrated Traffic Records System (SWITRS)

Map created February, 2014

School Location
Youth Pedestrian Collision
Youth Bicycle Collision
School Grounds
Parks and Open Space
1 mile buffer
Marysville City Limits

Attachment H. Programs Scope and Budget

Scope of Work

Project Initiation

Project Kick-Off Meeting
The City and School District will hold a kick-off meeting with Caltrans staff to discuss grant procedures and project expectations including invoicing, quarterly reporting, and all other relevant project information. Meeting summary will be documented.

Responsible Party: City of Marysville and Marysville Joint Unified School District

Staff Coordination
Monthly in-person or conference call project team meetings with consultants to ensure good communication on upcoming tasks and to make sure the project remains on time and within budget. Caltrans staff will be invited to the project team meetings.

Responsible Party: City of Marysville and Marysville Joint Unified School District

RFP for Consultant Services
Complete an RFP process for selection of a consultant using the proper procurement procedures.

Responsible Party: City of Marysville and Marysville Joint Unified School District

Task 1 Deliverables

Task	Deliverable	Responsible Party
1.1	Meeting Notes	Marysville Joint Unified School District
1.2	Monthly Meeting Notes	Marysville Joint Unified School District
1.3	Copy of Procurement Procedures and Executed Consultant Contract	Marysville Joint Unified School District

Outreach

Technical Advisory Committee (TAC)
The TAC will meet six (6) times: after the project kick-off to facilitate the development and implementation of the programs listed in this SOW.

The TAC will include but is not limited to:

- Marysville Joint Unified School District Administration
- Marysville Joint Unified School District School Principals
- Marysville Joint Unified School District Educators
- Parent representatives
- Marysville Police Department
- Caltrans
- Yuba County Health Department

Responsible Party: City of Marysville, Marysville Joint Unified School District/Consultant

Task 2 Deliverables

Task	Deliverable	Responsible Party
2.1	Meeting Notes	Marysville Joint Unified School District/Consultant

Education: Develop and Implement a Student Bicycle and Pedestrian Traffic Safety Curriculum

Develop Pedestrian and Bicycle Traffic Safety Curriculum

The Consultant will meet with the TAC to discuss the framework for a pedestrian and bicycle traffic safety education that will include in-classroom lessons and on-bicycle (bike rodeo) education. The goal of this task will be to develop a curriculum that can be implemented with school staff and volunteers once established as part of this SOW.

Based on TAC input, the Consultant will evaluate best- practice curriculum and develop a curriculum for review by the TAC. Curriculum elements will include lesson plans and instructions. Consultant will prepare an Administrative Draft Pedestrian and Bicycle Traffic Safety Curriculum for TAC review. The Draft will include instructions for implementation.

The Consultant will revise the Administrative Draft Curriculum based on TAC comments and prepare a Draft Curriculum.

Responsible Party: Consultant

Implement Pedestrian and Bicycle Traffic Safety Curriculum

The Consultant will coordinate with the TAC and the three participating schools to implement the Draft Curriculum. The Consultant will train a designated Marysville Joint Unified School District staff person to coordinate and administer the curriculum.

The School District will work with the Consultant to identify bike rodeo volunteers or school staff to assist with implementation.

The Consultant will revise the curriculum and instructions based on input received and prepare a Final Pedestrian and Bicycle Traffic Safety Curriculum.

Responsible Party: Marysville Joint Unified School District/Consultant

Adult Crossing Guard Training Program

The Consultant will identify an established adult crossing guard training guide for the school staffed crossing guard program (such as the National Center for Safe Routes to School Adult Crossing Guard Guidelines or the forthcoming California Safe Routes to School Technical Resource Center's California Adult School Crossing Guard Training Guidelines).

The Consultant will train a designated Marysville Joint Unified School staff person to coordinate the crossing guard training.

Responsible Party: Marysville Joint Unified School District/Consultant

Task 3 Deliverables

Task	Deliverable	Responsible Party
3.1	Administrative Draft Curriculum Draft Curriculum	Consultant
3.2	Implementation of Curriculum	Marysville Joint Unified School District/Consultant
3.2	Adult Crossing Guard Training Program	Marysville Joint Unified School District/Consultant

Encouragement: Develop and Implement Encouragement Programs

Develop and Implement Back to School Encouragement Marketing

The Consultant will work with the designated Marysville Joint Unified School District staff person to coordinate back to school encouragement marketing. The marketing will include:

- Tabling at back to school events and Ribbon Week, Food Fair and the Smoke Out
- Distribution of existing Suggested Routes to School Maps
- Development of narrative for distribution to parents and students via newsletters, school emails, PTA Facebook pages and other outlets identified by the TAC

The Consultant will establish a program and train the Marysville Joint Unified School District staff person to administer the marketing.

Responsible Party: Marysville Joint Unified School District/Consultant

Develop and Implement Walk, Bike and Skate to School Days

The Consultant will work with the designated Marysville Joint Unified School staff person to coordinate and develop materials for a minimum of:

- International Walk to School Day (October)
- Bike and Skate to School Day (May)
- Monthly Walk and Roll Days

Materials will include outreach narrative and marketing materials and schedule of tasks needed and events.

The Consultant will establish a program and train the Marysville Joint Unified School District staff person to administer the marketing.

Responsible Party: Marysville Joint Unified School District/Consultant

Develop and Implement Golden Sneaker Contest

The Consultant will work with the TAC and the designated Marysville Joint Unified School staff person to coordinate and develop materials and a program for a Golden Sneaker Contest at the three project schools.

The Consultant will develop materials that will include schedule, student friendly materials for tracking student commute modes, incentive narrative, and the "golden sneaker" trophy.

The Consultant will establish a program and train the Marysville Joint Unified School District staff person to administer the marketing.

Responsible Party: Marysville Joint Unified School District/Consultant

Task 4 Deliverables

Task	Deliverable	Responsible Party
4.1	Back to School Encouragement Marketing	Marysville Joint Unified School District/Consultant
4.2	Walk, Bike and Skate to School Days	Marysville Joint Unified School District/Consultant
4.2	Golden Sneaker Contest	Marysville Joint Unified School District/Consultant

Evaluation: Develop and Implement Evaluation Programs

Student Hand Tallies
The Consultant will work with the designated Marysville Joint Unified School District staff person to coordinate and conduct the National Center for Safe Routes to School Student Hand Tallies at the beginning and at the end of the program school years. The consultant will assist with administering the tally and tally the results.

Responsible Party: Marysville Joint Unified School District/Consultant

Parent Surveys
The Consultant will work with the designated Marysville Joint Unified School District staff person to coordinate and conduct the National Center for Safe Routes to School Parent Surveys once a year during each of the program school years. The consultant will assist with administering the tally and tally the results.

Responsible Party: Marysville Joint Unified School District/Consultant

Task 5 Deliverables

Task	Deliverable	Responsible Party
5.1	Student Hand Tallies	Consultant
5.2	Parent Surveys	Consultant

Budget

Task	Consultant	City	School District	Totals
*2014 Hourly Rate**				
Task 1. Project Initiation and Management				
Task 1.1 Project Kick-Off Meeting	$0	$240	$120	$360
Task 1.2 Staff Coordination	$0	$2,880	$1,440	$4,320
Task 1.4 RPF for Consultant Services	$0	$480	$120	$600
Task 2. Outreach				
Task 2.1. Technical Advisory Committee	$10,920	$960	$480	$12,360
Task 3. Education				
Task 3.1. Develop Pedestrian and Bicycle Traffic Safety Curriculum	$8,040	$0	$480	$8,520
Task 3.2. Implement Pedestrian and Bicycle Traffic Safety Curriculum	$13,800	$0	$4,000	$17,800
Task 3.3. Adult Crossing Guard Training Program	$3,980	$0	$1,200	$5,180
Task 4. Encouragement				
Task 4.1. Develop and Implement Back to School Encouragement Marketing	$8,980	$0	$1,800	$10,780
Task 4.2. Develop and Implement Walk, Bike and Skate to School Days	$12,980	$0	$2,880	$15,860
Task 4.3. Develop and Implement Golden Sneaker Contest	$8,540	$0	$1,800	$10,340
Task 5. Evaluation				
Task 5.1. Student Hand Tallies	$5,170	$0	$2,480	$7,650
Task 5.2. Parent Surveys	$5,170	$0	$1,400	$6,570
Totals	**$77,580**	**$4,560**	**$18,200**	**$100,340**
Program Materials				$15,000
Project Total				**$115,340**

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Attachment I. Letters of Support

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CITY OF MARYSVILLE

POLICE DEPARTMENT

316 6th Street • P.O. Box 670 • Marysville, CA 95901

David L. Baker
Chief of Police

April 14, 2014

Caltrans
Division of Local Assistance, MS 1
Attn: Office of Active Transportation and Spec. Program
PO Box 942874
Sacramento, CA 94274-0001

Members of the City of Marysville Police Department administrative staff have had the opportunity to work in partnership with Marysville City Officials, Marysville Joint Unified School District, Alta Planning and Design, WalkSacramento, and Parisi Transportation Consulting in the development of a Safe Routes to Schools plan. In considering the proposal, we have reviewed the statistical data, the recommended improvements needed, and the enforcement options available.

The City of Marysville Police Department agrees with the proposed improvements cited, and the Safe Routes to School recommendations as a whole. We at the Marysville Police Department feel that a realization of the proposed changes surrounding our community schools will both increase the safety of the students and promote walking and biking to schools.

Please consider this as an official letter of recommendation in full support of the Safe Routes to School Plan, on behalf of the Marysville Police Department.

David L. Baker
Chief of Police

Business: **(530) 749-3900**
Fax: **(530) 749-3990**

CITY OF MARYSVILLE

RICKY A. SAMAYOA
MAYOR
COUNCIL MEMBERS
JAMES E. KITCHEN
CHRISTOPHER PEDIGO
MICHAEL SELVIDGE
DALE WHITMORE

526 C STREET
MARYSVILLE, CALIFORNIA 95901
TELEPHONE
(530) 749-3901
FACSIMILE
(530) 749-3992

May 14, 2014

Caltrans
Division of Local assistance, MS 1
Attention: Office of Active Transportation and Special Programming
P.O. Box 942874
Sacramento, CA 94274-001

Dear Grant Review Committee Members:

Strong and healthy communities are those that are safe, and encourage an active lifestyle among all of its residents. They are also those that bring together collaborate efforts among different institutions to solve problems that increase the well-being of its community and residents. For this reason, I wholeheartedly support this grant application to fund a Safe Routes to School project, a cooperative effort between the City of Maryville and Marysville Joint Unified School District.

We believe that **both** the programmatic efforts and engineering improvement are required to 1) increase the number of students that bike or walk to and from school, 2) reduce the congestion of vehicles at school sites during drop-off and pick-up times, and 3) minimize the possibility of another tragic accident occurring in our community. As you may know, on November 10, 2011, a 3rd grader, on her way to school, was hit by a vehicle and later died. Both the city and the school district are focused on structuring a Safe Routes to School project that is long lasting, sustainable and will increase the strength and health of our neighborhoods.

Please be aware that on May 6, 2014, the Marysville City Council unanimously adopted a resolution to apply for this grant and to work with the Marysville Joint Unified School District to implement the recommendation found in the impartial Safe Routes to School Plan funded by your agency as well. I look forward to your favorable response and thank you for your consideration. Please feel free to contact me directly with any question or concerns about our commitment to the project proposed. My direct phone number is 530-218-5630.

Sincerely,

Ricky A. Samayoa
Mayor

Marysville Joint Unified School District

Anna L. McKenney Intermediate School

Home of the Mustangs

1904 Huston Street
Marysville, CA 95901

Shevaun Mathews, Principal
David Jones, Asst. Principal

(530) 741-6187
Fax (530) 741-6004

May 5, 2014

Caltrans
Division of Local Assistance, MS1
P.O. Box 942874
Sacramento, CA 94274-0001

Subject: Letter of Support for Active Transportation Program Grant Application for the Marysville Safe Routes to School Project

To Whom It May Concern:

On behalf of the Anna McKenney School Site Council, we wish to express our support for the City of Marysville's application for the Safe Routes to School infrastructure and non-infrastructure project. Projects like this one are vital to our children's safety as they travel to and from school as well as anytime they are walking or bicycling in the community. We also believe that this project will increase children, both walking and bicycling to and from school.

The infrastructure improvements are designed to address these challenges:

- School enrollment data shows many families live close enough to walk and bicycle to school however 74% are taken in vehicles.
- Surveyed parents reported that speed of traffic along routes, intersection and crossing safety are barriers to walking and bicycling to school.
- Parents reported they would be more likely to walk or bicycle to school if traffic along routes, intersection and crossing safety were improved.

The program funding request in this grant application is designed to develop a program of events designed to:

- Educate our community about how to be safe drivers, walkers, and bicyclists.
- Encourage families to walk and bicycle to school through the development of exciting events.
- Enforce good behavior.
- Evaluate how well we are going towards meeting our goals to improve safety and increase the numbers of families who walk and bicycle to school

A recent study completed by Alta Planning and Design identified twenty-seven high to medium improvements which need to be addressed around two elementary and one junior high school. Personally, I can tell you that my child is not allowed to walk, or bike, to school. I feel that her walking is an accident waiting to happen, even though I only live three blocks from the school. This project includes key safety and mobility improvements that our community desperately needs to create an atmosphere that is safer and more enjoyable as children walk/bike to school.

Thank you so much for your consideration of this project. As I hope you can see from the proposal, this is truly a community partnering with city leadership to ensure the children are safe as they embark on their daily journey to and from school. Please accept this letter of support and consider awarding the City of Marysville as the create Safe Routes to School.

Sincerely,

Jason Roper
Anna McKenney School
Site Council President
1904 Houston Street
Marysville, California 95901
530-741-6275

Marysville Joint Unified School District

Anna L. McKenney Intermediate School

Home of the Mustangs

1904 Huston Street
Marysville, CA 95901

Shevaun Mathews, Principal
David Jones, Asst. Principal

(530) 741-6187
Fax (530) 741-6004

April 29, 2014

To Whom It May Concern:

The Anna McKenney PTSO supports the Safe Routes to School Grant. We believe all 5 E's are essential to ensuring safe student routes to and from school.

The engineering portion of this grant would benefit our neighborhoods and the safety of all children walking and biking to school. There are limited bike lanes, none of which surround the school itself. There are areas where stop signs, blinking lights and other forms of engineering could help to make drop-off/pick-up areas safer for students.

We are willing to support staff in education programs that teach students proper procedures for biking and walking to school. We are also willing as to participate in encouragement programs. We have volunteers and community support to help make these programs fun and cool for middle school students.

Living in a community where a third grade girl was struck and killed two years ago while walking her bike across the street and others have been struck by vehicles over the years, we must support any funding that will prevent further tragedy in our neighborhoods.

Please grant us the funds to help provide safe routes to school.

Sincerely,

Jennifer Bramer
Anna McKenney PTSO President and Parent

Marysville Joint Unified School District

Anna L. McKenney Intermediate School

Home of the Mustangs

1904 Huston Street
Marysville, CA 95901

Shevaun Mathews, Principal
David Jones, Asst. Principal

(530) 741-6187
Fax (530) 741-6004

April 28, 2014

Caltrans
Division of Local Assistance, MS1
P.O. Box 942874
Sacramento, CA 94274-0001

Subject: Letter of Support for Active Transportation Program Grant Application for the Marysville Safe Routes to School Project

To Whom It May Concern:

Anna L. McKenney Intermediate School supports the City of Marysville funding application for the Marysville Safe Routes to School infrastructure and non-infrastructure project. We feel these projects are important because our community seeks to improve safety for children going to school and to increase the numbers of children walking and bicycling to school.

The infrastructure improvements are designed to address these challenges:

- School enrollment data shows many families live close enough to walk and bicycle to school, however, 74% are taking vehicles.
- Surveyed parents reported that speed of traffic along routes, intersection and crossing safety are barriers to walking and bicycling to school.
- Parents reported they would be more likely to walk or bicycle to school if traffic along routes, intersection and crossing safety were improved.

The program funding request in this grant is designed to develop a program of events targeting education and safety:

- Educating our community about how to be safe drivers, walkers, and bicyclists.
- Encourage families to walk and bicycle to school through the development of exciting and educational events.
- Teach and enforce good behavior.
- Evaluate how well we are doing towards meeting our goals to improve safety and increase the numbers of families who walk and bicycle to school.
- Provide education and training to staff on safe crossing behavior for students and traffic.

The project application includes key safety and mobility improvements for our school and community, focusing on creating safer and more enjoyable trips to school.

We enthusiastically support the consideration of the Marysville Safe Routes to School Project for funding through the Active Transportation Program.

Sincerely,

Shevaun Mathews

Shevaun Mathews
Principal
Anna L. McKenney Intermediate School
1904 Huston St.
Marysville, CA 95901
530.741.6187 x2204
530.741.6004
smathews@mjusd.net

Kynoch Elementary School
1905 Ahern Street, Marysville CA 95901
Principal: Monica Oakes 530-741-6141
A California Distinguished School

TITLE I ACADEMIC ACHIEVEMENT AWARD SCHOOL
CALIFORNIA DEPARTMENT OF EDUCATION

May 15, 2014
Caltrans
Division of Local Assistance, MS1
P.O. Box 942874
Sacramento, CA 94274-0001

Subject: Letter of Support for Active Transportation Program Grant Application for the Marysville Safe Routes to School Project

To Whom It May Concern:

Kynoch Elementary School's PTO and Site Council supports the City of Marsyville funding application for the Marysville Safe Routes to School infrastructure and non-infrastructure project. We feel these projects are important because our community seeks to improve safety for children going to school and to increase the numbers of children walking and bicycling to school.

The infrastructure improvements are designed to address these challenges:

- School enrollment data shows many families live close enough to walk and bicycle to school however 74% are taken in vehicles.
- Surveyed parents reported that speed of traffic along routes, intersection and crossing safety are barriers to walking and bicycling to school.
- Parents reported they would be more likely to walk or bicycle to school if traffic along routes, intersection and crossing safety were improved.

The program funding request in this grant application is designed to develop a program of events designed to:

- Educate our community about how to be safe drivers, walkers, and bicyclists.
- Encourage families to walk and bicycle to school through the development of exciting events.
- Enforce good behavior.
- Evaluate how well we are going towards meeting our goals to improve safety and increase the numbers of families who walk and bicycle to school

The project application includes key safety and mobility improvements for our community, focusing on creating safer and more enjoyable trips to school.

We enthusiastically support the consideration of the Marysville Safe Routes to School Project for funding through the Active Transportation Program.

Sincerely,

Diane Lemstrom
PTO/Site Council Liaison
Kynoch Elementary School
1905 Ahern Street
Marysville, CA 95901

Marysville Joint Unified School District

Gay Todd, Ed.D. - Superintendent

1919 B Street • Marysville, CA • 95901 • (530) 749-6102 • FAX (530) 741-7894

May 15, 2014

Caltrans
Division of Local Assistance, MS1
P.O. Box 942874
Sacramento, CA 94274-0001

Subject: Letter of Support for Active Transportation Program Grant Application for the Marysville Safe Routes to School Project

To Whom It May Concern:

The Marysville Joint Unified School District supports the City of Marysville funding application for the Marysville Safe Routes to School infrastructure and non-infrastructure project. We feel these projects are important because our community seeks to improve safety for children going to school and to increase the numbers of children walking and bicycling to school.

The infrastructure improvements are designed to address these challenges:

- School enrollment data shows many families live close enough to walk and bicycle to school; however, 74% are taken in vehicles.
- Surveyed parents reported that speed of traffic along routes, intersection, and crossing safety are barriers to walking and bicycling to school.
- Parents reported they would be more likely to walk or bicycle to school if traffic along routes, intersection, and crossing safety were improved.

The program funding request in this grant application is designed to develop a program of events designed to:

- Educate our community about how to be safe drivers, walkers, and bicyclists.
- Encourage families to walk and bicycle to school through the development of exciting events.
- Enforce good behavior.
- Evaluate how well we are going toward meeting our goals to improve safety and increase the numbers of families who walk and bicycle to school.

The project application includes key safety and mobility improvements for our community focusing on creating safer and more enjoyable trips to school.

We enthusiastically support the consideration of the Marysville Safe Routes to School Project for funding through the Active Transportation Program.

Sincerely,

Gay Todd

Gay Todd, Ed.D.
Superintendent

Dear grant reader, my name is Jacob Williamson I go to Kynoch elementary School. here's some Reason's that you need to make bike riding and walking to school Sare. we need to wear a helemant and to look both ways before you cross the Road and when you walk across the Road. we don't want people to get hurt. or kiddnapped because people are coazy about kiddnapping children.

Sincerely, Jacob 9 years old

Dear grant reader

I would like to make to make rode work on bike routes and make $ to make walls betoen the bike lane and the rode,

love Joaquin

grade 1st

May, 16/201

Dear Grant Reader,

My name is Mackenzie R. I'm in 3rd grade at Kynach Elementary school. I think people should use crosswalks and and listen to the speed limit signs to be more safe. People ride bikes, scooters, and skateboards to school but they don't pay attention.

Sincerly

Mackenzie Ritner

Age: 8

The date is May 16th 2014

My name is Cody

Dear Grant reader, you should not ride your bike when cars are going past. You should be very carefaly by kynock because it is very bisy. You also should not ride your bikes inbatween cars without your helment. You dont walk to school without a perent so you dont get killed.

My age is 6.

Dear Grant Reader,

My name is Violette Lange. I am in 3rd grade, and I go to Kenesh Elementry. I am going to talk about road safty. If kids dont use cross walks they might get injured. If kids ride their bikes to school they need to wear their helment and need to walk their bikes to the other side of the street. If you walk to school you need to keep awear of your surroundings if you don't you will proulby get kiddnapted. These are some of the rules that we should follow.

-Violette
Age: 8

Dear Grant Reader,
My name is Annamarie Gomez.
I am in 1st grade. I go to Kwnock Elementry school. Don't ride bikes to school because if you don't hare a helmeht a oficer can pull you over. If you do not see cars an it is a stop sine still stop because you mite not see a kid and the kid mite get engerd.

From: Annamarie
To: Grant Readers.

May 16, 2014

Dear Grant Reader,

My name is Kylee Shawles. Im in the 3rd grade. I go to Kynoch Elementry. I think that kids should use good road safty because some kid don't look ware their are walking because some people like to speed. I also think that we need more stop sign because on my street their use to be a speeder and their was no stop signs and their are a bunch of children that walk down my street to get home.

From Kylee Shawles

May 16, 2014

Dear Grant Reader,

My name is yaquelin. I am in the 7th grade at MCK middle school. I walk to school everday. Sometimes I see students on their bikes on their way to school and people driving crazy putting bike riders and walkers in danger.
This grant money would help teach kids how to be safe when walking or riding their bikes to and from school. Thank you for considering our school.

Sincerely,
yaquelin 12

5/16/14

Dear grant reader,

My name is MAC. I am in 6th grade at MCK middle school. I do not live near my school but I walk to MHS for a basketball club that I am. Most Days that I walk to MHS I do not feel completly safe because of crazy Drivers. Some people speed near the Schools and others don't make complete stops or look both ways. When I cross the street I wait until there are no cars around so I don't risk crossing they not see.

This grant will help us teach kids in the classroom and teach adults too.

Sincealy,
MAC

11 years old

Dear grant Reader, 5-16-14

My name is Melissa. I'm in the 6th grade at McKenney Middle School. I walk to school every day. Sometimes when I need to cross the street, cars don't let me cross or they didn't see me.

I would like for adults to be aware of students crossing near schools.

Sincerely,
Melissa
11yrs old

Dear Grant Reader,

May 16

My name is Elysia. I am in the 6th grade at MLK ~~Elementary~~ middle school I walk home every day and sometimes i don't feel safe because our school has a very busy intersection right in front i know that if we get grant money to teach people about safe routes to school, my school benefit.

Sincerely,
Elysia
12 years old

May 16
2014

Dear Grant Reader,

My name is andrea. I am in the eighth Grade at Mch Middle School. I walk home from my Bus stop and have to cross a busy and dangerous Street. I have almost gotten Run Over several times. If our School gets this mony we could help walkers and Bike Riders Safe on there way home.

