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Student Tally Survey Form
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Inventory of Recent SR2S Related Infrastructure Improvements
Established in 2000, Marin County’s Safe Routes to Schools (SR2S) is an award-winning program designed to reduce congestion around schools, while at the same time instilling healthy habits in children and creating a safer and cleaner environment for all. It does this through classroom education, special events, infrastructure improvements, and other strategies that aim to increase the number of non-motorized (walk and bike) and higher occupancy (carpool and transit) trips to and from schools.

**PROGRAM HIGHLIGHTS**

Marin’s SR2S program has been in operation for ten years and has expanded to include 52 schools and over 23,500 students. With its long history and continued community participation, SR2S has enjoyed long-term success.

- In 2000, there were nine schools participating in Safe Routes to Schools; today, there are 52 schools.

- Since the program began, there has been an eight percent mode shift countywide from single-student car trips to walking, bicycling, riding public transit, and carpooling to/from schools.

- Twenty-one schools have exceeded the countywide average since joining SR2S. Old Mill and Tam Valley elementary schools in Mill Valley and Bacich Elementary in Kentfield, for example, have increased the number of green trips to/from their school by over 20 percent.

- According to the most recent parent survey, over 25 percent of families changed their travel mode because of SR2S.

- Launched in 2009, the Green Ways to School Campaign proved to be a success through the Spring 2011. During this time, there was an overall four percent increase in green trips to school, but schools participating in the Green Ways to School Programs demonstrated an even higher increase of six percent.

- Over 100 Safe Routes to Schools infrastructure projects totaling more than $17 million have been constructed or are currently under design.

- Nearly 2,000 families have enrolled in SchoolPool Marin or taken the Green Ways to School pledge, representing 71 schools across the county.

- Street Smarts Marin was pilot-tested in 2008 in three communities. The program has now been expanded into nine out of 11 jurisdictions in the county.

- Marin’s Crossing Guard program currently deploys trained school crossing guards at over 75 locations throughout the county.
ABOUT THIS REPORT

This evaluation report comes as SR2S celebrates its ten-year anniversary, and therefore, marks an ideal time to look back at the evolution of the program. The last evaluation of Marin’s SR2S program was completed in June 2008, and covered school years 2006–2008. As a result, this report will place particular attention to the past three years, while also looking at the overall history of the program (as far back as the data allows). It identifies new features that have been introduced since 2008, but will also examine those aspects of the program that continue to make it successful, as well as those that require improvement. Lastly, the report outlines a number of recommendations that are intended to improve the effectiveness of the SR2S program, setting it up for even greater success in future years.

Report Organization

This Evaluation Report is organized around seven chapters:

1) **Program Overview.** This section provides a brief history and overview of the Safe Routes to School program, at both the national and local level.

2) **Education.** This chapter describes components of SR2S classes, including those held in the classroom as well as those in the field. It discusses historic trends, as well as recent changes to the program curriculum.

3) **Encouragement.** This chapter discusses the encouragement component of SR2S, which includes events, such as iWalk, contests, SchoolPool, and Green Ways to School.

4) **Engineering.** The Engineering chapter describes the process by which jurisdictions identify and implement infrastructure improvements around schools.

5) **Enforcement.** Three main topics in this chapter include the role of law enforcement, crossing guards, and Street Smarts in enforcing safety around schools.

6) **Funding.** The funding chapter of the report examines SR2S’s funding sources, and ways in which TAM is building long-term financial sustainability for the program. It includes discussion of Measure A, Safe Pathways to School, and other grants received.

7) **A Look to the Future.** Lastly, the report looks to the future of Marin’s SR2S program, making recommendations for its continued success.
PROGRAM HISTORY

Pilot Program
The Marin County Safe Routes to Schools program began in 2000 when the National Highway Traffic Safety Administration funded the Marin County Bicycle Coalition (MCBC) and Walk Boston in Arlington, Massachusetts to develop a national model program. At the end of the two-year pilot program, the nine participating schools in Marin experienced a 17 percent increase in the number of children walking and biking to school, and a 24 percent decrease in the number of children arriving as the only child in a car.

Building on this success, the County of Marin adopted SR2S in 2003 through a grant provided by the Bay Area Air Quality Management District. In November 2004, SR2S reached a major milestone when Marin voters passed Measure A. The 20-year half-cent transportation-related sales tax provided an ongoing revenue source for SR2S programs, as well as crossing guards and school access infrastructure projects. As a result of this new funding source, SR2S became a program of the Transportation Authority of Marin (TAM) in 2005.

A National Model
Within a year of the launch of the pilot projects in Marin County and Arlington, Massachusetts, many similar efforts began throughout the country. Interest in a federally-funded national program grew, and in 2005 the SAFETEA-LU federal transportation bill provided $612 million for a new national Safe Routes to Schools program that provides benefits in all 50 states. Communities have used this funding to construct new bike lanes, pathways, and sidewalks, as well as to launch SR2S education and promotion campaigns in elementary and middle schools. As the first long-term sustainable program with a dedicated local funding source, Marin County continues to be a national leader with new and innovative programs.
SAFE ROUTES TO SCHOOLS IN MARIN COUNTY

Marin’s Safe Routes to Schools program integrates health, fitness, traffic relief, environmental awareness and safety under one program. It does this through a comprehensive approach that consists of four key components: Education, Encouragement, Engineering, and Enforcement. A fifth “E”—Evaluation—is also an important tool used to strengthen existing programs and facilitate long-term goal setting.

Evaluation of Marin’s program involves documenting trends through student surveys conducted in the fall and spring of each school year, as well as periodic parent surveys. The most recent student and parent survey results from spring 2011 are incorporated in this report.

In Marin, the five Es are integrated as part of Measure A, which is organized around four transportation-related strategies. As shown in Table 1, Strategy 4 addresses safe access to schools and is supported by three programs: Safe Routes to Schools, Crossing Guards, and Safe Pathways. Each of these programs is further discussed in this report.

THE 5 E’S

Like other mature SR2S programs, Marin uses a planning framework known as the 5 E’s to ensure a successful program. The 5 E’s are as follows:

- **Education.** Classroom lessons teach children the skills necessary to navigate through busy streets and persuade them to be active participants in the program. Safe Routes instructors have developed the curriculum to include lessons on safety, health, and the environment. The most recent lesson plans can be found on the Safe Routes to Schools website (www.saferoutestoschools.org).

- **Encouragement.** Encouragement strategies, such as events, contests and promotional materials, encourage children and parents to try walking and biking to school. The program supports and coordinates volunteer organizers and provides schools with promotional and contest materials, prizes, and ongoing consultation.

- **Engineering.** The focus of the engineering component is on creating physical improvements to the infrastructure near the school, reducing speeds and establishing safer crosswalks and pathways. The Program’s professional traffic engineers assist schools in developing a plan to provide a safer environment for children to walk and bike to school.

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

- **Evaluation.** Program participation is regularly monitored to determine the growth in student and parent participation. Most years, “before and after” travel surveys are taken to ascertain any change in travel mode to school over the course of the year.

Evolution of Safe Routes To School Program

- **AUG 2000**
  - MCBC develops SR2S program

- **2000**
  - **2001**
  - **2002**
  - **2003**
  - **2004**
  - **2005**

- **NHTSA funds two pilot programs:**
  - Marin County & Arlington, MA

- **JAN 2003**
  - Marin County adopts SR2S program

- **NOV 2004**
  - Measure A passes

- **League of American Bicyclists hold meeting to discuss a national SR2S program**
Table 1: Strategy 4 of Measure A

<table>
<thead>
<tr>
<th>Strategy #4: Reduce school related congestion and provide safer access to schools.</th>
</tr>
</thead>
</table>
| 1. Safe Routes to Schools  
   Ongoing funding to support this successful and popular program that promotes walking, biking, taking transit, or carpooling to school. |
| 2. Crossing Guards  
   Crossing guards at 70 intersections along major roads serving schools. |
| 3. Provide capital funds for Safe Pathways To School projects  
   Safety improvements around Marin County schools in conjunction with the Safe Routes to Schools Program, including sidewalk improvements, safer crosswalks and crossings, bicycle and pedestrian safety improvements, and speed reduction measures. |

SURVEYS

Regular input from Safe Routes to Schools participants is critical in determining the effectiveness of the program’s activities. As participants join each year or change their behavior, the program benefits from constant evaluation to stay current. In Marin County, staff evaluates SR2S through student and parent surveys.

Student Surveys

A key element of the SR2S program is quantitative measurement of the shift from single student drive alone trips to school, sometimes called “chauffeured trips,” to other modes, including biking, walking, carpooling, and transit. To measure how students travel to school, SR2S staff members work with classroom teachers to administer “before” and “after” surveys at participating schools. The “before” survey is generally taken at the beginning of the semester in which Safe Routes education is offered and the “after” survey is taken at the conclusion of the school year. This information is then sent to the National Center for Safe Routes to School, which compiles the data. Student surveys have been conducted every year since the fall of 2003.

Parent Surveys

Parents and guardians of students can provide valuable insight on the strengths and weaknesses of the programs. Parent questionnaires have been administered three times, in 2006, 2007, and 2011. This year, a total of 836 surveys were completed, representing 55 schools and almost 1,500 students. The survey was distributed at the schools and could be mailed back or completed online. A Spanish version of the survey was also provided in hardcopy and online.
Figure 1: SR2S Participating Schools (2010-2011)

1. Bacich ES
2. Bahia Vista ES
3. Bel Aire ES
4. Bolinas-Stinson
5. Brookside Lower
6. Brookside Upper
7. Cascade Canyon*
8. Coleman ES
9. Davidson Middle
10. Del Mar ES
11. Dixie School
12. Drake High
13. Edna Maguire ES
14. Glenwood ES
15. Hall Middle
16. Hamilton ES
17. Hill Middle**
18. Kent Middle
19. Laurel Dell ES
20. Loma Verde ES
21. Lu Sutton
22. Lycee Francais*
23. Lynwood
24. Manor ES
25. Marin Horizon*
26. Marin Primary & Middle*
27. Mary Silveira ES
28. Mill Valley Middle
29. Miller Creek Middle
30. Mount Tamalpais*
31. Neil Cummins ES
32. Old Mill ES
33. Olive ES
34. Our Lady of Loretto*
35. Park ES
36. Pleasant Valley ES
37. Rancho ES
38. Redwood High
39. Reed ES
40. Ross School
41. San Ramon ES
42. Sinaloa Middle
43. St Anselms*
44. St Patrick*
45. St. Rita*
46. Strawberry Point
47. Sun Valley ES
48. Tam Valley
49. Vallecito ES
50. Venetia Valley
51. Wade Thomas ES
52. White Hill Middle

* Private school
** Closing this year.
Participating Schools

Shown in Figure 1, Marin’s Safe Routes to Schools program currently operates in 52 schools, representing ten school districts. Each year, new schools participate in the program while others temporarily discontinue activities, causing the total number of participating schools to remain consistent for the past years (see Figure 2). SR2S has been extremely effective in expanding into many of the county’s public elementary and middle schools. Seventy percent of the county’s public elementary schools are active in SR2S, and those that are not already bus a large portion of their student population, and thus do not have as great of a need for the program. Public middle schools are also well represented in the program, with 80 percent of the county’s schools participating in the program. High schools and private schools comprise the smallest portion of SR2S participating schools, with a 20 and 30 percent participation rate, respectively. Strategies to increase high school and private school participation are included as part of this report’s recommendations.

Schools participate in SR2S at different levels, based on the availability of staff and volunteers, as well as on the school’s willingness to incorporate Safe Routes to Schools lessons into their curriculums. Included in this report is a summary of the number of schools that participated in different aspects of the program for the past six years. A full list of SR2S activities completed at each school during the 2010-2011 school year is provided as an appendix.
MODE SHIFT SUMMARY

Student travel surveys are an important tool in measuring whether program goals are being met, and ensuring that resources are directed toward efforts that show the greatest likelihood of success. Although an attempt was made to collect accurate data from all 52 participating schools during the 2010-11 school year, mode shift calculations included in this report are based on the 32 schools that returned surveys for both fall and spring semesters. The results are sufficient for statistically relevant purposes.

Since the program’s inception, the county as a whole has experienced an average eight percent mode shift from single-student car trips to walking, bicycling, riding public transit, and carpooling to schools. Much of this shift occurred early in the program, with incremental gains in recent years. Three percent of those gains occurred in the past three years, as shown in Figure 4.

The real success of SR2S, however, is most evident when looking at mode shifts for individual schools. Figure 5 lists the top 15 schools with the greatest overall increase in green trips since joining SR2S. Three schools—Old Mill and Tam Valley elementary schools in Mill Valley and Bacich Elementary in Kentfield—have experienced an increase of more than 20 percent in green trips to and from school. In all, there are 20 schools that have seen an increase of more than ten percent. That represents over 60 percent of the schools sampled in 2011.

Schools with the best results often have been part of SR2S for several years, but more importantly, also have the most involvement from the whole school, including participation in contests and other activities. As shown in Figure 6, those schools that participated in at least two SR2S programs (i.e., classes, contests, Walk to School Days), saw an average increase of six percent in green trips. On the other hand, those schools that barely participated or not at all, showed a decrease in the number of green trips.
Figure 5: Schools with the Highest Overall Increase in Green Trips since Joining SR2S

NOTE: Some schools were omitted because of incomplete survey data for Spring 2011.
Source: Student Surveys

Figure 6: Percentage Change of Green Trips by School Participation in SR2S Programs (Fall 2010–Spring 2011)

NOTE: Programs include classes, contests, and Walk to School Days. Sample does not include Ross School, which was under construction during the school year.
Source: Fall 2010 & Spring 2011 Student Travel Surveys
SR2S TEAM

The Transportation Authority of Marin (TAM) administers Marin’s SR2S program with the help of several consultants, as well as school and community representatives. Parisi Associates provides overall program management, and is supported by the Marin County Bicycle Coalition and Alta Planning & Design.

Task Forces and Travel Plans

In addition, each school district is offered a facilitated Task Force that brings together parent leaders, elected officials and staff from the local jurisdiction, traffic engineers, school district representatives, law enforcement, and neighborhood leaders. As shown in Table 2, there are currently eight Task Forces, representing 43 schools.

Task Forces are responsible for working with the SR2S staff to design and implement a program that addresses the unique needs of their school district. These are often summarized as part of a school’s Travel Plan, which includes the following components:

- Baseline information about a school’s SR2S programs and mode share
- Proposed engineering plans, traffic safety plans, and encouragement and education plans
- Evaluation methods
- Implementation matrix

<table>
<thead>
<tr>
<th>School District Task Force</th>
<th>Schools Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dixie</td>
<td>Dixie, Mary Silveira, Miller Creek, Vallecito</td>
</tr>
<tr>
<td>2. Kentfield</td>
<td>Bacich, Kent</td>
</tr>
<tr>
<td>3. Mill Valley</td>
<td>Edna Maguire, Mill Valley Middle School, Old Mill, Park, Strawberry, Tam Valley</td>
</tr>
<tr>
<td>4. Novato</td>
<td>Hamilton, Loma Verde, Lu Sutton, Lynwood, Olive, Pleasant Valley, Rancho, San Jose Middle, San Ramon</td>
</tr>
<tr>
<td>5. Ross Valley</td>
<td>Manor School, Brookside Upper, Brookside Lower, Wade Thomas, Cascade Canyon, St. Anselms, White Hill</td>
</tr>
<tr>
<td>6. San Rafael</td>
<td>Bahia Vista, Coleman, Davidson Middle, Glenwood, Laurel Dell, Sun Valley, Venetia Valley</td>
</tr>
<tr>
<td>7. Twin Cities (Corte Madera, Larkspur, Greenbrae)</td>
<td>Hall Middle School, Lycée Français, Marin Primary and Middle, Neil Cummins, St. Patricks</td>
</tr>
<tr>
<td>8. West Marin</td>
<td>Bolinas-Sinton, Lagunitas, West Marin</td>
</tr>
</tbody>
</table>

Marin’s SR2S Team

Jurisdictions

- County of Marin
- Belvedere
- Corte Madera
- Fairfax
- Larkspur
- Mill Valley
- Novato
- Ross
- San Anselmo
- San Rafael
- Sausalito
- Tiburon

Consultants

- Management
- Infrastructure
- Street Smarts
- SchoolPool

Marin County Bicycle Coalition

- Program Implementation
- Education & Encouragement
- Outreach & Partnering

Alta Planning + Design

- Transportation Planning
- GIS Mapping
According to the most recent parent survey, the number one reason parents reduced the number of times they drove their child to school was their child’s increased awareness of environmental issues (see Figure 7). It is clear that education can have a big impact on the choices people make when it comes to transportation. By linking the Safe Routes to Schools message to classroom work, the program’s curriculum is able to highlight the importance of making greener choices, and ultimately influence the behavior of both students and parents.

