



**HCAOG REGIONAL SAFE-ROUTES-TO-SCHOOL
PRIORITIZATION TOOL**
Update/September 2020

HCAOG
Humboldt County Association of Governments
Regional Transportation Planning Agency



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HCAOG

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SAFE-ROUTES-TO-SCHOOL
PRIORITIZATION TOOL
UPDATE**

SEPTEMBER 2020

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611 I Street, Suite B
Eureka, CA 95501
(707) 444-8208

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HUMBOLDT COUNTY SAFE ROUTES TO SCHOOL



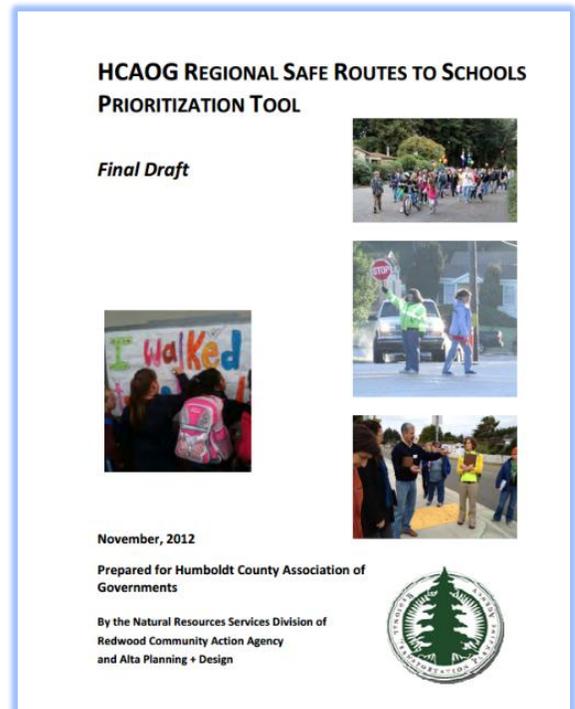
INTRODUCTION

HCAOG first prepared the *Regional Safe Routes to School (SR2S) Prioritization Tool* in 2012, responding to recommendations from local stakeholders that we could apply our local resources more effectively if we knew what schools needed, and what they already had, to be successful in applying for competitive grant funding. The project included a breadth of SR2S information, unparalleled with any previous regional effort, resulting in a comprehensive SR2S “inventory” for all public and charter schools in Humboldt County.

Jurisdictions have used the Tool to help streamline decision-making when considering SR2S projects, and to increase the capacity for effective SR2S programs and competitive grant applications. Schools have used the Tool to prioritize internal projects, too.

The function of the *Regional SR2S Prioritization Tool* is to collect objective information that illustrates each school’s need, resources, and readiness for engaging in a project or program for Safe Routes to School. We have collected information on school demographics, fitness levels, and transportation infrastructure. We have compiled this information in the “school inventory,” and we have assigned values (weights) to the criteria as a means to measure how poised schools are for SR2S and for applying for highly and increasingly competitive grant funds.

The State of California has set a goal to triple the number of trips taken via bicycle, and double the number of trips taken via walking or transit by 2020 (*2015-2020 Strategic Management Plan*, Caltrans). We hope that the SR2S Tool can serve an effective function in helping reach that goal, by helping schools be best poised for opportunities to eliminate barriers to active walking and bicycling. We also want to affect the equitable distribution of funds through SR2S programs by prioritizing communities that are most in need and have historically suffered disproportionately higher health and safety risks in their neighborhoods or schools.



UPDATES TO THE TOOL

During the development of the *Regional SR2S Prioritization Tool*, and since it was adopted in 2012, this project greatly advanced the capacity for SR2S programs. (See Appendix A, “Outcomes from the 2012 Prioritization Process.”) The project’s inventory calls—which enhance direct communication with schools, Countywide Task Force, and initial walkability audits have assisted many area schools. The Prioritization Tool received much praise by the State of California SR2S oversight committee, which copied some Tool components to evaluate SR2S programs at the State level.



HCAOG’s goal is to keep the SR2S Prioritization Tool updated so that it continues to be a useful, relevant resource (note Appendix B). Since initially adopting the Tool in 2012, HCAOG has updated the school inventory. The whole school inventory has compiled data and calculated rankings for 108 public schools in the county, grades K-12. HCAOG completed interviews and other research to update

data for 20 schools in 2014, and another 40 schools in 2017 (see the report, “Safe Routes to School Inventory Update 2017” under separate cover if that). In 2019-2020, HCAOG updated the *SR2S Prioritization Tool* more comprehensively. This 2020 update includes

- updating the report narrative;
- taking school inventory data that was in narrative form and converting it into a uniform data table; and
- rescoring all schools. For the 2020 update, we revised the scoring methodology:
 - increased the weighted score for a lack of sidewalks adjacent to a school;
 - added criterion of carless households in the school’s census tract;
 - added criterion of number of bicycle or pedestrian collisions; and
 - reduced the potential score for the Posted Speed Limit criterion.

(See full discussion of changes and rationale under the “Prioritization Tool” section below, and Appendix C, “New vs. Old Scoring Metric.”)

In the next phase of the update, HCAOG staff intend to update inventories for the approximately 50 public schools that have not been revised. We have scheduled that work for FY 2020-21.¹ Updating school data requires making contact with, and getting responses from, a school representative who can answer the subject questions. (See Appendix D for the list of questions.)

By updating the report and scoring, HCAOG hopes that the *Regional SR2S Prioritization Tool* will remain useful as a standardized, consistent tool for equitably and robustly evaluating potential bicycle and pedestrian improvement projects around schools and along routes in their neighborhoods.

¹ In March, 2020, the world saw the outbreak of the COVID-19 pandemic. Schools facilities were closed for the spring 2020 semester, and classrooms were conducted via the Internet.

BACKGROUND

HUMBOLDT COUNTY SR2S TASK FORCE

The original development of the *Regional SR2S Prioritization Tool* sparked the formation of what became, and remains today, the Humboldt County SR2S Task Force. The Task Force guided the preparation of the first Tool, and supported expanding SR2S opportunities countywide, in order to increase our collective capacity to address active transportation concerns at rural schools.

In developing the original Tool, the original Task Force accomplished the following:

- Assisted in developing SR2S information for each school in Humboldt County, including past funding history, parent surveys, walkability audits, plans for infrastructure improvements, and existing programs.
- Determined two pilot schools for school site walkability audits.
- Attended and assisted at school site walkability audits.
- Helped create a map that identifies all schools and relative safety risks.
- Helped create a detailed walkability map of pilot schools.
- Determined, through consensus, prioritization criteria for regional SR2S projects.
- Assigned, through consensus, weights to criteria.
- Assisted in developing a Countywide Crossing Guard Program.

For several years after the original Tool was finalized, two task forces convened regularly: the Countywide SR2S Task Force, and the Greater Eureka SR2S Task Force (until 2018). Subsequently the two Task Forces merged, and the Countywide SR2S Task Force continues, supported primarily by RCAA and Humboldt County DHHS. The Task Force meets bi-monthly, and rotates meeting locations around to different schools/districts.² The Task Force's basic role is to:

The Task Force's basic role is to:

- Share announcements and information pertaining to SR2S;
- Identify short- and long-term goals for specific Humboldt County schools as issues arise;
- Act as liaisons to other schools, committees, community groups, or city/community departments/districts, as applicable; and
- Develop relationships with other SR2S Task Forces and programs throughout Humboldt County.

² During the COVID-19 crisis, the Task Force suspended in-person meetings; RCAA developed monthly e-newsletters that provided information on ways to continue active transportation and Safe Routes to School activities while abiding by social distancing and sheltering in place.