Sincerely
andrea
13 years old

Dear grant Reader

My name is Hope. I am in the 6th Grade at mck middle School. I would like for People to learn about Safe ways to drive around School zones because everday when I am walking home from my bus stop, B People ar always speding. Not only will our school bedeth from the mounyput People in the area will learn saftways to drive when students are around

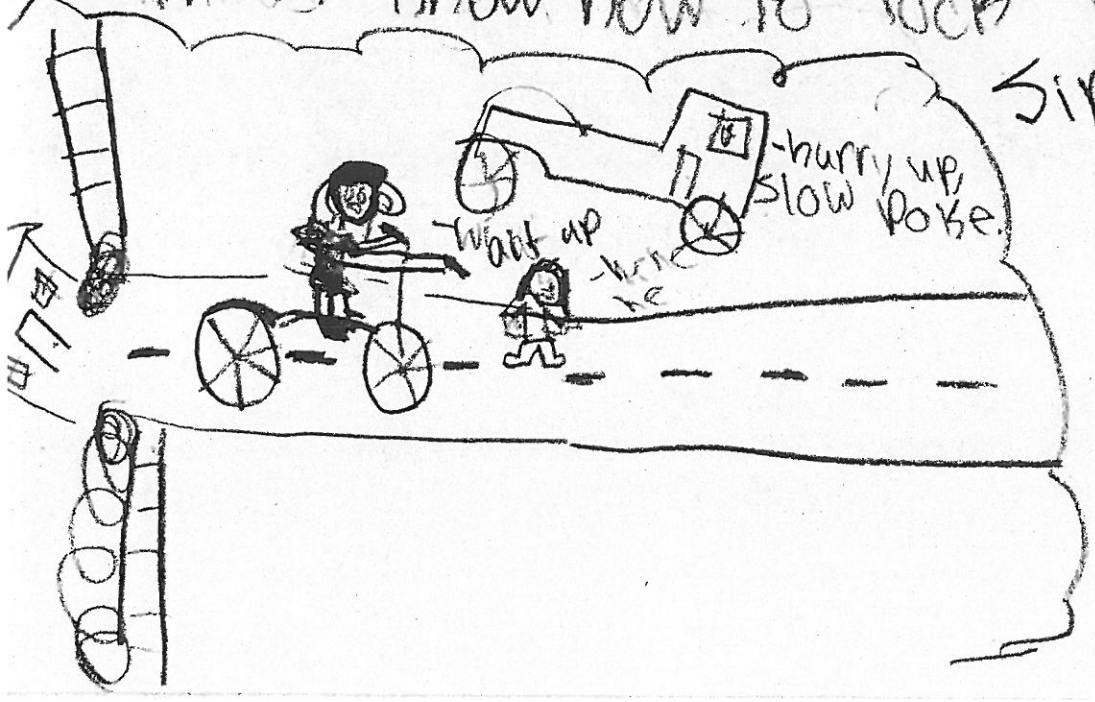
Sincerely
Hope
12

Dear Grant Reader you
will pot your Halmet
and your famlae and
and nepas and abolpus
and Dot go fas or
a cra will crach and
malo The prsan has
a wepen and cape
Drug and a man can
treck you and can
celd you

Dear grant Reader my nam
is Joshua I am in The
smit g it during the veymoud Elementa
middle car Almost run
me over my uncl as mom
stop sou. nogman redelitever
one Day.

Grant Reader

Hi, I am Kayci and I go to Coulldud Elementry school. I want to tell you that I ride my bike to School or Walks. I live close to my school. I want to tell you what we would do if we had the money to start a new thing in life. I think everbody that works for construction needs to straighten the side walks and smoothen them. I also want to mention that I would love to help buy bikes and teach people the proper way to ride a bike, with a helmet on. I was walking home but I almost got hit with my mom. I would let them know how to lock their bike up.

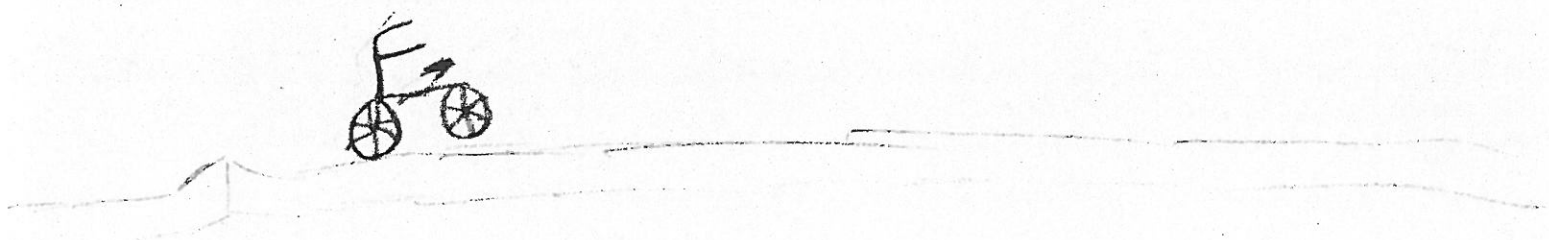


Sincerely,
Kayci
Watson

Dear Grant Reader,

My name is Jessica. I'm in 5th grade at Corillaud Elementery School. I feel unsafe when I'm crossing the street becuse I am afraid I might get run over by cars. When I rode on my bike with my sister, and my dad, I went over a bump and almost tripped because I pressed the brake too hard and left a mark on the sidewalk. That is why I think we should have smooth side-walks. It would help a lot.

From,
Jessica



Dear Grant Reader,

My name is Michelle.

I go to Covillaud School.

I am in the 3rd Grade.

I live close to the School.

My aunt takes me to school because she thinks I can get ran over. People don't be careful all the time. Please teach them.

from: Michelle

Dear Grant Reader, My name is Jameli.
I'm in the third grade. I dont feel sat
when I walk to school. Two months ago I almo
got ran over. Sometimes when I walk to school I
almost fell from the cracks of the road. If we had
the money to smooth out the streets that woul
be helpful.

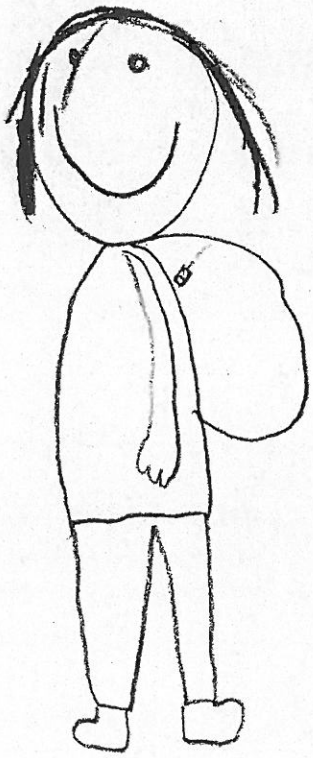
Your friend,

Jameli

Dear Grant Reader,

My name is Savannah. I am in the 5th Grade at covillaud School. I think we should have a safe route to School. I walk to School. What we should do with the money is we Should Fix the sidewalks. My mom gets Scared Somtime Because she doesn't want me to get Kidnapi or run over by crazy drivers.

From, Savannah



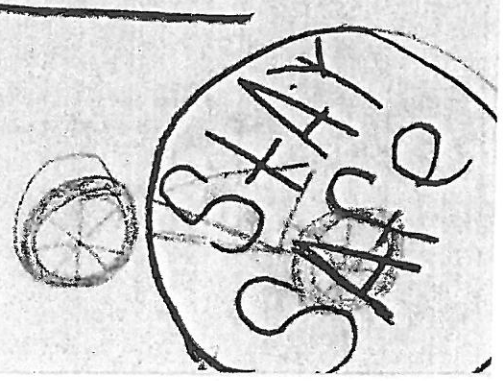
Dear Grant Reader,

My name is Michelle H. I am a 3rd grader and I like walkin from school but my mom doesn't let me because she thinks I will get hit by a car. I also like to ride my bike too but it's too dangarus because I might not have a helmet so I might fall off my bike. Thats why ther should fix the sidewalk and streets. We should have the money so maybe we can try our best to fix it.

From. Michelle H.

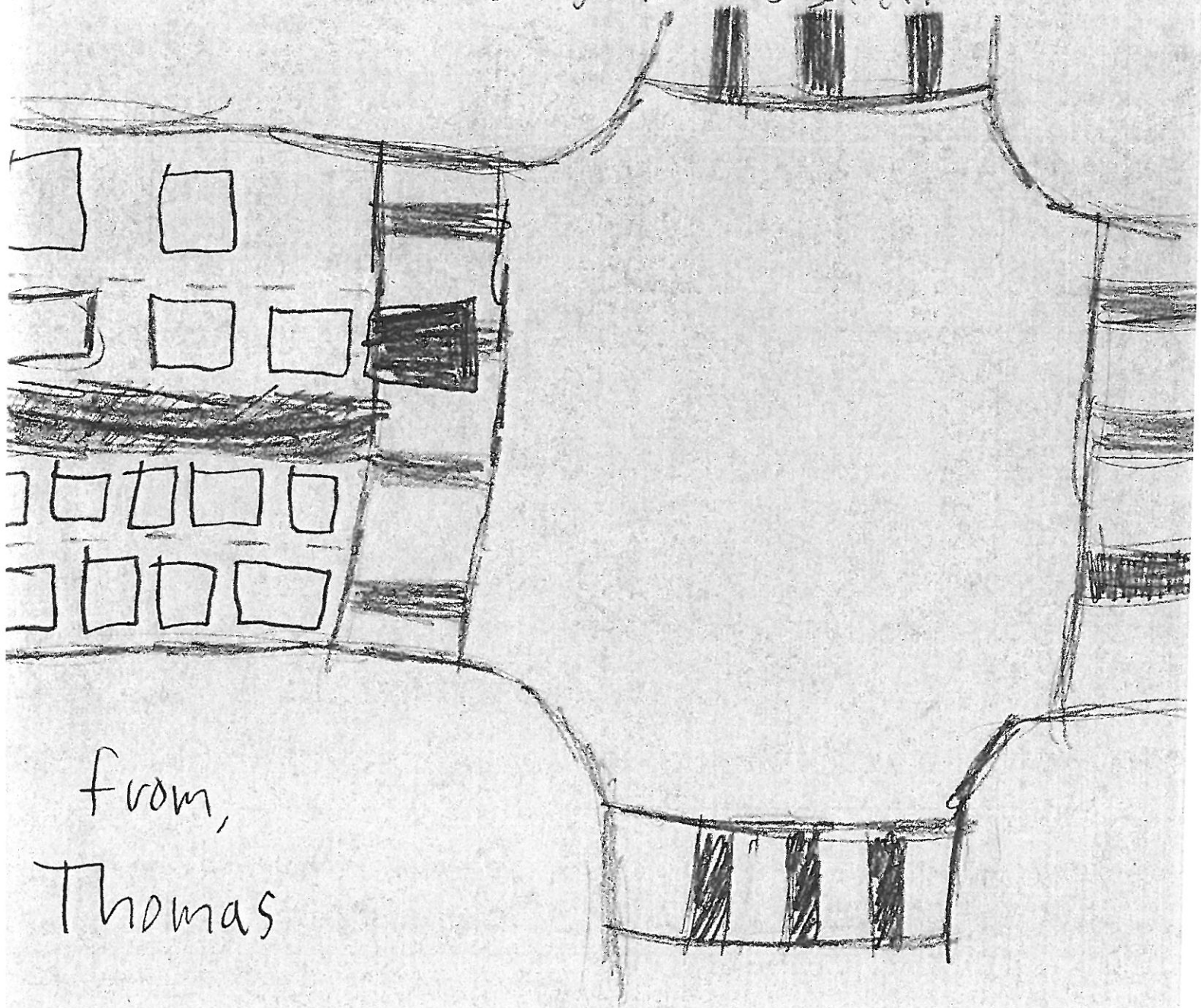
Dear Grant Reader,

My name is oscar and I live six to ten minutes away from my school my mom is scared because I walk to my school, covillaud elemetary. she is scared because one day I almost got hit by a car while walking and I was riding my scooter to school and there was a bump that I didn't see and my scooter hit the bump and I fell. It makes it un-safe for riding bikes and scooters. If we had money we could fix those problems.



Dear grant reader,

my name is thomas. I am in the fifth grade at covilland School. I live across the highway from the School and people allways stop in the cross walk, so I have to walk around the cars before the light turns green. I wish it was safer.



from,
Thomas

Dear Grant Reader My Name
is Koda and I am In
4th Grade and My
Dad will let me and
my Bother walk to
school But it is

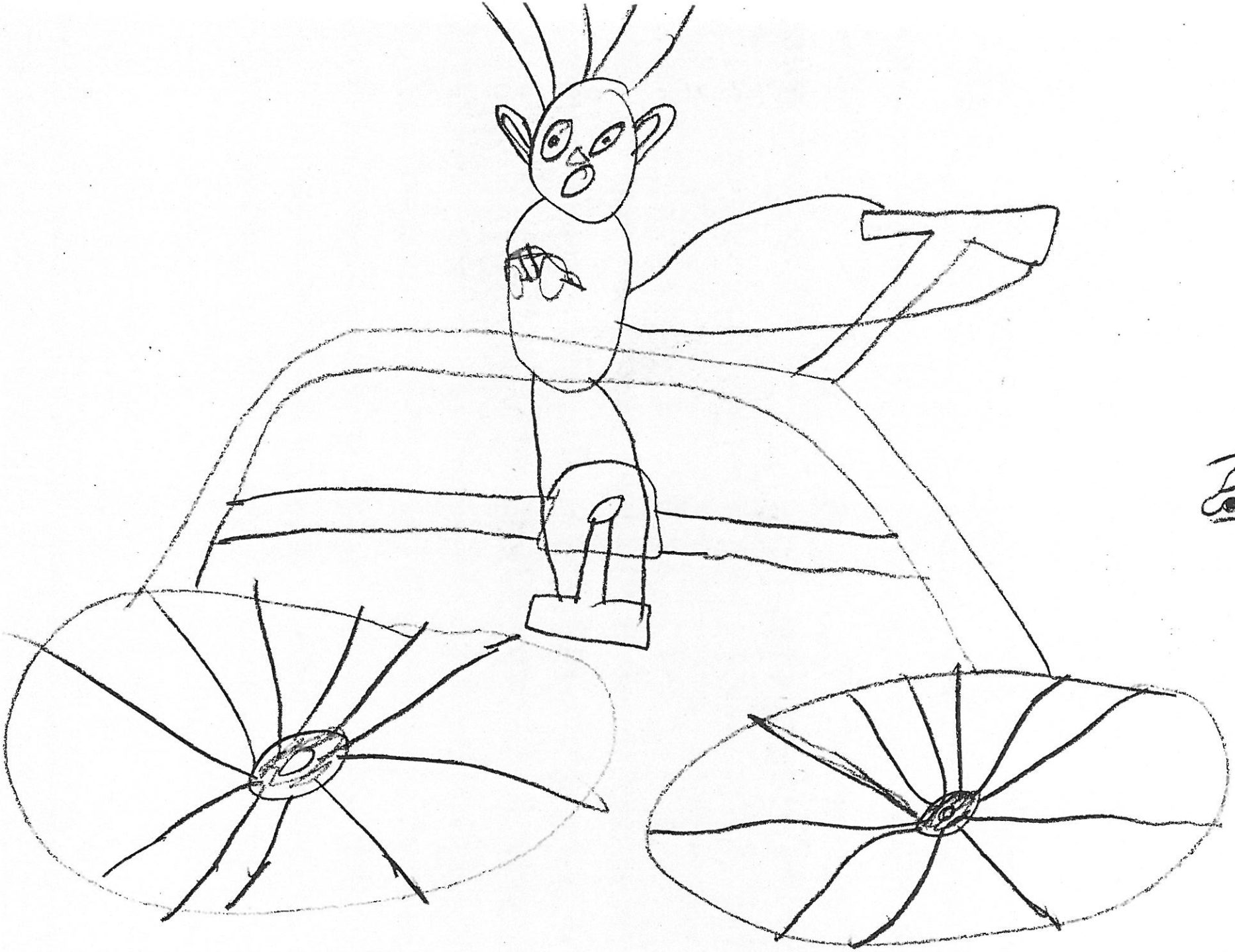
scary people drin
To fast and don't
watch out for
lidell kids, I witch
it wound be safer
from, Kodi

VEAK grant reader,

My name is DASH. I am in third grade
and I go to Covilland Elementry school. Some people
drive to fast. One day I almost got hit by a car.
People need to learn to not drive fast wehn
kids walk. Please help us be safer.

---

from: Dashall



Attachment J. Marysville SRTS Plan

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Attachment K. Benefit Cost Analysis Methodology

The Active Transportation Program (ATP) benefit-cost analysis (BCA) expands on the methodology suggested by National Cooperative Highway Research Program (NCHRP) Report 552: *Guidelines for Analysis of Investments in Bicycle Facilities* by incorporating local demographic information and utilizing new data and research that has become available since the *Guidelines for Analysis* were published in 2006.

One notable enhancement is the consideration of benefits from both bicycling and walking activity, using different impact areas for each mode. By comparison, NCHRP methodology attempts to measure only bicycling benefits, and does not quantify pedestrian benefits. Another key improvement is the estimate of utilitarian (non-commute) and access to transit in addition to work commute trips. This addition helps capture the full range of walking and bicycling activity in the project area. The ATP BCA also considers local travel patterns, trip distances and public health data to create a detailed, complete picture of benefits generated by the proposed bicycle and pedestrian facilities.

A major advantage of this benefit-cost analysis approach is the ability to quantify benefits at a line-item level for each distinct type of benefit associated with the project. Economic benefits have been evaluated on the basis of aggregate mode shift to walking and bicycling modes facilitated by the new multimodal transportation network linkages created by the proposed improvements. Monetized benefits resulting from this shift has been estimated for the following benefit types:

- Reduced cost of vehicle emissions
- Reduced external costs of vehicle travel
    - Traffic congestion
    - Traffic crashes
    - Roadway maintenance
    - Reduced household transportation spending
- Reduced healthcare costs
    - Reduction in medical care costs
    - Reduction in lost productivity
    - Reduction in workers compensation costs

Monetized economic benefits for future years have been discounted at a 3% annual rate over a 20 year evaluation period. The residual benefit of the fully-maintained facilities built by the project is claimed as a lump sum at the end of the analysis period due to regular maintenance and upkeep, which are included as annual discounted costs in the model.

Baseline Data Inputs

Demographics

The ATP BCA considers several population groups (market segments) within a one-mile project impact area. This is a typical distance students are likely to walk or bicycle to school.

Population groups within these areas were quantified using the following sources:

Employed Populations

BCA input: Employed population

Sources:

2008-2012 American Community Survey (ACS) 5-Year Estimates, U.S. Census Bureau.

TCRP Report 153: Guidelines for Providing Access to Public Transit Stations, 2012, Transit Cooperative Research Program. "Average station access mode share by station type"

Method: The number of employed people within the walking and bicycling impact areas was captured at a census tract level. The one-mile catchment area was used to 'cut' the census tracts, and the proportion of the tract within the buffer was used to discount ACS Journey to Work data (e.g, if a tract had 100 walking commuters but only 30% of the tract is within the walking buffer, 30 walking commuters were assumed to be within the project area).

A portion of the employed population that take transit to work were also assumed to access transit by bicycle and on foot. The rate of walking and bicycling to transit varies by station type, per TCRP-153.

Student Populations

BCA input: College student population

Source: *2008-2012 American Community Survey (ACS) 5-Year Estimates*, U.S. Census Bureau.

Method: The populations of K-12 students and college-enrolled students living within the walking and bicycling impact area were captured on the census tract level and clipped to the catchment area buffers as discussed above.

Travel Patterns – Mode Share

Baseline mode share data was collected for driving, bicycling and walking activity among the different demographic groups listed above. The following data sources were used to estimate mode split for each group:

Employed Populations

BCA input: Mode split of employed population (Journey to Work)

Source: *2008-2012 American Community Survey (ACS) 5-Year Estimates*, U.S. Census Bureau.

Student Populations

BCA input: Mode split of K-12 students and college students

Source: *Data Extraction Tool*, 2009 National Household Travel Survey (NHTS)[1] and *Marysville Safe Routes to School*

Method: K-12 mode share was provided by parent surveys collected through the Marysville Safe Routes to School program. College student mode shares were based on travel survey data from the 2009 National Household Transportation Survey.

[1] http://nhts.ornl.gov/det/Extraction3.aspx

Travel Patterns – Trip Length and Purpose

To capture the full range of walking and bicycling activity, an estimated number of trips of other purposes were extrapolated from work trips based on data from the 2009 National Household Travel Survey (NHTS).[2] NHTS shows that for every work trip Americans make by bicycle, they also make an average of 1.61 utilitarian (non-commute) trips by bicycle. For walking, this ratio is 4.32.

To accurately estimate the relative benefits resulting from each type of bicycling and walking trip, each trip was weighted according to the average distance for a trip of that mode and purpose. Trip distance multipliers were also provided by NHTS Average and from the 2010 Safe Routes to School Baseline Data Report[3] for K-12 trips. Trip distances were assigned as follows:

- Bicycling trips:
  - Work commute trips: 3.54 miles
  - K-12 commute trips: 0.77 miles
  - College commute trips: 2.09 miles
  - Utilitarian trips: 1.89 miles
- Walking trips:
  - Work commute trips: 0.67 miles
  - K-12 commute trips: 0.36 miles
  - College commute trips: 0.56 miles
  - Utilitarian trips: 0.67 miles

Travel Patterns – Trip Distribution

The above analysis predicts the number of trips generated in the catchment area, but only a proportion of these trips will benefit from the proposed facilities. Estimates of use are predicted considering the project locations and locations of trip attractors. Trips were predicted to benefit from the facility as shown in Table 1.

Table 1. Trip Distribution Assumptions

	Covillaud Elementary		Kynoch Elementary and McKenney Intermediate School	
	Bike	**Walk**	**Bike**	**Walk**
Weekday commute trips				
Commute trips	6%	40%	50%	40%
Walk- or bike-to-transit trips	2%	2%	2%	2%
K-12 walk/bike trips	60%	60%	80%	80%
College walk/bike bicycle trips	0%	0%	0%	0%
Utilitarian trips	5%	5%	60%	30%

[2] http://nhts.ornl.gov/tables09/Login.aspx?ReturnUrl=/tables09/ae/TableDesigner.aspx
[3] http://www.saferoutesinfo.org/resources/collateral/SRTS_baseline_data_report.pdf

Forecasts and Assumptions

Demographics

Future estimates were created by using linear growth rates to match 2050 California Department of Finance population projections. These growth rates were used to create annual estimates for each year in the evaluation period ending in through linear extrapolation.

Travel Patterns

Bicycling and walking mode shift curves were forecasted for each population group.

Employed Population

Mode shift forecasts for work commute trips within the bicycling and walking impact areas was based on mode shares documented by 2018 – 2012 ACS Journey to Work data for other neighboring communities that have made comparable investments in bicycling and walking transportation.

Student Population

For K-12 and college students, bicycling and walking growth rates were scaled to match the forecast growth rates for work commute trips.

Estimating Change From Baseline

For each year in the benefit-cost analysis period, forecasted mode shift was multiplied by demographic data to estimate increases over baseline for the following figures for both bicycling and walking modes:

- Work commute bicycling/walking users and number of trips, access to transit trips for work purposes
- K-12 commute bicycling/walking users and number of trips
- College commute bicycling/walking users and number of trips
- Number of utilitarian (non-commute) bicycling/walking trips, based on NHTS trip purpose ratios from number of work and college bicycling/walking users

Trip distances are estimated according to the transportation mode and purpose of the trip from NHTS 2009 data.

Each new bicycling and walking trip was assumed to have a chance to replace a trip of any other mode equal to the baseline mode split for that trip type, with bicycling or walking removed from the total mode split. For example, if baseline drive alone mode share was 80% for college trips, with baseline bicycling mode share at 5%, a trip shifted to bicycling was assumed to have a 80% of out 95% chance (100% mode split – 5% bicycling, removed) of replacing a drive alone trip, or about 84.2%. These assumptions allow estimates for the following figures:

- Reduced vehicle trips
- Reduced VMT

The number of bicycling/walking users and VMT reduced were used in conjunction with benefit multipliers to monetize the benefits of the forecasted mode shift by year.

Benefit Multipliers

Based on available research, the following types of benefits were quantified using the increased number of bicycling/walking users and reduced VMT forecast annually:

- Reduced cost of vehicle emissions
- Reduced external costs of vehicle travel
    - Traffic congestion
    - Traffic crashes
    - Roadway maintenance
    - Reduced household transportation spending
- Reduced healthcare costs
    - Reduction in medical care costs
    - Reduction in lost productivity
    - Reduction in workers compensation costs

Multipliers used to translate new bicycling/walking users and reduced VMT into the benefits listed above were drawn from the following sources:

Vehicle Emissions Rates

Emission Facts: Average Annual Emissions and Fuel Consumption for Gasoline-Fueled Passenger Cars and Light Trucks (EPA report 420-F-05-022).[4]

- Carbon dioxide: 369 g/VMT
- Carbon monoxide: 12.4 g/VMT
- Hydrocarbons: 1.36 g/VMT
- Particulate matter: 0.0052 g/VMT (PM10) and 0.0049 g/VMT (PM2.5)
- Nitrous oxides: 0.95 g/VMT

Emissions Costs

- *USDOT TIGER BCA Resource Guide 2014, with 2013 valuations extrapolated to 2014*Volatile organic compounds: $1,839/ton
- Particulate matter: $331,617/ton
- Nitrous oxides: $7,249/ton

Source: Technical Update on the Social Cost of Carbon for Regulatory Impact Analysis Under Executive Order 12866 (May 2013; revised November 2013), page 18, Table A1 "Annual SCC Values: 2010-2050[5]

- Carbon dioxide cost appreciation: 2.5%/year

[4] https://www.whatcomsmarttrips.org/pdf/Emission%20Facts%202005.pdf

[5] http:www.whitehouse.gov/sites/default/files/omb/assests/inforeg/technical-update-social-cost-of-carbon-for-regulator-impact-analysis.pdf

Carbon dioxide: Variable. See *Tiger Benefit-Cost Analysis (BCA) Resource Guide for additional information.* External Vehicle Travel Costs

Crashes vs. Congestion – What's the Cost to Society? AAA, 2008. (Figure ES.2, pg ES-4 and Figure ES.3, pg ES-5.).[6]

- Traffic crashes: $0.27/VMT
- Traffic congestion: $0.11/VMT.

Notes: Cost of crashes divided by 7.21, ratio of crash to congestion costs.