As shown in Table 3, the SR2S curriculum varies and is flexible in its format, from in-classroom activities to bike skills workshops. Led by trained instructors, course work is typically offered at the 2nd grade, 4th grade, middle, and high school levels, and is often tailored to meet classroom needs. Recent additions to the program include the Bicycle Blender, Be Safe Be Strong presentation, and Drive Your Bike. A description of these and all programs are included as part of the appendix.
### Table 3: SR2S Education Program

<table>
<thead>
<tr>
<th>Title</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Teaching</strong></td>
<td></td>
</tr>
<tr>
<td>Safety Art</td>
<td>all grades</td>
</tr>
<tr>
<td>Stop Look and Listen</td>
<td>2</td>
</tr>
<tr>
<td>Helmet Safety &amp; Crash Analysis</td>
<td>4</td>
</tr>
<tr>
<td>The Traffic Safety Game Show</td>
<td>4</td>
</tr>
<tr>
<td><strong>Assemblies</strong></td>
<td></td>
</tr>
<tr>
<td>Pedal Power</td>
<td>K-5</td>
</tr>
<tr>
<td>Middle School Assembly</td>
<td>middle school</td>
</tr>
<tr>
<td><strong>Presentations</strong></td>
<td></td>
</tr>
<tr>
<td>Bicycle Blender</td>
<td>middle and high school</td>
</tr>
<tr>
<td>Bringing Science to Life</td>
<td>middle and high school</td>
</tr>
<tr>
<td>My Public Transportation System</td>
<td>middle and high school</td>
</tr>
<tr>
<td>What do I Stand for?</td>
<td>middle and high school</td>
</tr>
<tr>
<td>Technology &amp; Culture</td>
<td>high school</td>
</tr>
<tr>
<td>Be Safe Be Strong</td>
<td>parents</td>
</tr>
<tr>
<td><strong>Field Training</strong></td>
<td></td>
</tr>
<tr>
<td>Walk Around the Block</td>
<td>2</td>
</tr>
<tr>
<td>Bike Skills:</td>
<td></td>
</tr>
<tr>
<td>Wheels in Motion (formerly Bike Rodeo)</td>
<td>4</td>
</tr>
<tr>
<td>Drive your Bike¹</td>
<td>middle school</td>
</tr>
<tr>
<td>Bike Commute 101</td>
<td>high school</td>
</tr>
<tr>
<td>Bicycle Field Trip</td>
<td>middle and high school</td>
</tr>
<tr>
<td>Riding with Youth²</td>
<td>2-8 (with parents)</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>Family Mouse</td>
<td>K-2</td>
</tr>
<tr>
<td>Faith and Fantasia</td>
<td>1-3</td>
</tr>
<tr>
<td>Greenhouse in a Bottle</td>
<td>5-6</td>
</tr>
</tbody>
</table>

¹Drive Your Bike is comprised of two parts: classroom and an outdoor class.
²Workshops were taken over by Walk Bike Marin this year.

### Historic Trends

The number of schools participating in different SR2S education classes has fluctuated throughout the program's history. Figures 8 and 9 look at the number of schools participating in Safe Routes to Schools classroom and field training programs for the past six years. Of the in-classroom curriculum, Stop Look and Listen, Helmet Safety, and Traffic Safety comprise SR2S’s core classes, and as a result, are used most heavily by schools.

Safety Art, which is held in preparation of events, such as contests, Walk and Roll to School Days, and International Walk to School Day, saw a big increase this past year, most likely due to the increased promotion by SR2S staff. School presentations have seen a steady climb recently, whereas participation in assemblies has been dropping. While school assemblies are quite popular when first introduced, participation decreases as the number of schools that have seen it increase. This suggests that new, or revised, assembly presentations need to be developed in the near future.

With the exception of Riding with Youth, all the field workshops have seen an overall increase in participation. This was the case for Wheels in Motion, despite the fact that some of the classes were rained out two years in a row. Drive Your Bike/ Bike Commute 101 and the field trips, in particular, have seen big gains in the past two years. This shows that recent efforts to target middle and high school students have been largely successful, strengthening SR2S’s teen program.
Figure 7: If you have reduced the number of times you drove your child to school, which of the following have influenced this change?

<table>
<thead>
<tr>
<th>Influence</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children are more aware of the environment and want to make &quot;greener&quot;</td>
<td>53%</td>
</tr>
<tr>
<td>choices</td>
<td></td>
</tr>
<tr>
<td>Adults want to make more environmentally sound choices</td>
<td>49%</td>
</tr>
<tr>
<td>Adults want to relieve congestion around schools</td>
<td>49%</td>
</tr>
<tr>
<td>Children are more aware of health aspects of biking and walking</td>
<td>35%</td>
</tr>
<tr>
<td>Children are more confident about biking and walking to school safely</td>
<td>31%</td>
</tr>
<tr>
<td>Adults are more aware of the health aspects of biking and walking</td>
<td>28%</td>
</tr>
<tr>
<td>Adults are more confident about letting their children bike and walk to</td>
<td>25%</td>
</tr>
<tr>
<td>school</td>
<td></td>
</tr>
<tr>
<td>Children want to compete for prizes in contests</td>
<td>23%</td>
</tr>
<tr>
<td>None of the above</td>
<td>19%</td>
</tr>
</tbody>
</table>

Source: 2011 Parent Survey, Question #5

Figure 8: Number of Schools Participating in SR2S CLASSROOM Training
(Fall 2005–Spring 2011)

Figure 9: Number of Schools Participating in SR2S FIELD Training
(Fall 2005–Spring 2011)
**KEEPING IT FRESH**

Since its inception, the Safe Routes to Schools curriculum has continuously evolved and expanded along the way. The past three years have been no different, with the introduction of the following new programs:

- **Drive Your Bike! (middle schools).** Launched in the fall of 2008, Drive Your Bike teaches traffic laws and proper cycling techniques through a game show as well as an outdoor class. The class is offered at two levels, as well as an optional field trip that puts the skills to use.

- **Be Safe Be Strong.** This 30-minute presentation addresses the people that children may encounter on their way to school, from strangers to bullies. By introducing some of the concepts from KidPower, RadKids and KidWise, SR2S staff provides parents with some basic tools, resources, and hands-on activities that address this important topic.

- **Bicycle Blender (middle and high schools).** SR2S purchased a Bike Blender during the spring of 2008, and it has been making appearances at local middle and high schools ever since. The blender attaches to the back of a regular bicycle, which can then be put on a stationary stand so that students can cycle in place and blend their own juices. The Bicycle Blender simultaneously teaches students about good nutrition and physical activity.

As part of SR2S’s ever-expanding teen program, Drive Your Bike and the Bike Blender have both been big hits. Be Safe Be Strong, on the other hand, has been minimally used despite schools showing interest in the program. With parents being busier than ever, this presentation may see more use in the future if integrated into existing parent activities, such as open houses or PTA meetings.

**BUILDING ON SUCCESSES**

Based on past participation rates, as well as the parent surveys, it is clear that Safe Routes to Schools classroom activities are both popular and effective. In 2011-2012 the program will offer the same classes, but with updated content. SR2S staff is currently revamping the curriculum in order to:

- Add more interactive activities, and introduce science-based exercises about transportation and the environment that meet grade-appropriate standards.

- Shift focus to safety concepts (i.e., being predictable and visible) rather than specific actions (i.e., wearing bright clothing or riding the right direction in traffic).

- Explore the possibility of having schoolteachers administer some of the program curriculum, and in doing so, further increase the use of SR2S material.

These efforts will go a long way to inject new life into existing classes, but it is also evident that other aspects of the education missions: Sustainable Science Project

“Hall’s carbon footprint is larger than can be sustained without a significant negative impact on the environment over time,” says Ms. Rebecca Newborn, a science teacher at Hall Middle School in Larkspur. Ms. Newborn is teaching the idea of civic action in her 6th grade classes. She created a project that has her students research a selected issue (e.g., lunch waste, water, energy, paper recycling, transportation, starting a seed library). The students then created a plan of action, a set of goals, the outline for a campaign, and a presentation to be considered by Mr. Daniel Norbutas, the principal at Hall.

Teens Go Green, a SR2S program, worked closely with the students who chose to focus on transportation. According to one of the students, Kyra, “We found interesting information that we didn’t know before. For example, that green transportation can be healthy and it can also really impact the environment if people bike and walk to school.” The goal of the group is to decrease the number of people who drive in private cars to and from school by 15 percent by the end of the school year. “We are planning to do it by educating people about how bad the situation is and letting them know what they can do to help it,” says Charlotte, another student in the group.

Ms. Newborn’s students create an action plan to reduce their carbon footprint
program could use updating. School assemblies, such as Pedal Power, have historically been very popular. In fact, they rank as one of the top five most effective SR2S activities, according to parents surveyed. School assemblies are often school-wide, one-time events, and recent numbers demonstrate that it is time to revise them.

Presentations, which are mainly geared to middle and high school students, have also seen an overall drop since 2006. For the coming school year, SR2S staff is aiming to increase the number of presentations by emphasizing the interdisciplinary nature of transportation. So far, presentations have been adapted for science, English, and social science classes. Staff is also considering repackaging My Public Transportation System as a video presentation.

As for the field workshop, Riding with Youth, low participation numbers are due to poor weather conditions in recent years. However, it is important to continue to offer bike classes that involve the entire family. Children who ride their bicycle to school often come from families who ride together.

Other less popular components of the SR2S curriculum, such as Family Mouse, Greenhouse in a Bottle, and the Faith and Fantasia book, will continue to be offered, but not promoted. If resources allow, staff would like to translate Faith and Fantasia, a book that emphasizes safe driving, into Spanish to increase its use.

**INvolving Teens**

Safe Routes to Schools has historically been targeted at elementary school students. In 2007, Teens Go Green was developed as a way to bring the program to middle and high schools. Since then, the program has continued to grow through participation in extracurricular bike clubs, morning walk and roll events and contests, bike field trips, and inspiration from smoothies made on the Bike Blender. In the 2010-11 school year, SR2S was expanded to Sinaloa Middle School in Novato and Del Mar Middle School in Tiburon, bringing to 11 the current number of middle and high schools participating in SR2S.

Despite this, however, SR2S struggles to reach teens, particularly at the high school level. As one way to address this, SR2S staff is exploring similar teen programs outside Marin County, particularly Sonoma County’s “Cool Schools” program, which links climate protection and sustainability education to high school students. One project in particular, “eCO2mmute” is an award-winning student commute project that encourages alternative modes of transportation to reduce greenhouse gas emissions. SR2S staff is hoping to adapt the program to a Marin high school in the near future.

Another strategy to be implemented next year is a shift of focus away from student clubs. Instead, SR2S staff will work with existing environmental, or other similarly minded, groups in order to promote SR2S activities and classes. By working with established clubs, SR2S staff will be able to focus its limited resources on those activities that will be the most effective.

**White Hill Field Trip: Cycling for Pizza While Cycling Smart for Safety**

In the spring of 2010, 20 White Hill Middle School students were treated to a biking field trip and pizza party in downtown Fairfax. The field trip was designed to provide hands-on instruction regarding the rules of the road and to increase student awareness of some local safety concerns. Students first attended the Drive Your Bike interactive class, where they learned about riding visibly and predictably. The field trip, led by Safe Routes to Schools professional instructors, took students on a popular bike route to and from school. Students were taught specifics about how to safely navigate the streets, particularly during winter months.
Contests and events give children the opportunity to try something new. They generate excitement and participation among students, parents, teachers and public officials. Events such as Walk and Bike to School Days allow the whole community to come together to celebrate a healthier lifestyle, safer community, and cleaner environment. Contests such as Go for the Green challenge students to walk and bike more to win prizes and other recognition.

Based on the results of both the student and parent surveys, the encouragement programs clearly have a big impact on the number of “green” trips to school. Almost all schools that showed an increase in the number of green trips during the 2010-11 school year were schools that participated in regular Walk to School Days and contests as well. The opposite also held true. Schools that chose not to participate in SR2S events showed a decrease in green trips.

Listed in Table 4, these special events are offered to the entire school population, regardless of grade level, and can be tailored to different levels of ability. New to Safe Routes to Schools is the launching of the Green Ways to School campaign in 2009. This campaign, as well as other new features of the encouragement program, is further described in the following sections.

**Table 4: SR2S Encouragement Program**

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Events</strong></td>
</tr>
<tr>
<td>International Walk to School Day</td>
</tr>
<tr>
<td>Walk &amp; Roll to School Days</td>
</tr>
<tr>
<td><strong>Contests</strong></td>
</tr>
<tr>
<td>Go for the Green</td>
</tr>
<tr>
<td>Teens Go Green/ReThink Your Commute</td>
</tr>
<tr>
<td>Frequent Rider Miles Contest</td>
</tr>
<tr>
<td>Golden Sneaker Award</td>
</tr>
<tr>
<td>Pollution Punch Card</td>
</tr>
<tr>
<td><strong>Other</strong></td>
</tr>
<tr>
<td>SchoolPool</td>
</tr>
<tr>
<td>Green Ways to School Challenge</td>
</tr>
</tbody>
</table>
**Historic Trends**

As shown in Figure 10, encouragement events are an integral part of Marin’s SR2S program. Participation in International Walk to School Day, held the first Wednesday each October, as well as the spring contests, have both seen an overall increase of over 20 percent in the past six years. This was the case despite the unusually wet weather that affected the spring contests this past year.

With an almost 150 percent increase, regular Walk and Roll to School Days have seen a dramatic rise in participation. Beginning in the fall of 2009, SR2S staff asked all schools to establish a regular Walk and Roll to School Day, starting at least monthly, in the hopes of making everyday walking and biking to school the norm. As a result, Wade Thomas Elementary School in San Anselmo, and Rancho and San Ramon Elementary schools in Novato among others, have initiated regular Walk and Roll to School Days. According to parent surveys, these events are the number one most popular and effective SR2S program (see Figures 11 and 12).

Parents cite the Green Ways to School Challenge, Go for the Green contest, and SchoolPool as other highly effective programs (see Figure 12). These can be attributed to the new Green Ways to School campaign, which had a big impact on student participation.

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**Figure 10: Number of Schools Participating in SR2S Encouragement Programs (Fall 2005-Spring 2011)**

**Figure 11: Did you or your child(ren) participate in any of these programs during the past school year?**

<table>
<thead>
<tr>
<th>Program</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk and Roll to School Days</td>
<td>73%</td>
</tr>
<tr>
<td>Safe Routes Classroom Lessons</td>
<td>39%</td>
</tr>
<tr>
<td>Go for the Green Contest</td>
<td>36%</td>
</tr>
<tr>
<td>SchoolPool</td>
<td>25%</td>
</tr>
<tr>
<td>Bicycle Rodeo</td>
<td>11%</td>
</tr>
<tr>
<td>Art projects (signs and sculptures)</td>
<td>10%</td>
</tr>
<tr>
<td>Teens to Green Days</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
</tr>
<tr>
<td>ReThink Your Commute</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Figure 12: How effective (on a scale of 1-5) are the following programs at encouraging students to walk, bike, carpool and take transit to school?**

<table>
<thead>
<tr>
<th>Program</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk and Roll to School Days</td>
<td>3.8</td>
</tr>
<tr>
<td>Green Ways to School Challenge</td>
<td>3.6</td>
</tr>
<tr>
<td>Go for the Green Contest</td>
<td>3.5</td>
</tr>
<tr>
<td>School Assemblies about Safe Routes</td>
<td>3.5</td>
</tr>
<tr>
<td>Safe Routes Classroom Lessons</td>
<td>3.5</td>
</tr>
<tr>
<td>Other</td>
<td>3.4</td>
</tr>
<tr>
<td>SchoolPool</td>
<td>3.4</td>
</tr>
<tr>
<td>Rethink your commute</td>
<td>3.2</td>
</tr>
<tr>
<td>Bicycle Rodeo</td>
<td>3.2</td>
</tr>
<tr>
<td>Teens Go Green Days</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**NOTE:** The majority of respondents (75%) were parents of elementary-age children. This likely explains the low response rate for the two teen programs—Teens Go Green Days and ReThink Your Commute.

Source: 2011 Parent Survey, Question #7
LAUNCHING GREENWAYS TO SCHOOL

The biggest change of the past three years is the launching of the Green Ways to School campaign, which was partially funded by a grant from the Marin Community Foundation’s (MCF) Climate Change Initiative. Since receiving the MCF grant in the fall of 2009, the number of green trips to and from school in the county increased from 48 to 52 percent, translating to a difference of 525 green trips. Furthermore, those schools that participated in the Green Ways campaign showed an even greater increase of six percent average for all schools (from 46 to 52 percent) in green trips since 2009. Of these, half of the schools individually generated increases of 6 percent or more with a quarter showing increases in excess of ten percent. Officially launched in January 2010, the campaign consists of three main components: SchoolPool, Go for the Green contests, and the Green Ways to School Challenge.

SchoolPool Trip-Matching

SchoolPool is a resource that facilitates carpooling, walking and biking to schools within local neighborhoods. In the fall of 2009, the MCF grant allowed the program to launch an online trip-matching system where parents can register at no charge to find companions for carpooling, walking, and biking to school together, or for bus buddies. As of June 2011, SchoolPoolMarin.org had 985 registrants, representing 67 schools.