The regular attendees to current (2020) Countywide SR2S Task Force meetings include:

- ◆ Redwood Community Action Agency (Facilitates meetings)
- ◆ Humboldt County Dept. of Health and Human Services–Public Health Branch
- ◆ School teachers, principals, parents, and residents throughout the county
- ◆ BikesThere
- ◆ HCAOG
- ◆ Humboldt County Public Works,
- ◆ City of Arcata
- ◆ City of Eureka
- ◆ California Highway Patrol
- ◆ Caltrans District 1



The Slow Race at a Family Bike Rodeo (Alice Birney Elementary)

Task Force meetings are open to the public. Anyone is welcome to attend and there is no formal membership or joining. (Standard safety and security protocols apply for meetings held on school campuses.)

HUMBOLDT’S SETTING

Humboldt County, a rural region on California’s north coast, encompasses 2.3 million acres and has nearly 135,000 residents. has 110 public and charter schools, and 12 private schools.

The county is an exceptionally beautiful place to walk and bike. And its temperate climate, especially in the coastal areas, means that it is neither much too hot, nor too frozen, for year-round riding and walking. “Largely as a result of the proximity of the cool Pacific Ocean,” the County website boasts, “the adjoining coastal area has one of the coolest, most stable temperature regimes to be found anywhere.”



However, as part of the Pacific Northwest, the area is known for high precipitation. “In most years, rainfall is experienced each month of the year, although amounts are negligible from June through August.”³ With climate change, as everywhere else, temperatures have trended upwards, precipitation averages have trended downwards, while extreme weather events happen more often.

³ <https://humboldt.gov/1217/Climate>, accessed April 10, 2020.

Humboldt County’s densest urban centers and development is around the U.S. Route 101, which traverses the county longitudinally (north/south). Other population centers are set near State Routes 299, 96, and 36. In many communities, the high-volume, high-speed, rural route is main street. For many reasons, safety being the top among them, this is an adverse setting for active transportation.

Humboldt County received a “D” for overall pavement conditions countywide (2014 Report Card from the American Society of Civil Engineers).¹

ACCIDENT DATA

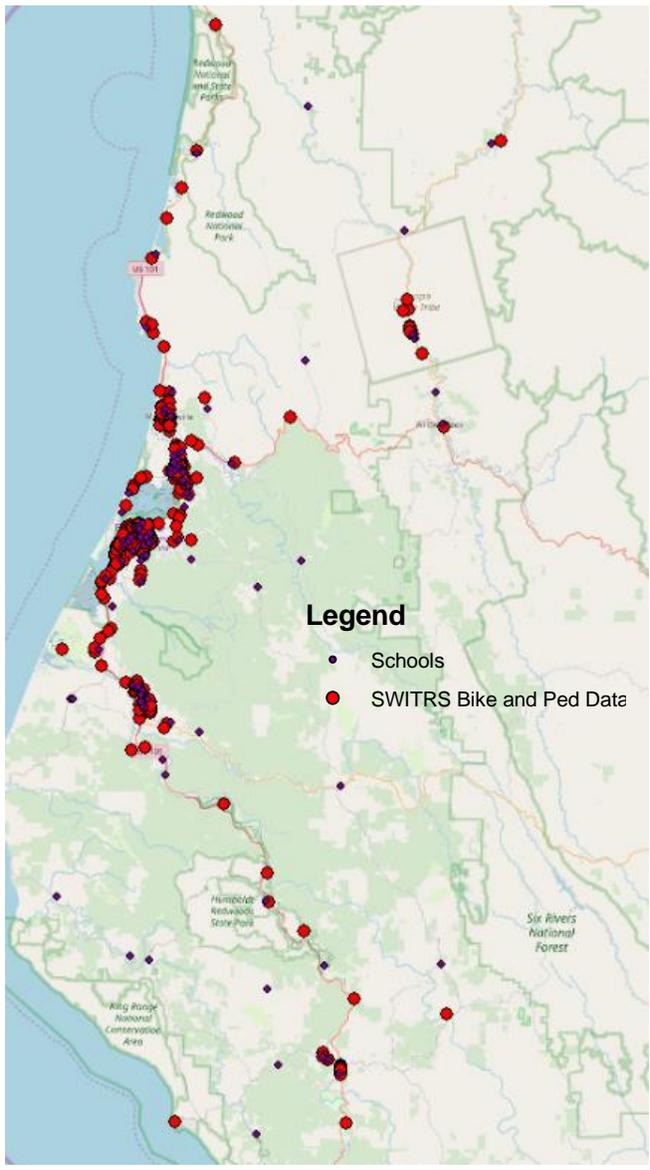


Figure 1. Humboldt County Bicyclist and Pedestrian Accidents 2012-2017 (SWITRS Data)

Humboldt County often ranks high in the State for pedestrian fatalities per 100,000 residents. In 2013, the pedestrian death factor in Humboldt County was 4.44, twice higher than the State, and almost three times the national average. In 2017, Humboldt ranked second in the State, with a pedestrian fatality rate of 2.7. The California Department of Transportation’s (Caltrans’) records for Humboldt County show 576 incidents involving a pedestrian, with 42 fatalities (Statewide Integrated Traffic Records System (SWITRS)).

According to the 2010-2014 American Community Survey, 6.5 percent of people in Humboldt County walk to work, compared to the national average of 2.8 percent. According to the 2000 U.S. Census, 1.7 percent of all employed County residents commute primarily by bicycle, which is above average compared to California (0.8%) and the United States (0.4%).



SOURCE: THE HUMBOLDT COUNTY CORONERS OFFICE, THE CALIFORNIA HIGHWAY PATROL, THE NATIONAL TRANSPORTATION ASSOCIATION AND THE INSURANCE INSTITUTE FOR HIGHWAY SAFETY.

Table 1. Pedestrian Fatality Rate Ranks, 2017 (California Department of Public Health)

County	Total Traffic Fatalities number	Pedestrian Fatalities Number	Percent of Total Traffic Fatalities	Pedestrian Fatality Rate	Pedestrian Fatality Rate Rank
Kern	903	157	17.4	2.9	1
Humboldt	177	25	14.1	2.7	2
Madera	215	26	12.1	2.5	3
Merced	327	41	12.5	2.4	4
Butte	200	38	19	2.4	5

BENEFITS OF ACTIVE TRANSPORTATION

WHY SR2S?

With Humboldt County being an exceptional place to walk and bike, it is pivotal that children be given safe routes to their schools. By starting with safe trips for children and the trip to school, communities become safer places for *everyone* to walk and bike.

The number of children who walk or bike to school in the United States has decreased more than three-fold over the past two generations.

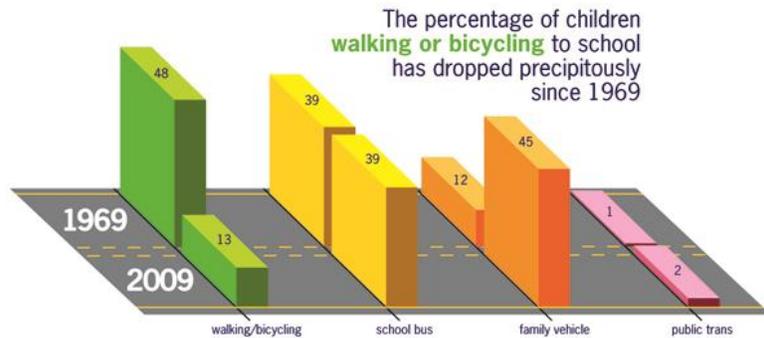


Figure 2 The decline of children walking and biking to school (SR2S National Partnership)

Parents respond that the primary reason they do not allow their children to walk to school is the distance they live from school, or traffic-related dangers.² Although distance to school is the most commonly reported barrier to walking and bicycling, half of the trips to school by private vehicles are a distance of one-quarter to one-half a mile³—a distance easily covered on foot or by bike. In 2009, nationwide, school travel by private vehicle accounted for 10 to 14 percent of all automobile trips made during morning rush hour.⁴