Kitamura, R., Zhao, H., and Gubby, A. R. *Development of a Pavement Maintenance Cost Allocation Model.* Institute of Transportation Studies – University of California, Davis.[7]

- Roadway maintenance: $0.15/VMT

Notes: Adjusted to 2013 values using the Bureau of Labor Statistics Inflation Calculator.[8]

Vehicle Operating Costs

Average Cost of Owning and Operating an Automobile. 2011 [most recent data year] Bureau of Transportation Statistics.[9]

- Reduced household transportation cost: $0.596/VMT

2012 National Transportation Statistics (Table 3-17: Average Cost of Owning and Operating an Automobile, 2012). Research and Innovative Technology Administration, Bureau of Transportation Statistics.[10]

- Appreciation: 2.12%/year

Notes: Average annual growth in cost of owning and operating a motor vehicle from 1994-2008; used to approximate the increasing cost of motor vehicle transportation and energy prices.

Health Benefits

Chenoweth, D. (2005). The Economic Costs of Physical Inactivity, Obesity, and Overweight in California Adults: Health Care, Workers' Compensation, and Lost Productivity. Topline Report.
http://www.cdph.ca.gov/healthinfo/healthyliving/nutrition/Documents/CostofObesityToplineReport.pdf

The health care reduction multiplier includes several factors:

- Health Care Cost Reduction: $440.90
- Lost Productivity Costs: $657.66
- Workers' Compensation Costs: $22.06

Method: The Health Care Reductions Multiplier was derived from the health care figures from California provided in the report cited above. This report references 1998 Behavioral Risk Factor Surveillance System (BRFSS) data.

---

[6] http://newsroom.aaa.com/Assets/Files/20083591910.CrashesVsCongestionFullReport2.28.08.pdf
[7] http://pubs.its.ucdavis.edu/publication_detail.php?id=19
[8] http://www.bls.gov/data/inflation_calculator.htm

Attachment L. Resolutions Approving Application And Memorandum of Understanding

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RESOLUTION NO. 2014-21

RESOLUTION OF THE COUNCIL OF THE CITY OF MARYSVILLE
APPROVING A GRANT APPLICATION FOR SAFE ROUTES TO SCHOOLS
PROJECT FUNDING AND APPROVING AN MOU WITH MJUSD

At a regular meeting of the Council of the City of Marysville, State of California, held on the 6th day of May, 2014.

WHEREAS, the City of Marysville and MJUSD have completed a Safe Routes to Schools Plan which identifies project and activities to implement the plan; and

WHEREAS, the City of Marysville and MJUSD wish to apply for grant funds for infrastructure improvements and program support as identified in the SRTS Plan; and

WHEREAS, although the City will be the grant applicant, some of the activities will be implemented by MJUSD; and

WHEREAS, the City and MJUSD wish to approve a Memorandum of Understanding to allow the pass through of some grant funds and insure the proper documentation under the grant.

NOW, THEREFORE, BE IT RESOLVED that the Council of the City of Marysville (1) approves an application for grant funding for infrastructure improvements and program support as identified in the SRTS Plan and authorizes the City Services Director to execute the grant application and other documents necessary for the implementation of the grant, and (2) authorizes the City Manager to negotiate and execute a MOU with MJUSD for the implementation of program activities under the scope of the grant,

* * * * * *

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced and adopted by the Council of the City of Marysville, County of Yuba, State of California, on the 6th day of May, 2014, by the following vote:

AYES: Michael Selvidge, Dale Whitmore, Jim Kitchen, Christopher Pedigo, and Ricky Samayoa

NOES: None

ABSENT: None

ABSTAIN: None

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of said City on this 6th day of May, 2014.

Billie J. Fangman

Billie J. Fangman, City Clerk

CITY OF MARYSVILLE, CALIFORNIA
BY ITS CITY COUNCIL

Ricky A. Samayoa, Mayor

The foregoing instrument is a correct copy of the original on file in this ofice.

ATTEST: Billie J. Fangman
City Clerk of the City of Marysville, California

DEPUTY CLERK

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
RESOLUTION 2013-14/33
SAFE ROUTES TO SCHOOLS GRANT APPLICATION

WHEREAS, the Marysville Joint Unified School District and the City of Marysville have completed a Safe Routes to Schools Plan which identifies a project and activities to implement the plan; and

WHEREAS, the City of Marysville wishes to apply for grant funds for infrastructure improvements and program support as identified in the Safe Routes to Schools Plan; and

WHEREAS, although the City of Marysville will be the grant applicant, and some of the activities will be implemented by MJUSD; and

WHEREAS, the Marysville Joint Unified School District and the City of Marysville wish to negotiate a Memorandum of Understanding to allow the pass through of some grant funds and ensure the proper documentation under the grant.

Now therefore, be it hereby resolved by the Board of Trustees of the Marysville Joint Unified School District, as follows:

(1) That the District approves an application for grant funding for infrastructure improvements and program support as identified in the Safe Routes to Schools Plan;

(2) That Superintendent or designee, has the authority to make good-faith efforts to negotiate and execute (if agreement is reached) a Memorandum of Understanding with the City of Marysville for the implementation of program activities under the scope of the grant.

PASSED AND ADOPTED THIS 13 DAY OF MAY 2014.

AYES: Boom, Crawford, Dannible, Flurry, Harris, Miller, Rechs

NOES: None

ABSENT: None

ABSTAIN: None

Gay Todd
Superintendent of Schools

Frank Crawford
President to Board of Trustees

00554-00005/602513.1

ACTIVE

TRANSPORTATION

PROGRAM

CYCLE 1

CITY OF MARYSVILLE

APPLICATION

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MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

Mary Covillaud Elementary School

628 F Street. Marysville, California 95901
Telephone (530) 741-6121 FAX (530) 741-7868

We provide the highest level of education for each child in a safe, inviting, enjoyable, and caring environment.

DOUG ESCHEMAN, Principal
descheman@mjusd.k12.ca.us

DATE: April 11, 2014

TO: Safe Routes to School Grant

FROM: Doug Escheman
Principal

RE: letter of support

Seventeen years ago, I became the principal at Mary Covillaud Elementary. During my tenure, one of the biggest concerns has been the safety of our students. There have been meetings with the City of Marysville, Marysville Police Department, Marysville Joint Unified School District, and the parents and staff of Mary Covillaud Elementary concerning the traffic and safety of our students. Most of the meetings have ended with little being done to correct the traffic and parking problems surrounding the school. Two years ago, the fifth grade teachers wrote letters to the Mayor of Marysville which resulted in added stop signs at intersections surrounding the school and painted crosswalks. This was a beginning and hopefully not the end.

Last year, I realized that Safe Routes to School grant was being considered for the two elementary and one middle school in Marysville. I was thrilled that my concerns would finally be heard. We have had one parent hit by a car with a baby in her arms and numerous non-injury accidents in the past five years during school hours on the streets that surrounds the school. I had my clothing hit by a car last year when I was in the middle of a crosswalk crossing children. We have been fortunate that no life has been lost. My worry is that it could happen due to the poor traffic conditions at the school.

The Safe Routes to School Grant offers educational support for teachers, staff, parents, and students. It offers incentives for students, as well as physical support such as bike, scooter, and skateboard racks. Curbs will be repainted correctly. Monthly activities that would heighten the awareness of safety to and from school. Marysville Police Department could become more active at the school site.

I would appreciate if you would recommend the three Marysville schools for the grant. It is a beginning in helping us correct the traffic issues at the school. We are in dire need and begging for support. Any questions, please call me.

May 1, 2014

To Whom It May Concern,

I am a second grade teacher, as well as a parent of two, at Mary Covillaud School in Marysville. I have been at this school for the past fifteen years. I am writing this letter in regards to the *Safe Routes to School* program that is available for schools where safety is of serious concern. Our school is located in downtown Marysville surrounding some very busy streets with a highway only one block away. The safety of our students has always been a major concern for both our staff and parents that send their children to our school. I even had to experience a terrifying situation with my own family. In 2004, my sister in law (who was six months pregnant at the time) was crossing the street with my two year old daughter and was struck by a car. Luckily, no one was killed, but again nothing was done to help alleviate this problem. After school, we have over twenty staff members on duty to make sure students are safe, but we have a forty minute period in the morning where no one is on duty. Unfortunately, many parents don't help this situation as they double park, tell their children to cross at any part of the street, and of course speed is a factor as well. My fear is someone will have to be killed for something to be done about this problem.

The problems I stated above are a result of the inadequate zoning for parents and buses dropping off and picking up students. In the morning, the buses must drop students off in front of the school in the crosswalk. This causes more of a hazard because this blocks cars from seeing other traffic, and inhibits the view of traffic for pedestrians using the crosswalks. In addition, the limited space during the drop off rush often causes parents to double park, creating hazards for students getting out of those vehicles and walking in between cars, and for traffic that then drives around the double parked cars even into oncoming traffic at times and then the road is blocked.

It is even more congested after school, as all five hundred students are released at the same time. Like I mentioned before, all staff members are on duty, but it is often difficult for them to control the traffic. The double parking is also an issue after school, as children then run through parked cars to the second car, and as traffic goes around and into oncoming traffic to pass by the double parked cars. The buses after school park on a closed road that runs through the middle of campus, but then we have to stop traffic to direct them out into the streets.

I hope you are able to see that we have a number of serious safety issues at our school in regards to traffic hazards. We are in desperate need of a bus loading zone that can be used before and after school. It is also imperative that we have at least one or possibly two parent drop offs. These should be a place for parents to simply drop off and pick up their child. They should not be allowed to park there. I feel that our traffic nightmare and our children's safety could be improved if we were able to install these at our school.

Please consider our school for the Safe Routes to School grant. I would like to see the safety of our students, parents, and staff improve. We have been very fortunate that nothing more serious has happened. Please help us fix this frightening situation!

Sincerely,

Dana M. Roper

Dana M. Roper
2nd Grade Teacher
Mary Covillaud School/ Marysville Joint Unified School District

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

Mary Covillaud Elementary School

628 F Street Marysville, California 95901
Telephone (530) 741-6121 FAX (530) 741-7868

We provide the highest level of education for each child in a safe, inviting, enjoyable, and caring environment.

DOUG ESCHEMAN, Principal
descheman@mjusd.com

May 5, 2014

Caltrans
Division of Local Assistance, MS1
P.O. Box 942874
Sacramento, CA 94274-0001

Subject: Letter of Support for Active Transportation Program Grant Application for the Marysville Safe Routes to School Project

To Whom It May Concern:

On behalf of the Mary Covillaud School Site Council, we wish to express our support for the City of Marysville's application for the Safe Routes to School infrastructure and non-infrastructure project. Projects like this one are vital to our children's safety as they travel to and from school as well as anytime they are walking or bicycling in the community. We also believe that this project will increase children, both walking and bicycling to and from school.
The infrastructure improvements are designed to address these challenges:

- School enrollment data shows many families live close enough to walk and bicycle to school however 74% are taken in vehicles.
- Surveyed parents reported that speed of traffic along routes, intersection and crossing safety are barriers to walking and bicycling to school.
- Parents reported they would be more likely to walk or bicycle to school if traffic along routes, intersection and crossing safety were improved.

The program funding request in this grant application is designed to develop a program of events designed to:

- Educate our community about how to be safe drivers, walkers, and bicyclists.
- Encourage families to walk and bicycle to school through the development of exciting events.
- Enforce good behavior.
- Evaluate how well we are going towards meeting our goals to improve safety and increase the numbers of families who walk and bicycle to school

A recent study completed by Alta Planning and Design identified twenty-seven high to medium improvements which need to be addressed around two elementary and one junior high school. Personally, I can tell you that walking anywhere around the school is dangerous. When my daughter was 2 ½ years old she was struck by a car directly in front of the school. Her and her aunt, where taken to the hospital and luckily, suffered minor injuries. This project includes key safety and mobility improvements that our community desperately needs to create an atmosphere that is safer and more enjoyable as children walk/bike to school.

Thank you so much for your consideration of this project. As I hope you can see from the proposal, this is truly a community partnering with city leadership to ensure the children are safe as they embark on their daily journey to and from school. This community has already lost one child to a car accident as she rode her bike to school. This project funded by you can prevent that from happening again. Please accept this letter of support and consider awarding the City of Marysville as the create Safe Routes to School.

Sincerely,

Jason Roper
Mary Covillaud Elementary School
Site Council President
628 F Street
Marysville, California 95901
530-741-6275

Covillaud Elementary, Kynoch Elementary & McKenney Intermediate

Safe Routes to School Plan

Covillaud Elementary,
Kynoch Elementary,
&
McKenney Intermediate

Safe Routes to School Plan

Spring 2014

Prepared for:

City of Marysville

Prepared by:

Alta Planning and Design

In Partnership with:

WALKSacramento

Parisi Transportation Consulting

Acknowledgements

City Council

Ricky Samayoa, Mayor

Jim Kitchen, Vice-Mayor

Chris Pedigo, Council Member

Michael Selvidge, Council Member

Dale Whitmore, Council Member

City Staff

David Lamon, City Services Director

Catharine Dykes, Associate Engineer

Alta Planning + Design

Brett Hondorp, Principal

Jennifer Donlon Wyant, Project Manager

Brianne Clohessy, Planner

WALKSacramento

Terry Preston

Monika Jansen

Parisi Transportation Consulting

David Parisi, PE, TE

Andrew Lee, TE

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1. Introduction

The City of Marysville encourages safe access and active transportation to school. The purpose of this report is:

1. To identify potential infrastructure projects and education and encouragement programs that could improve student safety and support walking and biking to school.
2. To prepare a grant-ready document for school, City, and school district staff to use as funding becomes available.

This report presents recommendations to improve bicyclist & pedestrian safety and access to Kynoch Elementary School, McKenney Intermediate School and Covillaud Elementary School.

1.1. What is Safe Routes to School?

Safe Routes to School is a program designed to create safer, convenient and fun opportunities to walk, bicycle, take transit, and carpool to school. This program is intended to be a collaborative effort with participation from the City of Marysville, Marysville Joint Unified School District, the Police Department, parents and the community.

Successful Safe Routes to School programs incorporate the following Five E's:

- **Engineering** includes bicycle facilities, bicycle parking, sidewalks, crosswalks, as well as signage and maintenance.
- **Education** programs improve safety and awareness. These may be delivered in schools as pedestrian or bicycle knowledge and skills programs, or provided at low or no cost through non-profit organizations.
- **Encouragement** programs such as suggested routes to school maps and events such as Walk or Bike to School Day reward current walkers and bicyclists and motivate more people to try walking or bicycling.
- **Enforcement** programs that reinforce legal and respectful driving, bicycling, and walking make walking and bicycling families feel more secure.
- **Evaluation** programs provide a method for monitoring improvements and informing future investments.

1.2. Project Goal

This project is an important opportunity to identify ways to improve walking and biking access to schools for students and their families. The project goal is to:

Support healthy children and families and promote physical activity by providing the necessary infrastructure and programs to support everyday active forms of transportation.

1.3. Community Participation

The Marysville community played a key role in understanding the existing conditions and developing the recommendations contained in this report. Through a variety of venues, the Marysville community was able to share concerns and possible solutions.

Community Kick-off Meeting

In September 2013, the project team hosted a kick-off meeting at Friday Night Live to introduce the study to stakeholders and begin gathering input about known issues.

Walk & Bike Audits

In October 2013, the project team conducted school walk audits at Kynoch Elementary School, Covillaud Elementary School, and McKenney Intermediate School. A school site walking audit was conducted during the morning drop-off and afternoon pick-up periods. Audit teams included City staff, school staff, Alta Planning + Design staff, parents, and school administrators.

Each visit began with a discussion of challenge areas and types of issues that participants should observe. The team then observed pedestrian, bicyclist, and driver behavior during the drop-off and pick-up period and reviewed the area near each school for quality of sidewalks, curb ramps, and signage, as well as other engineering elements. After observations, the team regrouped to discuss what they saw and brainstorm potential recommendations. The refined recommendations are presented in the following plans.

Students leaving Covillaud Elementary

Public Survey

A public survey was created and distributed to parents of students at Kynoch Elementary School, McKenney Intermediate School and Covillaud Elementary School.

Stakeholder Interviews

Interviews with school and community stakeholders were conducted to further refine the issues related to walking and biking at Kynoch Elementary School, McKenney Intermediate School and Covillaud Elementary School.

1.4. How to Use This Report

At the heart of every successful Safe Routes to School program is a coordinated effort by parent volunteers, school and district staff, City staff, and law enforcement personnel.

For each school within this report, potential engineering recommendations are presented in graphic improvement plans with accompanying tables that identify the agency intended to implement the recommendation. Some recommendations are on school district property, while other recommendations in City or State right-of-way must be implemented by the respective agency.

Parents can use this report to understand the conditions at their children's school and to become familiar with the ways they can work to make walking and biking safer and easier.

School District and School staff can use this report to prioritize potential improvements identified on District property and develop programs that educate and encourage students and parents to seek alternatives to single family automobile commutes to school. In many cases, education and encouragement programs require dedicated parent volunteers to carry them out.

City staff can use this report to identify issues and opportunities related to walking and biking and to prioritize potential short-term and long-term infrastructure improvements. Staff can also use this report to support Safe Routes to School funding opportunities.

Law Enforcement agencies can use this report to understand issues related to walking and biking to school and to plan for and prioritize enforcement activities that may make it easier and safer for students to walk and bike to school.

1.5. Report Organization

This report includes the following sections:

1. Introduction
2. Community Input and Identified Needs
3. Recommended Engineering Improvements
4. Recommended Programs

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2. Community Input and Identified Needs

This chapter summarizes improvement needs identified through parent surveys, stakeholder interviews, and a collision analysis.

In addition to the community kick-off meeting and audits, the project team conducted two additional forms of community outreach. One was a parent survey, distributed to parents of Kynoch, McKenney and Covillaud students. Parents were asked to identify challenges to their children biking and walking to school. The second outreach was directed at community stakeholders with knowledge of the issues at Kynoch, McKenney and Covillaud.

2.1. Parent Survey

A survey was created and distributed to parents at Kynoch Elementary, McKenney Intermediate and Covillaud Elementary. A total of 319 responses were received from November 18, 2013 to December 17, 2013. The survey used was from the National Center for Safe Routes to School that is administered throughout the country. The survey was available in hard copies as well as online via Survey Monkey. A copy of the survey can be found in the Appendix.

This summary of the parent survey first presents results combined for all schools followed by results by school.

2.1.1 Survey Results: All Schools

Most of the respondents' children are in 1st or 6th grade. Figure 2-1 shows the number of students in each grade whose parents responded to this survey. The genders of students were almost equal, with the percentage of females (55 percent) being slightly higher than males (45 percent). The average number of students per family was approximately two, and the median number of students was one.

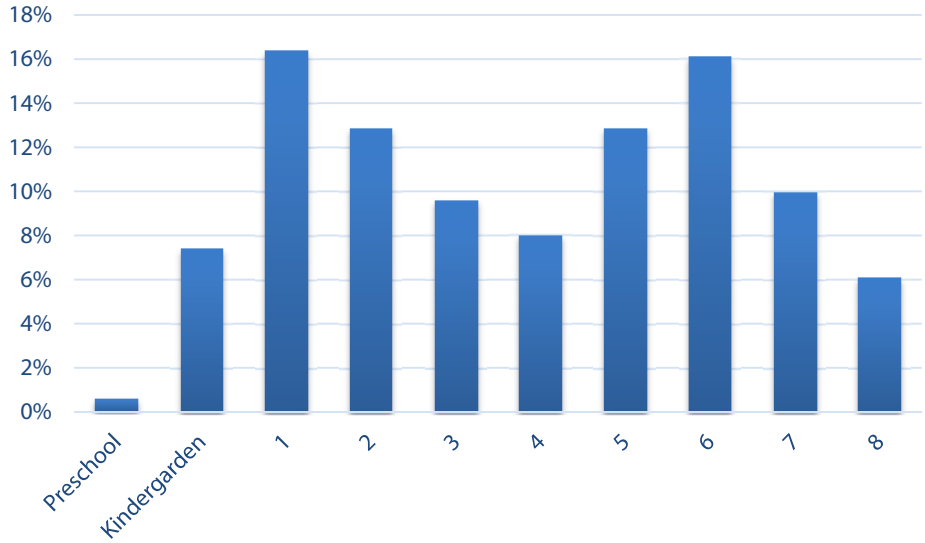

Figure 2-1: Grade of Students Surveyed

Student Travel Patterns

The survey asked parents how each child travels to and from school on most days. The most trips to/from school are made by a family vehicle (56 percent), while the second most popular mode of transportation is walking (23 percent of trips). This is displayed in Figure 2-2. Most students surveyed live over two miles (30 percent) from their school, followed by 28 percent who live within ¼ mile, shown in Figure 2-3.

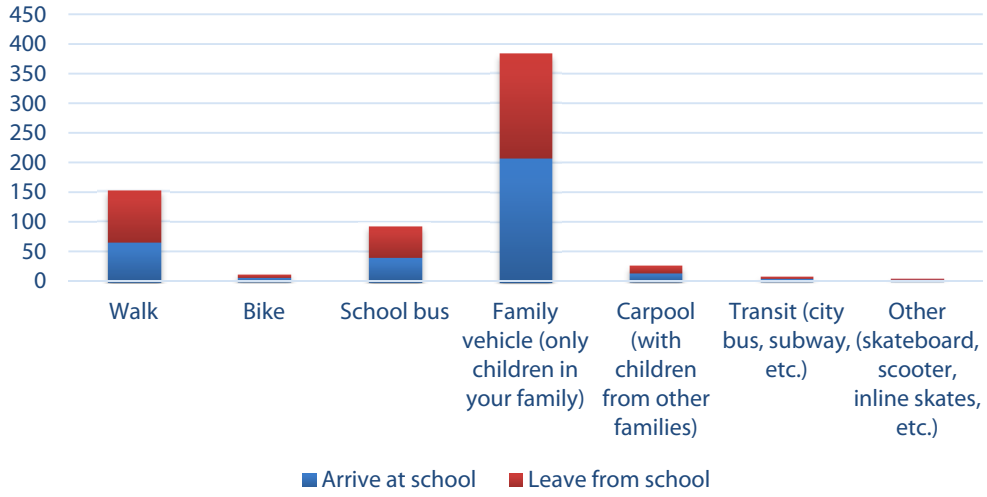

Figure 2-2: Modes of Transportation to School

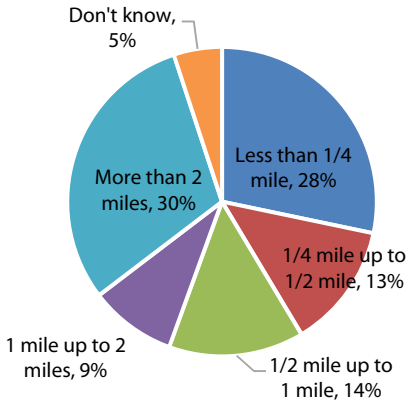

Figure 2-3: Distance from School

Table 2-1 shows the modes of transportation to and from school by distance from school. The most students who walk and bike to school live within ¼ mile of their school. These numbers decrease the further away from school they live. The table also shows that more students walk home from school than to school, while the opposite is true for those traveling by family vehicle or school bus. This makes it likely that some students who walk to school leave by family vehicle or school bus. The most students who drive in a family vehicle, which does not include carpooling, live more than two miles away from school.

Table 2-1: Mode of Transportation fo/from School by Distance

		Distance to School					
Mode		**Less than 1/4 mile**	**1/4 mile up to 1/2 mile**	**1/2 mile up to 1 mile**	**1 mile up to 2 miles**	**More than 2 miles**	**Don't know**
Walk	Arrive	37	16	6	2	0	5
	Leave	48	21	10	2	1	5
Bike	Arrive	3	2	1	0	0	0
	Leave	3	2	1	0	0	0
School Bus	Arrive	1	2	5	9	21	2
	Leave	4	3	5	12	23	2
Family Vehicle	Arrive	46	23	35	19	69	12
	Leave	32	20	29	14	66	13
Carpool	Arrive	4	3	2	0	5	0
	Leave	4	2	4	1	1	0
Transit (city bus, subway, etc.)	Arrive	0	1	0	0	3	0
	Leave	0	0	0	0	4	0
Other (skateboard, scooter, inline skates, etc.)	Arrive	1	1	0	0	0	0
	Leave	1	1	0	0	0	0

Parents were asked how long it normally takes their child to get to/from school, the results are shown in Figure 2-4. For most students it takes less than five minutes to get to school. The number of students decreases as travel time to school increases.

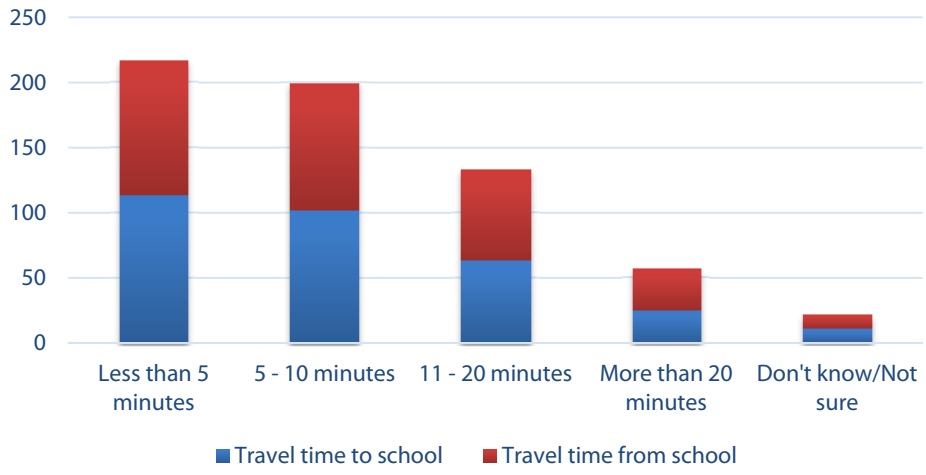

Figure 2-4: Travel Time to/from School

Permission to Walk or Bike

A little over half of students (55 percent) have asked permission to walk or bike to/from school within the last year, yet most parents said that they would not feel comfortable letting them do so without an adult (51 percent). Aside from the parents who would not feel comfortable, most parents said they would let their students walk or bike to/from school without an adult in 6th grade. Figure 2-5 displays the grades at which parents would allow this.