For the 2010-11 school year, the program has been further expanded to include the following new features:

- **After-School Trip Sharing.** Due to their involvement in various after-school activities, students are more likely to be driven from school than to school. As a result, SchoolPool trip-sharing now offers families the ability to find others to carpool, walk, bike, or take transit together to other destinations besides home. This helps parents find and organize SchoolPools for after school to their many activities, like sports, rehearsals, classes, and after-care programs.

- **Parents’ Commute Option.** Parents, as well as school employees, can join the effort by going to the website to find commute partners to their work via 511 Rideshare. When they register there for a carpool or bus buddy match, the school their child attends (in the case of parents) or where they work (in the case of school employees) receives credit toward the Green Ways to School Challenge.

WHAT IS A GREEN TRIP?

A green trip is when a student walks, bikes, carpools, or takes the bus to school.

Figure 13: How do your child(ren) travel TO/FROM school in a typical week?

Source: 2011 Parent Survey, Questions #2 and #3.
On May 20, 2011, Drake High School in San Anselmo held its first “No Cars On Campus Day.” Organized by the Green Routes Club, the event’s goal was to make a statement about the power of walking and biking. Usually filled with 120 cars, the main parking lot was closed off to cars, and students and staff were encouraged to walk or bike to school. Satellite parking was offered to those who lived long distances from school, yet students were seen commuting together by bike and skateboard from as far away as San Geronimo Valley.

During lunch, students watched the innovative Human Powered Vehicles created by Drake’s Engineering students as they raced and maneuvered around courses, and enjoyed various activities including milkshakes made with the Bicycle Blender.

According to Anna Garfink, Co-President of the Green Routes Club, the goal was to get 10 percent of the student and staff who normally drive, to walk or bike to school, and much more than that was achieved. “If every school had one day a year like this, the positive effect on the environment would be significant,” said Assistant Principal Eric Saibel.

Students at Drake are planning on repeating the event, and they have also inspired other students to hold a similar “No Cars on Campus Day” at their school.

Secondly, as illustrated in the parent survey, parents’ number one requirement before allowing their child to carpool with others is familiarity with the driver. In order to overcome this hurdle, SR2S is working with Bacich Elementary School in Kentfield to introduce neighborhood captains to its SchoolPool program. Captains will be responsible for reaching out to neighbors and facilitating SchoolPools to and from the school.

By using SchoolPool as a tool, the neighborhood captains will be able to bring interested neighbors together, in the hopes of removing one of the key barriers to carpooling. If successful, this approach may be expanded to other schools in the county.
New Contests
As part of the Green Ways to School campaign, new competitions were created to further engage students and encourage them to find a green way to school. Each challenge is geared toward specific age levels:

- **Go for the Green (elementary schools).** The Go for the Green challenge provides each classroom with a colorful poster of a tree. Everyday at roll call, each student who has arrived at school via a green trip—walking, biking, carpool or bus—puts a leaf on the tree. The class with the most leaves (as a percentage of the class) at the end of the contest will be awarded a Green Ways to School certificate and $100. Awards are presented during Earth Day week.

- **Teens Go Green (middle schools).** The Teens Go Green challenge (also known as ReThink your Commute) aims to eliminate the one-student-per-motor-vehicle school trip to school. This past year, middle school students who walked, biked, traveled by bus or carpooled had the opportunity to enter a raffle and win a new iPod nano. The classroom in each school that accumulates the most green trips will be rewarded with a trophy created out of bike parts by other middle school students, and a cash prize, which can be used toward a class party.

- **Teens Go Green (high schools).** The high school challenge is based on students creating their own teams to win points. The team with the highest score is awarded a cash prize of $100 at the end of the challenge.

In 2011, 27 elementary schools and four middle schools participated in Go for the Green and ReThink your Commute. Despite having heavy rain for the first two weeks, the schools recorded almost 97,000 green trips during the four-week contest period, equivalent to a reduction of 40 tons of CO₂. As shown in these results, as well as the parent surveys, Go for the Green has become SR2S’s primary contest to encourage green trips to school. Past contests, such as Pollution Punch Card and Frequent Rider Miles, will continue to be offered for those schools that prefer a slightly different format.

**Green Ways to School Challenge**
Lastly, the Green Ways to School Challenge is a year-long contest that provides awards of $500 to $2,000 for the schools that increase their green trips the most by the end of a given school year. Prizes are made possible by program funding provided by the Marin Community Foundation. Schools will be measured through in-class student tally surveys, information gleaned from the schoolpoolmarin.org website, and participation in Green Ways classroom and team competitions in spring.

(left) Loma Verde students with the Traffic Transformer (aka SR2S instructor Frances Barbour) and Novato Councilwomen Pat Eklund on International Walk to School Day 2010
(right) White Hill Middle School Green Ways to School trophy
USING TECHNOLOGY

The 2010-11 school year saw a big increase in the use of technology. Besides the enhancements to the SchoolPool website, Safe Routes to Schools launched a redesigned website and tested SaveAGallon.org’s bar code scanning system as part of its ReThink Your Commute contest:

• **New Website.** SR2S debuted its redesigned website at www.saferoutestoschools.org. Features like “At Your School” and “Teens Go Green” allow parents and students to read about SR2S activities at their school. The website also provides access to a variety of data, as well as marketing and educational materials.

• **Save A Gallon.** Students at Miller Creek tested a new bar code scanning system during its ReThink Your Commute contest in spring 2011. Through a website called www.saveagallon.org, students logged their trips using bar code tags that could be fitted on their backpacks or notebooks. A scanner on-site logged their entries twice a week for four weeks. Only bike, walking, and carpool trips were recorded (a quarter of the school already arrives on the school bus). As a result, Miller Creek outperformed all other middle schools, more than doubling participation in school contests.

So far, the website and the bar code system have been well received. As it moves forward, SR2S will continue to use available technology to enhance its programs. Future plans for the website include developing a secure area for school leaders to communicate, while the scanning system will be implemented in middle and high schools before expanding to the elementary level. Even though the scanning system currently requires a volunteer, it promises to streamline SR2S contests held throughout the county, while increasing the accuracy of travel mode data.

Advanced Technology Meets Teens Go Green

Teens Go Green, in collaboration with Save a Gallon (www.saveagallon.org) launched a pilot program at Miller Creek Middle School in Novato as part of the ReThink Your Commute contest. Students were given lessons on the connection between Transportation and the Environment and then registered on-line and received shoe-shaped barcode cards during science class. When students walked, biked, or carpooled to school on contest days, they scanned their card and automatically found out how much CO₂ they saved and became eligible for valuable prizes. The science class with the highest amount of CO₂ saved, received cash for a party and their teacher received a gift card for book passage. With the participation rate of 43 percent, during the four-week challenge, Miller Creek students saved the emission of approximately 1,060 lbs of CO₂.
**Marin County Safe Routes to Schools Website**

Launched in 2011, the new SR2S website for Marin County has created a centralized location for all things related to the program. The site provides a wealth of information on Safe Routes to Schools, including general resources, educational materials, data, and news.

In addition, each school district has its own page, where students and parents can get updates on events happening at their school. Similarly, a dedicated teens page provides information on activities for middle and high school students.
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The Safe Routes to Schools program recognizes that, while education and encouragement can change behavior, the lack of adequate walking and biking paths to school, along with challenging intersections, is one of the primary barriers preventing parents from allowing their children to walk and bike to school.

The Engineering component of SR2S works to remove these barriers by assisting communities in identifying access issues and solutions. This process, further described in the following pages, includes a walk audit and the creation of concept plans, which eventually become part of a school’s overall Travel Plan. Often the basis for grant proposals, these plans are a critical part of SR2S, which has been extremely successful in funding infrastructure improvements across the county. To date, over 100 SR2S projects totaling over $17 million have been constructed or are currently under design. This section describes some of these key projects, as well as the engineering and implementation process.
DEVELOPING CONCEPT PLANS

The SR2S engineering team works closely with each of the participating Task Forces to identify engineering projects that can improve walking and biking to school. This process consists of the following steps:

- A “walkabout” is conducted with the engineering team, school Task Force, as well as representatives from the local public works and law enforcement departments
- The walk audit identifies operational and physical obstacles within the school study area, prioritized by the local public works department and Task Force
- The engineering team, working hand-in-hand with the local public works department, develops draft conceptual plans for the highest prioritized locations, illustrating improvement options
- The plans are presented to the school Task Force for feedback

Although long-range options are discussed, the concept plans also focus on short-term measures that can be implemented within one or two years. Often, these improvements are relatively low cost and can be implemented with local funds. In other cases, projects need to rely on outside funds, including grant funding from State or Federal programs. In addition, TAM’s Safe Pathways program is a key source of funding to schools that have completed SR2S Travel Plans. (For more information on Safe Pathways and other funding sources, see the chapter on Funding.)

The Evolution of a Project

In March 2008, Caltrans awarded almost $600,000 in California Safe Routes to School funding to improve access to three schools in Novato—Lynwood, Olive, and San Ramon Elementary schools. This project was unique in its ability to package a range of capital improvement projects into one grant proposal. Using this project as an example, the following graphic illustrates the steps in implementing a successful SR2S engineering plan.
Near Olive and San Ramon schools, traffic calming measures were implemented along Olive Avenue and San Ramon Way.

At Lynwood School, high-visibility crosswalks, pedestrian refuge islands, and curb extensions were placed at Lynwood Drive and Sunset Parkway, and traffic signal changes were made to enhance student safety when crossing South Novato Boulevard at Sunset Parkway.

San Ramon Way’s intersections with San Benito Way and San Juan Court were narrowed to slow motor vehicle traffic speeds and improve pedestrian crosswalks.
ACHIEVING RESULTS

As mentioned, SR2S has been increasingly successful in implementing engineering projects throughout the county. Representing over 95 projects, Figure 15 identifies all schools that have completed infrastructure improvements through the SR2S program. The engineering projects vary widely in scope and cost, such as:

- School area signing
- Pavement markings
- New bicycle lanes
- High visibility crosswalks
- Traffic calming features
- Intersection curb extensions and ramps
- Pedestrian refuge islands
- New traffic controls
- Multi-use pathways
- New sidewalks
- Pedestrian bridge

Much of this success is due to the collaborative work of the Task Forces with local jurisdictions. Engineering plans need to be developed and implemented with the support of both community members and city officials. It is particularly important that public works staff, together with the SR2S engineering team, work collaboratively with Task Forces to address their concerns. Without consistent public works involvement, Task Forces lose confidence in the ability to improve walking and bicycling infrastructure and safety.

Leveraging Opportunities in Fairfax

Since the start of Marin’s SR2S, the Town of Fairfax has shown how thoughtful planning and a willingness to be flexible can go a long way in achieving results. Early on, the Fairfax SR2S Task Force developed a long-range vision for a segment of Sir Francis Drake Boulevard that would improve pedestrian and bicycle access along the busy corridor. With concept plans in hand, Fairfax was able to successfully implement its proposed projects, which were funded by a variety of sources, including Caltrans’ SR2S and Hazard Elimination Safety programs, as well as TAM Measure A funds. Totaling over $650,000 in construction costs and built over five years, these projects included:

- A new sidewalk along Sir Francis Drake Boulevard between Marin Drive and Olema Road
- Traffic calming measures at the intersection of Marin Drive and Sir Francis Drake Blvd
- A pedestrian and bicycle bridge over the creek at Marin Drive
- High-visibility crosswalk, safety lighting, warning signs, and pavement markings across the intersection of Sir Francis Drake Boulevard and Marin Road-Oak Tree Lane
- High-visibility crosswalk and additional school warning lights on Sir Francis Drake Boulevard
- Signage and bike lane striping on Glen Drive

The Town’s ability to be creative with its planning and funding was another key to its success. Stimulus funding was recently provided to repave Sir Francis Drake Boulevard between June Court and Shadow Creek Court. The Town’s public works director realized that as part of the project the roadway could be marked differently. The Town consulted with the SR2S traffic engineer to devise a pavement marking plan that provided wide designative bicycle lanes separated by buffer zones, while slightly narrowing vehicular travel lanes. The new plan was immediately implemented, greatly improving bicycle access to and from White Hill Middle School. In addition, new school area signing and high-visibility crosswalks were installed.
Big Success with Small Projects: Mill Valley

With over $2 million in funded projects, Mill Valley has been one of the most successful jurisdictions in Marin when it comes to implementation. Much of this credit can be given to the Mill Valley SR2S Task Force, which is comprised not only of school leaders, but also representatives from Public Works, the Bicycle and Pedestrian Advisory Committee, and the County. As a City Council member, Stephanie Moulton-Peters (a former Old Mill School team leader herself) has also provided strong leadership in her role as chair of the Task Force. This ability to work collaboratively, while also having a representative on the City Council, has made this Task Force particularly effective.

By often focusing on low-cost solutions, Mill Valley’s SR2S team has been able to be flexible when it comes to funding. Small projects, such as new school areas signing and pavement markings at Park Elementary and crosswalk enhancements at Edna Maguire and Mill Valley Middle schools, were implemented through the City general fund. This allowed higher cost projects, such as the multi-use pathway on Camino Alto and the intersection improvements in front of Tam High, to be funded through other sources, such as Federal grants or Measure A.

The following is a sampling of the SR2S projects that have been completed in Mill Valley:

- Construction of a multi-use pathway along Camino Alto, connecting the Mill Valley Community Center with the Mill Valley Middle School.
- Removal and replacement of a narrow sidewalk and installation of a refurbished bus shelter at Miller Avenue and Gomez, in front of Tamalpais High School.
- Installation of three permanent vehicle speed feedback signs.
- Installation of a concrete bulb-out that enlarges the sidewalk area at Edna Maguire School to reduce the street-crossing distance and make pedestrians more visible to drivers on Lomita Avenue. Also modification of the median in front of the school driveway.
- At Old Mill School, concrete bulb-outs on Lovell Avenue at Old Mill Avenue, at Lovell Avenue & Summit, and at Throckmorton & Old Mill Avenue.
Figure 15: Recent SR2S Infrastructure Improvements

School Directory

1. Bolinas-Stinson
2. Brandeis Hill
3. Branson
4. Catarina Canyon
5. Dixie School
6. Mary E. Silva Home ES
7. Corte Madera
8. Valley ES
9. Bacich ES
10. Kent MS
11. Kent MS
12. Hill MS
13. Loma Verde ES
14. Hill MS
15. Lomita ES
16. Marin Gateway ES
17. Marin Montessori
18. Marin Primary & Middle
19. Mill Valley MS
20. Old Mill ES
21. Park ES
22. Strawberry Point
23. Tam Valley
24. Montessori de Terra Linda
25. Mount Tamalpais
26. Hamilton ES
27. Hill MS
28. Lomita ES
29. Lynden ES
30. Marin Gateway ES
31. Novato HS
32. Olive ES
33. Pleasant Valley ES
34. Rancho ES
35. San Jose MS
36. San Marin HS
37. San Ramon ES
38. Sinaloa MS
39. Del Mar MS
40. Reed ES
41. Ring Mountain
42. Ross School
43. Brooks ES
44. Manor ES
45. Wade Thomas ES
46. White Mill ES
47. Saint Hillary
48. Saint Mark's
49. Saint Mary's
50. Gilman Valley
51. Bishop Vista ES
52. Coleman ES
53. Davidson MS
54. Gallinas School
55. Glenwood ES
56. Laurel Dell ES
57. San Pedro ES
58. San Rafael HS
59. Sun Valley ES
60. Terra Vista ES
61. Kaiser ES
62. Martin Luther King Jr. HS
63. Willow Creek ES
64. West Marin School
65. St. Isabella
66. Our Lady of Loretto
67. Novato Charter
68. Greenwood School
69. Lycee Francais (San Clemente)
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Besides weather, speeding cars and challenging intersections are the top two reasons parents prohibit their children from walking or biking to school (see Figure 16). Even with pathway improvements, parents are reluctant to allow their children to walk or bike to school if they must deal with fast traffic or cross a busy street. Undoubtedly, local police departments play a critical role in addressing these concerns. Marin’s Safe Routes to Schools program is fortunate to have the support of police officers, who are often active participants on school Task Forces. SR2S’s Enforcement component is also supported by two key programs: the Crossing Guard Program and Street Smarts, which was introduced 2008. These programs, along with the role of law enforcement in SR2S, is further described below.

**LAW ENFORCEMENT**

The enforcement program relies heavily on the participation of the police department to ensure drivers, cyclists, and pedestrians all obey the rules of the road. Local police officers often participate on Task Forces, which may also include representatives from the Marin County Sheriff and California Highway Patrol, when appropriate.

Police officers use a combination of enforcement and education measures to raise safety awareness around schools, including citations, radar trailers, and educational pamphlets. In Ross Valley, for instance, the police department stations officers at intersections with frequent traffic violations during arrival and
dismissal times as part of targeted enforcement efforts. Many jurisdictions provide similar police presence at schools during both the morning and afternoon school commute periods. In addition, speed feedback radar trailers are often rotated to problem areas.

Besides traditional enforcement measures, police departments also provide support in pedestrian and bicycle safety training at schools. In 2003, Corte Madera received a California Office of Traffic Safety grant that included providing helmets to students at Neil Cummins School. SR2S offered special after school bicycle skills training in conjunction with the helmet giveaways. A similar grant was received by Novato police this past school year, who worked closely with SR2S instructors and provided bicycle and helmet safety instruction and inspections.