HEALTH & SAFETY OUTCOMES

Children achieve less and less of the daily physical activity that they need to be healthy. Studies show Safe Routes to School initiatives have health and safety benefits for students, as well as benefits extending to the whole community. A study of 801 schools in Washington DC, Florida,

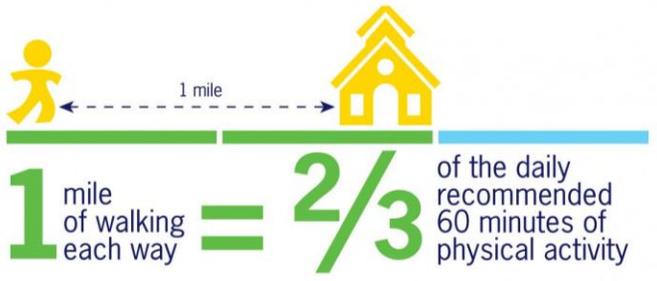


Figure 3. Benefits of Walking (SR2S National Partnership)

Texas, and Oregon showed an average 25 percent increase in walking and bicycling to school over a five-year period associated with education and encouragement programs, and an average 18 percent increase associated with infrastructure improvements.⁵

When given safe active-transportation routes to school, children and youth are given better opportunities to form healthy habits that can last a lifetime. Walking or bicycling to school increases physical activity, and decreases the risk of chronic disease and obesity. Children who walk to school have higher levels of physical activity throughout the day.⁶ Student health has been linked to academic performance. Physical activity stimulates brain activity; walking or biking to school helps students arrive ready to learn, and learn faster and more accurately.

Less driving also means less tailpipe air pollutants and/or energy consumed, which is better for air quality and respiratory health. Children exposed to traffic pollution are more likely to have asthma, permanent lung deficits, and a higher risk of heart and lung problems as adults.

Active transportation infrastructure improvements address traffic dangers and improve safety. Such measures designed for SR2S are designed with younger users specifically in mind. A study of 47 schools in California found that SR2S infrastructure improvements correlated to 75 percent less collisions involving people of all ages walking and bicycling in proximity to the projects.⁷ The benefit of physical activity due to cycling results in nine times more gains in life-years than the losses in life years due to traffic accidents.⁸

REDUCING HOUSEHOLD COSTS

There are barriers to driving that should not be overlooked. Driving and/or car ownership is not equally accessible to all families; for some households, there are financial barriers, physical barriers, or barriers to obtaining a driver’s license or insurance. Active transportation options can surpass these obstacles. Giving families safe routes to school gives them more transportation access for these essential trips.

Safe routes to school provide low-cost options for students to get to and from school. The cost of transportation is the second-highest household expense in the United States (an average annual

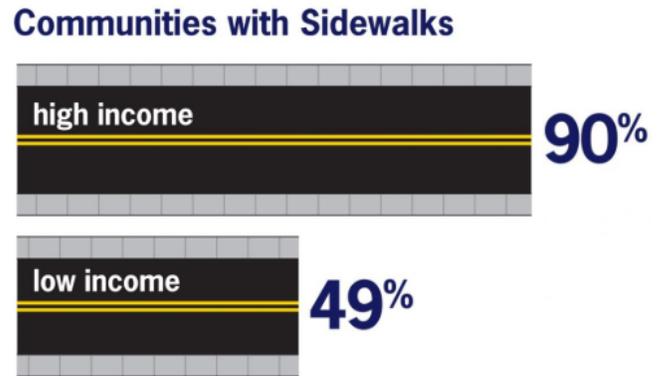


Figure 4. Communities with Sidewalks, By Income (“Bridging the Gap,” SR2S National Partnership, 2012.)

expense of \$8,946).⁹ Families with less income typically have to spend a higher percentage of their income on transportation. When children can safely walk or bike to school, families can reduce their costs of owning and driving a car and/or costs for public transportation.

ACTIVE TRANSPORTATION PROJECTS & PROGRAMS

The safe-routes-to-school movement was thriving in Humboldt County long before the SR2S Prioritization Tool was written. Since the first walkability audits (now more commonly called “walk audits” or “walking audits”) were conducted here in 2005, school districts and jurisdictions have been working towards creating safer walking and bicycling environments for students. Concerned parents, school administrators, teachers, neighbors, and advocates have been investigating the local barriers to walking and biking. Together, they have worked towards providing more opportunities for children to be physically active, walking, rolling, and biking.

Active transportation goals encompass safety, community health, active living and transportation, traffic relief, socio-economic equity, and ecological awareness. SR2S programs and projects integrate these objectives as much as possible in each school, classroom, event, and community.

INFRASTRUCTURE PROJECTS

To make safer routes, active transportation infrastructure introduces traffic-calming measures where speed, safety, visibility and other concerns were forgotten for users not in the driver’s seat. Common infrastructure for safe routes to schools includes:

- building sidewalks where there are none or there are gaps
- installing curb ramps for ADA access
- narrowing automobile travel lanes
- painting highly visible crosswalks (striping)
- installing pedestrian-centered traffic lights such as flashing beacons
- installing pedestrian- or bicycle-focused signage
- adding digital speed signs
- installing, widening, or restriping bike lanes or bike routes or cycle tracks
- building multi-use trails (Class 1, separated from auto traffic)

There are many resources available that cover good design, state of the practice, and other guidance for building active transportation networks, i.e. safe and connected routes for walking, bicycling, and getting to school, the bus stop, and parks (and almost everywhere else).

Resources are posted on the Active Transportation Resource Center (ATRC) website, <http://caatpresources.org/>. They have posted guides and tools for infrastructure and non-

infrastructure projects, as well as technical assistance and trainings that they offer. (The ATRC is funded by an Active Transportation Program grant by Caltrans.)



LOWERING SPEED LIMITS

The Safer School Zone Act of 2008 (AB 321, Nava) gives cities and counties more latitude in setting prima facie speed limits around schools. Before AB 321, the State set the prima facie speed limit to 25 mph within 500 feet of a school. AB 321 added another option: on a two-lane street in a residential neighborhood, a city or county can set a speed limit of 15 mph, within up to 1,000 feet from a school. Streets and highways subject to the lower speed limit must have no more than two traffic lanes, and must have a maximum posted 30 miles per hour prima facie speed limit immediately prior to and after the school zone.

Recent, local examples:

- ❖ City of Fortuna Schools, Citywide—The City of Fortuna, in 2012, was the first jurisdiction in Humboldt County to adopt AB 321. Fortuna students attended the council meeting to tell city council members about their experiences and concerns walking to school. The council passed the resolution, adopting the 15 mph limit around all fourteen schools in Fortuna.
- ❖ Humboldt County Public Works, City of Arcata, City of Eureka—adopted AB 321 by ordinance and determined which schools were eligible for reduced speed limits. Cities continue to monitor eligible schools.

NON-INFRASTRUCTURE PROJECTS

In the following, we highlight some of the popular practices for educating and encouraging children to walk, roll, and bus to school, as well practices to educate people of all ages in the whole community. These are examples of active transportation and SR2S programs (non-infrastructure) in Humboldt County. Such programs are being done all over the world (thanks, in large part, to the international safe-routes-to-school movement).

WALKING AUDITS / BIKING AUDITS

Walking and biking audits (also called walkability or walk audits, and bikeability or bike audits) bring together many facets of a community to study active transportation infrastructure in a particular neighborhood(s) or route(s). Communities are regularly quite interested in, and concerned about, routes near schools. When community members want to understand what makes

their neighborhoods unsafe or uninviting for active transportation, walking and biking audits are a powerful tool to assess street conditions and envision how they could be made safer and more inviting for pedestrians and bicyclists.