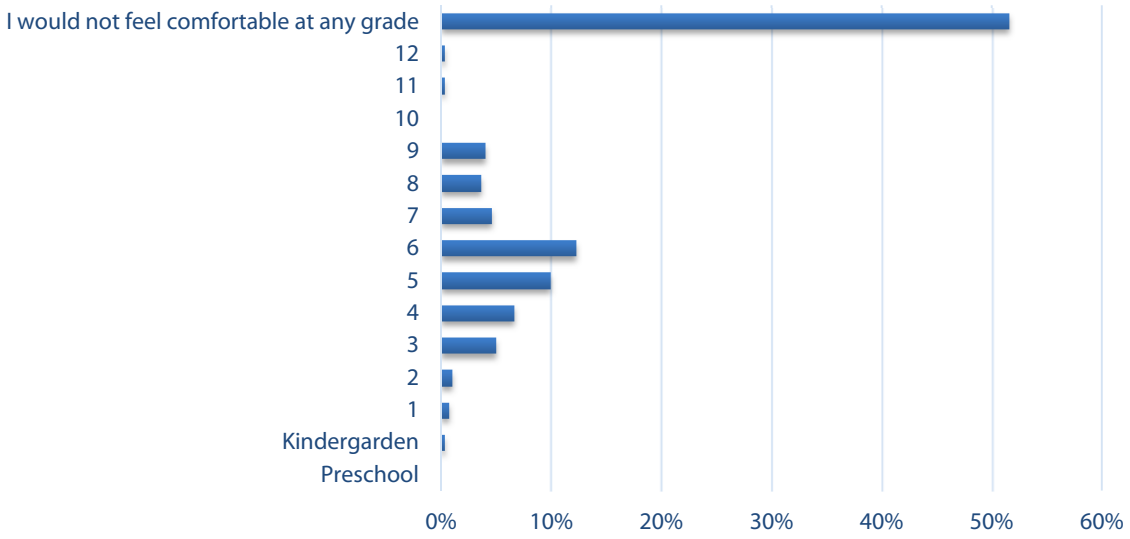

Figure 2-5: Grade of Students for Permission to Walk or Bike

Parent Concerns

Parents were asked to choose the issues that affect their decision to allow, or not allow, students to walk or bike to/from school. For this question, parents were encouraged to check all issues that apply to them. Figure 2-6 displays the most commonly noted issues that affect parents' decisions to allow, or not allow, their students to walk or bike to school. The top three issues noted were:

1. Distance (109 responses)
2. Violence or crime (107 responses)
3. Speed of traffic along the route (104 responses)

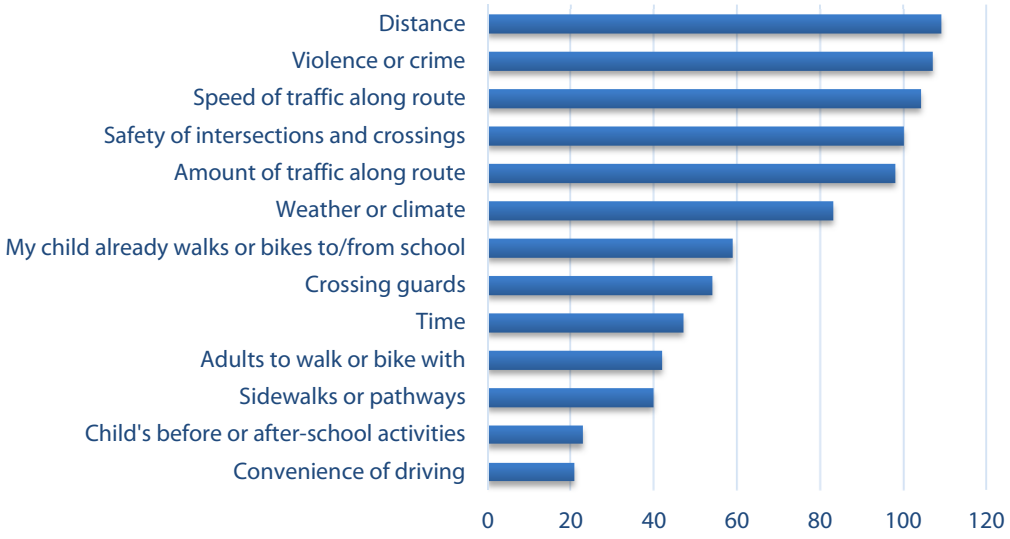

Figure 2-6: Issues Preventing Walking or Biking

Increasing Parent Comfort

Parents were then asked if they would allow their children to walk or bike to school if these issues were addressed. The question asked parents to respond "yes" "no" or "not sure," Figure 2-7 reflects the "yes" responses for each issue. The results of this question were similar to the responses to the previous question about which issues influence their decision to allow their children to walk or bike to school. The top three issues noted were:

1. Safety of intersections and crossings (126 responses)
2. Violence/crime (103 responses)
3. Amount of traffic along the route (102 responses)

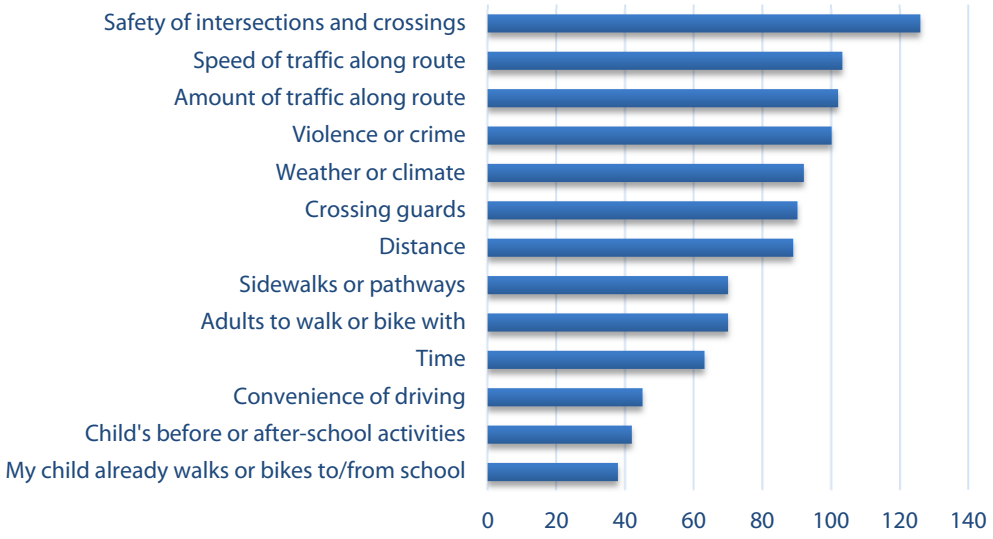

Figure 2-7: If Issues were Improved, Would Allow Child to Walk/Bike to School

How much does your child's school encourage walking and biking? Is walking and biking healthy and fun?

Most parents do not feel that the schools encourage or discourage walking and biking to school. When asked if schools encourage walking or biking, 67 percent of parents said that schools do neither, while 24 percent said that their school encourages those.

Parents were then asked how much fun and how healthy they think walking and biking is for their children. Most parents feel that walking and biking is fun and healthy for their children. Approximately half of parents were neutral when asked if walking or biking to/from school is fun for their children. Of those who were not neutral, most (15 percent) said that it is very fun. Parents recognize that walking and biking is very healthy for their children.

2.1.2 Survey Results: Covillaud, Kynoch, McKenney

This section presents survey results comparing the three participating schools. Complete results by school are provided in the Appendix. Kynoch Elementary had the highest number of responses (110 responses), though only by approximately two percent. Covillaud Elementary and McKenney Intermediate had equal numbers of responses (104 responses). Figure 2-8 shows the percent of responses per grade in each school.

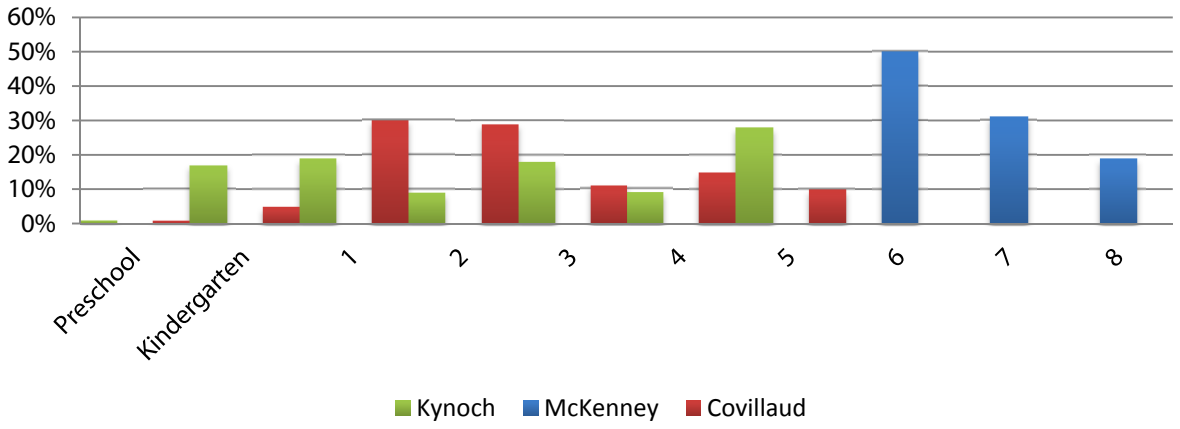

Figure 2-8: Grades of Students Surveyed by School

Student Travel Patterns

Figure 2-9 shows the distance that parents reported they live from their children's school. Kynoch Elementary School's students tend to live closer, while students attending Covillaud Elementary mostly live more than two miles away from school. At Kynoch Elementary, 37 percent of students live within ¼ mile, and 78 percent live within one mile. At McKenney Intermediate, the two most common distances are less than ¼ mile and more than two miles (32 percent each). Almost half of students who attend Covillaud live more than two miles away from school (48 percent). McKenney and Covillaud's attendance areas extend far north of the city into unincorporated area, which likely explains why students live further away from school than those at Kynoch. Figures 2-10 through 2-12 show the enrollment density by distance from school.

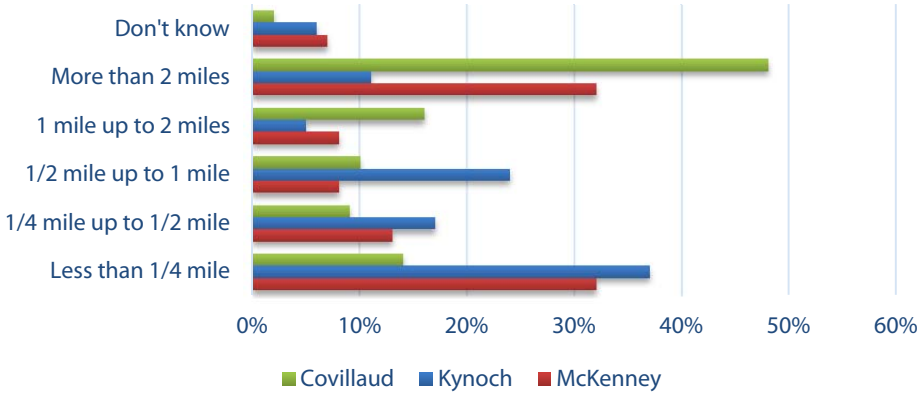

Figure 2-9: Distance to Schools

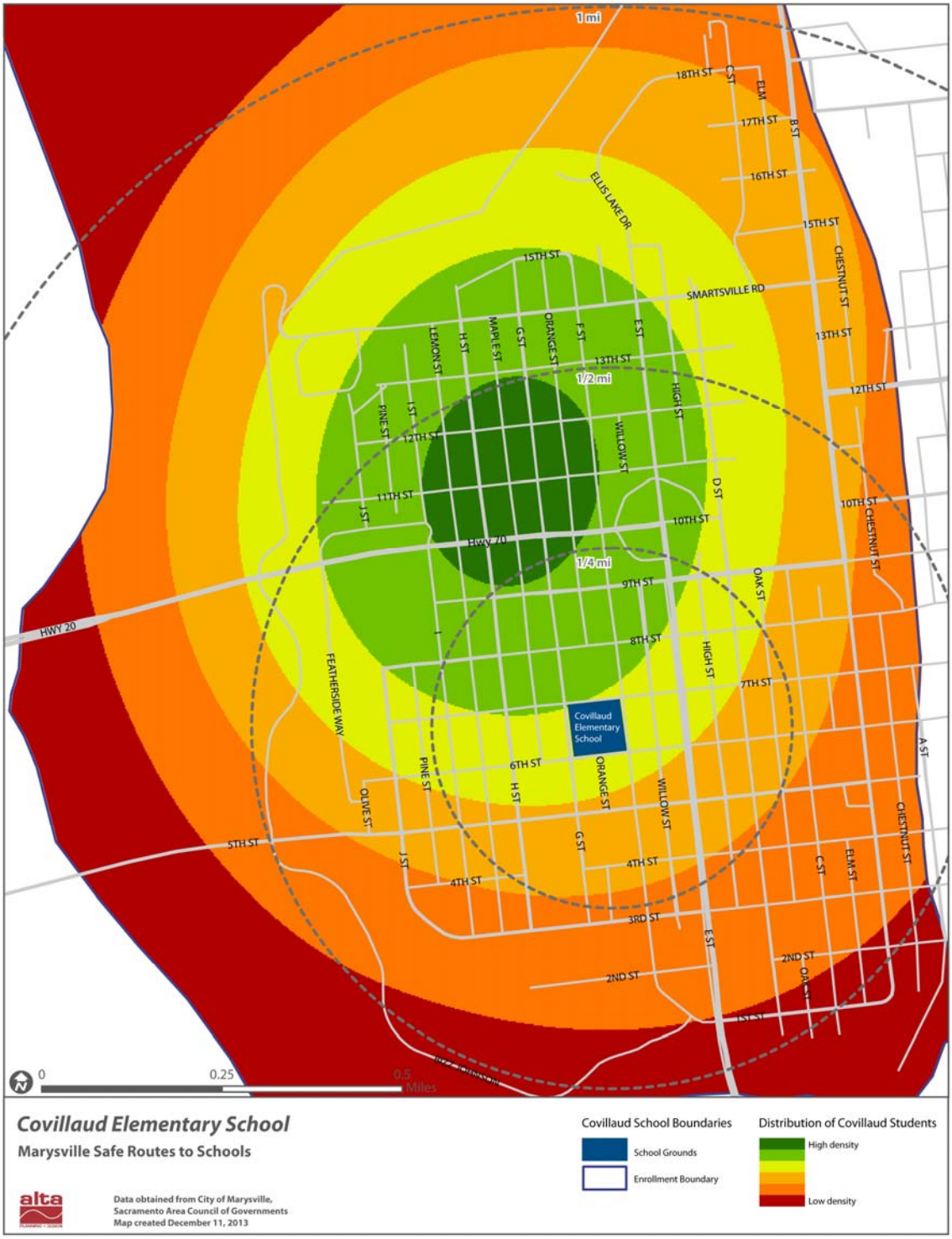

Figure 2-10: Covillaud Enrollment Heat Map

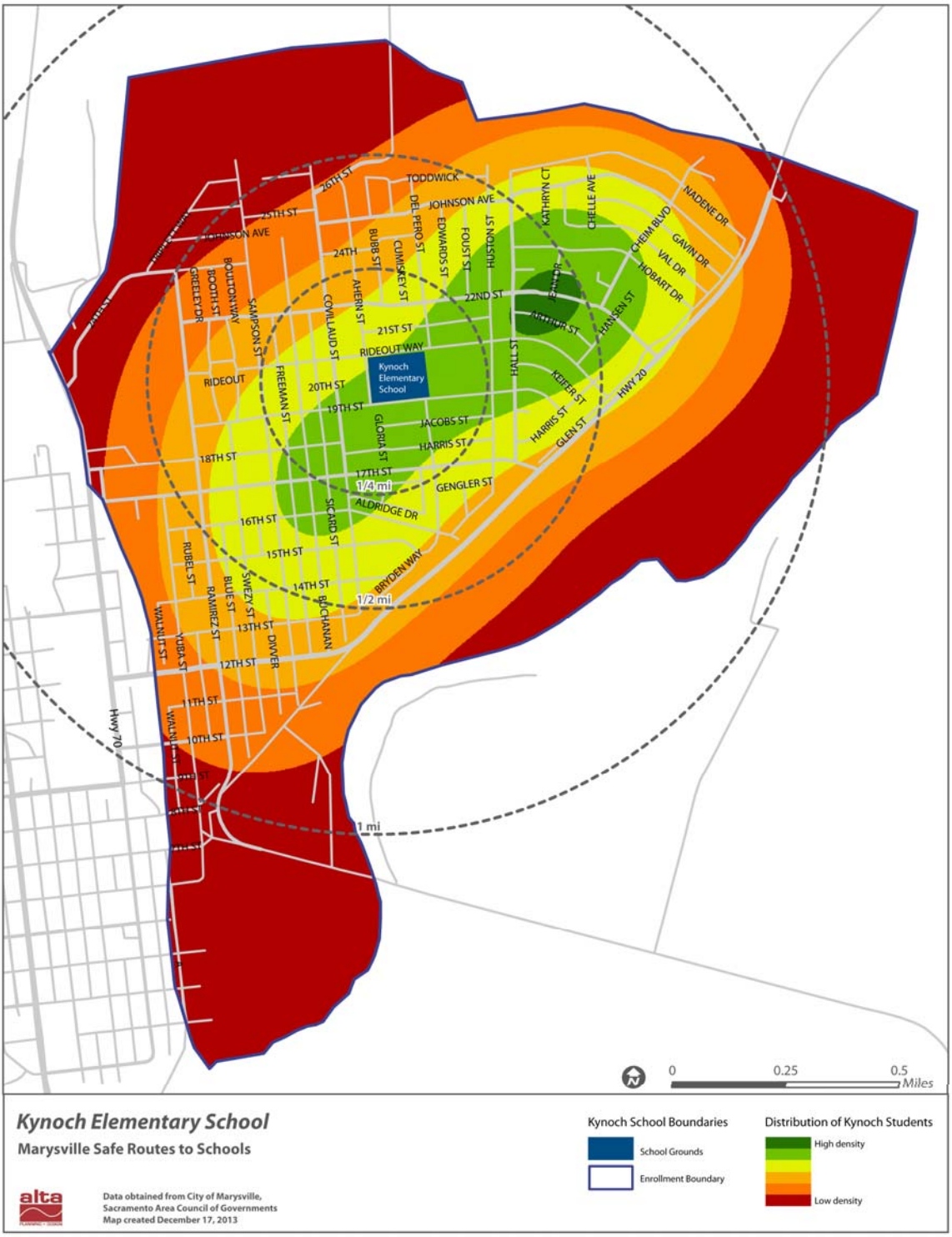

Figure 2-11: Kynoch Enrollment Heat Map

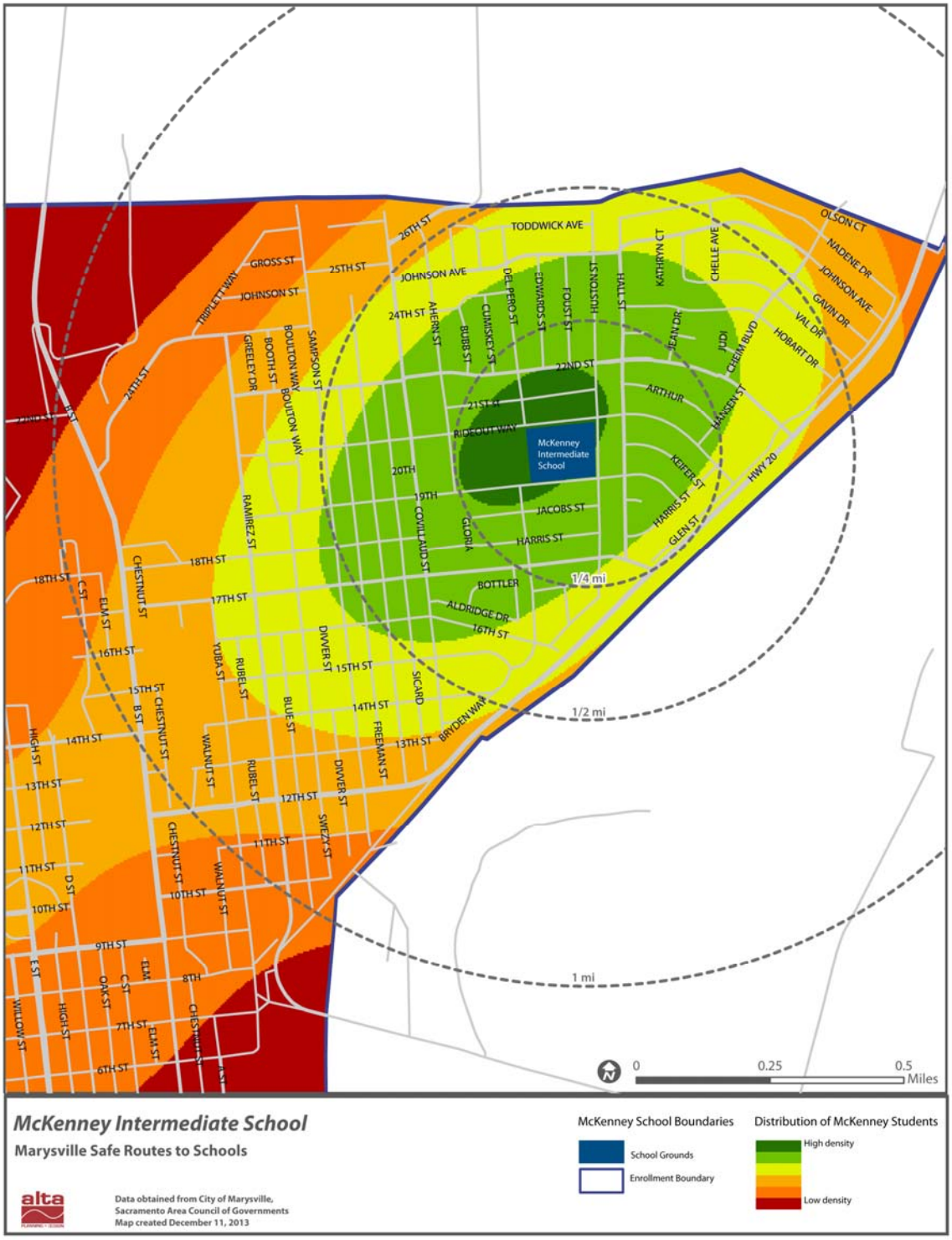

Figure 2-12: McKenney Enrollment Heat Map

Figure 2-13 and Figure 2-14 display the mode splits at each school. Children at each school primarily get to and from school driven in a family vehicle. Walking is the second most common mode at Kynoch Elementary (24 percent to school and 30 percent from school) and McKenney Intermediate (27 percent to school and 36 percent from school). Since more walking trips that occurred were leaving from school, students who walk home from school are likely driven in a family vehicle or carpool to school in the morning. Kynoch Elementary had four percent of trips made by bike each day, to and from school, which was the highest of the three schools. Covillaud Elementary had the least amount of walking (six percent to school and 10 percent from school) and biking trips (one percent to and from school).