One of the future goals of SR2S is to ensure that law enforcement develop a rotational schedule to monitor all schools, as well as seek additional ways in which they can contribute to SR2S. This may include increased enforcement during special SR2S events, such as International Walk to School Day, crossing guard training, or other educational efforts.

**CROSSING GUARDS**

TAM’s Crossing Guard Program is a valuable local safety effort. While some schools have attempted to implement volunteer crossing guard programs, experience has suggested that this is not a viable long-term strategy, as volunteers are not always reliable on a day-to-day basis. Other Bay Area counties, including Dublin, San Francisco, and Santa Clara, have realized that to reduce liability concerns, and to ensure that there are well-trained crossing guards with back-ups for every critical intersection, they must contract with a professional company.

Marin has done exactly that through its Crossing Guard program. The program, which is in its sixth year, deploys trained school crossing guards at over 75 locations throughout Marin County. Crossing guard locations are requested by the school districts, police departments, and public works directors. Each location is evaluated based on criteria developed by TAM’s Technical Advisory Committee with input from Marin public works directors.

The program continued summer school service in 2010 to over 10 locations. All existing sites as well as several additional locations recommended by local public works directors were evaluated during the Spring of 2010. As a result, crossing guards were stationed at over 20 new sites beginning in the fall of 2010. By making school trips safer, a key barrier to promoting walking and biking is eliminated, lessening the need for students to be driven to school.

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**Safe Routes Partners with Novato Police**

The Novato Police Department is partnering with Safe Routes to Schools to offer classes and blacktop drills to students at Novato Schools. The Novato Police Department received a grant from the Office of Traffic Safety to present safety classes at Novato schools, provide helmets, enforce helmet laws and put on Bicycle Rodeos at Novato Schools. SR2S provides classes in pedestrian and bicycle safety for 2nd, 4th, and 6th graders and teamed up with the Novato Police to enhance these classes with the materials created by the OTS grants. Students at Hill and Sinaloa middle schools received the 6th grade Drive That Bike classes for the first time as a result of the grant.

*Bike skills class*
Identifying “Hot Spots”

A Street Smarts committee comprised of city managers, public works officials, planning staff, and police department representatives from each participating jurisdiction, meet regularly to provide input and guidance to the program. As of its first tasks, the committee identified the top five traffic-safety issues of concern in Marin:

- Speeding
- Stopping violations (e.g. running stop signs and red lights)
- Right-of-way violations by drivers, pedestrians, and bicyclists
- Distracted driving
- Bicycling violations and bicyclist safety

The committee then located “hot spots” in their jurisdictions where the targeted behaviors often occur. These locations were determined with the assistance of each jurisdiction’s staff, as well as appropriate background information, such as collision reports, citation reports, speed survey data, feedback from Safe Routes to School Task Forces, and citizen complaints. In order to raise awareness of these behaviors, banners, lawn signs, posters, brochures, and safety flyers are deployed at these “hot spots.”
STREET SMARTE MARIN

Originally developed by the City of San Jose, Street Smarts is a public education campaign designed to change driver, pedestrian, and bicyclist behavior in order to make streets safer and friendlier. The program works on many levels through outdoor media (e.g. banners, signs, and posters), as well as community outreach (e.g. brochures, presentations, and press coverage).

Street Smarts Marin was first pilot-tested in the fall of 2008 in three communities: Corte Madera, Larkspur, and Mill Valley. The pilot program was well received; feedback collected from citizens and city/town staff was overwhelmingly positive. As a result, the program was expanded in the fall of 2009 to include five additional jurisdictions: Tiburon, Belvedere, Ross, San Anselmo, and Fairfax. In 2011, the program has been expanded into Novato and Sausalito.

Figure 17: How effective do you think the Street Smarts campaign is (or will be) in encouraging positive change in your attitudes and behaviors while driving, bicycling and walking?

Figure 18: Would you like the Street Smarts campaign brought to your community again?
Street Smarts Media

The Street Smarts Marin program currently includes several elements:

- **Banners and Signs.** Horizontal and vertical banners, signs, and posters that include key messages targeted at the top five “bad behaviors.” Special banners are also available for schools.

- **Brochures.** Mainly distributed at schools, the brochures highlight safe as well as unsafe driving practices, stopping distances at various travel speeds, information for children, and safety data relevant to Marin County’s communities.

- **Community Outreach.** A 50-slide presentation titled “Get Street Smart! Did You Know?” was developed for communicating with schools, neighborhoods, civic and business groups, and others. The presentation is designed to raise awareness, change attitudes, and improve driving, pedestrian, and bicycling behaviors.

- **Neighborhood Kits.** Available to participating communities, these kits include background information about Street Smarts Marin, an assortment of lawn signs, the “Get Street Smart! Did You Know” presentation, educational brochures, and fliers developed and contributed by AAA including “Safe Walking Tips,” “Getting Children to School Safely,” etc.

- **Website.** Part of TAM’s overall website, the Street Smarts Marin site includes general program information, as well as downloadable materials.

- **Press Coverage.** The Street Smarts program is promoted through local paper coverage, newsletters, and email updates.
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When Measure A passed in November 2004, Marin County became the first jurisdiction in the country to provide long-term funding for its Safe Routes to Schools programs. Since then, it has been extremely successful in leveraging this money. The investment made in SR2S programming has resulted in five times that amount going to infrastructure projects. Furthermore, SR2S's capital improvement program, Safe Pathways to School, has been particularly vital in providing a "local match" source that is used to gain additional state and federal funding.

The ability to leverage its existing programming and infrastructure dollars, SR2S staff has been able to continue expanding its innovative programming, as well as implement a wide range of infrastructure projects across the county.

Students test out the new crosswalk and sidewalk at Sun Valley School
MEASURE A

With its half-cent sales tax, Measure A is expected to generate $331 million (2004 dollars) over a 20-year period (through FY 2025). As shown in Table 5, approximately $36.5 million, or 11 percent, is allocated to school access programs. Of this, nearly $11 million will be used to support many of SR2S’s Education and Encouragement programs, such as classroom activities and special community events. The remaining $25 million is split between two complementary programs—the Crossing Guard program and Safe Pathways to School Projects.

Safe Pathways to School

Safe Pathways is TAM’s capital funding program, which is projected to provide $11.6 million over 20 years for engineering, environmental clearance, and construction of pathway and sidewalk improvements. Identified in school Travel Plans, Safe Pathways projects are selected based on the following performance criteria:

- Completes a gap in the bicycle and pedestrian system along a major school route
- Maximizes daily use by students and others
- Relieves an identified safety or congestion problem along a major school route
- Attracts matching funds
- Respects geographic equity

Although Safe Pathways projects target improvements around schools, they benefit the entire community, creating a safe network of bicycle and pedestrian facilities, enhancing safety and reducing local congestion.

To date, the Safe Pathways to School program has funded over $3.8 million in infrastructure projects. Its first funding cycle in 2007 provided $1.77 million for 12 projects in the county. All of these projects have been completed or near completion. During its second cycle in 2010, over $2 million in Measure A funds were allocated to 13 new Safe Pathway projects. A list of these, along with all funded infrastructure projects, can be found in the appendix.

MEASURE B

In addition to Measure A, Marin voters passed Measure B in November 2010, creating another revenue source for SR2S programs. Measure B authorizes a ten-dollar increase in motor vehicle registration fees for the exclusive purpose of funding local transportation projects and programs. A portion of the funds is dedicated to School Safety and Congestion Reduction, which includes the following objectives:

- Maintain and expand the School Crossing Guard program
- Provide matching funds for Safe Routes to School programs
- Enhance/expand programs designed to reduce congestion and improve safety around schools, including Street Smarts and SchoolPool programs

Table 5: Measure A Funding Allocation for Strategy #4

<table>
<thead>
<tr>
<th>Strategy #4 Reduce school related congestion and provide safer access to schools</th>
<th>%</th>
<th>Est. 20-year revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Safe Routes to Schools</td>
<td>3.3%</td>
<td>$10.94 M</td>
</tr>
<tr>
<td>2. Crossing Guards</td>
<td>4.2%</td>
<td>$13.93 M</td>
</tr>
<tr>
<td>3. Provide capital funds for Safe Pathways To School projects</td>
<td>3.5%</td>
<td>$11.61 M</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11%</td>
<td>$36.48 M</td>
</tr>
</tbody>
</table>

Source: Marin County Transportation Sales Tax Expenditure Plan, Approved Final Plan, May 6, 2004
LEVERAGING OF FUNDS

One of the unique features of Marin’s Safe Routes to Schools is its grant assistance program, which provides support to cities, towns, and the county in developing and submitting grant applications. Primarily aimed toward infrastructure projects, the grants have ranged from as little as $5,000 for crosswalk enhancements to as much as $900,000 for more comprehensive improvements. Combined, this level of assistance has resulted in Marin County being awarded over $13 million in outside funding since the program began in 2000. Furthermore, the cities, towns, and county have received millions of dollars for projects that are not specifically attributed to schools, yet have a positive impact on school travel and safety.

Infrastructure Grants

In order to increase the impact of local funds, Safe Pathways projects are expected to attract matching grants from other sources. As shown in Figure 19, SR2S has been extremely effective in leveraging Measure A’s “seed money.” Safe Pathways to School currently makes up 30 percent of the total infrastructure funding for Safe Routes projects.

Over the past three years, the SR2S engineering team has assisted local jurisdictions in preparing several successful grant applications, totaling $3.7 million in infrastructure improvements:

- Traffic calming and pathway improvements in the vicinity of Marin Horizon School in Mill Valley ($900,000, Caltrans Safe Routes to School, Cycle 7)

- Traffic calming and crosswalk improvements at Coleman School in San Rafael ($274,000, Caltrans Safe Routes to School, Cycle 7)

- Improvements to the Sir Francis Drake Boulevard/Lagunitas Road intersection in Ross via traffic calming treatments, pedestrian improvements, and upgraded traffic and pedestrian signals ($442,900, Highway Safety Improvement Program, Cycle 3)

- Access improvements to Mill Valley Middle and Tam High schools through a multiuse pathway on Camino Alto, intersection curb extensions on Camino Alto/Miller Ave, and pedestrian crossing treatment on Miller Ave/Almonte Blvd. ($565,290, Federal Safe Routes to School, 2nd Cycle)

- A variety of safety projects serving five schools—Park Elementary, Tam High, Edna Maguire Elementary, Mill Valley Middle School, and Old Mill Elementary School ($363,000, Caltrans Safe Routes to School, Cycle 9)

Funding Sources

Infrastructure projects developed through Marin’s SR2S program have been funded through a variety of sources:

- Federal SRTS
- State SR2S
- Transportation Enhancement
- Bicycle Transportation Account (Caltrans)
- TAM Safe Pathways
- MTC Bicycle and Pedestrian Program
- MTC Safe Routes
- Marin Community Foundation
- Kaiser Permanente
- Local TFCA (TAM)
- Transportation for Livable Communities (MTC)
- Bicycle Facilities Program (BAAQMD)
- Regional TFCA (BAAQMD)
- Agency general funds
- Office of Traffic Safety
- HSIP (Caltrans)
- School districts
• Pedestrian and bicyclist safety improvements near Lower Brookside, Upper Brookside, and Wade Thomas elementary schools ($619,200, Federal Safe Routes to School, 3rd Cycle)

• Infrastructure improvements along Lindaro Street, near Davidson Middle School ($565,000, Federal Safe Routes to School, 3rd Cycle)

Other Grants
Most of the outside grants have been directed toward infrastructure projects, simply due to the higher availability of capital funds. Despite that, SR2S staff has recently been successful in acquiring additional funding for programming as well.

As part of its Climate Change initiative, the Marin Community Foundation (MCF) awarded the Transportation Authority of Marin a $175,000 grant in 2009. Renewed again in 2010, the grant was used to further develop SchoolPool, as well as expand the teen program. The grant’s goal is to shift at least 800 students to greener modes of transportation, keeping 420 tons of carbon dioxide from entering the atmosphere.

As a result of the MCF grant, SR2S was also able to secure additional dollars toward the Green Ways to School campaign. Jamba Juice and Peets Coffee donated approximately $5,000 worth of coupon cards that were used as program incentives. Many local businesses also donated coupons for the teen program. In addition, Kaiser Permanente pledged $500 toward the Green Ways to School awards, and some schools used PTA funds to increase the cash prizes.

More recently, Marin’s SR2S program was the recipient of a $383,000 grant from the Metropolitan Transportation Commission (MTC). As part of its Climate Initiatives Program, the grant will go toward promoting Green Ways to School through social media. SR2S staff will work with several partners, including Cool the Earth and MCF, on the following five tasks under the grant:

• Enhancement of existing technology tools (funded from another source)
• Development of marketing technology tools
• Development of on-site organizing tools
• A pilot program for testing effectiveness of new tools
• Evaluation of programs’ success

Secure Consistent Funding
It is clear that Marin has benefited from the coordinated efforts of the Safe Routes to Schools staff and local jurisdictions to create a safer biking and walking environment. Seeing results on the ground is critical to the ongoing support of parents and schools, and this cannot happen without consistent funding.

While Measure A has established a sustainable funding source for SR2S, it only makes up a small portion of the total amount that goes into planning and implementing its programs. The challenge moving forward will be maintaining the high level of outside financial support that SR2S currently enjoys. This will involve seeking other long-term sources, as well as continuing to apply for various one-time grants offered at the state and local level.
Throughout its history, the Marin County Safe Routes to Schools program has consistently proven its effectiveness in reducing the number of children who are driven alone to school and in increasing the amount of students walking, bicycling, taking the bus or participating in a carpool.

Schools that have been with the program the longest have experienced dramatic results. As one of the first schools to join SR2S in 2000, Edna Maguire Elementary School in Mill Valley has seen an overall 14 percent decrease in the number of students who are driven alone. Joining in 2002, Bacich Elementary in Kentfield has seen a 19 percent decrease, while Old Mill Elementary in Mill Valley, which joined in 2003, has seen an impressive 34 percent decrease. This change in travel behavior has far reaching benefits for the community, from reducing congestion and increasing safety, to promoting a healthy lifestyle and a more sustainable future.

In order to strengthen the relevance and long-term impacts of SR2S, the program is constantly evolving and developing new ideas. The past three years has seen updated classroom offerings, new contests, new partnerships, the innovative use of technology, implementation of low-cost engineering tools, and new and increased funding sources. These developments have been key in allowing SR2S to expand its reach while at the same time strengthen its core elements.

With a well-established program like Marin’s, however, the focus going forward will be one of maintenance rather than expansion. Keeping in mind the three key elements of success (see box), the following recommendations are intended to improve the effectiveness of the existing program, so that it can continue to be a leader for years to come.
RECOMMENDATIONS

The following recommendations are intended to improve both the effectiveness and the long-term sustainability of Marin’s Safe Routes to Schools program.

Develop a Strategic Plan

While Travel Plans guide specific goals and strategies at the school and district level, an overall Strategic Plan would establish the overarching vision for Safe Routes to Schools at countywide. In order for Marin’s SR2S program to reach its next level of maturity, it will be essential to create a roadmap of where it is headed and how it will get there. The Strategic Plan would provide a decision-making framework, setting goals, prioritizing programs, and allocating resources within a set timeframe.

Working in tandem with Measure A’s 20-Year Strategic Plan, the SR2S Strategic Plan would also help coordinate efforts between SR2S staff, funding agencies, local elected officials, school district leadership, and regional agencies, such as MTC. As changes to revenues and policies occur at the county level, the SR2S plan would be similarly updated.

Lastly, a countywide strategic plan would give SR2S further leverage when seeking funding. By identifying program and budget needs in a strategic plan, SR2S can actively secure grants for the most vital components of the program.

Establish Institutional Support

The varying degrees to which schools participate in Safe Routes programs depends largely on not only the availability of staff and volunteers, but also on the school’s willingness to incorporate SR2S lessons and activities into their existing curriculum. The institutionalization of SR2S at multiple levels—County, City, and school district—will ensure consistent participation among SR2S schools, while establishing it as one of the county’s top priorities. The institutionalization process would:

- Consider the opportunities and risks of requiring participation in Task Force meetings once or twice a year to discuss mutual issues on relieving congestion around schools and creating safety measures.
- Explore options for law enforcement to develop a rotational schedule to monitor all schools, as well as other ways in which law enforcement can contribute to SR2S.
- Explore ways to engage the Marin County Office of Education through meetings, presentations, or other means.
- Explore opportunities, as well as cost implications, of ensuring school district and school participation in SR2S programs. Options include:
  - Creating a standing committee and Safe Routes liaison from each school
  - Encouraging green travel choices to school, especially through contests and events
  - Promoting SchoolPool via e-blasts and/or newsletter announcements, as well as recruiting neighborhood captains
  - Requiring classroom lessons on traffic safety

KEY ELEMENTS OF A SUCCESSFUL PROGRAM

When it comes to showing tangible results, participating SR2S schools have achieved various levels of success. Those that have experienced the most dramatic results—whether it has been through a high increase in green trips or a large number of infrastructure projects—often have three key features in common:

- **A strong vision.** Having a long-term vision in place allows schools to more effectively implement their goals as they relate to each of the four E’s—Education, Encouragement, Engineering, and Enforcement. It is those schools that have a clear vision for their future that are also able to more successfully seek out grants.