Walking/biking audits are interactive workshops that revolve around physically walking (and rolling) in “the field.” Community members observe facilities and traffic patterns first-hand, and share their own experiences. Together the participants discuss the existing infrastructure, missing infrastructure, traffic, destinations, road users’ behaviors, etc. Roads, sidewalks, driveways, parking lots and spaces, landscaping, bus stops, fences, crosswalks, bike routes, lighting, backyards, and shortcuts, etc., are all fair game for assessing safety conditions. After the physical walk/bike tour, participants convene workshop-style, and often hover over large street maps and draw all over them with colorful markers and self-stick notes.

Successful walkability audits are fun, healthy, democratic exercises, which have the power to inspire additional champions in the community. Moreover, this concerted, collaborative effort makes for better planning and design, which in turn makes active transportation funding applications more competitive, and helps garner further support for active transportation programs.

Walking/biking audits are great exercises for prioritizing needs and discussing design solutions, and ultimately for choosing preferred concepts. Such audits are most successful when community stakeholders participate together in them; then the ideas that the audits bring forward are most likely to reflect community concerns as well as maximize community resources. Because walking/biking audits can be such valuable planning tools, when communities have done one, their proposed active transportation projects are usually more compelling; this, in turn, usually makes subsequent grant applications more competitive.

Beneficial partners & participants to have on walking audits and biking audits include (but are not limited to), as applicable:

- Local residents, parents, children, pre-teens and teenagers;
- School/school district faculty and staff and administrators (nurses, counselors, custodial staff, coaches, etc.);
- Social service agencies serving people with mobility disabilities;
- County supervisors, County Public Works, County Health Department, or City Council, City Public Works/Engineering, City Parks & Recreation Department;
- Community Services District;
- Native American Tribal government council members and/or staff;
- Public transit operators, non-emergency transit operators, first responders (fire departments, ambulance);
- Caltrans District 1 staff;
- Humboldt County Association of Governments (Regional Transportation Planning Agency) staff;
- City Police Department, County Sheriff’s Office, California Highway Patrol; and
- Local advocacy groups, community-based organizations that focus on active transportation, trails, physical education, youth services, and the like.

Note that HCAOG, for the last three years, has budgeted funds to pay for up to two walking and/or biking audits per year. There is no deadline for requests, and funds are available in the fiscal year until expended. High-ranking schools will get higher priority if staff cannot fulfill all requests. HCAOG will continue to allocate these funds in the annual Overall Work Program as long as funding is available.



Community members do a walking audit in downtown Willow Creek.

Recent, local examples:

❖ Willow Creek Walkability Study—The non-profit Mountain Community & Culture (MCC) hosted a Community Walk & Observation (February, 2018). With support through *Humboldt County Measure Z funding*, MCC hired Redwood Community Action Agency to facilitate the project. From the resulting “Downtown Willow Creek Walkability Study,” MCC created the Willow Creek Pedestrian Safety Project with short-, mid-, and long-term goals, for which they will seek additional funding. The study’s recommendations assisted Humboldt County Public Works in

implementing pedestrian improvements in Willow Creek.

- ❖ Toddy Thomas Middle School, Fortuna—Students participated in a walkability assessment exercise around the perimeter of their school campus. (2017)
- ❖ McKinleyville Middle School (MMS), McKinleyville—MMS faculty and students partnered with County Public Health and RCAA staff to organize and conduct a walkability assessment of main school routes (May 2019). From the assessment, the school has prioritized the need to create a remote drop-off to alleviate congestion and safety concerns (e.g. Central Avenue/railroad intersection), as well as the need to address that students walk unsafely in the Eureka Natural Foods parking lot.
- ❖ Redwoods Rural Health Center, Redway—RRHC, the County, and RCAA hosted a walkability assessment of health center; the walking route also traveled past Redway Elementary (October 2019). Participants discussed safety conditions at the intersection of Redwood Drive and Redway Drive. County Public Works staff will use the walkability assessment to inform how to redesign the intersection. The County will use Highway Safety Improvement Program (HSIP) funds to improve the intersection.

- ❖ Golf Course Road, Bayside—County Public Works and RCAA conducted a “community walk and observation” for the community on Golf Course Road in Bayside and adjacent to the Baywood Golf and Country Club (October 2019). Golf Course Road is a popular route for recreational walking, biking, running, and rolling, although it has rolling hills and no sidewalk or bike lane. Students who live in the neighborhood walk and bike to Sunnybrae Middle School and Jacoby Creek School.



- ❖ Blue Lake Rancheria Community Pedestrian & Bicycle Safety Training and Action Planning (October 2019) *California Office of Traffic Safety grant*—Blue Lake Rancheria Tribal Government collaboratively planned and facilitated a this workshop with California Walks and UC Berkeley Safe Transportation Research & Education Center (SafeTREC). Participants conducted walking and biking assessments for three routes, including routes used to travel to and from Blue Lake Elementary School. The summary and recommendations are online.¹⁰
- ❖ Also see the *2012 Regional SR2S Prioritization Tool* appendices for two walkability audits done then:
 - ◆ “Walkability Audit and Workshop Outcomes for Redwood Preparatory Charter School and Toddy Thomas Middle School, Fortuna, CA, June 4, 2012” (November 2012); and
 - ◆ “Walkability Audit and Workshop Outcomes—Dow’s Prairie Elementary School, September 20, 2012” (November 2012).

EDUCATION FOR PRIMARY GRADES (2ND–6TH)

Active transportation education within the classroom can take place over a few days, a week, or a 10- to 16-weeks long. Typically, pedestrian safety lessons are offered to 2nd graders. Funds available in 2019 and 2020 provided 2nd grade classes at South Fortuna Elementary and Eagle Prairie Elementary with two pedestrian safety lessons. In the first lesson, in the classroom, 2nd graders practiced on a rolled-out plastic road; in the second lesson they practiced outdoors using a real crosswalk.

Bicycle safety education is appropriate starting in 4th or 5th grade. In one program, lessons took place during regularly scheduled P.E. and science classes for an intensive weeklong period, reaching the whole student body (e.g., Toddy Thomas Middle School, Fortuna. 2017). Fourth



graders at South Fortuna Elementary (2019 and 2020), and 5th graders at Eagle Prairie (2020) received two lessons of bike safety education. In another instance, lessons were taught as an after-school program for four consecutive days. Curriculums cover topics such as: pedestrian safety skills, the Americans with Disabilities Act, traumatic brain injuries, and how to properly fit and wear a helmet. If available, a police officer can demonstrate to students how to use a speed radar gun, and can talk to them about why vehicle speed is such an important factor in pedestrian safety.

For middle school grades, lessons can also cover how to ride public transit, and how to read a bus map and bus schedule. By partnering with a local transit operator (e.g., Humboldt Transit Authority), lessons can include students learning on a full-sized bus, and learning how wheelchair users access the bus. Each participating student could receive a pass for a free bus ride (e.g., Zane Middle School, 2018).

Students are also taught to observe safety conditions for walking and bicycling around their school campus. To give able-bodied students a chance to understand firsthand what differently-abled pedestrians experience on a regular basis, they can have a turn using a wheelchair, mobility scooter, or baby stroller during a walk to the corner. After getting this different perspective, students at Zane Middle School (in Eureka) said that they found the experience challenging and, while they had fun, it gave them more empathy for disabled residents who are often challenged by the seemingly “simple” act of getting around town.