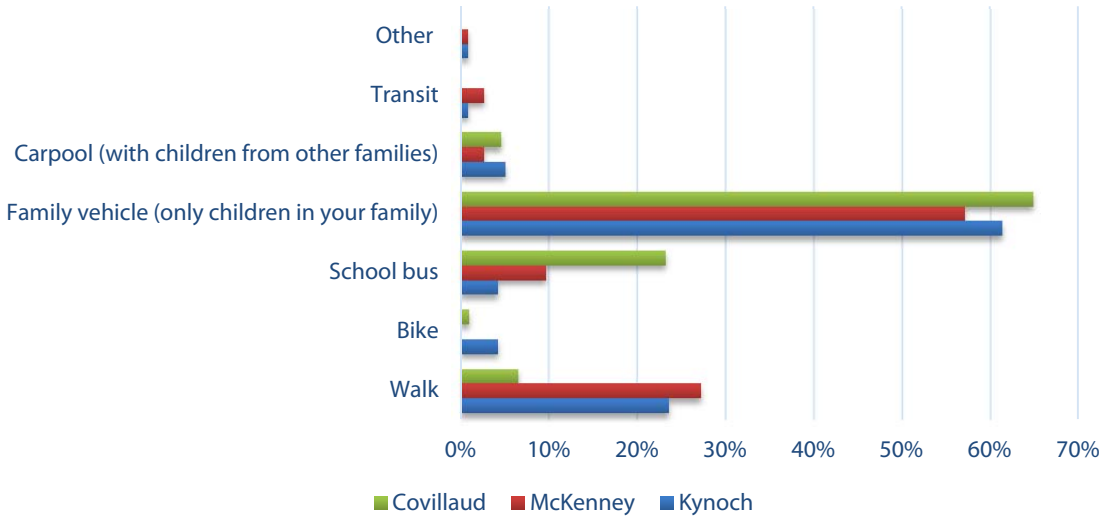

Figure 2-13: Modes of Transportation to School

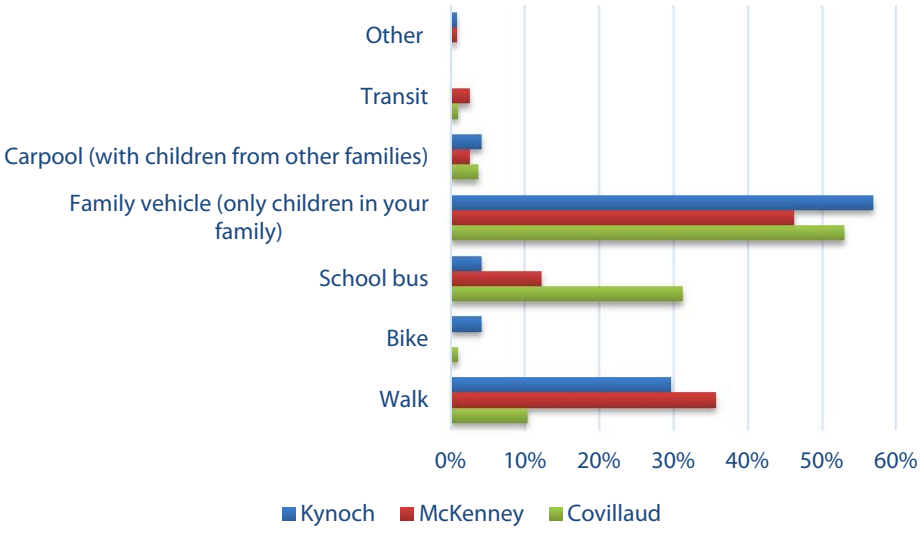

Figure 2-14: Modes of Transportation From School

Permission to Walk or Bike

Approximately half of students at Kynoch and McKenney (51 percent and 53 percent respectively) have asked permission to walk or bike to/from school within the last year, yet most parents said that they would not feel comfortable letting them do so without an adult. Aside from the parents who would not feel comfortable, parents at Kynoch are most likely to allow students at Kynoch to walk or bike to school in 5th grade, and McKenney and Covillaud students in 6th grade. Figure 2-15 displays the percentage of students at each school who have or have not asked their parents for permission to walk or bike to school in the past year. Figure 2-16 displays the grades at which parents would allow this.

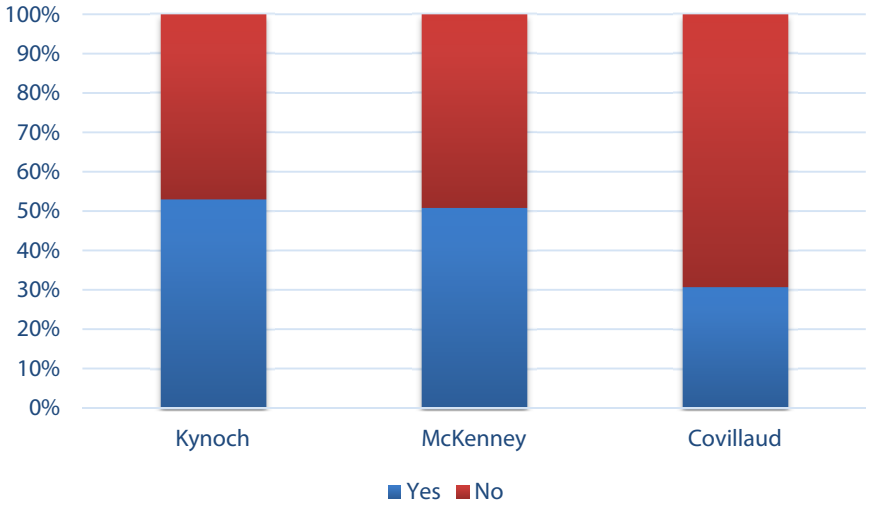

Figure 2-15: Students Asking to Walk or Bike by School

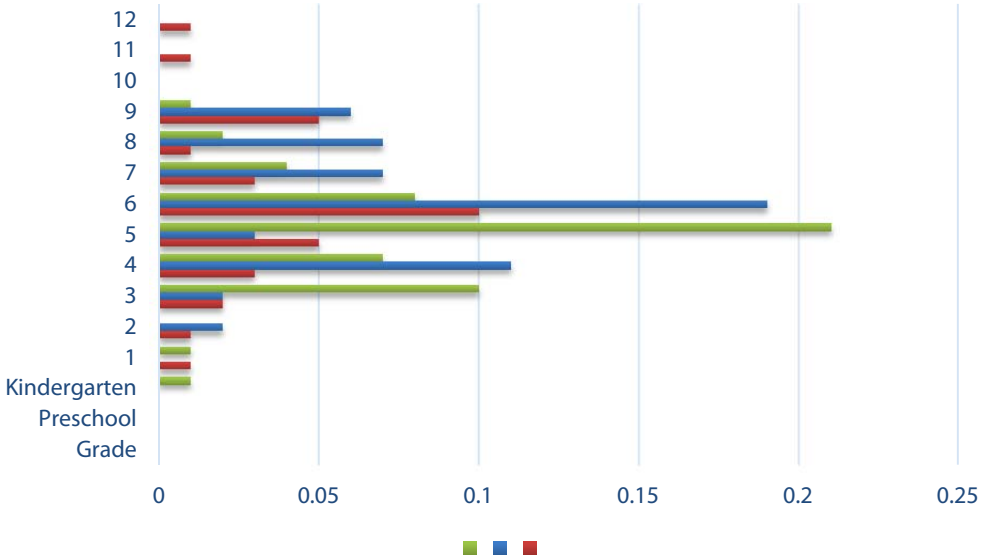

Figure 2-16: Grade of Students for Permission to Walk or Bike to School

Parent Concerns

Parents were asked to choose the issues that affect their decision to allow, or not allow, students to walk or bike to/from school. For this question, parents were encouraged to check all issues that apply to them. Figure 2-17 displays the most commonly noted issues that affect parents' decisions to allow, or not allow, their students to walk or bike to school. The top three issues noted for Covillaud were:

1. Speed of traffic along route (46 responses)
2. Amount of traffic along route (46 responses)
3. Safety of intersections and crossings (45 responses)

The top three issues noted for Kynoch were:

1. Violence or crime (40 responses)
2. Speed of traffic along route (36 responses)
3. Weather or climate (35 responses)

The top three issues noted for McKenney were:

1. Distance (35 responses)
2. Violence or crime (26 responses)
3. Amount of traffic along route (23 responses)

Each school noted the speed of traffic along routes as an issue for walking and biking to school. Kynoch and McKenney parents noted violence or crime as a major issue, reflecting that this may be an issue in this general area as these two schools are on the same block.

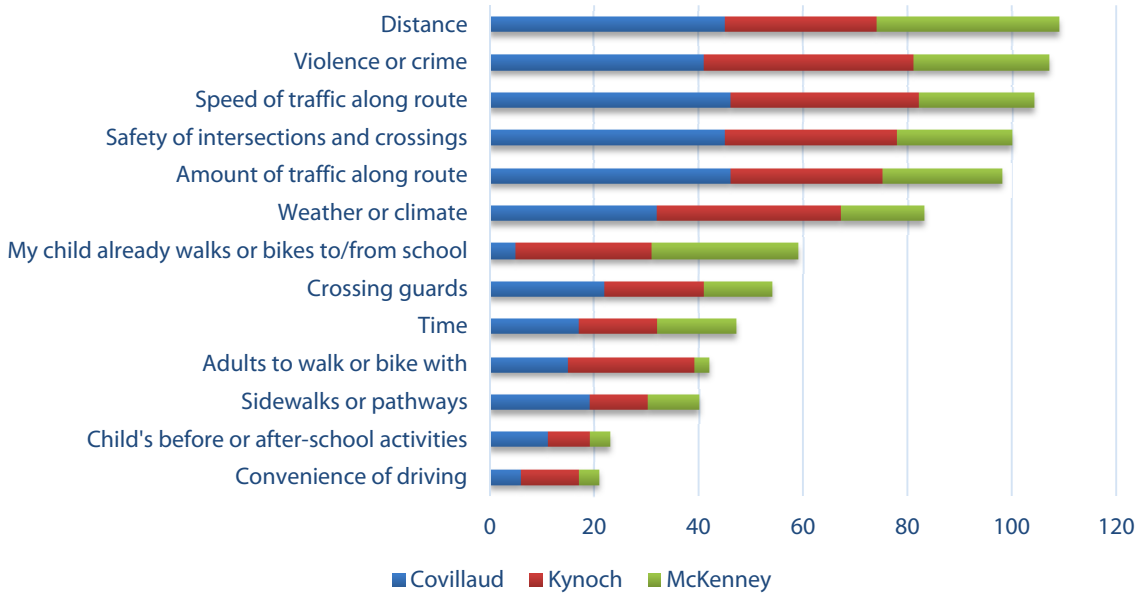

Figure 2-17: Issues Preventing Walking or Biking

Increasing Parent Comfort

Parents were then asked if they would allow their children to walk or bike to school if these issues were addressed. The question asked parents to respond "yes" "no" or "not sure," Figure 2-18 reflects the "yes" responses for each issue. The results of this question were similar to the responses to the previous question about which issues influence their decision to allow their children to walk or bike to school. The top three issues noted for Covillaud were:

1. Safety of intersections and crossings (46 responses)
2. Amount of traffic along route (39 responses)
3. Violence or crime (39 responses)

The top three issues noted for Kynoch were:

1. Speed of traffic along route (43 responses)
2. Amount of traffic along route (40 responses)
3. Crossing guards, violence or crime (39 responses each)

The most top three issues noted for McKenney were:

1. Safety of intersections and crossings (32 responses)
2. Weather or climate (25 responses)
3. Speed of traffic along route & crossing guards (24 responses each)

Generally, the biggest issues for walking and biking to school are the speed and traffic along routes, violence and crime, and the safety of intersections and crossings. These issues were noted in both of these similar questions should be considered priorities while addressing improvements around these schools.

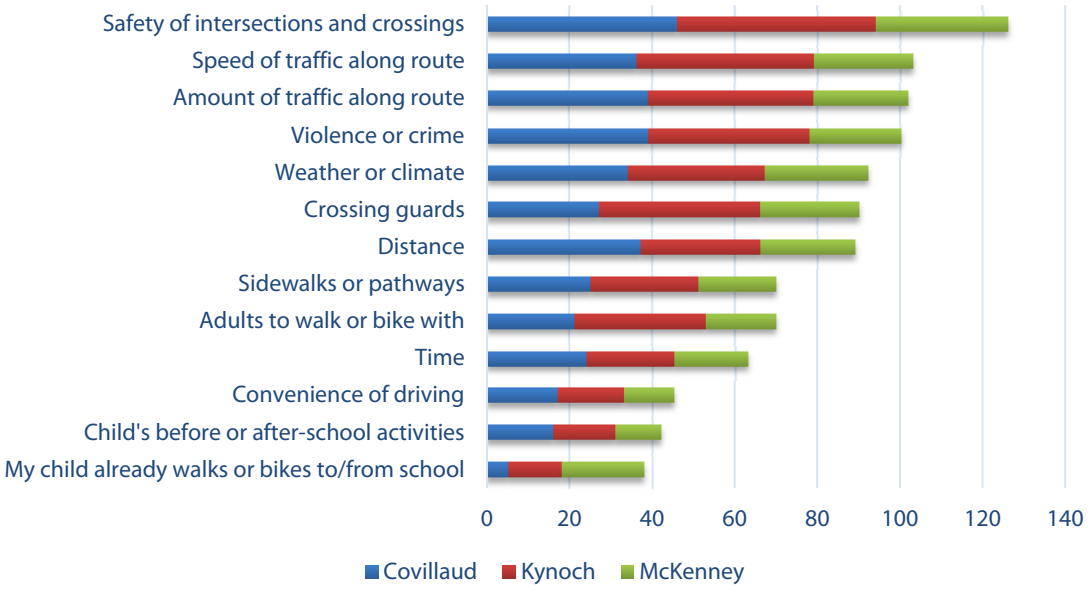

Figure 2-18: If Issues Were Improved, Would Allow Child to Walk/Bike to School

How much does your child's school encourage walking and biking? Is walking and biking healthy and fun?

Most parents at each school do not feel that the schools encourage or discourage walking and biking to school. The highest percentage of parents who said that their school encourages these modes was at Kynoch Elementary (37 percent).

Parents were then asked how much fun and how healthy they think walking and biking is for their children. Most parents feel that walking and biking is fun and healthy for their children. Parents at McKenney are more likely to think that walking and biking is fun or very fun (79 percent total). The highest percentage of parents that feel that walking and biking is the healthiest was at Kynoch Elementary, where 93 percent of parents responded "very healthy" and "healthy."

Additional Challenges or Opportunities for Walking or Bicycling to School

Parents were asked to note any additional comments they had about challenges and opportunities for walking and bicycling to school.

The most commonly cited issues by parents at each school included:

- Distance to school
- Fear of crime and strangers
- Traffic speeds and volumes
- Children being too young to walk or bike to school
- Dangerous crossing highways
- More crossing guards needed

Parents at Covillaud answered that drivers do not pay enough attention and frequently fail to stop at stop signs. Having to drop multiple children off at different schools also poses a problem for parents who would otherwise like to walk with their children. At Covillaud, parents of special education students noted that their child's special needs are a specific reason why they are not safe enough to walk or bike to school. A specific location that parents do not feel is safe enough is the E Street Bridge.

A parent suggested having more police in the mornings and afternoons would make them feel more comfortable allowing their children to walk or bike to/from school. Speeding in the school zone around Kynoch and McKenney was noted as an issue, particularly on Rideout Way. Children not paying enough attention to the road while walking or biking are another concern that parents at Kynoch noted.

A specific location for a crossing guard noted by parents from both Kynoch and McKenney is on East 22nd Street at Hall Avenue. A parent from McKenney shared that his or her child is only allowed to walk to school on Fridays in a group of friends.

2.1.3 Key Survey Findings

Mode Split

- The family vehicle, including only children in the family, was the most common reported mode for students, with 56 percent of trips being in the family vehicle.
- Walking was the second most common mode reported for students, with 23 percent of trips made by walking. Other modes include: school bus (14 percent), carpool (four percent), bike (two percent), transit and others (one percent each).
- In general, students walked home from school more than to school, while the opposite is true for those traveling in family vehicles.
- Most students live two or more miles away from school (30 percent) or within ¼ mile (28 percent). Over 1/3 of students at Kynoch Elementary live within ¼ mile of the school (37 percent).
- Most students who walk or bike live close to school. The number of trips made by walking or biking decreases as distance increases. The most trips made are by family vehicle from more than two miles away from school.
- Kynoch Elementary had the highest percentage of trips made by walking (27 percent) and biking (four percent).
- Most students' travel time to/from school is less than five minutes.

Parent Opinion

- Over half of parents surveyed (52 percent) would not let their children walk or bike to school without an adult at any grade. Aside from those who wouldn't feel comfortable at all, the most commonly reported grade at which parents would allow this was 6th grade (12 percent).
- Distance to school, violence and crime, and the speed and amount of traffic along routes are the biggest concerns that parents noted in the survey as issues that prevent their children from walking or biking to school.
- When asked what issues, if addressed, would change their minds about allowing their children to walk or bike to school, parents noted that the issues are the safety of intersections and crossings, speed and amount of traffic along the routes, and violence or crimes.
- Most parents felt that their schools did not encourage or discourage walking and biking to school. Kynoch Elementary was noted as the most encouraging.
- Most parents were neutral when asked how much fun walking and biking to school is. Aside from the majority that were neutral, parents at Kynoch Elementary felt that walking and biking is the most fun for their children.
- When asked how healthy walking and biking is for their students, parents overall understand that it is a healthy option for their students.

2.2. Stakeholder Interviews

Interviews with community stakeholders, including School Site Council members, PTO/PTA members and law enforcement, were conducted to further refine the issues related to walking and biking at Kynoch Elementary, McKenney Intermediate and Covillaud Elementary. Stakeholders were asked to identify infrastructure challenges for walking and biking to school; driver, bicyclists, and pedestrian behavioral challenges, programs that could help improve conditions; and suggested walking and biking routes to school.

Kynoch Elementary School

Stakeholders identified challenging locations and issues on Rideout Way, 19th Street and East 22nd Street. Each of these streets are long, wide stretches of road where motorists are able to build up speed. Rideout Way is the most problematic of these three streets. The City recently installed a sidewalk on the south side however it is bordered by dirt and there is no landscaping or trees to provide shade. Bulb-outs have been constructed where Rideout Way meets Huston Street, Del Pero Street, and Ahern Street, which stakeholders said have not had much of an impact on driver speeds.

Stakeholders identified that speeding on Rideout Way and East 19th Street is a significant driver behavioral challenge to walking and biking to school at Kynoch. Lines of cars get backed up onto 19th Street from the pick-up/drop-off loop, especially after school. Impatient parents tend to zoom around in line, causing many near collisions. During student drop-offs, impatient parents stop in the middle of or across the street from the school, which results in many students running across the street.

In the past, the school has had a hard time relying on volunteers for a safe crossing program. There are a lot of parent volunteers, although the PTO is trying to build parental involvement. There are many parents who are interested in volunteering but need some encouragement and direction.

The stakeholders suggested roads to include in the walk audit: East 22nd Street, East 19th Street, Rideout Way and Huston Street. They did not have suggestions for walking and biking routes to school.

Stakeholders noted that a nine-year-old girl was killed in a collision at the intersection of 17th and Huston Street in 2011 while on her way to school at Kynoch. They also noted that when police help with enforcement, they often park in the crosswalk at East 19th Street and Ahern Street.

McKenney Intermediate School

Stakeholders identified infrastructure challenges at the same locations named at Kynoch: Rideout Way, East 22nd Street and East 19th Street. The streets are wide with few stops, and drivers use these streets to get to school as well as the other side of Marysville. The design of the pick-up and drop-off loop encourages people to stop at the beginning of the loop to let their child out directly in front of the entrance rather than pulling forward.

Stakeholders pointed out a lack of awareness of bicyclists, as motorists tend to not look for them when they turn. They also noted that many people speed on 22nd Street, and that some high school students purposely speed to see how fast they can go between stops. Students tend to walk to the 7-11 on 19th Street and Covillaud Street. Stakeholders agree that students tend to not pay attention to legal crossings, and talk on their phones, listen to music, or text while they are walking.

Currently, teachers do "crosswalk duty" after school, but not before school. Stakeholders noted this as a reason for needing crossing guards. They also indicated a need for awareness campaigns targeting distracted pedestrians, pedestrian and bicycle education, walk-a-thons and programs directed at student health.

Stakeholders agreed that the "problem" streets, 22nd Street, Rideout Way and 19th Street, are unavoidable routes when walking to school.

Covillaud Elementary School

Stakeholders from Covillaud noted that E Street has high traffic volume and speed. Every intersection on E Street from 3rd Street to 10th Street is signalized, but the crosswalks are faded and are not of the high visibility type. However, current construction along E Street may result in improved crosswalks. The school is close to streets that are main routes to the freeways: 5th Street, 8th Street and 10th Street.

There are currently no pick-up/drop-off zones at the school. Parents stop in the street or across from the school, resulting in children running across the street. Parents also circle the block numerous times to find parking to walk their children into school. There is a plan to create a pick-up/drop-off loop at the school site, but the funding for this has been stalled. The plan is to take out 7th Street between Covillaud Elementary and the staff parking lot, redesign the staff parking lot to include the loop for parents, and add a bus loop on the north side of the block. According to a stakeholder, the project is next on the list for the school bond money, but the money ran out and new funding has not been identified.

Stakeholders noted that while school crossing signs exist in the area, school zone end signs and school zone speed limit signs are lacking. The school site is also not well-lit. After school activities end around 6 PM, and during the winter it is dark at this time.

Parent-led safe crossing programs, pedestrian safety education, remote drop-off locations and walking school buses were suggested for this school. Stakeholders noted that if a walking school bus is set up, it should cross E Street at 7th Street, because there are kids who cross alone at that location. Walk audits should be revisited after nearby construction ends in Spring 2014.

Other observations made in the interview include a very caring and involved principal and student council. The student council wrote letters to the City Council and went to a meeting to give a presentation about the need for stop signs at each corner of the school. According to stakeholders, this process was initiated by students and facilitated by the student council advisor.

2.2.1 Key Interview Findings

Stakeholders identified numerous streets surrounding schools that present issues for walking and biking to school. Volume and speed of traffic pose problems for all of the schools. Kynoch and McKenney have similar issues due to their proximity to each other. Each school has issues with drop-off and pick-up zone design, resulting in aggressive driving and students running across the street to get to school. Crossing guards are needed at the schools, as there are currently very few.

2.3. Collision Analysis

2.3.1 Citywide Analysis

Collisions in California are collected by the California Highway Patrol's Statewide Integrated Traffic Records Systems (SWITRS). Between January 2008 and April 2013, SWITRS indicates there were 49 reported collisions citywide in Marysville involving bicyclists or pedestrians, 19 included youths under the age of 18. Most youth-involved collisions occurred in the year 2011 (42 percent). Of these collisions, 10 involved pedestrians and nine involved bicyclists. Nine of the youth involved in these collisions were under 10 years old. There were more male parties involved (8) than females (6).

Figure 2-19 displays the most common violations that occurred in the pedestrian and bicycle collisions. The primary cause of pedestrian collisions was pedestrian right-of-way violations (5), followed by unsafe speeds (2). The primary cause of bicycle collisions was riding on the wrong side of the road (4), followed by automobile right of way violations (3). The primary collision factor noted in the reports for each collision was a vehicle code violation.

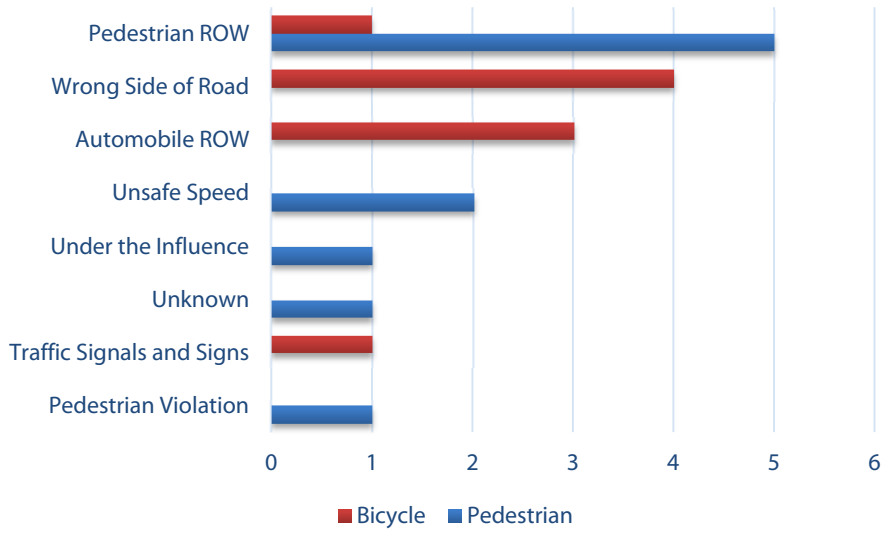

Figure 2-19: Collision Violations

Table 2-2 shows the injuries sustained by victims under 18. Of the 14 pedestrian collision victims, emergency responders reported one fatality, two severe injuries and two other visible injuries. Responders recorded that victims had a complaint of pain but no visible injuries for seven collision victims. Among the eight bicycle collision victims, emergency responders reported no severe injuries, one other visible injury and three complaints of pain.

Table 2-2: Youth Injuries

Injury Type	Pedestrian	Bicycle	Total
No injury	3	3	6
Killed	0	1	1
Severe Injury	2	0	2
Other Visible Injury	2	1	3
Complaint of Pain	7	3	10

SWITRS data includes the movement of the collision party before the collision occurred. Among pedestrian youth-involved collisions, vehicles were proceeding straight (3), making a right turn (2). The report shows that the most frequent movements before the youth-involved bicycle collisions was proceeding straight or traveling the wrong way (2 each). The report also includes pedestrian movement. In most of the pedestrian collisions, pedestrians were crossing the street in a crosswalk at an intersection or not in a crosswalk. Figure 2-20 shows the pedestrian movements before the collisions.

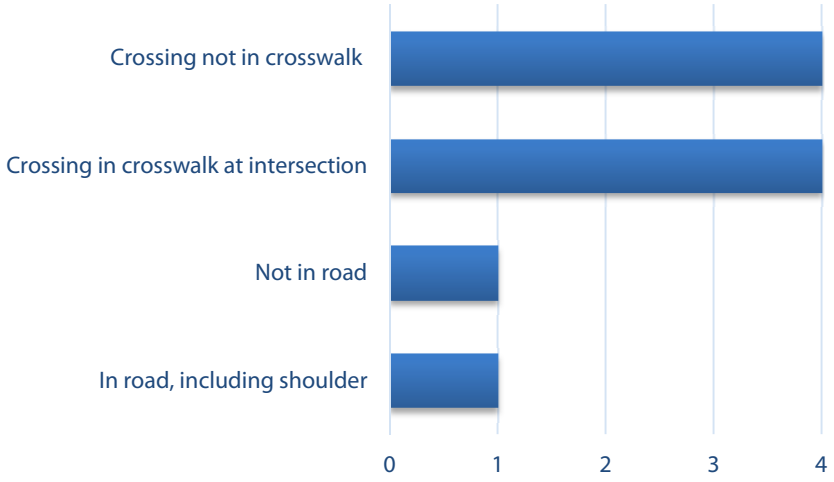

Figure 2-20: Pedestrian Action in Collision

The time of day during which the collisions occurred varied between bicycle and pedestrian collisions. Most pedestrian collisions occurred during the morning or evening, and bicycle collisions were evenly spread from the morning to evening. Overall, most collisions occurred during daylight hours. These results are shown below in Table 2-3.