- **Active school participation.** Based on the survey results, it is evident that those schools that experience the most reduction in car trips are also those that are fully engaged in the five “E’s.” Schools that do not participate in classroom education activities, or at least one of the all-school events, do not do as well as those that do. Involving the whole school reinforces the lessons taught at specific grade levels and continues the teaching process. Lastly, a successful program cannot be achieved without a team of active school leaders and volunteers, who dedicate their time to be part of School Task Forces and other SR2S activities.

- **Strong local support.** An effective SR2S program requires a team approach that involves not only schools, but also support from City, Town, and County representatives and elected officials. Enforcement programs cannot be administered without the cooperation of local police departments, just as engineering projects cannot be implemented without the help of public works engineers.
Identify and Prioritize Infrastructure Needs for Schools in Unincorporated Marin

The County of Marin is responsible for participating in Safe Routes to Schools Task Forces that focus on schools in unincorporated areas of Marin County, and when requested, for investigating all locations along the school routes and recommending appropriate traffic control measures. The County’s Public Works Department has been extremely busy managing diverse projects throughout the county, including the $25 million Nonmotorized Transportation Pilot Project (NTPP), which is focused on important pedestrian and bicycle improvements, and in delivering a number of school travel infrastructure projects. Because of these increased demands, the department presently has limited resources to respond effectively to SR2S-related requests.

It is recommended that TAM support the County by assisting the Public Works Department in identifying and prioritizing potential needs based on criteria including, but not limited to, safety considerations, number of students affected, and Task Force input. The potential needs would be reviewed with the Task Forces by the County. TAM would work with the County to identify potential funding sources for future implementation, as appropriate.

Safety and maintenance issues, when brought to the County’s attention, would continue to be immediately addressed by the County.

Expand to Other Schools

The Safe Routes to Schools program has historically been targeted toward younger students and as a result, elementary schools make up 32 of the 52 schools currently participating in SR2S. Marin’s SR2S has made great strides in reaching older students, who usually express reluctance in participating in events that are considered for young children. Nevertheless, SR2S continues to struggle to reach high schools, with only 20 percent of the county’s schools participating in SR2S programs.

As it looks to expand SchoolPool, staff should use social media and other means to market the program and increase users. In addition, staff should explore the development of Neighborhood Guides, which would not only include organizing tools, but also suggested route maps for biking and walking. Many school and jurisdictions have requested walking and bicycling school route maps. Prototypical route maps will be prepared in 2011–2012, and it is recommended that school route maps be prepared countywide by 2013–2014.

For schools that have a large, dispersed student population, such as private schools or those located in rural areas, biking and walking are often not an option. For these schools, efforts should focus on carpooling, transit, and other alternatives to single-student car trips, such as remote drop-off and pick-up. As SchoolPool continues to mature, it will become an invaluable tool for these parents looking to coordinate trips to and from school.

Offer New Tools

Throughout its history, Safe Routes to Schools has continuously evolved, developing new and innovative tools to further the effectiveness of its programs. Web-based tools, in particular, have been successful in attracting enthusiasm from students. SR2S staff should continue to look for opportunities to expand upon these tools, such as adding interactive features on its website and upgrading the barcode scanning machines. SR2S staff can also take advantage of social media, such as Facebook and Twitter, to promote its classes and events to both students and parents.

As it looks to expand SchoolPool, staff should use social media and other means to market the program and increase users. In addition, staff should explore the development of Neighborhood Guides, which would not only include organizing tools, but also suggested route maps for biking and walking. Many school and jurisdictions have requested walking and bicycling school route maps. Prototypical route maps will be prepared in 2011–2012, and it is recommended that school route maps be prepared countywide by 2013–2014.

Neighborhood Guides, as well as other technological enhancements, will be developed as part of the recently awarded MTC Creative Grant.
Participate in a Regional Clearinghouse

The longer SR2S is in place, the more challenging it becomes to keep its classes and events fresh and interesting. To maximize achievement it must continue to service existing schools as children work their way through the system, while at the same time, adding new schools. This requires ongoing development and updating as it reinforces and builds upon knowledge from year to year.

To help with this effort, Marin’s SR2S staff should seek to work with other jurisdictions in the region that have similar programs in place, including Alameda, San Francisco, Sonoma, and Santa Clara among others. Some of these jurisdictions are implementing innovative programs that could be successful in Marin as well. Similarly, as one of the oldest programs in the country, Marin has a wealth of experience it can offer to others as well.

This regional “clearinghouse,” or consortium, would gather the region’s SR2S leaders on an annual or semiannual basis. It would provide a format for transferring knowledge among jurisdictions, building a stronger SR2S program on both the local and regional level.

Continually Evaluate the Program

Survey tools support accurate and reliable program analysis and evaluation to reassure the program and its participants, advisors, and funding groups that resources are being used effectively. Through its student surveys, the program has successfully standardized and centralized data collection and analysis to track changes in mode share, and must continue to do so as the program grows more inclusive.

In a well-established program like Marin’s, however, reductions in driving alone must also be matched by ongoing and continual changes in travel modes. Goals and expectations must be reassessed and modified to fit the realities of a mature program. Evaluation techniques and survey tools should be designed to reflect the length of time schools have participated in the program, tracking mode shift retention among participants as they move up through the school system.

SR2S has seen numerous successes and challenges throughout its history. In recent years, new enhancements, such as Green Ways to School, have been very successful boosting results. This report recommends that staff continue to review and evaluate individual programs, and that findings be used to improve current programs and develop new ones.

Establish Sustainable Funding

Safe Routes to Schools must be able to fund the programs it seeks to implement in order to maintain its level of success. By establishing a dedicated funding stream, Measure A has, and will continue to be, critical to the long-term success of SR2S. Nevertheless, these funds currently make up only a portion of the amount used to successfully operate and expand SR2S programs.

SR2S’s grant assistance program has been extremely effective in obtaining funds for a variety of both infrastructure projects and programming. Staff should continue to seek out opportunities for funding, including other long-term sources. A truly sustainable program can only be achieved by having a variety of consistent funding sources.

Expand Street Smarts

As of 2011, Street Smarts has been implemented in nine out of 11 jurisdictions in the county. Future goals include expanding the program into San Rafael and unincorporated parts of Marin County.

Furthermore, additional educational tools should be explored. To date, Street Smarts Marin has primarily utilized outdoor media, such as banners, signs and brochures to modify driver, pedestrian, and bicyclist behavior. While this has proven to be effective, further community outreach can increase the success of Marin’s Street Smarts program. Outreach within the high schools to address issues such as distracted driving, can increase traffic safety awareness in both students and parents. Similarly, presentations at community groups, such as neighborhood associations and senior centers, can expand Street Smarts’ reach.
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Safe Routes to School Students Arrival and Departure Tally Sheet

CAPITAL LETTERS ONLY — BLUE OR BLACK INK ONLY

School Name: ____________________________ Teacher’s First Name: ____________________________ Teacher’s Last Name: ____________________________

Grade: (PK,K,1,2,3,...) Monday’s Date (Week count was conducted) Number of Students Enrolled in Class:

0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)
- Please do not conduct these counts on Mondays or Fridays.
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each student may only answer once.
- Ask your students as a group the question “How did you arrive at school today?”
- Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box.
- Follow the same procedure for the question “How do you plan to leave for home after school?”
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1.
Fill in the weather conditions and number of students in each class

Step 2.
AM — “How did you arrive at school today?” Record the number of hands for each answer.
PM — “How do you plan to leave for home after school?” Record the number of hands for each answer.

<table>
<thead>
<tr>
<th>Key</th>
<th>Weather</th>
<th>Student Tally</th>
<th>Walk</th>
<th>Bike</th>
<th>School Bus</th>
<th>Family Vehicle</th>
<th>Carpool</th>
<th>Transit</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>S</td>
<td>sunny</td>
<td>Number in class when count made</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Only with Children from your family</td>
<td>Riding with children from other families</td>
<td>City bus, subway, etc.</td>
<td>Skate-board, scooter, etc.</td>
</tr>
<tr>
<td>R</td>
<td>rainy</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td></td>
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<tr>
<td>O</td>
<td>overcast</td>
<td></td>
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<td>-</td>
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<td></td>
<td></td>
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<td>SN</td>
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<td>-</td>
<td>-</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Sample AM

Sample PM

Tues. AM

Tues. PM

Wed. AM

Wed. PM

Thurs. AM

Thurs. PM

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.
2011 PARENT SURVEY
1. Please tell us about your child(ren) and the school(s) they attend.

<table>
<thead>
<tr>
<th>Child 1</th>
<th>Child 2 (if applicable)</th>
<th>Child 3 (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Male</td>
<td>□ Male</td>
<td>□ Male</td>
</tr>
<tr>
<td>□ Female</td>
<td>□ Female</td>
<td>□ Female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>School</th>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Does this school have a SR2S program?  
□ Yes  
□ No  
□ Don’t know

What is the approximate distance from your home to the school?  
□ ¼ mile or less  
□ ¼ - ½ mile  
□ ½ - 1 mile  
□ 1 – 2 miles  
□ Over 2 miles

2. How does your child travel TO school in a typical week?  
[If more than one child, mark appropriate box(es) with #1, #2, etc.]

<table>
<thead>
<tr>
<th></th>
<th>Every day</th>
<th>3-4 Days</th>
<th>1-2 Days</th>
<th>Occasionally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walks</td>
<td></td>
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<tr>
<td>Bikes</td>
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<tr>
<td>Driven</td>
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<tr>
<td>Skateboard/ Scooter</td>
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<tr>
<td>Carpools</td>
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<tr>
<td>Bus</td>
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<tr>
<td>Part Way*</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* Driven part way and then walks

3. How does your child(ren) travel FROM school in a typical week?

<table>
<thead>
<tr>
<th></th>
<th>Every day</th>
<th>3-4 Days</th>
<th>1-2 Days</th>
<th>Occasionally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bikes</td>
<td></td>
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<tr>
<td>Driven</td>
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<tr>
<td>Skateboard/ Scooter</td>
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<tr>
<td>Carpools</td>
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<tr>
<td>Bus</td>
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<tr>
<td>Part Way*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Driven part way and then walks

4. Have you reduced the number of times you drive your child(ren) to school since participating in the Safe Routes to School program?  
□ Yes, we switched to biking  
□ Yes we switched to walking  
□ Yes, we switched to carpool  
□ Yes, we switched to transit or school bus  
□ No, we already biked, walked, carpooled or rode transit to school  
□ No, we still drive to school. Skip to #7

5. If you have reduced the number of times you drove your child to school, which of the following have influenced this change? (check all that apply)

□ Children are more aware of the environment and want to make “greener” choices  
□ Children are more aware of health aspects of biking and walking  
□ Children are more confident about biking and walking to school safely  
□ Children want to compete for prizes in contests  
□ Adults are more confident about letting their children bike and walk to school  
□ Adults are more aware of the health aspects of biking and walking  
□ Adults want to make more environmentally sound choices  
□ Adults want to relieve congestion around schools  
□ Infrastructure projects have been completed that make choices safer  
□ None of the above
6. Did you or your child(ren) participate in any of these programs during the past school year? (check all that apply)

- Safe Routes Classroom Lessons
- Bicycle Rodeo
- Go for the Green Contest
- ReThink Your Commute
- Walk and Roll to School Days
- Teens to Green Days
- Art projects (signs and sculptures)
- SchoolPool – walking, biking or carpooling with other families
- Other ___________________________

7. How effective are the following programs at encouraging students to walk, bike, carpool and take transit to school?

<table>
<thead>
<tr>
<th>Program</th>
<th>Not</th>
<th>Very</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Routes Classroom Lessons</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Walkabouts to identify barriers near the school</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>School Assemblies about Safe Routes</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Bicycle Rodeo</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Go for the Green Contest</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Rethink your commute</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Walk and Roll to School Days</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teens Go Green Days</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>SchoolPool – walking, biking or carpooling with other families</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Green Ways to School Challenge</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

8. What concerns limit your child’s ability to walk and bike to school? (check all that apply)

- Too far
- Too steep
- Running late/tardiness
- Driving is easier for parent
- Weather
- Too much to carry
- Speeding cars
- Lack of sidewalks
- Lack of bikeways
- Dangerous intersections
- Stranger danger
- Bullies
- Scary dogs
- Lack of safe bike parking
- Child is too young
- Child won’t follow safety rules
- Other ___________________________

9. How important are following factors at allowing your child(ren) to walk or bike to school?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Least</th>
<th>Most</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accompanied by other children</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Accompanied by other parents</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Crossing guards were at dangerous intersections</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Police enforcement was increased</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Safety training were provided to students</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Sidewalks and paths were improved</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Intersections were improved</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Cars slowed down</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Secure bike storage were available</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Routes maps were provided</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Park and walk locations were available (could walk part way)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Your child was older</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I would never allow my child to walk or bike to school</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Other ___________________________</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

10. How likely are you to allow your child(ren) to carpool under the following circumstances?

<table>
<thead>
<tr>
<th>Circumstance</th>
<th>Not</th>
<th>Very</th>
</tr>
</thead>
<tbody>
<tr>
<td>You were familiar with the driver</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>You could find other parents who lived close by</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Someone else organized it</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Other ___________________________</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

11. Are you interested in participating in any of the following Safe Routes to School tasks? (check all that apply):

- Help with events and contests
- Organize a SchoolPool (walk, bike, and/or carpool together)
- Help identify traffic safety issues

12. If you checked any of the above please provide your name and phone and/or email

Name_________________________

Phone_________________________

Email_________________________

Thank you for taking the time to complete this questionnaire!
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EDUCATION

CLASSROOM TEACHING

Safety Art (all grades)
This class prepares children for International Walk to School Day or for a school’s individual promotion of “Walk & Roll to School” days/event. The lesson reviews the four most fantastic reasons to walk and ride and the six simple steps to staying safe. Children make picket style signs to carry and large banners to place at staging areas and in front of schools. Making these signs gets kids excited about the event and equips them with a device that makes them more visible in traffic.

Stop Look and Listen (2nd grade)
Stop Look and Listen is a lesson addressing the behavior that statistically causes the greatest number of injuries for child pedestrians: failure to stop at the street's edge and look for traffic. The lesson uses direct instruction, the National Safety Council's DVD, “Step into Safety with ASIMO,” modeling and practice. Children will learn the life-long lesson of stopping at every edge, looking left, right, then left again (all the way over the shoulder), listening for cars and only crossing if it's clear. The class also covers crossing streets with parked cars, crossing at intersections, an overview of traffic lights and signals, and how to communicate with motorists.

Helmet Safety & Crash Analysis (4th grade)
A demonstration-based lesson that teaches the importance of wearing a helmet and proper helmet fit (why, how & when to wear a helmet). The lesson uses the “egg drop” method of showing the effectiveness of a helmet and the short video, “Travis’ Story” to illustrate the grave consequences of brain damage. This testimonial by another young person impresses children with the risks taken if they don't wear a properly fitting helmet. We also discuss what causes crashes, and have students discuss their own experiences to find out who crashed, why, and (if time permits) how they could prevent such a crash from happening again.

The Traffic Safety Game Show (4th grade)
Because crashes with automobiles typically are the most injurious, SR2S staff dedicates an entire class period to how to avoid those most common to youths when either walking or biking. The instructors use a demonstration mat with toy cars/cyclists/pedestrians to enact the various traffic scenarios, as well as other props. The students are arranged in small groups around the demonstration mat, and utilize their critical thinking skills to try to answer 12 safety questions and compare answers. Students learn the importance of being visible, predictable, alert, and properly prepared.

ASSEMBLIES

Pedal Power Assembly (K-4)
The Pedal Power assembly features a song written by famed children’s songster Tim Cain with colorful characters like the Traffic Monster and the Traffic Transformer. Students from the school are given parts to play and learn the song ahead of time. The story builds on the Cool the Earth Assembly, but can also stand alone and will be offered to all schools. It will show how children can change the environment and themselves by walking and biking to school. The assembly was offered to schools as a launch for the spring contests and will be offered again to promote International Walk to School Day.

Middle School Assembly (middle schools)
Safe Routes to Schools worked with student clubs at several middle schools to develop a skit that dramatizes the benefits of walking and biking to school. Students from the club play roles exploring why walking and biking is great for the environment and their health, while addressing barriers that keep kids...
from doing it. Schools used the assembly to launch their contests to encourage more walking and biking to school.

PRESENTATIONS

**Bicycle Blender** (middle and high schools)
The blender attaches to the back of a regular bicycle, which can then be put on a stationary stand so that students can cycle in place and blend their own juices. The Bicycle Blender simultaneously teaches students about good nutrition and physical activity.

**Bringing Science to Life** (middle & high school)
Re-thinking Our Transportation Choices teaches students about the carbon cycle, energy conversion, and global climate change. Students learn that fuel from automobiles is the primary cause of a world-wide shift away from a balanced ecosystem. Marin County's green house emissions are discussed and students reflect on the impact of their own transportation choices and how they can adapt behaviors to support sustainable transportation.