Recent, local examples:

- ❖ Pedestrian and Bicycle Safety Programs for the Greater Humboldt Bay Area—(2011-2020) *California Office of Traffic Safety grant.* The County’s Public Health Branch administered this grant, which funded multiple pedestrian and bicycle safety programs in the Humboldt Bay area. Public Health implemented, in 2011-2012, a summer bike program at Pine Hill Elementary School in Eureka to teach students about basic bike maintenance and riding safely. They also held a bike rodeo at Alice Birney Elementary in Eureka, and created a pedestrian flag program aimed at making it safer for Fortuna residents to cross busy streets.



Another OTS project (2017-2018) added an education component to pedestrian and bicycle safety improvements that the County constructed along McKinleyville’s Central Avenue. This safety campaign included installing banners with cycling-safety messages directed towards motorists, bicyclists, and pedestrians along Central Avenue. The project also enabled a summer bike club at the McKinleyville Teen Center, bike rodeos in McKinleyville and Eureka, community bike rides, and distribution of bicycle safety gear (lights, locks, reflective material, and helmets). The most recent OTS grant (2019-2020) funded staffing for existing afterschool bike clubs at Lafayette and Alice Birney Elementary Schools and Zane Middle School in Eureka. It also funded free bicycle safety workshops at the Eureka Bike Kitchen, and created a Friendly Driver Program.

PROGRAMS FOR 8TH GRADE (AND UP)

Art & Safety Awareness



An 8th grade leadership class, at Zane Middle School in Eureka, created a way to raise awareness in the neighborhood that students use the streets and sidewalks to bike and walk to school. They selected the walking and bicycling routes that students travel the most, and set out to mark the route with the unique Falcon Flyway logo, which the 8th grade art class designed. They will get the logo printed on window clings and yard signs, and will distribute them to neighbors along the routes to display on their property in support of the project. (This project was part of the *Redwood Mobility Education Program* funded

by an ATP grant.)

Recent, local examples:

- ❖ Toddy Thomas Middle School in Fortuna (spring of 2017) — *Active Transportation Program (ATP) Cycle 1 grant*
- ❖ Zane Middle School (Spring 2018) *Redwood Mobility Education Program, project funded by ATP.* Natural Resources Services Division of Redwood Community Action Agency worked with the local bicycle advocacy organization BikesThere.

Poster Contest

Every month, Eureka City schools' students participate in Walk-to-School Day events that share the joy and fun of active transportation. Whether they trek on Tuesdays or walk on Wednesdays, participating students arrive at school more energized and ready to start their day. To support these efforts and encourage more students to participate, Eureka City middle school and elementary students are invited to enter a district-wide Safe Routes to School Poster Competition as part of the Redwood Mobility Education Program (funded by an ATP grant).

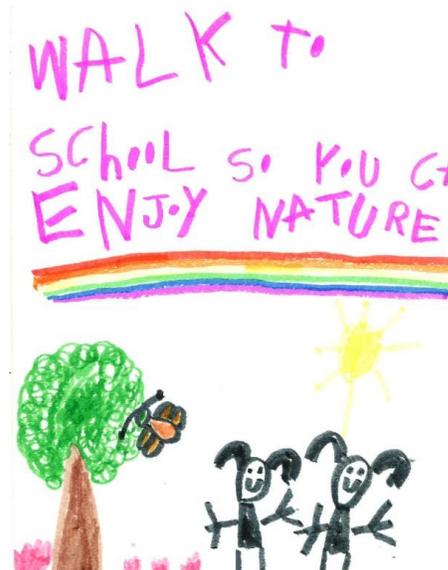


Photo Voice

Photo Voice, sometimes referred to as “participatory photography,” is an interactive activity in which participants take photos to visually express their community conditions. Commonly, the photographers also write short narratives to describe their photo(s) or their personal experience. For active transportation, students photograph scenes in their community(ies) that highlight themes such as distracted driving, accessibility, and personal safety. Students focus especially on the routes they take to school. Photo Voice is a powerful tool to bring real-life student experiences to light and potentially reach policymakers who can create positive change. Public health and education practitioners use this research method to learn more from the subject population, and as a means to affect social change.

Recent, local examples:

- ❖ Zane Middle School in Eureka (2017) — *Redwood Mobility Education Program, project funded by ATP.* Leadership students participated in a six-week long “Photo Voice” project, supported by County DHHS–Public Health Branch and RCAA.



BIKE CLUBS

Bike Clubs in schools have been grant funded as a part of non-infrastructure programs, for example the Redwood Mobility Education Program funded by an ATP grant. Bike Clubs have met during lunch, or after school. The learning commonly focuses on bike mechanics and safety, such as identifying bike parts, properly fitting bikes and helmets, bike security and locking and parking bikes, and mapping the neighborhood and selecting routes. Basic bike maintenance can also be shared, such as fixing a flat tire and cleaning the bike chain. Community members have been known to teach bike maintenance or help build a velo bike, e.g. a bike mechanic from the Community Bike Kitchen, or a bike enthusiast from the Rhododendron Parade Synchronized Cycling group.

Alice Birney Elementary established a Bike Club early on, and the ATP grant for 2017-18 enabled them to continue for the seventh year running. A chief factor in successful Bike Clubs, and Safe Routes to School programs in general, is having a Safe Routes Champion(s) at the school. Fifth grade teacher Brad Albee, with active-transportation educator Melanie Williams of BikesThere, started the bicycling program in 2010. In 2012, California Safe Routes to Schools recognized Alice Birney as a “Success Story” for the efforts to increase bicycle safety in the neighborhood around the



school. According to Safe Routes to Schools, from the 2008-2009 school year to the 2010-2011 year, the number of bike crashes in the neighborhood decreased from 21 to seven.

The 2017-18 grant program moved forward with Williams working with Safe Routes Champions Lindsay Watkins and Emily Swingseth (2nd-Grade teacher). The program for 5th graders expanded to a 10-week cycling skills course.

Lafayette Elementary School’s Bike Club is operated by its afterschool program. The Bike Club has succeeded thanks to the Afterschool Program Director, Catrina Scheffler, who recognized the benefit of the program and stepped up as a champion, providing consistent support for nearly eight years. The Bike Club teaches 4th and 5th grade students about cycling. Lafayette’s program purchased its own fleet of bicycles and painted a bicycle course in the school playground, giving students opportunities to learn and practice their bike skills in a safe environment.



Recent, local examples:

❖ Bike Clubs at Alice Birney Elementary, Lafayette Elementary, and Zane Middle School, 2017-2018, Redwood Mobility Education Program, ATP Grant administered by Humboldt County DHHS–Public Health Branch.

ENCOURAGEMENT EVENTS

BIKE RODEOS & WALK ‘N’ ROLL FAIRS

Bike rodeos, health fairs, and Earth Day/Week celebrations are well-established events for offering bicycle and pedestrian education outside of school, and for free. Several bike rodeos are offered in Humboldt County, hosted by the cities, county, and health centers. Some cities started a kids’ bike rodeo from grant funding (SRTS or ATP) and then continued annual bike rodeos with local funds.

Event offerings include:

- ❖ Bike check by a bike mechanic before doing bike skills course. Kids’ and youth bikes available to borrow.
- ❖ Helmet fitting; free helmets given to those in need (to keep).
- ❖ A helmet decorating table for students to personalize their helmets.
- ❖ A bicycle-powered blender for students/participants to make their own pedal-powered smoothies.



- ❖ Bicycle skills course (made mostly of chalk). Skills practiced include riding in a straight line, using hand signals to turn a corner, riding in a figure 8 to practice merging skills, and practicing balance in a “slow race.”
- ❖ Police Department staff available to register participants’ personal bicycles (bike registration is voluntary).