Table 2-3: Youth-Involved Collision Times

Time of Day		Pedestrian	Bicycle
Night	12am-6am	0	0
Morning: School and work trips	6am-10am	4	2
Mid day	10am-2pm	0	2
Typical school dismissal	2pm-5pm	0	2
Evening peak	5pm-8pm	4	2
Night	8pm-12am	2	0

2.3.2 Collisions Near Schools

Covillaud Elementary School

There were seven youth collisions within one mile of Covillaud Elementary School that resulted in injuries, shown in Figure 2-21. Youth-involved pedestrian collisions occurred at:

- 10th Street at G Street (1)
- 10th Street at H Street (1)
- 12th Street at Yuba Street (1)
- 3rd Street at D Street (1)

Youth-involved bicycle collisions occurred at:

- 10th Street at F Street (1)
- 9th Street at D Street (1)

Kynoch Elementary School and McKenney Intermediate School

Nine youth collisions occurred within one mile of Kynoch Elementary School and McKenney Intermediate School, shown in Figure 2-22. Youth-involved pedestrian collisions occurred at:

- East 19th Street at Del Pero Street (1)
- Rideout Way at Covillaud Street (1)
- Rideout Way at Sampson Street (1)
- East 17th Street at Swezy Street (1)
- East 17th Street at Yuba Street (1)
- 12th Street at Yuba Street (1)

Youth-involved bicycle collisions occurred at:

- East 17th Street at Huston Street (1)
- Glen Street at 22nd Street (1)
- 18th Street at Swezy Street (1)

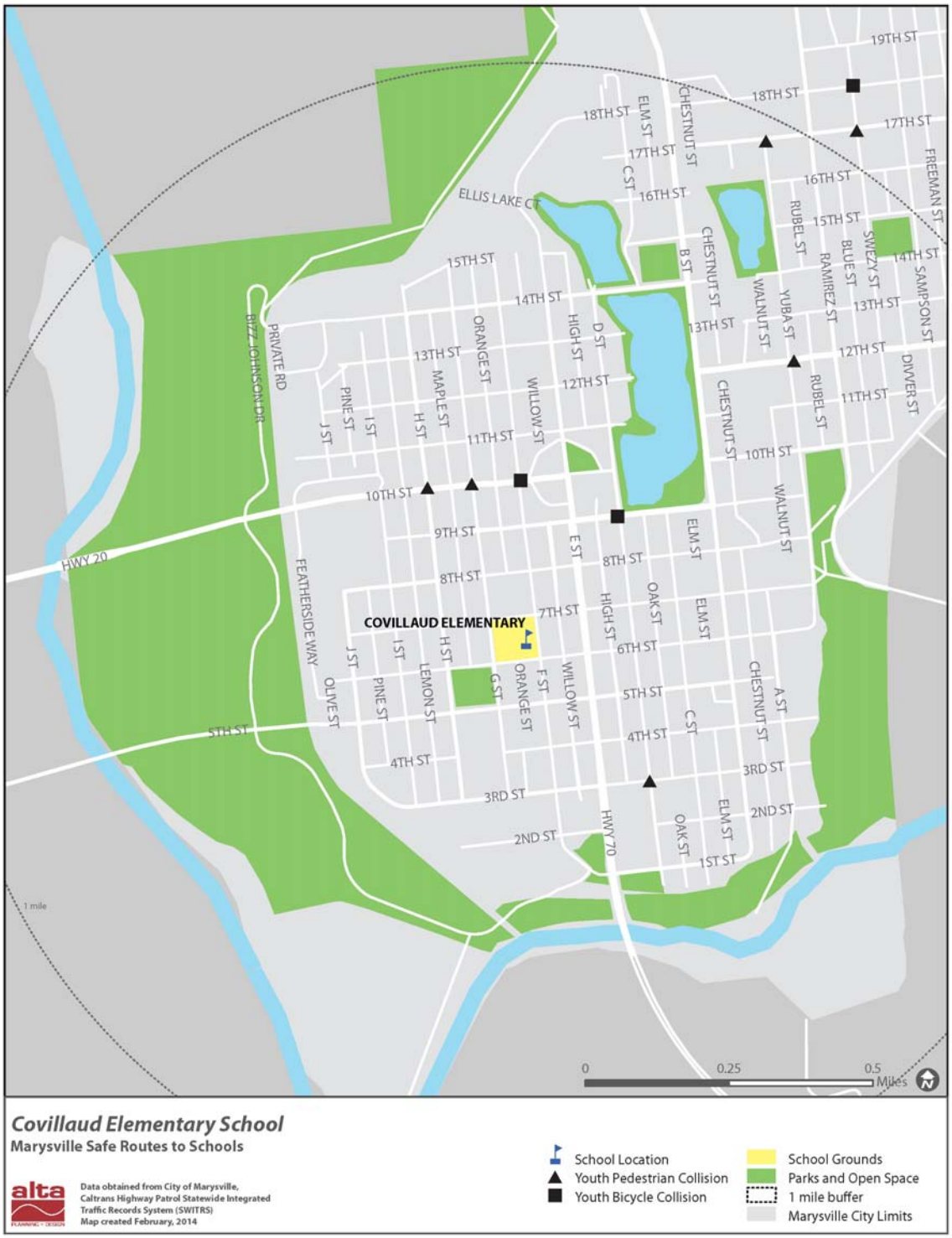

Figure 2-21: Youth Involved Collisions Near Covillaud Elementary School

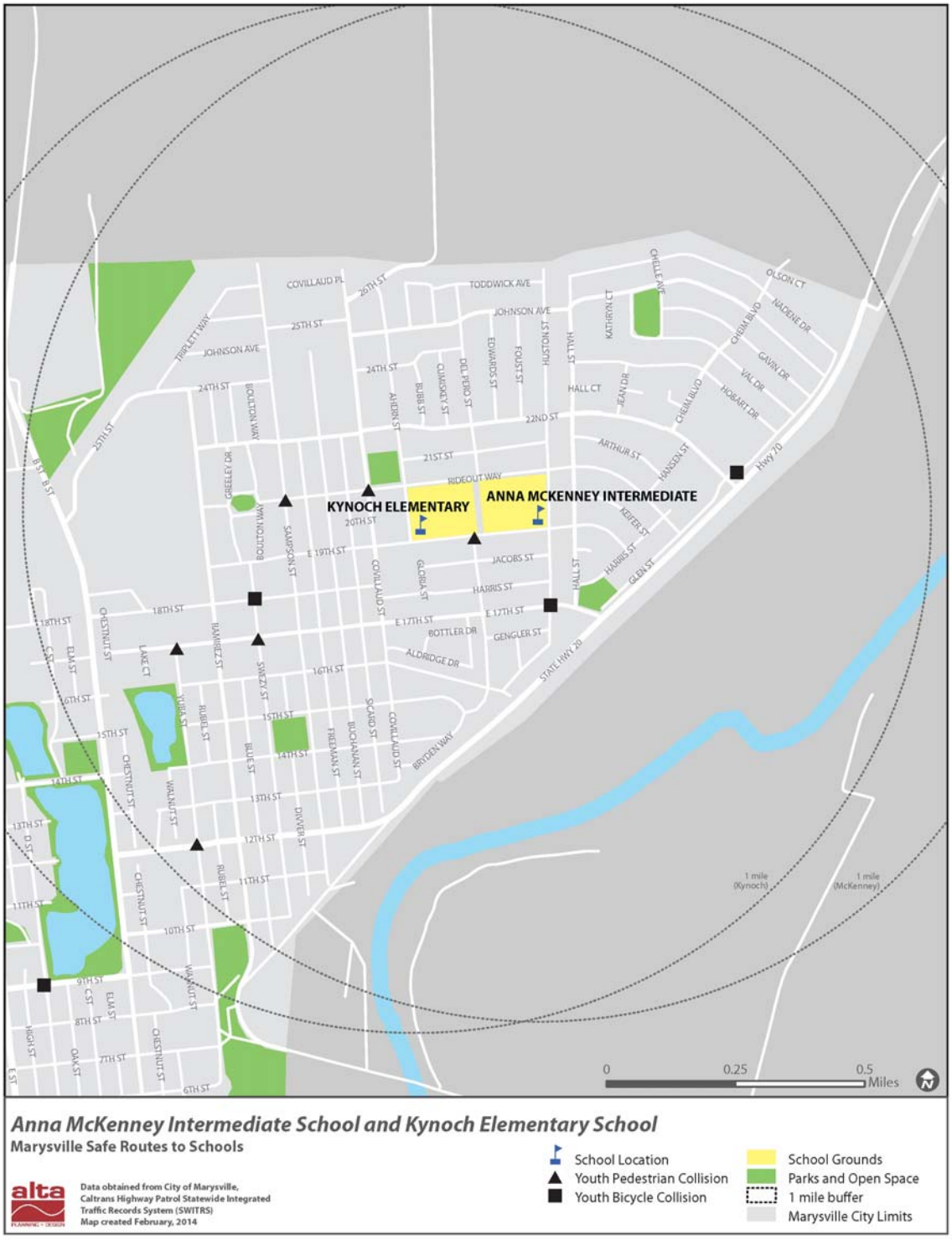

Figure 2-22: Youth Involved Collisions Near Kynoch Elementary School and McKenney Intermedate School

2.3.3 Key Youth Involved Collision Findings

January 2008 and April 2013 collision data shows that no one location has high numbers of youth involved collisions. However, 10th Street does have a number and is a key crossing for students accessing Covillaud Elementary. The engineering recommendations in the following chapter are designed to ensure school children are more visible. The program recommendations in Chapter 4 are designed to ensure drivers, bicyclists and pedestrians are more informed about safety.

3. Recommended Engineering Improvements

The following chapter presents the recommended engineering improvements in school areas for Kynoch Elementary School, McKenney Intermediate School and Covillaud Elementary School. The recommendations are based on community, School District, law enforcement and City Staff input gathered through:

- Walk audits at each school
- Public survey
- Stakeholder interviews
- Previously identified challenges submitted by community members to City staff

Each school section contains a short description of the school environment, followed by a table listing reported or observed challenges and recommended improvements with priority for implementation. The table is followed by a conceptual school improvement plan.

Chapter Organization:

3.1. Covillaud Elementary 3-3
3.2. Kynoch Elementary and McKenney Intermediate 3-7
Kynoch Elementary 3-7
McKenney Intermediate 3-8

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3.1. Covillaud Elementary

Principal:	Doug Escheman
Grades:	K-5
Number of Students:	497 students
Arrival:	8:15 AM
Departure:	2:11 PM

3.1.1 Covillaud School Layout

Covillaud Elementary is located just west of downtown Marysville on the entire block between G and F Streets and between 6th and 7th Streets; all of which are two lane streets. To the south of the school are commercial land uses, to the north and west are residential homes. Historic downtown Marysville is to the east across State Highway 70.

The school has two access points. The main entrance is on F Street at 7th Street this is where the school office is. 7th Street is closed at this point across to G Street and the street is used by the school. The school has no public off-street parking and parents load and unload their students on-street. There is limited staff parking.

There are no dedicated bicycle facilities near the school. The area does have a complete sidewalk network.

3.1.2 Covillaud Crossing Guards

There are no trained crossing guards in the area however the school does provide crossing duty staff for the intersections of 7th Street with F and G Streets.

3.1.3 Covillaud Audit

The audit took place on the afternoon of Tuesday, October 15th, 2013. In attendance were City staff, School Staff, the consulting team and a number of parents. Participants observed the following locations in addition to the corridors between:

- F Street at 6th Street
- F Street at 7th Street
- F Street at 8th Street
- G Street at 7th Street

Afterward, participants reconvened to discuss their observations, other challenges, and potential improvements.

3.1.5 Covillaud Opportunities and Recommended Improvements

ID	Location	Reported or Observed Challenge	Recommended Improvement	Lead Agency	Priority
1	F Street and 10th Street	Key crossing area yet standard transverse crosswalks (traffic signal)	• Restripe all crosswalks as high visibility.	Caltrans	Medium
2	F Street and 9th Street	Key crossing area yet standard transverse crosswalks (stop controlled all legs)	• Restripe all crosswalks as white high visibility, with stop bars and stencil.	City of Marysville	High
3	F Street and 8th Street	Key crossing (stop control all legs).	• Install advance stop bars on all legs.	City of Marysville	Medium
4	F Street and 7th Street	Key crossing (stop control all legs).	• Install advance stop bars on all legs. • Move stop sign to be more visible.	City of Marysville	Medium
5	F Street: 7th Street to loading ramp	School office area where most pickups happen but is currently 30 minute parking - loading is striped half way down the street.	• Stripe loading only area with parking t's.	City of Marysville	High
6	F Street: Loading ramp to 6th Street	School office area where most pickups happen but is currently 30 minute parking - loading is striped half way down the street.	• Stripe 15 minute parking zone with parking t's.	City of Marysville	High
7	F Street and 6th Street	Key crossing (stop control all legs).	• Install advance stop bars on all legs.	City of Marysville	Medium
8	G Street and 6th Street	Key crossing (stop control all legs).	• Install advance stop bars on all legs.	City of Marysville	Medium
9	G Street and 9th Street	Key crossing area yet standard transverse crosswalks (stop controlled north and south legs)	• Restripe crosswalks as white high visibility • Install stop bars and stencil on north and south legs • Install Assembly B with down arrow • Install YIELD lines on west and east legs.	City of Marysville	High
10	G Street and 10th Street	Key crossing area yet standard transverse crosswalks (stop controlled all legs)	• Restripe all crosswalks as high visibility.	Caltrans	Medium

Covillaud Elementary Improvement Plan

1. **F Street and 10th Street**
   - Restripe all crosswalks as high visibility
2. **F Street and 9th Street**
   - Restripe all crosswalks as high visibility, with stop bars and stencil
3. **F Street and 8th Street**
   - Install advance stop bars on all legs
4. **F Street and 7th Street**
   - Install advance stop bars on all legs
   - Move stop sign to be more visible
5. **F Street: 7th Street to loading ramp**
   - Stripe loading only area with parking t's
6. **F Street: Loading ramp to 6th Street**
   - Stripe 15 minute parking zone with parking t's
7. **F Street and 6th Street**
   - Install advance stop bars on all legs
8. **G Street and 6th Street**
   - Install advance stop bars on all legs
9. **G Street and 9th Street**
   - Restripe crosswalks as high visibility
   - Install stop bars and stencil on north and south legs
   - Install Assembly B sign with down arrow
   - Install yield teeth on west and east legs
10. **G Street and 10th Street**
    - Restripe all crosswalks as high visibility

Figure 3-1: Covillaud Elementary Area Recommended Engineering Improvements

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3.2. Kynoch Elementary and McKenney Intermediate

Kynoch Elementary and McKenney Intermediate are on the same large block bound by Rideout Way, Huston Street, East 19th Street, and Ahern Street. Each School is described separately; however the recommended improvements are presented together.

Kynoch Elementary

Principal:	Monica Oakes
Grades:	K-5
Number of Students:	650
Arrival:	7:45 AM
Departure:	2:15 PM

3.2.1 Kynoch School Layout

Kynoch Elementary is located in the northeastern portion of the City of Marysville on Rideout Way and is part of the large school block that includes McKenney Intermediate School. The improvements identified for Kynoch are described and shown with those for McKenney given their close proximity.

Kynoch Elementary has three primary loading areas: at the main school entrance on Rideout Way; on the eastern side of the school along Ahern Street, and on the southern side of the school on East 19th Street. Rideout Way is a two lane collector that varies in width and character with a residential neighborhood to the north and south.

The area has a complete sidewalk network and there are no bikeway facilities in the vicinity.

3.2.2 Kynoch Crossing Guards

There no trained crossing guards in the area however the school does provide crossing duty staff at Rideout Way and Ahern Street and at East 19th Street and Ahern Street.

3.2.3 Kynoch Audit

The audit took place on the afternoon of Thursday, October 17th, 2013. In attendance were City staff, School Staff, the consulting team and a number of parents. Participants observed the following locations in addition to the corridors between:

- Rideout Way at Ahern Street
- E 19th Street at Ahern Street
- E 19th Street at Del Pero Street

Afterward, participants reconvened to discuss their observations, other challenges, and potential improvements.

McKenney Intermediate

Principal:	Shevaun Mathews
Grades:	6-8
Number of Students:	500 students
Arrival:	8:30 AM
Departure:	M/T/W/TH – 3:00 PM
	Fridays – 12:05 PM

3.2.4 McKenney School Layout

McKenney Intermediate is located the northeastern portion of the City of Marysville on East 19th Street and is part of the large school block that includes Kynoch Elementary School. The improvements identified for McKenney Intermediate are described and shows with those for Kynoch given their close proximity.

McKenney Intermediate has three primary loading areas: at the main school entrance and loading loop on East 19th Street; on the western side of the school on Huston Street, and on the northern side of the school on Rideout Way. East 19th Street is a wide two lane collector with a residential neighborhood to the north and south.

The area has a complete sidewalk network and there are no bikeway facilities in the vicinity.

3.2.5 McKenney Crossing Guards

There are no trained crossing guards in the area however the school does provide crossing duty staff at Rideout Way and Huston Street and at East 19th and Huston Street.

3.2.6 McKenney Audit

The audit took place on the morning of Thursday, October 17th, 2013. In attendance were City staff, School Staff, the consulting team and a number of parents. Participants observed the following locations in addition to the corridors between:

- Rideout Way at Huston Street
- E 19th Street at Huston Street
- E 19th Street at Del Pero Street

Afterward, participants reconvened to discuss their observations, other challenges, and potential improvements.

3.2.8 Kynoch Elementary and McKenney Intermediate Opportunities and Recommended Improvements

ID	Location	Reported or Observed Challenge	Recommended Improvement	Lead Agency	Priority
1	Ahern Street between E 19th Street and Rideout Way	Vehicles not parked efficiently resulting in underutilized curb space	• Stripe parking t's.	City of Marysville	High
2	E 17th Street and Huston Street	Community reported high vehicle speeds and poor stop rates. Vegetation on northeast corner blocks sight lines.	• Install high visibility crosswalk on west leg • Restripe stop bars and stencil on east and west legs. • Trim vegetation on northeast corner.	City of Marysville	Low
3	E 19th Street and Ahern Street	Key crossing area with two of three crossings uncontrolled(stop controlled north leg, uncontrolled east and west leg)	• Install yield teeth on 19th St approaches. • Add SLOW SCHOOL XING pavement marking 100' in advance of crosswalk. • Update 19th Street SCHOOL XING signs to Assembly B with down arrow.	City of Marysville	High
3	E 19th Street and Ahern Street	Observed wide roadway with u-turns	• Install curb extensions on northeast and northwest corners. Note that northeast corner has storm drain. • Install yellow centerline on 19th St between Ahern St and Huston St.	City of Marysville	High
3	E 19th Street and Ahern Street	Parked vehicles at the intersection T, south leg, block visibility of students crossing the crosswalk	• Restrict parking on the south leg between the crosswalks.	City of Marysville	High
3	E 19th Street and Ahern Street	Community reported high vehicle speeds and poor yield rates.	• Option A: Install raised crosswalk on the east leg. • Option B: Install RRFB on east leg.	City of Marysville	High
4	E 19th Street and Del Pero Street	Key crossing area with uncontrolled leg of a wide roadway	• Install yield teeth for east leg. • Stripe stop bar for south leg. • Update 19th St SCHOOL XING signs to Assembly B with down arrow. • Move SLOW SCHOOL XING pavement marking to within 100' of crosswalk. • Option A: Install raised crosswalk. • Option B: Install RRFB on east leg.	City of Marysville	Medium

ID	Location	Reported or Observed Challenge	Recommended Improvement	Lead Agency	Priority
4	E 19th Street and Del Pero Street	Pedestrian visibility is obstructed by vehicles parked near the crosswalks.	• Restrict parking adjacent to the crosswalks.	City of Marysville	High
5	E 19th Street and Huston Street	Key crossing area	• Add stop bars on all four legs.	City of Marysville	Medium
5	E 19th Street and Huston Street	Pedestrian visibility is obstructed by vehicles parked near the crosswalks.	• Restrict parking adjacent to the crosswalks.	City of Marysville	High
6	E 22nd Street and Ahern Street	Community reported high vehicle speeds and poor yield rates.	• Restripe east leg crosswalk as yellow high visibility. • Install yield teeth. • Install RRFB.	City of Marysville	Medium
6	E 22nd Street and Ahern Street	School walking route.	• Install yellow transverse crosswalk on north leg.	City of Marysville	Medium
7	E 22nd Street and Bubb Street	School walking route.	• Install transverse crosswalk on north leg.	City of Marysville	Medium
7	E 22nd Street and Cumiskey Street	School walking route.	• Install transverse crosswalk on north leg.	City of Marysville	Medium
8	E 22nd Street and Del Pero Street	Community reported high vehicle speeds and poor yield rates.	• Restripe east leg crosswalk as yellow high visibility. • Install yield teeth. • Install RRFB.	City of Marysville	High
8	E 22nd Street and Del Pero Street	School walking route.	• Install yellow transverse crosswalks on north and south legs.	City of Marysville	High
9	E 22nd Street and Edwards Street	School walking route.	• Install transverse crosswalk on north leg.	City of Marysville	Medium
9	E 22nd Street and Foust Street	School walking route.	• Install transverse crosswalk on north leg.	City of Marysville	Medium
10	E 22nd Street and Huston Street	School walking route.	• Install yellow high visibility crosswalks on all 4 legs.	City of Marysville	High
11	E22nd Street and Covillaud Street	Key school crossing yet no crosswalks.	• Restripe all crosswalks as yellow high visibility, • Install stop bars and stencil.	City of Marysville	Medium
12	McKenney Parking Loop	Loading and parking in the loop is congested at school arrival and dismissal times.	• Reconfigure parking loop as one-way from east to west. • Stripe loading and through lane around loop. • Install DO NOT ENTER sign at the exit.	Marysville Joint Unified School District	High
12	McKenney Parking Loop	No stop sign or stop bar	• Install stop sign and stop bar	Marysville Joint Unified School District	High
13	Rideout Way - Kynoch driveway to McKenney driveway	Curb extension unpaved and not landscaped.	• Landscape curb extension	Marysville Joint Unified School District	Medium

ID	Location	Reported or Observed Challenge	Recommended Improvement	Lead Agency	Priority
14	Rideout Way and Ahern Street	Community reported high vehicle speeds and poor yield rates.	• Update Rideout Way St SCHOOL XING signs to Assembly B with down arrow. • Option A: Install raised crosswalk on east leg. • Option B: Install RRFB on east leg.	City of Marysville	High
15	Rideout Way and Covillaud Street	Key school crossing yet standard transverse crosswalks.	• Restripe all crosswalks as yellow high visibility. • Install stop bars and stencil on west and east legs. • Update Covillaud St SCHOOL XING signs to Assembly B with down arrow.	City of Marysville	Medium
16	Rideout Way and Del Pero Street	Uncontrolled crossing does not have yield teeth.	• Install yield teeth. • Add SLOW SCHOOL XING pavement marking 100' in advance of crosswalk. • Update Rideout Way SCHOOL XING signs to Assembly B with down arrow.	City of Marysville	Medium
16	Rideout Way and Del Pero Street	New fencing prevents students from accessing campus.	• Install a pedestrian gate.	Marysville Joint Unified School District	High
17	Rideout Way and Huston Street	Community reported high vehicle speeds and poor yield rates.	• Update Rideout Way St SCHOOL XING signs to Assembly B with down arrow. • Option A: Install raised crosswalk on west leg. Option • B: Install RRFB on west leg.	City of Marysville	High