**My Public Transportation System** (middle & high school)
This presentation provides students an opportunity to safely grow in their independence and self reliance by learning how to efficiently use another form of Green Transportation – the BUS. In one class, students will learn the benefits of taking the bus, and the knowledge necessary to become skilled and confident in using public transportation. Upon request, Transportation of Marin (TAM) will provide a bus on campus for hands-on learning, including how to load on and off a bike.

**What do I stand for?** (middle & high school)
The Values Clarification Activity invites students to explore their beliefs, values, and their willingness to take action with transportation and the environment as the central theme. The purpose of the activity is to empower students to consciously make a difference in their world by being aware of their own views. They actively hear the perspectives of others, discuss positive role models, and take a proactive stand for their beliefs. Facilitators encourage a safe environment for students to explore their personal values and the choices they make.

**Technology & Culture** (high school)
A Case Study on Transportation educates students on the interdependence of nature and culture through historical examples of how transportation evolved. The purpose of the class is to build awareness of students' personal choices and how they determine the future of transportation. With a PowerPoint presentation and class discussion, students build awareness of how transportation technology and culture are interrelated and it encourages students to make mindful decisions about their transportation choices based upon their personal and community values.

**Be Safe Be Strong** (parents)
How do you help your child deal with the people they may encounter on their way to school, from strangers to bullies. This ½ hour workshop introduces some of the skills that are provided from expert workshops through KidPower, RadKids and KidWise. This Safe Routes to Schools workshop will give a taste of what parents can learn to better prepare their kids for being out in the world.

FIELD TRAINING

**Walk Around the Block** (2nd grade)
Walk Around the Block is a skill building follow-up of street crossing situations and the lessons learned in Stop! Look! Listen! Under supervision of adults, students will practice a safe mid-block crossing (with parked cars), learn about edges such as blind driveways/pathways, and practice safely crossing at
intersections and crosswalks. Students will observe drivers’ behavior and demonstrate their eye contact/communication skills with drivers.

**Wheels in Motion (4th grade)**
This class offers children an opportunity to practice and apply the lessons learned in the Helmet Safety and Traffic safety classes, such as the importance of stopping at every edge, looking for/communicating with traffic, traffic laws and remaining in control, at all times when riding a bike. This is achieved through a series of bike handling drills and the simulation of traffic situations. Each session begins with a safety check of the bicycles and the helmet. Four stations give students the opportunity to practice a variety of specific bike handling skills and procedures for operating a bike safely and legally in traffic.

**Drive your Bike! (middle school)**
Level One: Drive Your Bike teaches students "smart cycling" and defensive riding to become safe, confident, and independent bikers on streets. The two classes include a fun and interactive PowerPoint GAMESHOW that teaches safety measures and the laws for sharing the road with motorists and an outdoor class with bikes to reinforce maneuvers and proficiency to safely operate their device on the street. An optional, Instructor-led Field Trip where skills are put to use, may be arranged after school upon request.

Level Two: Drive Your Bike is an advance course on "Drivers Education" where students will learn vehicle traffic codes and best practices for driving their bikes predictably and safely to avoid collisions. The two classes include interactive discussions on riding responsibly and visibly, and includes how to confidently and legally "take the lane" for making turns, and an outdoor advance class with bikes to practice the skills necessary for safely maneuvering in traffic. An optional, Instructor-led Field Trip where skills are put to use, may be arranged after school upon request.

**Bike Commute 101 (high school)**
This hour long class, offered to 9th grade students, examines the changing role of bicycles in our society and prepares students to join the growing green transportation movement. Our engaging presentation includes the health and environmental benefits of cycling, a guide to successful riding, and fresh insight into traffic laws. Students are challenged to imagine and draw their communities using bicycle transportation. At the end of the class, students set a personal goal for biking and organize riding groups.

**Bicycle Field Trip (middle and high schools)**
Safe Routes to Schools will help you plan a Bicycle Field Trip. Choose the location and staff will help students get there without spending a dime on gas. Program includes trip planning with teachers and students, logistical assistance, safety instruction and trained instructors to accompany the students on the trip.

**Riding with Youth (parents)**
The Safe Routes to Schools program developed a presentation for parents to learn how to ride safely with their kids. A Riding with Youth class runs for three hours and teaches the skills necessary for parents who are new to riding and want to take their children to school.

**OTHER**

**Family Mouse Behind the Wheel (grades K-2)**
This book is a fable with an environmental message. When the forest creatures vote to develop their home in the name of progress they wind up in gridlock. They learn their lesson though, and abandon their automobiles in favor of preserving their forest home in its natural state.

**Faith and Fantasia (grades 1-3)**
This comical children’s book features Faith, a second grader who is driven to school with her brothers. Her mother claims to be concerned for Faith’s safety, but her driving says otherwise. Faith’s alter ego,
Fantasia continually saves the day as Faith’s mother runs stop signs and has near misses with pedestrians. The book concludes with a quiz to be given by the child to the parent. This tongue in cheek story is meant to awaken parents to their own driving behavior.

**Greenhouse in a Bottle (grades 5 and 6)**
Greenhouse in a Bottle is a hands-on science project or can be set up as a demonstration. Students work in teams to simulate the earth’s environment; doing a comparison and contrast of a pre and post-greenhouse atmosphere. After the class sets up the experiment, while waiting for the results, we have an opportunity to discuss how cars and non-renewable energy affects the environment.

---

**ENCOURAGEMENT**

**EVENTS**

**International Walk to School Day**
Held the first Wednesday in October, this annual event has been taking place each year in the fall in order to raise awareness of the need for walkable communities, promote clean air, and to encourage children to be more active.

**Walk & Roll to School Days**
Walk and Roll to School Days are a weekly or monthly event that encourages students to walk and bike to school through rewards and outreach. This event is the main activity that instills the Safe Routes to Schools program as part of the culture of your school. During a Walk and Roll to School Day, volunteers host a greeting table with food and/or rewards for students that walk and bike to school. Special Walking School Buses or Bike Trains can also be organized as a way to encourage groups of students to travel together. The set-up and regularity of the event’s occurrence varies according to the school and the availability of volunteers.

**CONTESTS**

**Go for the Green**
A Marin County school-wide travel challenge to motivate students to increase their “green trips” to school. A green trip is when a student walks, bikes, carpool or takes the bus to school. Safe Routes to School will honor and award cash prizes to one classroom in each school which reports the highest number of green trips during the contest period.

**Teens Go Green/ReThink Your Commute**
The Teens Go Green challenge (also known as ReThink your Commute) is a contest geared toward middle and high school students. Like Go for the Green, it aims to eliminate the one-student-per-motor-vehicle school trip to school.

**Frequent Rider Miles Contest**
The Frequent Rider Miles contest was originally conceived by GO GERONIMO in the San Geronimo Valley in central Marin County, and adapted by the Marin SR2S program. Children are issued tally cards to win points for walking, biking, carpooling and busing. The contest is set up to run for six weeks starting at the beginning of April. However, each school can organize the contest for any length of time that they feel is appropriate.

**Golden Sneaker Award**
The Golden Sneaker Award contest is a competition between homeroom classes that rewards the class with the greatest number of students who walk, bike, carpool or ride the bus to school in a given month.
The class keeps track of how often its students commute by these modes at the end of each week, and calculates the totals per commute mode at the end of the month. The class with the most participation overall (regardless of the mode breakdown) wins the Golden Sneaker Award and gets to display their award throughout the month.

**Pollution Punch Card**
The Pollution Punch Card rewards students when they walk or bike to school. The card features the pollution gremlin that blocks out the view of Mount Tam. When he is “punched out,” the air is clear. The card is designed to be hooked onto a student's backpack. The students get their cards punched on random, unannounced days. In addition, volunteers will also punch cards on weekly Walk and Roll to School Days. Every time a student gets all six gremlins punched, they receive a reward and they get their name entered into a raffle to win valuable prizes. At the end of the contest, a drawing is held to select the prizewinners.

**OTHER**

**SchoolPool**
SchoolPool Marin is an online trip matching program for parents who want to share in the duties of getting children to and from school through walking, biking, riding the bus, or carpooling. To use the program, families check the SchoolPool Neighborhood map, identify the neighborhood number they are in, and check the appropriate school directory listing to see which families are located in that neighborhood who are interested in walking, biking and carpooling to school.

**Green Ways to School Challenge**
The Green Ways to School Challenge is a yearlong contest that provides awards of $500 to $2,000 for the schools that increase their green trips the most by the end of a given school year. Prizes are provided by program funding provided by the Marin Community Foundation. Schools are measured through in-class student tally surveys, information gleaned from the schoolpoolmarin.org website, and participation in Green Ways classroom and team competitions in spring.
TAM SR2S PROGRAM
TASKS COMPLETED
THROUGH SPRING 2011
### TAM Safe Routes to School Program Tasks Completed Through 6-30-11

#### General (Not School Specific)
- **Boinas**
  - Grades: K-8
  - Enroll: 103
  - SL&L / WB / HS / TS

- **Dixie**
  - Grades: K-5
  - Enroll: 401
  - SL&L / WB / HS / TS

- **Vallecito**
  - Grades: K-5
  - Enroll: 400
  - SL&L / WB / HS / TS

- **Mary silica**
  - Grades: K-5
  - Enroll: 614
  - SL&L / WB / HS / TS

- **Miller Creek**
  - Middle
  - Enroll: Middle
  - SL&L / WB / HS / TS

- **Kensfield**
  - Grades: K-4
  - Enroll: 600
  - SL&L / WB / HS / TS

- **Kent**
  - Middle
  - Enroll: Middle
  - SL&L / WB / HS / TS

- **Larkspur**
  - Neil Cummings
  - Grades: K-5
  - Enroll: 728
  - SL&L / WB / HS / TS

- **Redwood High School**
  - High
  - Enroll: 1455
  - SL&L / WB / HS / TS

- **Mill Valley**
  - Edina
  - Grades: K-5
  - Enroll: 458
  - SL&L / WB / HS / TS

- **Tam Valley**
  - Grades: K-5
  - Enroll: 461
  - SL&L / WB / HS / TS

- **MV Middle**
  - Middle
  - Enroll: 738
  - SL&L / WB / HS / TS

- **Old Mill**
  - Grades: K-5
  - Enroll: 318
  - SL&L / WB / HS / TS

- **Tam High**
  - High
  - Enroll: 1127
  - SL&L / WB / HS / TS

- **Park**
  - Grades: K-5
  - Enroll: 358
  - SL&L / WB / HS / TS

- **Strawberry**
  - Grades: K-5
  - Enroll: 350
  - SL&L / WB / HS / TS

- **Novato**
  - Hamilton
  - Grades: K-5
  - Enroll: 547
  - SL&L / WB / HS / TS

- **Loma Verde**
  - Grades: K-5
  - Enroll: 415
  - SL&L / WB / HS / TS

- **Lu Sutton**
  - Grades: K-5
  - Enroll: 447
  - SL&L / WB / HS / TS

- **Lynwood**
  - Grades: K-5
  - Enroll: 389
  - SL&L / WB / HS / TS

- **Pleasant Valley**
  - Grades: K-5
  - Enroll: 407
  - SL&L / WB / HS / TS

- **Rancho**
  - Grades: K-5
  - Enroll: 494
  - SL&L / WB / HS / TS

- **Hill**
  - Middle
  - Enroll: 559
  - SL&L / WB / HS / TS

- **Olive**
  - Grades: K-5
  - Enroll: 375
  - SL&L / WB / HS / TS

- **Sinaloa**
  - Grades: K-5
  - Enroll: 245
  - SL&L / WB / HS / TS

- **San Jose Middle**
  - Grades: K-5
  - Enroll: 450
  - SL&L / WB / HS / TS

- **San Ramon**
  - Grades: K-5
  - Enroll: 440
  - SL&L / WB / HS / TS

- **Red**
  - Grades: K-4
  - Enroll: 454
  - SL&L / WB / HS / TS

- **Bel Aire**
  - Grades: 3-4
  - Enroll: 413
  - SL&L / WB / HS / TS

- **Del Mar**
  - Grades: K-5
  - Enroll: 370
  - SL&L / WB / HS / TS

- **Ross**
  - Grades: K-8
  - Enroll: 400
  - SL&L / WB / HS / TS

- **Ross Valley**
  - Brooksfield L.
  - Grades: K-2
  - Enroll: 310
  - SL&L / WB / HS / TS

- **Brooksfield U.**
  - Grades: 3-4
  - Enroll: 357
  - SL&L / WB / HS / TS

- **Marin**
  - Grades: K-5
  - Enroll: 369
  - SL&L / WB / HS / TS

- **Vveda Thomas**
  - Grades: K-6
  - Enroll: 374
  - SL&L / WB / HS / TS

- **White Hill**
  - Grades: K-Jun
  - Enroll: 374
  - SL&L / WB / HS / TS

- **Drake**
  - Grades: High
  - Enroll: 1049
  - SL&L / WB / HS / TS

- **Sausalito**
  - Grades: K-8
  - Enroll: 300
  - SL&L / WB / HS / TS

- **San Rafael**
  - Bahia Vista
  - Grades: K-5
  - Enroll: 508
  - SL&L / WB / HS / TS

- **Veinella Valley**
  - Grades: K-8
  - Enroll: 736
  - SL&L / WB / HS / TS

- **Greenwood**
  - Grades: K-5
  - Enroll: 404
  - SL&L / WB / HS / TS

- **Laurel Dol**
  - Grades: K-5
  - Enroll: 196
  - SL&L / WB / HS / TS

- **Coxman**
  - Grades: K-5
  - Enroll: 365
  - SL&L / WB / HS / TS

- **San Valley**
  - Grades: K-5
  - Enroll: 448
  - SL&L / WB / HS / TS

- **Davidson Middle School**
  - Middle
  - Enroll: 928
  - SL&L / WB / HS / TS

- **San Rafael High Schools**
  - High
  - Enroll: 1040
  - SL&L / WB / HS / TS

- **Shoreline**
  - West Marin
  - Grades: 2-8
  - Enroll: 131
  - SL&L / WB / HS / TS

- **Private**
  - St. Rita
  - Grades: K-8
  - Enroll: 151
  - SL&L / WB / HS / TS

- **St. Patrick**
  - Grades: K-8
  - Enroll: 234
  - SL&L / WB / HS / TS

- **St. Marks**
  - Grades: K-8
  - Enroll: 38
  - SL&L / WB / HS / TS

- **Cascade Canyon**
  - Grades: K-8
  - Enroll: 55
  - SL&L / WB / HS / TS

- **Marin Horizon**
  - Grades: K-8
  - Enroll: 284
  - SL&L / WB / HS / TS

- **Mt Tamalpais**
  - Grades: K-12
  - Enroll: 240
  - SL&L / WB / HS / TS

- **Marin Primary**
  - Grades: K-8
  - Enroll: 235
  - SL&L / WB / HS / TS

- **Lyns France**
  - Grades: K-8
  - Enroll: 168
  - SL&L / WB / HS / TS

- **St. Anselma**
  - Grades: K-8
  - Enroll: 370
  - SL&L / WB / HS / TS

- **Marin Academy**
  - Grades: K-8
  - Enroll: 35
  - SL&L / WB / HS / TS

- **Our Lady of Loretto**
  - Grades: K-8
  - Enroll: 24
  - SL&L / WB / HS / TS

#### Key:
- X - Completed This Month
- X - Previously Completed

### Education:
- SL&L: Stop Look and Listen; WB: Walk Around the Block; HS: Helmet Safety; Jeop: Jeopardy; Rodeo: Bicycle Rodeo; OTB - On the Bike (Middle School); Clubs - EcoVelocity Clubs; S. Art: Safety Art; Yikes - Assembly; W2SD - Ongoing Walk to School Days; SP - School Pool; W&B - Walk and Bike Across America; FRM - Frequent Rider Miles Contest
INVENTORY OF RECENT SR2S RELATED INFRASTRUCTURE IMPROVEMENTS
### CORTE MADERA

#### Funded Projects

<table>
<thead>
<tr>
<th>School(s) and Description</th>
<th>Funding Source</th>
<th>Cost</th>
<th>Construction</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neil Cummins: High visibility school and pedestrian crosswalks and intersection improvements (Pixley Ave./Redwood Ave., Mohawk Ave.)</td>
<td>TAM Safe Pathways 1st Cycle (2007)</td>
<td>$80,000</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Marin Country Day, Marin Montessori, Lycee Francois Le Perause: Multi-use pathway (Paradise Drive between Weinstaud Drive and Upland Circle)</td>
<td>TAM Safe Pathways 2nd Cycle (2010)</td>
<td>$244,000</td>
<td>Awarded by TAM in September 2010</td>
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#### Planned Projects

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#### Potential Projects

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### FAIRFAX

#### Funded Projects

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<th>Funding Source</th>
<th>Cost</th>
<th>Construction</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manor, St. Rita, White Hill: Pedestrian bridge (Marin Rd.), sidewalk installation (Sir Francis Drake Blvd.)</td>
<td>Caltrans SR2S 3rd Cycle (2002/03)</td>
<td>$478,500</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Manor: Pedestrian crossing beacon and high visibility crosswalk (Sir Francis Drake Blvd./Oak Tree Ln.)</td>
<td>HES (2005/06)</td>
<td>$132,300</td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>White Hill: High visibility school crosswalk, pavement marking and signing, bike lane marking (Sir Francis Drake Blvd., Glen Dr.)</td>
<td>TAM Safe Pathways 1st Cycle (2007)</td>
<td>$48,000</td>
<td>2010</td>
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</table>