Recent, local examples:

- ❖ *Baile, Bicis, y Ser Felices* (Dance, Bikes, and Be Happy) (2019). Through an ATP grant, Public Health, RCAA, and BikesThere helped LatinoNet put on a free event, open to all, and targeted for Spanish-speaking families in Fortuna. The interactive event helped spread awareness of Bike Month, and highlighted the importance of healthy eating and physical activity, including cycling safety.
- ❖ Fortuna Apple Harvest Festival Walk and Roll Fair (2017). Volunteers from the Humboldt State University Women's Rugby Team and from Toddy Thomas Associated Student Body led the learning stations and interacted with visitors.
- ❖ Marshall Family Resource Center Bike Rodeo and Safety Fair (3rd annual, Sept. 2017) *ATP grant and local contributions* from partners such as Eureka City Schools, AAA, Lions Club (provided free vision screenings), Humboldt County DHHS–Public Health Branch, and Revolution Bicycles.

INTERNATIONAL WALK-TO-SCHOOL DAY



Safe Routes to School coordinators understand that not all students are able to safely walk to school. Some students may live too far to walk, may not have adequate infrastructure along their route to school, or regularly ride the bus. Hence,

students at some schools met at designated “Remote Drop Off” locations and walked the rest of the way to school as a group with adult chaperones.

FREE! FREE! FREE! FREE! FREE! FREE!

FAMILY BIKE RODEO AND SAFETY FAIR

SATURDAY SEPTEMBER 9
10AM - 1PM

MARSHALL FAMILY RESOURCE CENTER
2100 J STREET EUREKA (ACROSS FROM EUREKA HIGH)

BRING YOUR BIKE OR USE ONE OF OURS!
Get a free bike safety check, free bike license and registration

BRING YOUR BIKE HELMET!
Free helmets available to those without

PRACTICE ON THE BIKE SKILLS COURSE!
Some children 's bikes available for use

WIN THE "GOLDEN BIKE" FOR YOUR SCHOOL!
BIKE BLENDER SMOOTHIES!

PLUS...

- Bus Rider Safety Info
- Safe Routes to School info
- Humboldt Bay Fire Truck
- Healthy Snacks
- Great Raffle Prizes

For more information Contact the Marshall Family Resource Center 441-2404.

Recent, local examples:

Many local schools participate in International Walk-to-School Day, such as:

- ❖ in Eureka: Washington, Grant, Alice Birney, and Lafayette Elementary Schools
- ❖ in Trinidad: Trinidad Elementary
- ❖ in Arcata: Pacific Union, Arcata, Coastal Grove, and Jacoby Creek Elementary Schools; Sunny Brae Middle School

1,000-MILE CLUB

The goal of the 100 Mile Club is to encourage students to be physically active by walking 100 miles during the school year. Classrooms, or grade levels (e.g. high school classes) can compete to reach a cumulative total of 1,000 miles walked in the school year. Appropriate for middle schools and high schools (and more) (e.g., Toddy Thomas Middle School, Fortuna, 2018).



Toddy Thomas Middle School – Mrs. Fennell’s 5th grade students won the 1,000 Mile Club challenge

Celebrations can include a pizza party for students, with a bike blender (the Public Health Branch has one) with which they can make their own pedal-powered smoothies.

ROUTES TO FUNDING & RESOURCES

Safe Routes to School programs need to secure funding to carry out programming, and to expand to reach more students, and to be effective in the long run. The financial needs of Safe Routes to School programs vary based on program size, depth, and maturity. Some programs can be established and thrive using in-kind donations and volunteers, while others require grants and paid staff.



Prior to the *Regional SR2S Prioritization Tool* (2012), there was no established method for evaluating prospective schools for SR2S grant applications. Limited funding at the County, City, and Tribal levels makes it important to know where resources can be leveraged most successfully. For instance, if a jurisdiction has staff resources to apply for one or two grants, but not three, then

prioritizing the schools—e.g., according to the greatest need and highest level of school readiness and support—can help direct resources first to projects that are the most competitive.

Note that HCAOG staff is available to assist schools/jurisdictions in facilitating, planning, or developing grant applications for active transportation/Safe Routes To School projects and programs. High-ranking schools will get higher priority if staff cannot fulfill all requests.

PAST SR2S PROJECTS IN HUMBOLDT

Jurisdictions have utilized the tool in applying for SR2S, ATP, and other grants. Although the Prioritization Tool can assist those applying for grants, it is not essential. McKinleyville schools, for example, showed a low priority in the countywide ranking in 2012, but nevertheless the County succeeded in getting funding for McKinleyville projects in two cycles of ATP funding.

The Redwood Community Action Agency (RCAA) has worked closely with schools throughout the county, providing professional expertise in needs assessments, public outreach, and grant applications. It is widely considered that RCAA has helped Humboldt's impressive track record for grant fund awards to a rural county.

Table 2, below, lists local Safe Routes to School projects done locally, as well as projects that were not chiefly SR2S focused, but nonetheless improved or enhanced walking and biking access to schools. Earlier projects/programs were funded by grants from the Bicycle Transportation Account or the Safe Routes to School program. California's Active Transportation Program (ATP) is now the major funding program for biking and walking projects—both infrastructure and non-infrastructure projects/programs, such as Safe Routes to School projects and education and encouragement programs. Funding also comes from the State Transportation Improvement Program (STIP), California Office of Traffic Safety (OTS) grants, and other sources.

Table 2. Safe-Routes-to-School Projects and Their Funding Sources, Humboldt County 2004-2019

SCHOOL SERVED [2012 Prioritization Tool Ranking*]	APPLICANT (primary)	YEAR (funding cycle)	NON INFRASTRUCTURE COMPONENT: <i>Education and Encouragement</i>	INFRASTRUCTURE COMPONENT	GRANT AWARD
Freshwater Elementary School	Humboldt County Public Works Dept.	2004 SR2S Grant		Traffic calming measures, widened shoulder, radar feedback signs, reduced speed limit, speed humps	
Garfield Elementary School	Humboldt County Public Works Dept.	2004 SR2S Grant		Traffic calming measures	
St. Mary's/Fuente Nueva, Coastal Grove Elementary Schools	City of Arcata	SR2S Grant		Traffic calming routes to schools: crosswalk striping (zebra), sidewalk ramps ADA-accessible	
Blue Lake Elementary	City of Blue Lake	2009 ARRA		Sidewalk improvements and pedestrian crossing of Greenwood Ave	
Citywide, elementary, middle, and high schools	City of Arcata	2010 SR2S Grant–Cycle 8	Citywide contest, "I Walk'n'Roll to School Challenge"		
Washington Elementary School	City of Eureka	2010 SR2S Grant–Cycle 8	International Walk to School Day, Walking Wednesdays with classrooms competing for the Golden Sneaker award	Traffic-calming measures and lighted crosswalks	
<i>Below are projects after 2012, when the original HCAOG Regional SR2S Prioritization Tool was completed</i>					
Grant Elementary School [1] and McKinleyville High School [34]	Humboldt County Public Works Dept.	2011/12, 2012/13–SR2S Grant–Cycle 10		Grant E.S.: pedestrian refuge island, improved sidewalk. McKinleyville H.S.: installed pedestrian-activated crossing beacon.	\$450,000