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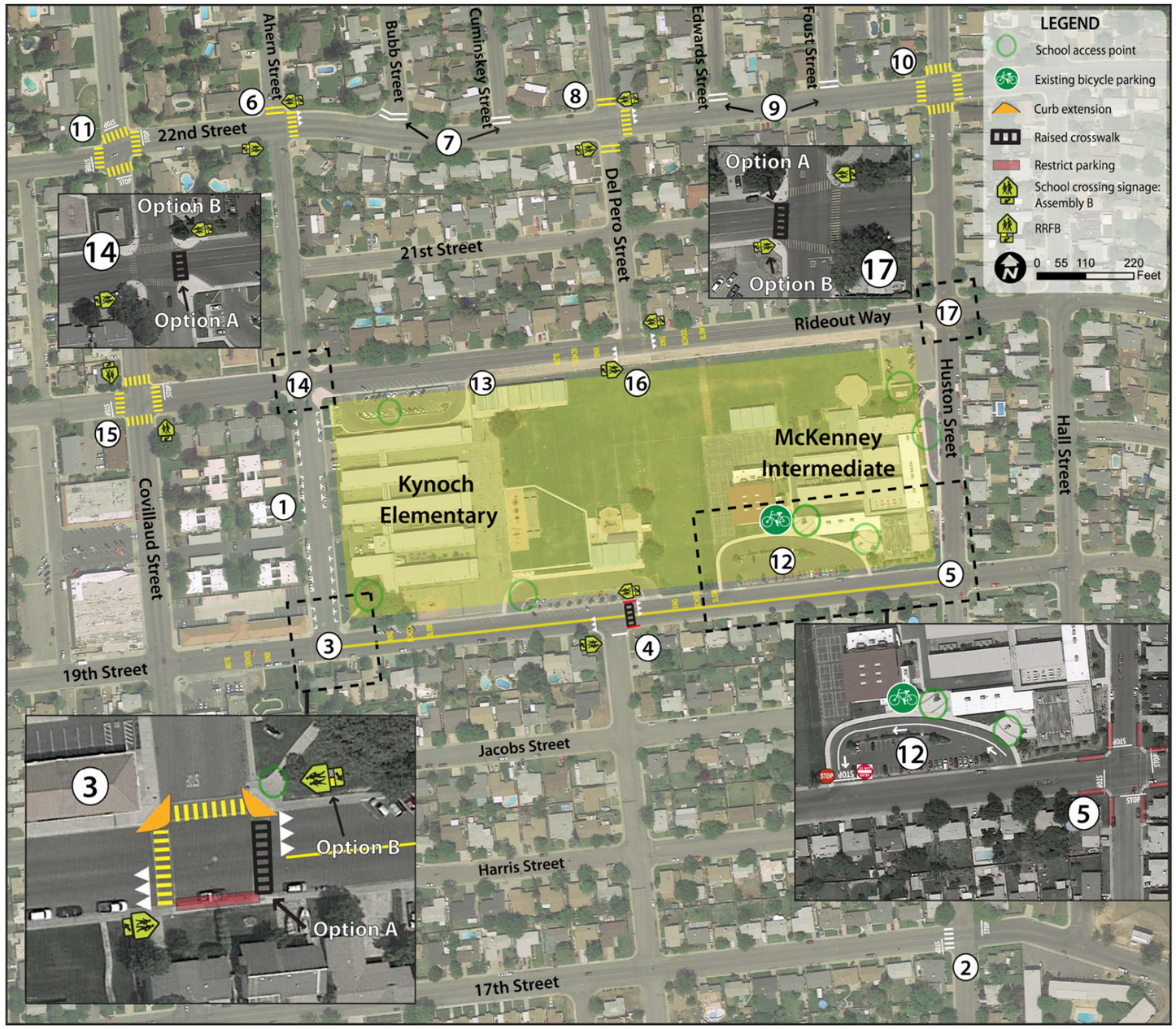

Kynoch Elementary and McKenney Intermediate Improvement Plan

1. **Ahern Street between East 19th Street and Rideout Way**
   - Stripe parking t's
2. **East 17th Street and Huston Street**
   - Install high visibility crosswalk on west leg, restripe stop bars and stencil on east and west legs
   - Trim vegetation on northeast corner
3. **East 19th Street and Ahern Street**
   - Install yield teeth on 19th Street approaches
   - Add SLOW SCHOOL XING pavement marking 100' in advance of crosswalk
   - Restrict parking on the south leg between the crosswalks
   - Install curb extensions on northeast and northwest corners. Northeast corner has a storm drain
   - Install yellow centerline on 19th Street between Ahern Street and Huston Street
   - Update 19th Street SCHOOL XING signs to Assembly B with down arrow
   - East leg Option A: Install raised crosswalk , Option B: Install RRFB
4. **East 19th Street and Del Pero Street**
   - Add yield teeth for east leg, add stop bar for south leg
   - Update 19th Street SCHOOL XING signs to Assembly B with down arrow
   - Move SLOW SCHOOL XING pavement marking to within 100' of crosswalk
   - East leg Option A: Install raised crosswalk, Option B: Install RRFB
   - Restrict parking adjacent to the crosswalks
5. **East 19th and Huston Street**
   - Add stop bars on all four legs
   - Restrict parking adjacent to the crosswalks
6. **East 22nd Street and Ahern Street**
   - Restripe east leg crosswalk as yellow high visibility, install yield teeth and install RRFB
   - Install crosswalk on north leg
7. **East 22nd Street and Bubb/Cuminskey Streets**
   - Install crosswalks on north legs
8. **East 22nd Street and Del Pero Street**
   - Restripe east leg crosswalk as yellow high visibility, install yield teeth and install RRFB
   - Install yellow crosswalk on north and south legs
9. **East 22nd Street and Edwards/Foust Streets**
   - Install crosswalk on north leg
10. **East 22nd Street and Huston Street**
    - Install high visibility crosswalks on all 4 legs
11. **East 22nd Street and Covillaud Street**
    - Restripe all crosswalks as yellow high visibility, with stop bars and stencil
12. **McKenney Parking Loop**
    - Reconfigure parking loop as one-way from east to west
    - Stripe loading and through lane around loop
    - Install DO NOT ENTER sign, stop sign and stop bar at the exit
13. **Rideout Way- Kynoch driveway to McKenney driveway**
    - Landscape curb extension
14. **Rideout Way and Ahern Street**
    - Update Rideout Way SCHOOL XING signs to Assembly B with down arrow
    - East leg Option A: Install raised crosswalk, Option B: Install RRFB
15. **Rideout Way and Covillaud Street**
    - Update Covillaud Street SCHOOL XING signs to Assembly B with down arrow
    - Install stop bars and stencil on west and east legs
    - Restripe all crosswalks as yellow high visibility
16. **Rideout Way and Del Pero Street**
    - Install yield teeth
    - Add SLOW SCHOOL XING pavement marking 100' in advance of crosswalk
    - Update Rideout Way SCHOOL XING signs to Assembly B with down arrow
    - Install a pedestrian gate
17. **Rideout Way and Huston Street**
    - Update Rideout Way SCHOOL XING signs to Assembly B with down arrow
    - West leg Option A: Install raised crosswalk, Option B: Install RRFB

Figure 3-2: Kynoch and McKenney Area Recommended Engineering Improvements

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4. Recommended Programs

Of the Five Es of Safe Routes to School planning, four are related to programs and include:

- **Education Programs**
- **Encouragement Programs**
- **Enforcement Programs**
- **Evaluation Programs**

Programs complement engineering improvements such as crosswalks and sidewalks by giving Marysville residents the tools they need to safely and confidently walk and bicycle to school. All of the Es will work together to enhance travel experience in Marysville.

The following chapter presents recommended programs to support the recommended engineering improvements of this plan. The recommendations include continuation of those the currently in place as well as additional programs that have proven to be popular and effective in other leading walking as well as bicycling cities.

Recommended Education and Encouragement Programs Schedule

Date	Program	Description
August	Back to School Events	Students and their families are encouraged to plan a route and walk or ride to campus before the start of school to establish good habits and find preferred routes.
August	Walking School Buses and Bike Trains	Parents form Walking School Buses and Bike Train to share the responsibility of getting their students to school.
Monthly	Monthly Walk and Bike to School (Recurring)	Promote walking and bicycling year-round and reward students who are already using active transportation to and from school.
August-September	Bicycle and Pedestrian Education	Students participate in back to school pedestrian and bicycle traffic safety education.
October	Walk to School Day	Promote walking to school.
October	Golden Sneaker Contest (coupled with Walk to School Day)	Encourage students to walk, bicycle, and carpool regularly by providing incentives and rewarding them in front of their peers.
February	Carpool to School Day	Students and families are encouraged to increase the share of students carpooling to school in a sustainable, repeatable way.
May	Bike to School Day	Promote bicycling to school.
May	Golden Sneaker Contest (coupled with Bike to School Day)	Encourage students to walk, bicycle, and carpool regularly by providing incentives and rewarding them in front of their peers.

4.1. Education Programs

Education programs are key to a successful Safe Routes to School Program. These programs generally include outreach to students, parents, guardians, and drivers. Students are taught bicycle, pedestrian, and traffic safety skills both in and out of the classroom. Adults receive information on transportation options and driving safely near schools.

In addition to outreach to parents, guardians and drivers, a sequential in-school curriculum based on the California Common Core Standards for grades K-8 that addresses pedestrian and bicycle training, safety education, and related topics within a range of academic disciplines is just one of many strategies to increase the numbers of families walking and bicycling to school and to improve safety.

4.1.1 Student Pedestrian Traffic Safety Education

Student education programs are an essential component of a Safe Routes to School effort. Students are taught traffic safety skills that help them understand basic traffic laws and safety rules. Example pedestrian education curriculum elements include traffic sign identification and how to use a crosswalk.

There are no known existing pedestrian traffic safety education lessons provided at Marysville schools.

Benefits

Student pedestrian traffic safety education can benefit the Marysville community by:

- Improving safety by teaching children about lifelong safety skills
- Create awareness with students and parents
- Encourage families to consider walking to school on a more frequent basis

Recommendation:

This Report recommends School District work with a local organization to develop age specific pedestrian traffic safety curriculum for 2nd grade students. This curriculum should be taught annually.

Example curricula include:

- Marin County Safe Routes to Schools Curriculum: http://www.saferoutestoschools.org/curriculum.html
- Alameda County Walk and Roll K-5 Educator Guide: http://www.alamedacountysr2s.org/programs/education-safety/

Student pedestrian education classes teach basic traffic laws and how to use crosswalks

4.1.2 Student Bicycle Traffic Safety Education

Student education programs are an essential component of a Safe Routes to School effort. Students are taught traffic safety skills that help them understand basic traffic laws and safety rules. Typical bicycle education curriculum elements can be presented in two parts: knowledge and skills. The knowledge lessons are typically in-class while the skills curriculum is practiced on bike. Typical lessons include helmet and bike fit, hand signals, and riding safely with traffic.

Benefits

Student bicycle traffic safety education can benefit the Marysville community by:

- Improving safety by teaching children about lifelong safety skills
- Create awareness with students and parents
- Encourage families to consider bicycling to school on a more frequent basis

Recommendation

This Report recommends School District work with a local organization to develop age specific bicycle knowledge and skills curriculum that can be implemented at all schools. It is recommended lessons are developed for 4th grade, 6th grade, and 9th grade. The curricula can be developed to meet California Common Core Standards. This curriculum should be taught annually.

Example curricula include:

- Marin County Safe Routes to Schools Curriculum: http://www.saferoutestoschools.org/curriculum.html
- Alameda County Walk and Roll K-5 Educator Guide: http://www.alamedacountysr2s.org/programs/education-safety/

Student bicycle education classes teach bicycle traffic safety and the rules of the road

4.2. Encouragement Programs

Encouragement programs make walking and bicycling to school fun, thereby increasing awareness and increasing the numbers of students walking, biking, carpooling, and taking transit.

4.2.1 Back-to-School Encouragement Marketing

Families set transportation habits during the first few weeks of the school year and are often not aware of the multiple transportation options and routes available to them. Because of this, many families will develop the habit of driving to school using the same congested route as everyone else. A back-to-school encouragement marketing can promote bus, carpool, walking and bicycling to school. The marketing campaign can include suggested route maps, safety education materials, volunteer opportunities, event calendars, and traffic safety enforcement notices. It can also include an illustrative guide that includes the Suggested Walking and Biking to School maps.

Key Objectives

Parents and students learn about preferred walking and bicycling routes to school. Students and their families are encouraged to plan a route and walk or ride to campus before the start of school to establish good habits and find preferred routes.

Objectives

The event's objectives are to:

- Share information about the Marysville Safe Routes to School Program activities, classes, and events throughout the year.
- Encourage families to plan out their routes at the beginning of the school year to consider alternatives to driving alone as a family.
- Promote Safe Routes to School to encourage families to try walking, bicycling, and carpooling to school as well as participating in Safe Routes to School activities and events.

Benefits

Back to school encouragement marketing can benefit the Marysville community by:

- Inform families about ways to walk and bicycle to school
- Inform families about school support for walking and bicycling to school

Recommendation

It is recommended the School District, schools, PTAs, and parent champions work together to develop and implement annual Back-to-School encouragement marketing campaigns at the start of each school year.

Details

- Implementer: Individual schools, parent champions
- When: Late summer, a week before the beginning of school
- School level: Families of all ages
- Involvement: Medium
- Estimated budget: Staff time for attending meetings, printing materials

Timeline

Early August	Announce Back to School orientations for each school, send letter, and encourage families to walk or bicycle to the event
	Print information packets for schools and parent champions to hand out
Mid to Late August	Schools hold individual Back to School events
	School staff and parent champions attend events as availability allows

School Participation

Schools agree to do the following:

- Publicize the event in their school at least two weeks in advance.
- Encourage parents to walk or bicycle to Back to School events.
- Provide up-to-date recommendations for traffic circulation during drop-off and pick-up.
- Work with parent champions to provide informational materials to parents during the events, potentially setting up a table, depending on the event format.

Back to School Events

Before the Event

The Marysville Joint Unified School District will coordinate with schools to encourage families to walk or bicycle to the event. A Sample parent letter (provided) can be distributed as part of the announcements for Back to School events. Small incentive items may be identified to reward families for participating, and would be distributed to the parent champions or school staff.

Day of the Event

The Marysville Joint Unified School District staff will provide parent champions materials to distribute to parents at the Back to School event. The toolkit will include:

- Overview of Safe Routes to School Activities for the school
- Schedule of Activities for Safe Routes to School
- Recommended walking and bicycling route maps (found in this report)
- Recommended traffic circulation patterns for dropping students off in a car – provided by each school
- Traffic safety reminders from the Police Department
- Promote Walking School Buses and Bike Trains (Section 0)
- Announce monthly Walk & Roll to School Days themes (Section 4.2.6)

Additional activities may take place at individual schools, based on interest and capacity.

Parent champions may encourage parents to form Walking School Buses, Bike Trains, carpools (as well as rain-day carpools). Parents can mark their locations (or the closest major intersection to their house) on a large scale map of the school enrollment to find other families to share the commute with.

Following the Event

Throughout the school year, with an emphasis at the beginning, schools and parent champions should encourage families to try an alternative to driving solo in the family car. Proposed e-news blast text is provided following.

Media Plan

Messaging

The main media messaging for the Back to School event will be:

- Join students around the City by participating in Safe Routes to School program activities
- Improve safety, reduce congestion, and save time and money by walking and bicycling with your neighbors and classmates
- Plan out a walking or bicycle route with your student before the school year to establish a preferred route

Messaging for the e-news blasts to be provided throughout the school year, with an emphasis on the first weeks of school and around specific Safe Routes to School events.

Key Promotional Opportunities

We recommend sending the informational letters to parents at the beginning of the school year, and encouraging families to walk or bicycle to Back to School events.

[DATE]

Dear Parents,

The Marysville Joint Unified School District Safe Routes to School program aims to improve the health of kids and the community by making walking and bicycling to and from school safer, easier, and more fun.

Congestion caused by parents driving their children to and from school is a safety issue at our schools. While sometimes you may need to drive to school, if more families choose to walk, bicycle, or carpool to school, the areas around our schools can be safer for everyone. Walking or bicycling to school can also provide your children with healthy habits that can last a lifetime. It can be faster and more fun to walk or bicycle than driving through all the cars in the drop-off areas!

Did you know:

- Walking or riding a bicycle or scooter is good exercise, improves fitness and has been shown to positively impact school performance.
- Walking or riding a bicycle or scooter promotes community and enables students to become more familiar with their neighborhood.
- Reducing the number of cars on the road near schools makes it safer for children and improves air quality.

Here are some suggestions about how you can be a part of the program:

Plan your route before the first day of school. Sit down with your child and plan the route, discussing any concerns along the way. The School District has suggested walking and bicycling routes to school maps that can help you choose the route that works best for you, available at: http://www.mjusd.k12.ca.us/

Form or join a Walking School Bus or Bike Train. Walking School Buses and Bike Trains are organized groups of students who walk or bicycle to school under the supervision of a parent or adult volunteer. You can join an existing group or make your own to share the responsibility.

Carpooling: Carpooling is a great way to reduce the number of cars near schools and free up some time. You can find other families to walk, bicycle, or carpool at the school office.

Thank you!

Marysville Joint Unified School District Safe Routes to School Program

Calendar of Events

August/September

Back to School events

October

Walk to School Day

Golden Sneaker Context

February

Carpool to School Day

May

Bike to School Day

Golden Sneaker Contest

Contact Us and Learn More

http://www.saferoutesmarysville.org/e-mail address

xxx.xxx.xxxx

Get Involved!

- Work with the Marysville Joint Unified School District and School staff to coordinate fun events like Walk to School day or to organize walking school buses or bike trains.
- Encourage parents at your school to form carpools, particularly rainy day carpools when walking and biking aren't as much fun for students.
- Use your creativity to come up with new ideas and inspiration for getting students at your school excited to try walking, biking, and carpooling

4.2.2 Suggested Walking and Biking Routes to School Maps

Suggested Walking and Biking Routes to School Maps can help parents overcome fears related to traffic and/or lack of knowledge of family friendly routes to school. These types of maps show stop signs, traffic signals, crosswalks, paths, overcrossings, crossing guard locations and similar elements that can help parents make decisions about choosing the route that best fits their family's walking or biking needs.

Key Objectives

Parents and students learn about preferred walking and bicycling routes to school, proper behaviors, and school transportation policies. Students and their families are encouraged to plan a route and walk or ride to campus before the start of school to establish good habits and find preferred routes.

Benefits

Back to school encouragement marketing can benefit the Marysville community by:

- Inform families about routes to walk and bicycle to school
- Inform families about school support for walking and bicycling to school

Recommendation

This report includes Suggested Walking and Biking Routes to School Maps. It is recommended that these maps be distributed as part of back to school packets, be available on the school website, are posted in large format at the school office, and distributed through other available avenues such as the encouragement events provided on the following pages.

4.2.3 Walking School Buses and Bike Trains

Introduction

A Walking School Bus is an organized group of students who walk to school under the supervision of a parent/adult volunteer. Bike Trains are similar to Walking School Buses, with students bicycling together. Parent champions take turns walking or bicycling along a set route to and from school, collecting children from designated "bus stops" along the way.

Schools and parent champions can encourage parents to form Walking School Buses or Bike Trains at the back-to-school orientation or other fall events. The School District can provide safety vests or marked umbrellas to indicate the leader(s). Incentives for the parent volunteers can include coffee at the school or gift cards for coffee shops.

Objective

The program objective is for parents to share the responsibility of getting their students to school.

Benefits

Walking School Buses and Bike Trains benefit the Marysville community by:

- Improving safety - Children are in walking groups, accompanied by an adult
- Saves parents' money by not using a car
- Save parents' time when they aren't leading the bus or train
- Reduces traffic congestion around the school

Recommendation

This Report recommends School District work with schools and parent champions to develop a Walking School Bus and Bike Train program.

Details

- Implementer: Schools and parent champions encourage parents to form Walking School Buses and Bike Trains during Back-to-School orientation. Marysville Joint Unified School District staff will provide information and incentives for volunteers.
- When: Encourage parents to form groups at Back-to-School events and at other Safe Routes to School related events
- School level: Elementary and middle school
- Involvement: Low
- Estimated budget: Staff time for distributing materials, potential incentive purchasing, parent time to coordinate

Key Objectives

Parents form Walking School Buses and Bike Train to share the responsibility of getting their students to school.

Example Programs

Alameda County Safe Routes to School Walking School Bus and Bike Train

The Alameda County program helps parent champions organize walking and bicycling groups and provides maps and vests.

www.alamedacountysr2s.org/programs/walking-school-bus/

Solano County Safe Routes to School Walking School Bus Program

Solano County received a Federal grant to promote walking school buses. The County Office of Public Health works with champions to set up programs throughout the county.

solanosr2s.ca.gov/app_pages/view/4370

Timeline

August	Promote at Back-to-School events
Late August	Hold a training for interested parents
October	Promote at Walk to School Events
May	Promote at Bike to School Events

School Participation

Schools interested in supporting Walking School Buses and Bike Trains agree to publicize the efforts and encourage parents to form groups.

Walking School Bus and Bike Train Promotion

At Events

Parent champions can set up a table at Back-to-School events and other Safe Routes to School related events and activities. Parents can mark their locations (or the closest major intersection to their house) on a large scale map of the school enrollment to find other families to share the commute with.

One option for a Walking School Bus that can be organized during Walk & Roll Day is a Parade to School. The parades begin at a designated location approximately a quarter-mile from the school. Police can lead the parade and guide the participants along the parade route (if the parade blocks the street, a permit may be required, and a police car can help formalize it). Participants can dress in matching colors or have a special item (hats, umbrellas, etc.) to indicate that they are participating.

Marysville Joint Unified School District staff will provide parent champions with Suggested Routes to School maps. Additional activities may take place at individual schools, based on interest and capacity.

Media Plan

The following sample text and promotional materials are adapted from the following resources:

- Michigan Safe Routes 2 School's Walking School Bus program: http://saferoutesmichigan.org/wsb
- Sonoma Safe Routes to School's Walking School Bus Basics: http://sonomasaferoutes.org/resources/walking-school-bus-basics.pdf/view
- Sonoma Safe Routes to School's Bike Train Guide for Volunteers: http://sonomasaferoutes.org/resources/bike-train-guide-for-volunteers.pdf/view
- Marin County Safe Routes to Schools' SchoolPool Marin materials: http://www.schoolpoolmarin.org/

Messaging

The main media messaging for Walking School Buses and Bike Trains can be:

- Walking School Buses and Bike Trains save time and money by sharing transportation responsibilities.
- Walking School Buses and Bike Trains decrease traffic jams around your school by reducing the number of cars dropping-off students in the morning and picking them up in the afternoon.
- Walking School Buses and Bike Trains are healthy ways of getting exercise and have students get to school ready to learn.
- Walking School Buses and Bike Trains build community among participants.

Newsletter/Email Text

For parent champions to send to parents at each school at the beginning of the school year.

The Walking School Bus/ Bike Train at [SCHOOL NAME] has started and will continue every [DAYS] from now until [DATE]. In this program, students walk or bicycle to school in groups supervised by adult volunteers.

Join a Walking School Bus/ Bike Train to save gas and time, make friends, reduce pollution, and get some exercise on the way to school. Walking School Buses and Bike Trains:

- Save time and money by sharing transportation responsibilities
- Build community by introducing neighbors
- Promote active lifestyles
- Decrease traffic jams around your school by reducing the number of cars
- Reduce air pollution

If you'd like to participate, please turn in your parental consent forms to the office. I will collect completed forms on [INSERT DATE] and connect participating families. Also, if you want to be one of the adult volunteers to walk or bicycle with students at [SCHOOL], please contact me.

Walking School Buses and Bike Trains Sign-Up Form

See form on the following page.

Marysville Safe Routes to Schools

Walking School Bus or Bike Train Sign-Up

Join other families walking and bicycling to school!

I am interested in:

- ☐ **Volunteering to organize a walking school bus or bike train TO school**
- ☐ **Volunteering to organize a walking school bus or bike train FROM school**
- ☐ **Participating in a walking school bus or bike train led by another person**

Parent volunteer name and contact information (please print):

Name

Address

Phone Email

Marysville Safe Routes to Schools
Walking School Bus or Bike Train Volunteer Agreement

Congratulations! By becoming a Walking School Bus – Bike Train Volunteer, you are helping our school community!

As a **Walking School Bus or Bike Train Volunteer**, I commit to assisting students get to work by walking or bicycling. I agree to work with the Marysville Joint Unified School District on the following school activities:

- Attend Walking School Bus – Bike Train Volunteer training at the beginning of school.
- Include Walking School Bus – Bike Train materials and information in back-to-school packets.
- Support and lead Walking School Buses and/or Bike Trains.

The Marysville Joint Unified School District **will assist you by:**

- Promoting active and/or shared transportation to school. This means educating and encouraging students and families to walk, bike, ride transit or carpool to school.
- Providing resources and materials for Safe Routes to School activities (e.g. e-news blurb text, incentives, etc.)
- Provide Walking School Bus – Bike Train Volunteer training at the beginning of the school year.
- Support you in recruiting volunteers for your Walking School Bus or Bike Train.
- Being available for one-on-one planning, brainstorming, and troubleshooting.
- Giving you moral support and cheering you on!

I have read and agree to the above

Walking School Bus / Bike Train Volunteer

Name: _____

Signature: _____ Date: _____

Marysville Joint Unified School District

Name: _____

Signature: _____ Date: _____

Marysville Safe Routes to Schools
Walking School Bus or Bike Train
Parent Consent Form

Walking School Buses and Bike Trains help communities to work together to get children to school actively and safely. Participating students walk or bicycle to and from school in groups led by adult volunteers.

(Student Name) _____ wishes to participate in the Walking School Bus – Bike Train.

We agree on the following rules (discuss these with your child and place a check mark in each box):

- ☐ The pick-up place on (weekday) _____ morning will be: _____ at _____ a.m.
- ☐ The drop-off place on (weekday) _____ morning will be: _____ at _____ p.m.
- ☐ Student will be on time.
- ☐ Student will listen to the Walking School Bus – Bike Train Leader
- ☐ Arrangements will be made so that someone will be at home to meet the student after school or:
- ☐ We (parent and student) agree that the student can be dropped off at home after school with my own house key.
- ☐ Student will not to go to school or leave school by himself or herself, or with friends or anyone else, unless they have their parent's written permission and the leader knows about this arrangement.
- ☐ We will notify the leader if the student is not going to travel to or from school with the group for any reason.
- ☐ Student will obey all traffic rules and demonstrate safe pedestrian/bicyclist behavior.
- ☐ When biking, student will always wear a helmet and obey traffic signs.
- ☐ Student will not speed ahead or keep the group waiting by going too slowly.

Late Policy

If the student is late after school and the Walking School Bus or Bike Train has already left, student will inform the school office so that arrangements can be made for his or her safe journey home. Student will wait in the office until his or her parent/caregiver comes to pick him or her up. Parent/caregiver is responsible for getting the student to or from school if late.