#### Planned Projects

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#### Potential Projects

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*October 11, 2010 -- DRAFT*
**LARKSPUR**

### Funded Projects

<table>
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<tr>
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<th>Funding Source</th>
<th>Cost</th>
<th>Construction</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hall, Redwood: Multi-use pathway (Magnolia Ave. at Doherty Dr.)</td>
<td>TDA</td>
<td>$220,000</td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>Hall, Redwood: Multi-use pathway connection (William Ave. at Sandra Marker Trail)</td>
<td>Caltrans SR2S 7th Cycle (2006/07 &amp; 2007/08)</td>
<td>$329,700</td>
<td></td>
<td>Construction contract to be awarded Summer 2010</td>
</tr>
<tr>
<td>Hall, Redwood: Multi-use pathway (between Doherty Dr. and Hetherwood Park)</td>
<td>TAM Safe Pathways 1st Cycle (2007)</td>
<td>$149,760</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Hall, Redwood: High visibility school crosswalk and curb ramps (Doherty Dr. at Piper Park)</td>
<td>City General Fund</td>
<td>$10,000</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Hall, Redwood: School area traffic controls, signing and pavement markings (Doherty Drive and other streets)</td>
<td>TAM Safe Pathways 1st Cycle (2007)</td>
<td>$128,750</td>
<td></td>
<td>Construction contract to be awarded Fall 2010</td>
</tr>
<tr>
<td>Hall, Redwood: Multi-use pathway resurfacing (Ward St. to William Ave.)</td>
<td>City General Fund</td>
<td>$30,000</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>St. Patricks: School area signing and pavement markings</td>
<td>City General Fund</td>
<td>$10,000</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Marin Primary and Middle: School area signing and pavement markings (Magnolia Ave.)</td>
<td>NTPP</td>
<td>$25,000</td>
<td></td>
<td>Construction contract to be awarded Summer 2010</td>
</tr>
</tbody>
</table>

### Planned Projects

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<tr>
<th>School(s) and Description</th>
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<tbody>
<tr>
<td>Marin Primary and Middle: Multi-use pathway connection (via Larkspur-Corte Madera pathway)</td>
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<tr>
<td>Marin Primary and Middle: Multi-use pathway connection (via Centennial Park)</td>
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</tbody>
</table>

### Potential Projects

<table>
<thead>
<tr>
<th>School(s) and Description</th>
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<tbody>
<tr>
<td>Hall, Redwood: Multi-use pathway connection (Ward St. to Doherty Dr.)</td>
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</tr>
<tr>
<td>Hall, Redwood, Marin Primary and Middle: Pedestrian crossing treatments (Magnolia Ave. at Madrone Ave. and at Baltimore Ave.)</td>
<td></td>
</tr>
<tr>
<td>Hall, Redwood: Pedestrian crossing treatments (Magnolia Ave. at Bon Air Rd.)</td>
<td></td>
</tr>
<tr>
<td>Marin Primary and Middle: School area signing and pavement markings</td>
<td></td>
</tr>
<tr>
<td>All schools: Vehicle speed feedback signs (various locations)</td>
<td></td>
</tr>
<tr>
<td>All schools: Walking and bicycling route maps</td>
<td></td>
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<tr>
<td>All schools: See Travel Plans</td>
<td></td>
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</tbody>
</table>
### MILL VALLEY

#### Funded Projects

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<thead>
<tr>
<th>School(s) and Description</th>
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<th>Cost</th>
<th>Construction</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edna Maquire, Mill Valley Middle: Multi-use pathway (Camino Alto), vehicle speed feedback signs (Camino Alto, Lomita Dr.), multi-use pathway connection (Mill Valley-Sausalito pathway to Edna Maquire)</td>
<td>Caltrans SRTS 2nd Cycle (2001/02)</td>
<td>$381,040</td>
<td>2003</td>
<td></td>
</tr>
<tr>
<td>Edna Maquire, Mill Valley Middle: Signalized crosswalk enhancements (East Blithedale Ave./Lomita Dr.)</td>
<td>City General Fund</td>
<td>$20,000</td>
<td>2003</td>
<td></td>
</tr>
<tr>
<td>Mill Valley Middle, Tam High: Multi-use pathway (Camino Alto), intersection curb extensions (Camino Alto/Miller Ave.), pedestrian crossing treatment (Miller Ave./Almonte Blvd.)</td>
<td>Federal SRTS 2nd Cycle (2010/2011)</td>
<td>$565,290</td>
<td></td>
<td>Construction planned for Summer 2011</td>
</tr>
<tr>
<td>Tam High: School crosswalk relocation, high visibility marking, railing installation (Miller Ave./Camino Alto)</td>
<td>City General Fund</td>
<td>$25,000</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Mill Valley Middle: Intersection traffic calming, high visibility crosswalks, all-way stop sign control (US 101/Seminary Dr.)</td>
<td>City General Fund</td>
<td>$60,000</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Tam High: Intersection traffic calming, separation of drop-off/pick-up from walking and bicycling paths (Miller Ave. near Camino Alto)</td>
<td>TAM Safe Pathways 1st Cycle (2007)</td>
<td>$250,000</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Edna Maquire, Old Mill: Intersection curb extensions and curb ramps, traffic island modifications, high-visibility school crosswalks and signage, sidewalk installation (Lomita Dr., Throckmorton Ave., Lovell Ave.)</td>
<td>TAM Safe Pathways 1st Cycle (2007)</td>
<td>$73,040</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Edna Maquire, Old Mill, Tam High: Intersection curb extensions and curb ramps, sidewalk improvements (Throckmorton Ave., Lovell Ave., Miller Ave. at Camino Alto, Miller Ave. at Almonte Blvd.)</td>
<td>City General Fund</td>
<td>$121,000</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Park: School area signing and pavement markings</td>
<td>City General Fund</td>
<td>$10,000</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Edna Maquire: Sidewalk, intersection curb extensions, high visibility crosswalks (Lomita Dr. between East Blithedale Ave. and Lomita Dr.)</td>
<td>Federal Jobs Bill</td>
<td>$150,000</td>
<td>Construction planned for Summer 2010. Approximately $150,000 of total $700,000 project school-related.</td>
<td></td>
</tr>
<tr>
<td>Mill Valley Middle: Multi-use pathway, bicycle lanes (Sycamore Ave.)</td>
<td>Transportation Enhancements</td>
<td>$400,000</td>
<td>Design to commence Summer 2010</td>
<td></td>
</tr>
<tr>
<td>Edna Maquire, Mill Valley Middle, Old Mill, Park, Tam High: Replace obsolete school area traffic controls (Edna Maquire, Mill Valley Middle, Tam High); extend curb, widen sidewalk, install high-visibility crosswalk and provide LPI phase at East Blithedale/Elm (Park); install vehicle speed feedback signs (Tam High); install pedestrian crossing</td>
<td>TAM Safe Pathways 2nd Cycle (2010)</td>
<td>$312,000</td>
<td>Awarded by TAM in September 2010. Grant application for Caltrans Cycle 9 also submitted.</td>
<td></td>
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#### Planned Projects

<table>
<thead>
<tr>
<th>School(s) and Description</th>
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</thead>
<tbody>
<tr>
<td>Edna Maquire: Multi-use pathway connection (Lomita Dr. to Mill Valley-Sausalito pathway)</td>
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<tr>
<td>Greenwood: School area signing and pavement markings</td>
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</tbody>
</table>

#### Potential Projects

<table>
<thead>
<tr>
<th>School(s) and Description</th>
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</thead>
<tbody>
<tr>
<td>Park: Sidewalk and high visibility school crosswalks (Buena Vista Avenue)</td>
<td></td>
</tr>
<tr>
<td>Park, Mill Valley Middle, Tam High: Traffic calming, crosswalk enhancements, bike route improvements (Sycamore Park and Tam Park neighborhoods)</td>
<td></td>
</tr>
<tr>
<td>Old Mill: Steps, lanes and path improvements; sidewalk gap closures (various routes)</td>
<td></td>
</tr>
<tr>
<td>Mill Valley Middle, Tam High: Pedestrian and bicycle improvements (Miller Avenue)</td>
<td></td>
</tr>
<tr>
<td>All schools: Vehicle speed feedback signs (various locations)</td>
<td></td>
</tr>
<tr>
<td>All schools: Walking and bicycling route maps</td>
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<td>All schools: See Travel Plans</td>
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## NOVATO

### Funded Projects

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<th>Construction</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Hamilton, Hill Middle, Lu Sutton, Lynwood, Olive, Pleasant Valley, Rancho: School area signing and pavement markings for all seven schools, multi-use pathway serving Pleasant Valley (Vineyard Rd.)</td>
<td>Caltrans SR2S 6th Cycle (2005/06)</td>
<td>$138,002 2007</td>
<td>Includes $30,002 in additional enhancements (pathway improvements) funded by City (grant cost of $108,000)</td>
<td></td>
</tr>
<tr>
<td>San Ramon, San Marin High: Multi-use pathway (Novato Blvd.)</td>
<td>City Measure A</td>
<td>$94,250 2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lynwood, Olive, San Ramon: Curb extensions, pedestrian refuge islands, bicycle lanes, high visibility school crosswalks, pedestrian signal, traffic calming features (various streets)</td>
<td>Caltrans SR2S 7th Cycle (2006/07 &amp; 2007/08)</td>
<td>$660,000 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rancho: Traffic control, high visibility school crosswalk, curb ramps (Adams St./Johnson St.)</td>
<td>City General Fund</td>
<td>$15,000 2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hill Middle: Sidewalk, curb, gutter, ADA ramps, and additional pavement for Class II bike lanes (along Indian Valley Road and at corner of Indian Valley Road and Hill Road)</td>
<td>TAM Safe Pathways 2nd Cycle (2010)</td>
<td>$269,000</td>
<td>2010</td>
<td>Awarded by TAM in September 2010. Grant application for Caltrans Cycle 9 also submitted.</td>
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### Planned Projects

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<th>School(s) and Description</th>
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<tbody>
<tr>
<td>Lu Sutton: Intersection improvements and traffic calming (Center Rd.)</td>
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<tr>
<td>Loma Verde: Multi-use pathway (Ignacio Blvd. to Calle de la Mesa), intersection improvements (Ignacio Blvd./Fairway Dr.), sidewalk (school entrance)</td>
<td></td>
</tr>
<tr>
<td>Rancho: Intersection traffic calming (Adams St./Johnson St. and Cambridge St./Johnson St.)</td>
<td></td>
</tr>
<tr>
<td>Hill Middle: Sidewalk gap closures and intersection enhancements (various locations)</td>
<td>Majority of project on school property</td>
</tr>
<tr>
<td>Lynwood: Pedestrian and bicycle circulation improvements (school parking lot)</td>
<td>Majority of project on school property</td>
</tr>
<tr>
<td>Olive: Sidewalk gap closures (Peach St. and Plum St.)</td>
<td></td>
</tr>
<tr>
<td>Olive: Pedestrian and bicycle circulation improvements (school parking lot)</td>
<td>Majority of project on school property</td>
</tr>
<tr>
<td>Novato Charter: Intersection pedestrian enhancements (Main Gate Rd.)</td>
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<tr>
<td>Novato Charter: Pedestrian crossing improvements (Hamilton Pkwy./SMART)</td>
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### Potential Projects

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<tbody>
<tr>
<td>Novato High: Pedestrian circulation improvements (Arthur St., Cambridge St.)</td>
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<tr>
<td>San Marin High: Pedestrian circulation improvements (San Marin Dr.)</td>
<td></td>
</tr>
<tr>
<td>Novato High, San Marin High: School area signing and pavement markings</td>
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</tr>
<tr>
<td>All schools: Vehicle speed feedback signs (various locations)</td>
<td></td>
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<td>All schools: Walking and bicycling route maps</td>
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</thead>
<tbody>
<tr>
<td>Ross: Pedestrian walkway and roadway narrowing (Laurel Grove)</td>
<td>Town General Fund</td>
<td>$15,000</td>
<td>2006</td>
<td></td>
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<tr>
<td>Ross: Pedestrian pathway (Shady Ln.)</td>
<td>TAM Safe Pathways 1st Cycle (2007)</td>
<td>$311,207</td>
<td>2009</td>
<td>Includes $65,000 in additional enhancements (special surface treatment) funded by Town (grant cost of $246,207)</td>
</tr>
<tr>
<td>Ross: School crosswalk, pathway connecting ramp (Shady Ln./Ames Ave.)</td>
<td>Town General Fund</td>
<td>$20,000</td>
<td>2010</td>
<td></td>
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<tr>
<td>Ross: Pedestrian and traffic control enhancements (Shady Ln./Lagunitas Rd., Shady Ln./Locust Ave.)</td>
<td>Town General Fund</td>
<td>$5,000</td>
<td>2010</td>
<td>To be constructed Summer 2010</td>
</tr>
<tr>
<td>Ross: Intersection traffic calming, pedestrian treatments, high visibility crosswalks, updated pedestrian signals (Sir Francis Drake Blvd./Lagunitas Rd.)</td>
<td>HSIP (2010)</td>
<td>$553,000</td>
<td>Construction to be awarded Fall 2010</td>
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<tr>
<td>Ross: Pedestrian pathway (Sir Francis Drake Blvd. between Lagunitas Rd. and Bolinas Ave.)</td>
<td>NTPP</td>
<td>$200,000</td>
<td>2010</td>
<td>To be constructed Summer 2010</td>
</tr>
<tr>
<td>Branson, Ross, St. Anselm, Wade Thomas (San Anselmo): Pedestrian refuge islands, curb extensions and ramps, signs, pavement markings (Bolinas Avenue)</td>
<td>TAM Safe Pathways 2nd Cycle (2010)</td>
<td>$337,000</td>
<td>Awarded by TAM in September 2010</td>
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### Planned Projects

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<tbody>
<tr>
<td>Ross, Branson: Traffic calming, pedestrian and bicycle enhancements (Bolinas Ave.)</td>
<td></td>
</tr>
<tr>
<td>Ross: High visibility crosswalks and curb ramps (various locations along Shady Ln. and near Common)</td>
<td></td>
</tr>
<tr>
<td>Branson: Sidewalk gap closures, sidewalk and crosswalk connections (Fernhill Ave. and various streets)</td>
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</tr>
<tr>
<td>Ross, Branson: School area signing and pavement markings</td>
<td></td>
</tr>
<tr>
<td>Ross, Branson: Vehicle speed feedback signs (various locations)</td>
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<tr>
<td>Ross: Walking and bicycling route maps</td>
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<td>Ross: See Travel Plans</td>
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### SAN ANSELMO

#### Funded Projects

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<th>Construction</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookside: Sidewalks, curb ramps, high visibility crosswalks, bike lanes (Butterfield Rd., Brookside Dr.)</td>
<td>Caltrans SR2S 4th Cycle (2003/04)</td>
<td>$442,800</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Brookside: Traffic calming (Berkeley Ave.)</td>
<td>Town General Fund, LID</td>
<td>$75,000</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Brookside: Sidewalks, curb ramps, high visibility school crosswalks (Brookside; Butterfield Rd.)</td>
<td>TAM Safe Pathways 1st Cycle (2007)</td>
<td>$236,000</td>
<td>Scheduled for construction Summer 2010. Will include approximately $76,000 in additional enhancements funded by Town (grant cost of $160,000).</td>
<td></td>
</tr>
<tr>
<td>St. Anselms, Wade Thomas: Intersection traffic calming, high visibility crosswalks, curb ramps, pedestrian traffic signals (St. Anselms, Wade Thomas: Red Hill Ave./Sequoia Dr., Sir Francis Drake Blvd./Ross Ave.)</td>
<td>TAM Safe Pathways 1st Cycle (2007)</td>
<td>$90,000</td>
<td>Scheduled for construction Summer 2010</td>
<td></td>
</tr>
<tr>
<td>Wade Thomas: Intersection reconfiguration/traffic calming (Red Hill/Greenfield/Hillsdale)</td>
<td>TAM Safe Pathways 2nd Cycle (2010)</td>
<td>$150,000</td>
<td>Awarded by TAM in September 2010</td>
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#### Planned Projects

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<th>School(s) and Description</th>
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<tbody>
<tr>
<td>Wade Thomas: Intersection traffic calming, pedestrian enhancements (Sir Francis Drake Blvd./Sequoia Dr.)</td>
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#### Potential Projects