SCHOOL SERVED [2012 Prioritization Tool Ranking*]	APPLICANT (primary)	YEAR (funding cycle)	NON INFRASTRUCTURE COMPONENT: <i>Education and Encouragement</i>	INFRASTRUCTURE COMPONENT	GRANT AWARD
Eagle Prairie Elementary [20] and Monument Middle School [22]	City of Rio Dell	2012/13 SR2S Grant–Cycle 10		Pedestrian and bicycle infrastructure, upgrade school parking lot	
Various schools in Eureka City Schools and Fortuna Union School District	Humboldt County Public Works and DHHS-Public Health	2012 - SRTS Cycle 10	Redwood Crossing Guard Program		
Redway School [8]	Humboldt County Public Works	2012 Transportation Enhancements (TE)		Sidewalks and raised crosswalk	
Trinity Valley Elementary [13]	Willow Creek Community Services District	2012 (funding source unknown)		Multiuse path from school to Brannan Mountain Road	
Toddy Thomas Middle School [5]	City of Fortuna	2014 ATP Grant–Cycle 1, Safe Routes to School	Bicycle and pedestrian safety lessons, walk to school events		\$914,000.
Eureka City schools: Zane Middle School [27], Lafayette Elementary [6], Alice Birney Elementary [1], Grant Elementary [1]	County of Humboldt DHHS–Public Health Branch	2014 ATP Grant–Cycle 1	“Redwood Mobility Education Program” (multi-year, implemented by DHHS) included creating remote drop-offs and coordinating the Countywide Safe Routes to School Task Force.	Traffic calming such as sidewalks and raised crosswalk.	\$800,000
Arcata Elementary [23]	City of Arcata	2015 ATP Grant–Cycle 2	Pedestrian and bicycle education and encouragement	Sidewalks, raised crosswalk, traffic calming	

SCHOOL SERVED [2012 Prioritization Tool Ranking*]	APPLICANT (primary)	YEAR (funding cycle)	NON INFRASTRUCTURE COMPONENT: <i>Education and Encouragement</i>	INFRASTRUCTURE COMPONENT	GRANT AWARD
Eagle Prairie Elementary [20]	City of Rio Dell	2015 ATP Grant–Cycle 2	Schools Safety Improvement & Community Outreach Program	Ped and bike infrastructure	\$1,533,000
South Fortuna Elementary School [2]	City of Fortuna	2015 ATP Grant–Cycle 2, Safe Routes to School	Pedestrian and bicycle education and encouragement events	Traffic calming adjacent to elementary school	\$893,000
Hoopa Valley Elementary School [4]	Hoopa Valley Tribe	2015 ATP Grant–Cycle 2	Education and encouragement	Infrastructure including a trail along Highway 96 from the school to the bridge over the Trinity River	\$1,301,000
Norman G. Ambrosini Elementary [7]	City of Fortuna	2015 STIP & HSIP		Sidewalks and bike lanes along Rohnerville Road	
Zane Middle School [27]	City of Eureka	2016 HSIP		Pedestrian crossing improvements on S Street	
Blue Lake Elementary [8]	City of Blue Lake	2017 STIP and 2018 ATP Grant–Cycle 3		Crosswalk improvements at South Railroad Ave; Annie & Mary Trail Phase 1 along South Railroad	
Fortuna [19] and McKinleyville Middle School [17]	Humboldt County Public Works and Public Health	2018 ATP Grant–Cycle 3	Education program at schools and with recreation departments		\$595,000

SCHOOL SERVED [2012 Prioritization Tool Ranking*]	APPLICANT (primary)	YEAR (funding cycle)	NON INFRASTRUCTURE COMPONENT: <i>Education and Encouragement</i>	INFRASTRUCTURE COMPONENT	GRANT AWARD
Greater Humboldt Bay area [n.a.]	Humboldt County DHHS– Public Health Branch	2018 California Office of Traffic Safety grant	Bicycle-Friendly Driver education program; two school bike clubs; bicycle skills course in two locations; supported bicycle maintenance education through the Eureka Bike Kitchen		
Trinidad Van Wycke Trail project [n.a.]	City of Trinidad	2019 ATP– Cycle 4	Trinidad walking map and other education and encouragement components	Sidewalk improvements on Edwards (The original project was funded to build Van Wycke trail infrastructure; City had to redesign.)	
Jacoby Creek Charter School [13]	City of Arcata	2019 STIP		Multi-purpose trail from school to Jacoby Creek Road, traffic-calming, crosswalk improvements (construction anticipated in 2021)	
Cuddeback School [21]	Hydesville	2019 County road funds		added a crosswalk, eliminated parking for visibility and reduced the speed limit to 15 mph when children present	

ATP = Active Transportation Program; HSIP = Highway Safety Improvement Program; STIP = State Transportation Improvement Program
 *Does not include secondary criteria. Schools with the same score share the same ranking.

GRANT OPPORTUNITIES FOR ACTIVE TRANSPORTATION & SR2S

Strong projects are conceptualized by people with direct experience with the need and purpose of the project objectives; and concepts are further strengthened when stakeholders communicate with each other to thoughtfully consider and plan options. This type of foundation, when articulated well in a grant application, makes for a competitive project.

As one example, the ATP grant application (Cycle 5, 2020) asks applicants to describe the following about their proposed projects:

Need. Potential for increased walking and bicycling, especially among students, including the identification of walking and bicycling routes to and from schools, transit facilities, community centers, employment centers, and other destinations; and including increasing and improving connectivity and mobility of non-motorized users.

Public Participation and Planning. Identification of the community-based public participation process that culminated in the project proposal, which may include noticed meetings and consultation with local stakeholders. Project applicants must clearly articulate how the local participation process (including the participation of disadvantaged community stakeholders) resulted in the identification and prioritization of the proposed project. If there is significant opposition to the project, applicants should summarize any major points of concern raised by the opposition and provide a response.

Safety. Potential for reducing the number and/or rate or the risk of pedestrian and bicyclist fatalities and injuries, including the identification of safety hazards for pedestrians and bicyclists.

SAFE ROUTES TO SCHOOL SUCCESS STORY

Grant Elementary, Eureka, CA
CALTRANS DISTRICT 1, HUMBOLDT COUNTY

There was a time when the sight of children walking and bicycling to school was a familiar scene in communities across California. In fact, in 1969 approximately 50 percent of children walked or bicycled to school. Today, fewer than 15 percent of children do and rates of childhood obesity and overweight are overwhelming.^{1,2}

Concerns about traffic safety are often cited as one of the main reasons children do not walk or bicycle to school.¹ And for good reason, as in 2010 alone, over 21,000 California school children were sent to an emergency department and over 1,500 were hospitalized due to pedestrian or bicycle injuries.¹

Creating safe opportunities for walking and bicycling is critical to improving the safety of young pedestrians and bicyclists and to reducing overweight and obesity among California's youth. As such, Safe Routes to School (SRTS) programs are key to reversing these trends. SRTS programs increase the number of children who safely walk and bicycle to school through education and encouragement programs, enhanced enforcement, engineering improvements, and strong program evaluation.

PROGRAM SUMMARY

With the help of the Eureka SRTS Task Force (which received start-up funding from a State SRTS award), the Grant Elementary Parent Teacher Association (PTA) and parents organized a school site SRTS Planning Workshop and Walkability Audit. Because Grant Elementary is a low-income school, the SRTS Workshop was provided at no-cost by the California SRTS Technical Assistance Resource Center.

The workshop helped identify safety concerns about the lack of safe crossings and high speed of cars near the school as well as to plan appropriate education and encouragement activities to fit the unique needs of the school community. Following the completion of the workshop, the PTA applied for and received

30% Increase in walking to school among children who live between ¼ and ½ mile of school between 2011 and 2012

5% Increase in the overall number of students walking to school between 2011 and 2012

7% Increase in the overall number of students walking home from school between 2011 and 2012

10% Increase in the number of students bicycling to and from school between 2011 and 2012

175 students benefitted from having the Safe Routes to School program at their school

August 2012
California Safe Routes to School Technical Assistance Resource Center, a program of California Active Communities
www.CaSafeRoutesToSchool.org
(916) 552-9874
CaActiveCommunities@cdph.ca.gov

Listed below are some grant opportunities for active transportation/safe routes to school projects.