One Chance Rule

Student understands that if he or she behaves in an unsafe manner in traffic, or does not listen to and obey the directions of the volunteer driver, the student will be given a warning and the parent/caregiver will be

informed. This will be the first and last chance. If the student does not follow the rules and behavior expected, we understand that the student will not be allowed to continue being a member of the Walking School Bus – Bike Train.

Potential Risks

The Walking School Bus – Bike Train Program is intended to reduce the risk of injury to students as they travel to and from school through the use of volunteer adult supervision.

Voluntary Consent

I certify that I have read this consent form or it has been read to me and that I understand the program and its risks. By signing this consent form, I agree to allow my student to participate in this program.

Emergency Contact

I understand that if my son/daughter becomes ill or is injured during the trip to and from school, someone will attempt to contact me or an emergency contact at the numbers listed below or in the school office:

_____ (phone #) _____ (Parent Name)

_____ (phone #) _____ (Other emergency contact)

If I cannot be reached, I understand and agree that my son/daughter may be taken for medical assistance, and I agree that I will be solely responsible for any and all costs incurred as a result. I further agree to hold harmless [SCHOOL NAME], its board members, its employees and any volunteer for this program for any injury that occurs to my child which is not the result of action or inaction by the district or its representatives.

Student's Name: _____ Homeroom & Grade_____

Route _____ Students' Address _____

Signature of Parent or Guardian: _____ Date: _____

Walking School Bus – Bike Train Training

Potential Walking School Bus – Bike Train leaders and adult assistants should be trained at the beginning of the school year. The training should cover:

- The goals of the program
- Expectations for route leaders – see forms
- Detailed route information
- Traffic safety for walking and bicycling
- Group management techniques or how to handle inappropriate child behavior. Have a strict rule that if students misbehave in an unsafe manner, they can no longer participate.
- Emergency procedures, including injury protocol and what to do if a route leader cannot serve on a given day. Create a contingency plan with back-up leaders. You can also have parents of children on the route agree to be emergency back-up leaders, assuring them that they will only be contacted when there is no route leader or back-up route leader available. Program coordinators and route leaders should have contact lists on hand, so they can call an emergency route leader when needed.
- Liability issues and the parental consent forms – see forms
- School delay schedule and inclement weather policy. Try to encourage walking or bicycling in good weather, and sign up for a rainy day carpool
- What to do if a child is late, does not meet the Walking School Bus – Bike Train as expected, or shows up unexpectedly. This may vary by school, but a good procedure is to proceed with the walk or bicycle unless you've heard from the parent by a given time and can adjust accordingly. This procedure and the appropriate time you are leaving the stop should be made clear to parents in writing at the start of the program. For children who are not part of the program, you could allow them to walk with the group if they are accompanied by a parent or adult who is responsible for their care. You could also choose not to allow participation by children who do not have a signed parental consent form.

<u>Getting Started</u>

- Think about people, groups, organizations, agencies, and companies that can help by building excitement and promoting the program, volunteering their time, or providing funding, supplies, or other resources.
- Consider which neighborhoods are within a good walking or bicycling distance of your school. Is there a good location to meet up or drop off students?
- Require an application and background check for each potential volunteer. For background checks, use a system that is already in place, such as the school, district, or PTA's system for vetting volunteers.
- Take a test walk of your route. Set departure times for every "stop" on each route based on what you learned from the test walk. Be generous with time estimates as groups of children will move more slowly than a few children or adults.
- Provide parents with the parental consent form, route maps with stops, protocol for when the student is participating or not on a given day, school delay and inclement weather policy, phone numbers for their route leader(s) and the Walking School Bus – Bike Train Volunteer. Identify typical concerns to address with parents at Back-to-School events or other Safe Routes to School events.

- Provide students with pedestrian and bicycle safety training. Parents or route leaders may go over the information with children, or the information can be incorporated into classroom activities, PE classes, or special assemblies.
- Throw a Kick-off Event to build excitement and gather support from school faculty and staff, parents, and students. The Kick-Off can coincide with an existing event or it can stand alone.

Safety Recommendations

Here are some recommendations to help you prepare for potential incidents along the route:

- Meet with the school principal to discuss an emergency plan in advance
- Determine if student route participants have medical conditions in advance
- Always carry a first aid kit
- Always keep a cell phone on hand
- Call 911 first and the school second
- Involve the school principal/school support system in identifying strategies to address potential behavioral concerns among student/adult participants

Bike Train Training

Gathering the Group

- Be sure that the students have a place to gather that is out of the way of motorized traffic.
- Please arrive at your starting location at least 5 minutes earlier than the gathering time for the students.
- As students arrive, check their names off the list. If a student is not on the list, but has a permission slip "ticket" in hand, you may allow him/her to ride with the train. If a student is not on the list and does not have a "ticket," please assign an adult to accompany the student to school; the student will not be "officially" part of the Bike Train (for liability and precedent setting reasons). Upon arrival at school, the accompanying adult should bring the student to the office so that the parents can be contacted.
- Be sure that every participant has a helmet.
- Distribute safety vests to students who are not wearing bright clothing. (Note: this is for SAFETY, not for fashion!) Also make sure that shoelaces are tied, pant legs aren't flapping, etc.

Starting Out - for the first time or if you have new students

- Welcome the group and congratulate them on participating in the Bike Train.
- Call a "Rider's Meeting" and review the Bike Train Basics provided below. Though the students will want to get going, it is worth taking the time to set some basic ground rules for safe bicycle riding; explain that all adult bike rides start this way, too.
- If you have a lot of students, assign each adult to keep an eye on approximately four or five students Explain that the adults should also watch and listen for communication between groups, such as an indication that a student has a mechanical problem (See "Along the Route.")
- Leave your starting location a few minutes later than indicated on the schedule to allow for late-comers at each point along the way. (It's better to be late than early to avoid missing students who want to participate.)
- You might want to begin with a bit of "fanfare", such as a "Walk and Roll to School, It's Cool!" chant

Bike Train Basics

- Adult-supervised Bike Trains travel on the street, not on the sidewalk.
- Ride single file, leaving space between bicycles (just in case of a sudden stop); do not pass.
- Ride on the right side of the street, generally about an arm's distance from the curb. Stay to the right and ride as straight as you can so that cars can pass.
- Use hand signals to show you are turning, slowing, or stopping. Calling out "Turning right!" "Slowing!" or "Stopping!" is also helpful.

Along the Route

- Stop briefly at the designated Bike Train stops; welcome and check in any waiting students. (Be sure their name is on the list or have a permission slip in hand.) Check the time, then continue on, modifying the pace, if necessary, to reach your next destination just slightly behind schedule.
- If a student lags behind or has mechanical trouble, move off the road and designate an adult to stay and assist him/her to continue on.
- The Bike Train Leader rides at the front of the "train" and sets an example for safe bicycling behavior. (See "Bike Train Basics" above.) The Engineer knows the route and the stops along the way and keeps track of the time.
- The Sweep rides at the back of the group to keep an eye on the students in front of her/him and make sure no one falls behind.
- Both the Leader and the Sweep wear bright clothing (or vests) so that the group is highly visible to motorists.

Arriving at School

- Proceed to the bike parking area and help students park and lock their bikes.
- Please collect all safety vests.
- Your duties are now completed! Thank You!

4.2.4 Walk to School Day

International Walk to School Day is typically held in early October. Students and families are encouraged to walk to school.

Volunteers can form Walking School Buses. Schools can leverage the enthusiasm by holding other contests and events (see Sections 4.2.8 and 0) during the week or on the day of the event.

Key Objectives

Celebrate students who are already walking and encourage families to form Walking School Buses.

Objective

The event's main objective is to celebrate the many students who already walk to school and encourage additional families to try walking to school. Activities encourage families to form and sign up for Walking School Buses or try walking to school.

Benefits

Participation in Walk to School Day can benefit the Marysville community by:

- Building community
- Saves parents' money by not using a car
- Reduces traffic congestion around the school

Recommendation

This Report recommends School District work with the schools and parent champions and participate in Walk to School Day.

Details

- Implementer: Marysville Joint Unified School District, PTAs and parent champions.
- When: early October
- School level: Elementary and middle schools
- Involvement: Medium
- Estimated budget: Staff time, mostly parent champion and volunteer time

Timeline

Two months before event	Announce Walk to School Day to schools
Month before event	School District issues media advisory announcing Walk to School Day
Two weeks before event	Table during school drop-off or pickup. Publicize the event and sign parents up for Walking School Buses.
Week before event	Prepare final press release information for partners and for media
Two days before event	School District to issue press release announcing Walk to School Day
October	Walk to School Day

School Participation

Schools that sign up to participate agree to do the following:

- Register event at walkbiketoschool.org
- Publicize the event in their school at least two weeks in advance (starting in mid-September).
- Encourage parents to sign up for Walking School Buses.
- Staff a table at the school entrance on the selected morning for the promotion at your school and hand out bags with incentives for students.

Walk to School Day Event

Before the Event

The parent champion can set up a table during school drop-off or pickup two weeks before the event. This is an opportunity to advertise the event and sign parents up for Walking School Buses.

Day of the Event

The Marysville Joint Unified School District staff, school staff, and parent champions can host activities and incentives (such as the Golden Sneaker Contest).

Media Plan

Messaging

The main media messaging for Walk to School Day will be:

- Join people around Marysville by participating in Walk to School Day
- Improve safety, reduce congestion, and save time and money by walking with your neighbors and classmates

Walk to School PA Announcements

To be announced the day before your school's event.

Tomorrow [SCHOOL NAME] is Walk to School Day! There are four great reasons to walk to school:

- There will be less traffic jams, and
- Less pollution
- Walking is healthy exercise, and
- It's FUN!
- Remember, if you walk to [SCHOOL NAME] tomorrow, you will receive [PRIZE]! Get a reward for the great work you do to be green and stay healthy.

Day of your school's event:

If you walked to school today, congratulations…and THANK YOU! Millions of students all over the world walk to school because it's fun, it's good for you, and it's good for the environment! Thank you for joining the rest of the world today walking! The transportation choices we make every day can help to improve the health of our bodies and our planet.

4.2.5 Bike to School Day

Bike to School Day is typically held in mid-May. Students and families are encouraged to walk to school.

Volunteers can form Bike Trains. Schools can leverage the enthusiasm by holding other contests and events during the week or on the day of the event.

Key Objectives

Celebrate students who are already bicycling and encourage families to form Bike Trains.

Objective

The event's main objective is to celebrate the many students who already bicycle to school. Activities encourage families to form and sign up for a Bike Train or try bicycling to school.

Benefits

Participation in Bike to School Day can benefit the Marysville community by:

- Building community
- Saves parents' money by not using a car
- Reduces traffic congestion around the school

Recommendation

This Report recommends School District work with the schools and parent champions and participate in Bike to School Day

Details

- Implementer: Marysville Joint Unified School District, Marysville Joint Unified School District, PTAs and parent champions.
- When: mid-May
- School level: Elementary and middle schools
- Involvement: Medium
- Estimated budget: Staff time, mostly parent champion and volunteer time

Timeline

Two months before event	Announce Walk to Bike Day to schools
Month before event	Marysville Joint Unified School District issues media advisory announcing Bike to School Day
Two weeks before event	Table during school drop-off or pickup. Publicize the event and sign parents up for Bike Trains.
Week before event	Prepare final press release information for partners and for media
Two days before event	Marysville Joint Unified School District to issue press release announcing Bike to School Day
May	Bike to School Day

School Participation

Schools that sign up to participate agree to do the following:

- Publicize the event in their school at least two weeks in advance (starting in end of April).
- Encourage parents to sign up for Bike Trains.
- Staff a table at the school entrance on the selected morning for the promotion at your school and hand out bags with incentives for students.

Bike to School Day Event

Before the Event

The parent champion can set up a table during school drop-off or pickup two weeks before the event. This is an opportunity to advertise the event and sign parents up for Bike Trains.

Day of the Event

Marysville Joint Unified School District staff, school staff, and parent champions can host activities and incentives (such as the Golden Sneaker Contest).

Media Plan

Messaging

The main media messaging for Bike to School Day will be:

- Join people around Marysville by participating in Bike to School Day
- Improve safety, reduce congestion, and save time and money by walking with your neighbors and classmates

Bike to School PA Announcements

To be announced the day before your school's event.

Tomorrow [SCHOOL NAME] is Bike to School Day! There are four great reasons to bike to school:

- There will be less traffic jams, and
- Less pollution
- Biking is healthy exercise, and
- It's FUN!
- Remember, if you bike to [SCHOOL NAME] tomorrow, you will receive [PRIZE]! Get a reward for the great work you do to be green and stay healthy. Don't forget to wear a helmet!

Day of your school's event:

If you biked to school today, congratulations…and THANK YOU! Millions of students all over the world bike to school because it's fun, it's good for you, and it's good for the environment! Thank you for joining the rest of the world today biking! The transportation choices we make every day can help to improve the health of our bodies and our planet.

4.2.6 Monthly Walk & Roll Days

Walk and Bike to School Day is an event to encourage students to try walking or bicycling to school. The most popular events of this type are International Walk to School Day (held in early October) and Bike to School Day (held in early May). Many communities have expanded on this once a year event and hold monthly or weekly events such as Walk and Roll the First Friday (of every month) or Walk and Roll Wednesdays (held every Wednesday).

Holding weekly or monthly Walk & Roll to School Day promotes regular use of active transportation and helps establish good habits. Events can take on a wide range of activities, with some schools choosing to make them weekly rather than monthly, such as with a "Walk & Roll Wednesday."

Volunteers can set up a welcome table for walkers and bikers. The welcome table could provide refreshments, incentive prizes, and an interactive poster letting students document their mode to school. Walking School Buses and Bike Trains and Golden Sneaker Contests can be organized and promoted on these days.

Objective

Schools can promote monthly or weekly Walk & Roll Days to promote walking and bicycling year-round and to reward students who are already using active transportation to and from school.

Key Objectives

Promote walking and bicycling year-round and reward students who are already using active transportation to and from school.

Example Program

Alameda County Safe Routes to Schools Monthly Themes

The Alameda County SRTS program suggests monthly themes to give students something to look forward to. The program offers simple activities to reinforce the reasons to walk and bicycle to school.

www.alamedacountysr2s.org/principals-and-teachers/monthly-theme-teaching-toolkits/

Benefits

Participation in Monthly Walk & Roll Days can benefit the Marysville community by:

- Building community
- Saving parents' money by not using a car
- Reducing traffic congestion around the school

Recommendation

It is recommended the Marysville Joint Unified School District, schools, PTAs, and parent champions work together to expand Walk and Bike to School days to be held on a weekly basis.

Objective

Schools can promote monthly or weekly Walk & Roll Days to promote walking and bicycling year-round and to reward students who are already using active transportation to and from school.

Details

- Implementer: Individual schools, with support from the district, PTAs, and parent champions
- When: If monthly, a specific day of the week should be chosen for each month (e.g., the second Wednesday of the month). Activities take place in the morning hours

- School level: Elementary and middle school
- Involvement: Most successful when championed by a parent volunteer, working with school staff
- Estimated budget: Staff time, primarily parent champions

Timeline

August	Announce monthly Walk & Roll Days and themes at Back to School events
Monthly	Include announcements for specific Walk & Roll Days in the school e-newsletter

School Participation

Schools that sign up to participate agree to do the following:

- Publicize monthly Walk & Roll Days during Back to School events and in the school e-newsletter.
- Encourage parents to sign up for Walking School Buses, Bike Trains and Carpools.
- Allow parent champions and volunteers to staff a table at the school entrance on the morning of the event and hand out incentives.

Weekly/Monthly Walk & Roll Days Event

Before the Event

At the beginning of the school year, the parent champions at participating schools will be provided with a toolkit to organize their Walk & Roll to School Days. The toolkit will include flyers to promote the monthly theme and sample newsletter/email text.

A few days before the event, include reminders during the morning PA announcements.

Day of the Event

On the morning of Weekly/Monthly Walk & Roll Days, parent champions and other volunteers can hand out incentives to students or greet them and give them snacks to thank them for participating.

Additional activities may take place at individual schools, based on interest and capacity.

Media Plan

Messaging

Providing a monthly theme can help keep the event fresh and maintain student and parent enthusiasm. Schools can promote the monthly theme the week before the Walk & Roll to School Day. Example topics, themes, and activities adapted from Alameda County Safe Routes to School's monthly themes (www.alamedacountysr2s.org/principals-and-teachers/monthly-theme-teaching-toolkits/) can include:

- **September: Back to School**
  Themes: Start the new school year right by forming a carpool, Walking School Bus, or a Bike Train.
  Activities: Back to school event, tabling for families to sign up or form a group.
- **October: Walk to School Day**
  Themes: Join hundreds of students walking and carpooling to school.
  Activities: Walk to School Day, tabling and promotion in advance, other incentive programs such as the Golden Sneaker.

- **November: Walk the Vote!**
  Themes: Build community by meeting your neighbors with your Walking School Bus, Bike Train, or Carpool. If you usually walk or bike, sign up for a rainy day carpool.
  Activities: Canned food or winter clothing drive.
- **December: Winter Wonders: Staying Safe and Wearing Bright Colors**
  Themes: Remember to dress warmly and be visible to drivers.
  Activities: Light parade to/from school, warm up walkers and bikers with hot cocoa or cider.
- **January: Resolutions**
  Themes: Make a healthy pledge to try something new. Step into the New Year by reducing the number of trips made solo in your family car.
  Activities: Make pledge cards for students or families to set goals.
- **February: Carpool to School**
  Themes: Save time and money by sharing transportation responsibilities, decrease traffic jams around your school, and reduce air pollution by carpooling to school.
  Activities: Carpool to School Day, incentives for carpooling.
- **March: Walk, Bicycle, or Carpool for the Prize!**
  Themes: Win prizes and have fun by walking, bicycling, or carpooling to school.
  Activities: Poster Contest.
- **April: Earth Week**
  Themes: Take alternative transportation to reduce pollution and save the planet.
  Activities: Coordinate with schools on Earth Week Activities, such as competitions, tabling, art projects, green pledges, technology demonstrations, and other activities.
- **May: Bike to School Day**
  Themes: Save time and money by sharing transportation responsibilities, decrease traffic jams around your school, and reduce air pollution by carpooling to school.
  Activities: Bike to School Day and incentives.
- **June: Walk & Roll for Summer Fun**
  Themes: Keep walking and bicycling over the summer to stay cool, be healthy, and have fun.
  Activities: Incentive contest.

4.2.7 Carpool to School Day

Carpooling complements walking and biking modes by reducing vehicle congestion and increasing pedestrian and bicyclist safety at schools, and by providing a greener transportation alternative for families who do not wish to walk or bike during rainy or cold weather. Further, carpooling reduces air pollution at schools, and builds relationships between families that can be leveraged for other Safe Routes to School programs and events.

Carpooling is a valid component to Safe Routes to Schools efforts, with the National Center for Safe Routes to School highlighting carpooling programs in Charlottesville, VA, Santa Cruz, CA, and the Kansas City Region.[1] Locally, Marin County Safe Routes to Schools has been promoting its SchoolPool service as a way of matching families who want to drive, walk, or bike to school together.[2] Palo Alto has initiated a pilot SchoolPool program that gives parents online tools to help them pool their trips to school with other parents, whether by car, on bike, or on foot.

Objective

The primary objective of Carpool to School Day (C2SD) is to increase the share of students carpooling to school in a sustainable, repeatable way.

Benefits

Participation in Monthly Walk & Roll Days can benefit the Marysville community by:

- Increasing awareness and participation of carpooling to school
- Reducing traffic congestion around the school
- Building community by introducing neighbors and schoolmates to each other

Recommendation

This Report recommends School District work with the schools and parent champions to hold a Carpool to School Day.

Details

- Implementer: School District, School or parent champion
- When: February
- School level: All
- Involvement: Moderate to High
- Estimated budget: Staff time, flyer and sign-up form printing

Example Programs

Alameda County Carpool to School Day

This pilot event took place in February 2013 and encouraged students in Alameda County to sign up for the 511 SchoolPool RideMatching service. Students were eligible for incentives and awards if their family signs up for SchoolPool.

SchoolPool Marin Neighborhood Maps

The Marin County Safe Routes to School Program developed neighborhood boundaries taking into consideration a school's enrollment boundary, as well as logical travel routes to school. The neighborhoods are numbered and a neighborhood leader helps arrange carpools, Walk Pools, and Bike Pools.

www.schoolpoolmarin.org/maps.html

[1] http://www.saferoutesinfo.org/program-tools/how-have-schools-encouraged-walking-bicycling-and-carpooling-school
[2] http://www.schoolpoolmarin.org/

4.2.8 Incentive Programs

Contests and incentive programs reward students by tracking the number of times they walk, bike, carpool, or take transit to school. Contests can be individual, classroom, school-wide, or interschool competitions. Students compete for prizes and recognition. Types of incentive programs are listed below:

- Pollution Punch Card is a year-round program designed to encourage students and families to consider their options for getting to school. Every time a student walks, bikes, carpools, or takes transit a school representative records the activity. After a certain number of points are reached, the student received a prize or incentive.
- Walk or Bike Across California/America is a year-round program designed to encourage walking and biking by tracking the miles they travel throughout the year. Students are taught how to track their mileage and will also learn about places along their way.

Objective

The primary objective of incentive programs is to encourage more children to walk and bike to school.

Benefits

Participation in incentive programs can benefit the Marysville community by:

- Increasing awareness of walking and bicycling to school
- Increase the number of students who walk or bicycle to school

Recommendation

This Report recommends School District work with the schools and parent champions to sponsor a number of incentive programs.

4.2.9 Golden Sneaker Contest

In the Golden Sneaker Contest, classrooms compete to see which class has the highest rate of students walking, biking, or carpooling to and from school. The class tracks how many students commute by these modes and calculates the percent of total trips by each mode. The winner of the contest receives a "golden sneaker" trophy, along with other incentive prizes.

A Golden Sneaker Contest can be expanded from classroom competitions to intra-school competitions or district-wide competitions. Some schools hold celebrations for winning classrooms.

Objective

The event's objectives are to encourage students to walk and bicycle to school on specific days or weeks by rewarding them.

Benefits

Participation in the Golden Sneaker Contest can benefit the Marysville community by:

- Increasing awareness of walking and bicycling to school
- Increase the number of students who walk or bicycle to school

Recommendation

This Report recommends School District work with the schools and parent champions to hold the Golden Sneaker Contest.

Key Objectives

Encourage students to walk, bicycle, and carpool regularly by providing incentives and rewarding them in front of their peers.

Example Program

Marin County SRTS Golden Sneaker Guidebook

Marin County SRTS offers a guidebook with instructions for teachers and parent volunteers to implement a golden sneaker award. www.saferoutestoschools.org/SRTSimages/GoldenSneaker-Guide-2010.pdf

Details

- Implementer: Individual schools, with support from PTA's and parent champions.
- When: Any two-week period during the school year. Better during early fall or spring months to limit rainy days.
- School level: Elementary
- Involvement: Low for School District, medium for parent champions
- Estimated budget: Staff time, inexpensive sneaker and gold paint

Timeline

This program can be run at any time during the school year. It is recommended to coincide with other events, such as Walk to School Day and Bike to School Day.

School Participation

Participating schools should request that teachers participate in the contest by telling their students about it and collecting the mode split information each day or week. Winning classrooms can win a pizza or ice cream party or other incentive.

4.3. Enforcement Programs

4.3.1 Crossing Guard Program

The effectiveness of a crossing guard can be the deciding factor in a parent feeling comfortable enough to let their child walk or bicycle to school. Currently, adult crossing guards in the City are school staff.

Parents who participated in this planning effort expressed their desire for improved and uniform levels of training and effort for all adult crossing guards.

Recommendation

It is recommended the School District provide formal training for all staff who have crossing guard duty.

California is developing an on-line training program but it is still in draft form. Other state training guides include:

- National Center for Safe Routes to School Adult Crossing Guard Guidelines
- Florida Department of Transportation School Crossing Guard Training Guidelines
- Colorado Department of Transportation Adult School Crossing Guard Guidelines

4.3.2 School Crosswalk Stings/Enforcement Campaigns

In a crosswalk sting operation, the Police Department targets drivers who fail to yield to pedestrians in a school crosswalk. A plain-clothes decoy police officer ventures into a crosswalk and motorists who do not yield are given a citation by a second officer stationed nearby. The Police Department or School District may alert the media to the crosswalk stings to increase public awareness of the crosswalk safety issue. Other common enforcement campaigns include targeting driver violations including speeding or talking/texting on cellphones.

Recommendation

This Report recommends the City and School District work with the Police Department to conduct school crosswalk stings and enforcement campaigns.

4.4. Evaluation Programs

Evaluation efforts are essential to developing and sustaining Safe Routes to School programs. By understanding and documenting the effects of the programs efforts on travel behavior, parent and student attitudes, and physical conditions near schools. Evaluation efforts are also often required to be competitive or eligible for grant funding.

4.4.1 Student Walking and Biking Counts

Student hand tallies are one way to count the number of students who walk, bicycle, take transit or carpool to school. The National Center for Safe Routes to School provides the standard tally form.

Recommendation

It is recommended the Marysville Joint Unified School District conduct student tallies on an annual basis.

4.4.2 Parent Surveys

The National Center for Safe Routes to School provides a standard parent survey, collecting information on modes of travel, interest in walking or biking to school, and challenges to walking and bicycling to school. The information gathered from the parent surveys can help the City of Marysville, and School District provide programs that are attractive to parents. Parent surveys can also help measure parent attitudes and changes in attitude towards walking and biking to school.

Recommendation

It is recommended that the City of Marysville and School District work together to conduct annual or bi-annual parent surveys.