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<tr>
<th>School(s) and Description</th>
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<tbody>
<tr>
<td>Brookside: Traffic calming (Sir Francis Drake Blvd. between Butterfield Rd. and San Francisco Blvd.)</td>
<td></td>
</tr>
<tr>
<td>Brookside: Traffic calming (The Alameda)</td>
<td></td>
</tr>
<tr>
<td>Brookside: Pedestrian enhancements (Brookmead Pl. in vicinity of school access)</td>
<td>Portion of project on school property</td>
</tr>
<tr>
<td>Brookside: Traffic calming, pedestrian and bicycle enhancements (Butterfield Rd. in vicinity of school access)</td>
<td></td>
</tr>
<tr>
<td>Wade Thomas: Traffic calming, pedestrian and bicycle enhancements (Bolinas Ave.)</td>
<td></td>
</tr>
<tr>
<td>Wade Thomas: Pedestrian and bicycle enhancements, traffic calming (Greenfield Ave.)</td>
<td></td>
</tr>
<tr>
<td>Brookside, Wade Thomas: School area signing and pavement markings</td>
<td></td>
</tr>
<tr>
<td>Brookside, Wade Thomas: Vehicle speed feedback signs (various locations)</td>
<td></td>
</tr>
<tr>
<td>Brookside, Wade Thomas: Walking and bicycling route maps</td>
<td></td>
</tr>
<tr>
<td>Brookside, Wade Thomas: See Travel Plans</td>
<td></td>
</tr>
</tbody>
</table>
### SAN RAFAEL

#### Funded Projects

<table>
<thead>
<tr>
<th>School(s) and Description</th>
<th>Funding Source</th>
<th>Cost</th>
<th>Construction</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vallecito: Pathway connector to school (from Nova Albion through school parking lot)</td>
<td>School district</td>
<td>$20,000</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Bahia Vista, Vallecito: Intersection curb extensions, raised crosswalk, high visibility</td>
<td>Caltrans SR2S 5th Cycle (2004/05)</td>
<td>$327,800</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>school crosswalk, signage (Bahia Vista); curb extensions, high visibility school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>crosswalk, vehicle speed feedback signs (Vallecito)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Rafael High: Sidewalk, curb ramps, school high visibility crosswalks, vehicle speed</td>
<td>Caltrans SR2S 6th Cycle (2005/06)</td>
<td>$177,000</td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>feedback signs (Mission Ave.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laurel Dell: Sidewalk, curb ramps, school crosswalk enhancements</td>
<td>TAM Safe Pathways 1st Cycle (2007)</td>
<td>$250,000</td>
<td></td>
<td>Plan to construct by end of 2010</td>
</tr>
<tr>
<td>Sun Valley: Sidewalk, curb ramps, school high visibility crosswalk, school crosswalk</td>
<td>Federal SRTS 1st Cycle (2006/07 &amp; 2007/08)</td>
<td>$362,179</td>
<td></td>
<td>Construction scheduled for</td>
</tr>
<tr>
<td>signage (Happy Ln.)</td>
<td></td>
<td></td>
<td></td>
<td>Summer 2010</td>
</tr>
<tr>
<td>Coleman: Mid-block curb extensions, raised crosswalk, high visibility school crosswalk,</td>
<td>Caltrans SR2S 8th Cycle (2008/09)</td>
<td>$303,900</td>
<td></td>
<td>Design to commence in Fall</td>
</tr>
<tr>
<td>school area signing and pavement markings (Belle Ave.)</td>
<td></td>
<td></td>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>San Rafael High: Intersection safety enhancements, sidewalks (Third St./Union St.)</td>
<td>City General Funds</td>
<td>$300,000</td>
<td>2010</td>
<td>Approximately $300,000 of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>total $1,200,000 project school-</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>related</td>
</tr>
<tr>
<td>Bahia Vista: Intersection curb extensions, curb ramps, crosswalks (Canal St. at</td>
<td>Lifeline Transportation Program</td>
<td>$317,766</td>
<td></td>
<td>Construction scheduled for</td>
</tr>
<tr>
<td>Lark St., Novato St., Fairfax St., Sonoma St.)</td>
<td></td>
<td></td>
<td></td>
<td>Summer 2010</td>
</tr>
</tbody>
</table>

#### Planned Projects

<table>
<thead>
<tr>
<th>School(s) and Description</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun Valley: Sidewalk, traffic calming (River Oaks Rd., 5th Ave. at River Oaks Rd.)</td>
<td></td>
</tr>
<tr>
<td>Davidson Middle: Lindaro St. school area signing and pavement markings</td>
<td></td>
</tr>
<tr>
<td>Davidson Middle: Traffic calming (Lindaro St./Woodland Ave.)</td>
<td></td>
</tr>
<tr>
<td>Davidson Middle: Sidewalk and access management (Lindaro St.)</td>
<td></td>
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</tbody>
</table>

#### Potential Projects

<table>
<thead>
<tr>
<th>School(s) and Description</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahia Vista: Sidewalk improvements (various streets)</td>
<td></td>
</tr>
<tr>
<td>Laurel Dell, Marin Academy, Davidson: School area signing and pavement markings</td>
<td></td>
</tr>
<tr>
<td>All schools: 15 mph speed zone evaluations</td>
<td></td>
</tr>
<tr>
<td>All schools: School crossing evaluations</td>
<td></td>
</tr>
<tr>
<td>All schools: Walking and bicycling route maps</td>
<td></td>
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<tr>
<td>All schools: See Travel Plans</td>
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</tbody>
</table>
### Sausalito

#### Funded Projects

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<thead>
<tr>
<th>School(s) and Description</th>
<th>Funding Source</th>
<th>Cost</th>
<th>Construction</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bayside, Willow Creek: Sidewalk improvements (Wateree St.), curb ramps (Buchanan/Wateree and Tomales/Wateree), school area traffic controls</td>
<td>TAM Safe Pathways 2nd Cycle (2010)</td>
<td>$52,000</td>
<td>Awarded by TAM in September 2010</td>
<td></td>
</tr>
<tr>
<td>Marin, New Village: Pedestrian pathways (Ebbtide Avenue to school parking lot, Ebbtide Avenue to playing field)</td>
<td>TAM Safe Pathways 2nd Cycle (2010)</td>
<td>$42,000</td>
<td>Awarded by TAM in September 2010</td>
<td></td>
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</tbody>
</table>

#### Planned Projects

<table>
<thead>
<tr>
<th>School(s) and Description</th>
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<tbody>
<tr>
<td>Bayside, Willow Creek: Sidewalk improvements (Nevada St.)</td>
<td></td>
</tr>
<tr>
<td>Bayside, Willow Creek: Intersection pedestrian enhancements (Nevada St./Buchanan Dr.)</td>
<td></td>
</tr>
<tr>
<td>Bayside, Willow Creek: Pedestrian crossing enhancements (Bridgeway/Nevada St.)</td>
<td></td>
</tr>
<tr>
<td>Marin School: Pedestrian crossing enhancements (Bridgeway/Coloma St.)</td>
<td></td>
</tr>
<tr>
<td>Marin School: Pedestrian path (Coloma St.)</td>
<td></td>
</tr>
<tr>
<td>All schools: School area signing and pavement markings</td>
<td></td>
</tr>
<tr>
<td>All schools: Vehicle speed feedback signs (various locations)</td>
<td></td>
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<td>All schools: Walking and bicycling route maps</td>
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</table>

#### Potential Projects

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<tr>
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<tbody>
<tr>
<td>Bayside, Willow Creek: Sidewalk improvements (Nevada St.)</td>
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<tr>
<td>Bayside, Willow Creek: Intersection pedestrian enhancements (Nevada St./Buchanan Dr.)</td>
<td></td>
</tr>
<tr>
<td>Bayside, Willow Creek: Pedestrian crossing enhancements (Bridgeway/Nevada St.)</td>
<td></td>
</tr>
<tr>
<td>Marin School: Pedestrian crossing enhancements (Bridgeway/Coloma St.)</td>
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<tr>
<td>Marin School: Pedestrian path (Coloma St.)</td>
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<tr>
<td>All schools: School area signing and pavement markings</td>
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<tr>
<td>All schools: Vehicle speed feedback signs (various locations)</td>
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</tr>
<tr>
<td>All schools: Walking and bicycling route maps</td>
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</tbody>
</table>

### Tiburon

#### Funded Projects

<table>
<thead>
<tr>
<th>School(s) and Description</th>
<th>Funding Source</th>
<th>Cost</th>
<th>Construction</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bel Aire: High visibility school crosswalk enhancements (Cecilia Way)</td>
<td>Town General Fund</td>
<td>$5,000</td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>Del Mar Middle: Multi-use pathway connection (Hwy. 131 to Tiburon Linear Park)</td>
<td>Town General Fund</td>
<td>$170,000</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Del Mar Middle: School high visibility crosswalks, school crosswalk signage, curb ramps (various streets)</td>
<td>Federal SRTS 1st Cycle (2006/07 &amp; 2007/08)</td>
<td>$352,165</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>All schools: Steps, lanes and paths improvements (Jefferson Dr., Raccoon Ln., Cayford Dr.)</td>
<td>NTPP</td>
<td>$350,000</td>
<td>Scheduled for 2011 construction</td>
<td></td>
</tr>
</tbody>
</table>

#### Planned Projects

<table>
<thead>
<tr>
<th>School(s) and Description</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bel Aire: School crosswalk and traffic signal enhancements (Hwy. 131/Trestle Glen Blvd.)</td>
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</tbody>
</table>

#### Potential Projects

<table>
<thead>
<tr>
<th>School(s) and Description</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bel Aire: Multi-use pathway (Bay Trail gap between Blackie’s Pasture and Greenwood Bay Dr.)</td>
<td></td>
</tr>
<tr>
<td>Reed: Multi-modal enhancements (Hwy. 131 at Lyford Dr.)</td>
<td></td>
</tr>
<tr>
<td>Reed: Multi-use pathway (Mar W St. to Beach Rd.)</td>
<td></td>
</tr>
<tr>
<td>All schools: Steps, lanes and paths improvements (various routes)</td>
<td></td>
</tr>
<tr>
<td>All schools: School area signing and pavement markings</td>
<td></td>
</tr>
<tr>
<td>All schools: Vehicle speed feedback signs (various locations)</td>
<td></td>
</tr>
<tr>
<td>All schools: Walking and bicycling route maps</td>
<td></td>
</tr>
<tr>
<td>All schools: See Travel Plans</td>
<td></td>
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</tbody>
</table>
**COUNTY OF MARIN**

**Funded Projects**

<table>
<thead>
<tr>
<th>School(s) and Description</th>
<th>Funding Source</th>
<th>Cost</th>
<th>Construction</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venetia Valley: Multi-use pathway reconstruction and resurfacing, curb ramps, school crosswalks (N. San Pedro Rd.)</td>
<td>TDA</td>
<td>$118,332</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>Bacteria: Traffic calming (McAllister Ave.)</td>
<td>County Funds</td>
<td>$5,000</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Bacteria, Kent Middle: Curb, gutter, sidewalk, curb ramps (Bacich; Wolfe Grade from Sir Francis Drake Blvd. to D St.); pedestrian crossing beacons (Kent Middle: College Ave.); pedestrian access improvements (Bacich; McAllister Ave.)</td>
<td>Caltrans SR2S 4th Cycle (2003/04)</td>
<td>$534,690</td>
<td>2006</td>
<td>College Ave. crossing beacon completed. Wolfe Grade and McAllister improvements not constructed and funds returned; costs exceeded County grant estimate.</td>
</tr>
<tr>
<td>Manor: Crosswalk, curb ramps, pedestrian beacon (Oak Manor Dr.)</td>
<td>County Funds</td>
<td>$25,000</td>
<td>2007</td>
<td>County right-of-way</td>
</tr>
<tr>
<td>Strawberry: Traffic calming, school crosswalks and signing, traffic lane narrowing, vehicle speed feedback signs (Strawberry Dr.)</td>
<td>County Funds</td>
<td>$25,000</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Laguna.i: Pedestrian circulation enhancements including edgelines and bollards (Lagunitas School Rd.)</td>
<td>County Funds</td>
<td>$10,000</td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>Miller Creek: Bicycle lanes (Las Gallinas Ave.)</td>
<td>County Funds</td>
<td>$20,000</td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>Tam Valley: School high visibility crosswalks, advance and school crosswalk signing and pavement markings (Shortline Highway at Pine Hill Rd. and at Tennessee Rd.)</td>
<td>Caltrans Discretionary</td>
<td>$15,000</td>
<td>2009</td>
<td>Project on State right-of-way. Project scoped and requested by TAM.</td>
</tr>
<tr>
<td>Lomita Verde: Curb ramps, vehicle speed feedback signs (Alameda de la Loma, school entrance)</td>
<td>County Funds</td>
<td>$40,000</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Tam Valley: Pavement marking for traffic control (Bell Ln.)</td>
<td>County Funds</td>
<td>$10,000</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Dixie: Bicycle lanes (Lucas Valley Road) and sidewalks and curb ramps (Lucas Valley Road at Huckleberry Rd.)</td>
<td>County Funds</td>
<td>$62,000</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Dixie: School area signing and pavement markings, parking restrictions (Idylberry Rd.)</td>
<td>County Funds</td>
<td>$10,000</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Mary Silviera: Intersection curb extensions, school high visibility crosswalks (Las Gallinas Ave./Blackstone Dr.)</td>
<td>TAM Safe Pathways 1st Cycle (2007)</td>
<td>$285,000</td>
<td>2009</td>
<td>Construction scheduled for Summer 2010. Cost estimate $42,000 higher than County grant estimate of $243,342.</td>
</tr>
<tr>
<td>Tamalpais Valley: Sidewalk, curb ramps, school high visibility crosswalks (Martin Ave., Belle Ln.)</td>
<td>Federal SRTS 1st Cycle (2006/07 &amp; 2007/08)</td>
<td>$715,390</td>
<td>2009</td>
<td>Construction scheduled for late Summer 2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School(s) and Description</th>
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<th>Cost</th>
<th>Construction</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Marin Horizon: Curb, gutter, sidewalk, curb ramps, signing, pavement markings (Evergreen Ave., Meltrose Ave.)</td>
<td>Caltrans SR2S 8th Cycle (2009/10)</td>
<td>$1,100,600</td>
<td>2009</td>
<td>County currently working through environmental and funding issues. Current cost estimate is approximately $400,000 higher than County grant estimate. Rescoping may be required.</td>
</tr>
<tr>
<td>Strawberry: Sidewalk and ADA curb ramps (Strawberry Drive to Ridgecrest Lane)</td>
<td>TAM Safe Pathways 2nd Cycle (2010)</td>
<td>$484,000</td>
<td>2010</td>
<td>Awarded by TAM in September 2010. Grant application for Caltrans Cycle 9 also submitted.</td>
</tr>
<tr>
<td>Edna Maguire: Sidewalk improvements, high visibility crosswalk and curb ramps (Lomita Avenue east of Greenfield Court to Shell Road)</td>
<td>TAM Safe Pathways 2nd Cycle (2010)</td>
<td>$250,000</td>
<td>2010</td>
<td>Awarded by TAM in September 2010</td>
</tr>
<tr>
<td>Tomales: Sidewalk improvements (First Street at John Street)</td>
<td>TAM Safe Pathways 2nd Cycle (2010)</td>
<td>$297,000</td>
<td>2010</td>
<td>Awarded by TAM in September 2010</td>
</tr>
<tr>
<td>Laguna, San Geronimo: Pedestrian crosswalk enhancements, sidewalk installation, traffic calming (Sir Francis Drake Blvd. at Meadow Way/Lagunitas School Rd.)</td>
<td>TAM Safe Pathways 2nd Cycle (2010)</td>
<td>$158,000</td>
<td>2010</td>
<td>Awarded by TAM in September 2010</td>
</tr>
<tr>
<td>Miller Creek: Sidewalk curb extensions (Las Gallinas Avenue to school driveway)</td>
<td>TAM Safe Pathways 2nd Cycle (2010)</td>
<td>$245,000</td>
<td>2010</td>
<td>Awarded by TAM in September 2010</td>
</tr>
</tbody>
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<thead>
<tr>
<th>School(s) and Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Dixie: School area signing and pavement markings, school crosswalk enhancement and relocation (Idylberry Rd. and school area)</td>
<td>To be coordinated with street repaving.</td>
</tr>
<tr>
<td>Mary Silviera: Multi-use pathway reconstruction (Heathstone Drive to school)</td>
<td>Majority of project on school property</td>
</tr>
<tr>
<td>Miller Creek: Multi-use pathway and bridge (on school property)</td>
<td>Project on school property</td>
</tr>
<tr>
<td>Miller Creek: Driveway reconfiguration, access enhancements, bicycle pathway (on school property)</td>
<td>Majority of project on school property</td>
</tr>
<tr>
<td>Strawberry: Traffic access improvements, pedestrian and bicycle enhancements in parking lot</td>
<td>Project on school property</td>
</tr>
<tr>
<td>School(s) and Description</td>
<td>Remarks</td>
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<td>----------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tomales: Sidewalks, curb ramps and crosswalks (Dillon Beach Rd.)</td>
<td></td>
</tr>
<tr>
<td><strong>Miller Creek:</strong> Traffic calming, pedestrian and bicycle circulation enhancements (Las Gallinas Ave.)</td>
<td>Under study in NTPP planning project #2609 (Miller Creek/Las Gallinas – Marinwood)</td>
</tr>
<tr>
<td><strong>All schools:</strong> See Travel Plans</td>
<td></td>
</tr>
</tbody>
</table>