- **Active Transportation Program (ATP) Grants:** The ATP, administered by the California Transportation Commission, is the only significant source of State funds dedicated to increasing bicycling and walking in California. One of the program’s aims is to enhance public health, including reducing childhood obesity through Safe Routes to School projects and programs. ATP funds bike and pedestrian infrastructure projects, educational and promotional efforts, safe routes to school projects, and active transportation planning. Half of the program’s funds goes to grants. The enabling legislation requires that at least 25% of ATP funds benefit residents in disadvantaged communities.

In ATP Cycle 5 (2021), there are five different grant applications, corresponding to the following five project types:

- Non-Infrastructure Plan

Infrastructure only or Infrastructure/Non-Infrastructure Projects:

- Large Project—Total project cost greater than \$7 million;
- Medium Project —Total project cost from \$2 million to \$7 million; and
- Small Project—Total project cost under \$2 million.
- ATP Cycle 5 Quick Build Application

(Grant applications are due June 15, 2020; grant projects to be approved May 2021.)

<https://catc.ca.gov/programs/active-transportation-program>

<https://dot.ca.gov/programs/local-assistance/fed-and-state-programs/active-transportation-program/cycle5>

- **Caltrans’ Sustainable Transportation Planning Grants Program:** The Sustainable Communities Competitive Grants Funds under this program are for local and regional projects that address multimodal transportation and land use planning. Examples of eligible projects include (but are not limited to) Safe Routes to School studies, active transportation plans, rural planning studies that reduce GHG emissions, mobility needs assessments, and complete streets projects. Primary applicants can be RTPAs, cities and counties, Native American tribal governments, among other agencies. Agencies can partner to be sub-applicants, including universities and community colleges, community-based organizations, and non-profit organizations (501.C.3). (The grant minimum is \$50,000 for disadvantaged communities and \$100,000 for all others, as of fiscal year 2020-21.)
<https://dot.ca.gov/programs/transportation-planning/regional-planning/sustainable-transportation-planning-grants>
- **California Office of Traffic Safety (Cal OTS) Grants:** Public Entities are eligible to submit applications for funding for Non-infrastructure programs; non-profit organizations (501c (3)) can partner with a public entity that acts as principal grant recipient. There are several eligible categories that may be relevant to SR2S efforts. Local crash data must demonstrate a need for funding. <https://www.ots.ca.gov/grants/>

- Centers for Disease Control and Prevention (CDC): Grants and contracts are available for non-infrastructure programs and projects that promote health and quality of life by preventing and controlling disease, injury, and disability. <http://www.cdc.gov/grants/aboutcdcgrants/index.html>
- Environmental Protection Agency (EPA): Grants are available for environmental education projects that enhance the public’s awareness, knowledge, and skills to help people make informed decisions that affect environmental quality. <https://www.epa.gov/grants>
- Local and State Health Departments’ programs and grants: Some Departments of Health and Human Services have in-house SR2S or other active transportation programs, which might offer resources to local schools. For instance, or Health grants may support walk audits and parent surveys, and education encouragement activities such as walking school buses, Walk to School Day, and bicycle clinics. Health Departments are a good resource for current information on potential health grants.
- HCAOG Funds for Active Transportation Audits: Since circa 2017-18, HCAOG has budgeted funds to pay for walk and bike audits, available upon request by a member jurisdiction or other local partner and stakeholder group. HCAOG can, on average, fund two audits per fiscal year.
- Contributions from Advocacy & Civic Groups, and Foundations: A variety of groups offer grants or in-kind donations to promote physical education, active transportation, bicycle skills trainings, or related classroom curriculum. Organizations that offer grants include Active Schools, SHAPE America, and Safe Routes to School National Partnership.
 - Making Headway Center (Eureka): Making Headway Center for Brain Injury Recovery’s services include education and outreach about preventing brain injuries. The Center works with local schools to educate students and faculty. They have helped with helmet fitting at local Kids’ Bike Rodeos. On occasion, they donate helmets to those in genuine need.
 - Clif Bar Family Foundation: The foundation gives small grants for general organizational support and specific projects. Two of their funding priorities are increasing opportunities for outdoor activity, and reducing environmental health hazards.

Other tips:

SPARK, a program of San Diego State University Research Foundation, has a Grant-Finder Tool for funding programs that support physical education, classroom activity, or coordinated school health programs (<https://sparkpe.org/grant-finder>). SPARK provides evidence-based physical activity curriculum, staff development, and equipment to teachers of pre-K through 12th grade students.

The University of California, Berkeley (UCB) maintains a clearinghouse of online information, called “California Active Transportation Safety Information Pages” or CATSIP. Their webpage for Funding Opportunities is at <https://catsip.berkeley.edu/resources/funding-opportunities>.

SR2S INVENTORY OF HUMBOLDT COUNTY SCHOOLS

SCHOOL SR2S INVENTORY CALLS

The original production of the SR2S Prioritization Tool involved a massive outreach campaign to all public and charter schools in the County referred to as an “inventory call”. Receiving information from the Humboldt County Office of Education, the project team was able to reach 78 of the 97 public and charter schools across the County via telephone. Nineteen schools were not reached because their site had closed, their students were all utilizing independent study or phone calls and email were not returned

The team relied on direct communication with school administrators and SR2S “champions” (dedicated advocate volunteers for the SR2S mission) to understand schools’ safety concerns and ongoing SR2S interest and activities. HCAOG staff (and RCAA-NRS staff in earlier updates) called (and emailed) schools to take stock of the “school inventory” relating to SR2S and active transportation (see Appendix D, “School Inventory Survey Questions.”) In addition, SR2S parent surveys gave insight into parents’ safety concerns and behavior around how their kids get to school. The survey included questions on ongoing SR2S activities, safety concerns, presence of pedestrian and bicycling infrastructure near the school, and parent involvement. These school calls and parent surveys were the basis of the school readiness criteria component of the Prioritization Tool described in the next section. The SR2S inventory calls conducted through this project yielded an even greater breadth of information from across the County.

The school SR2S inventory calls conducted for the Tool are thorough and time-intensive. The inventories are also time sensitive in several respects, as conditions at schools change regularly. Sustaining updated SR2S inventory across all public schools in the County is challenging. Nevertheless, the calls are beneficial for revealing valuable information specific to each school and for building and strengthening relationships with school administrators and school SR2S champions. The calls also help promote SR2S programs and active transportation.

SCHOOL INVENTORY SUMMARIES

The school inventory compiles information on each school’s setting it relates to active transportation and SR2S programs. Previously, the inventory had a narrative summary for each school. In this update, the summaries have been converted from narratives into a table format. We update inventory data for these questions by calling and/or emailing schools directly.

The inventory summaries address these questions:

1. Is school aware of SR2S Programs
2. Is school doing any current SR2S or active transportation projects?
3. Is there a SR2S Champion (teacher, parent, admin) in the school?
4. Are there concerns regarding kids health or enough physical activity?
5. Does school have a PTA or PTO?

6. How many students are enrolled?
7. How many students walk?
8. How many students ride their bike to school?
9. How many students skateboard, scooter, etc.?
10. How many students ride the bus?
11. How many students are transported to school by vehicle?
12. What are the main walking routes to school?
13. Does the school have bicycle parking?
14. Does the school have a crossing guard?
15. Are there SR2S school policies (or informal policies) around transportation of kids to school?
16. (Limits on idling, drop-off locations, etc.)
17. Are there after school programs at the school? Who runs it?
18. Is physical activity incorporated in the program?
19. Did you encourage the completion of SR2S surveys by parents last fall?
20. Who in school administration would be willing to work regarding transportation and other schools on these issues?
21. Does the school participate in walk to school day (1), bike month (2) , bike rodeos (3), redwood crossing guard grant (4) etc? (5)

The school readiness criteria are weighted the heaviest out of the three major categories in the tool. School readiness has a weight of 38 points, with internal need carrying 18 points, and external points carrying 33 points. School criteria is given this value because success ultimately depends on support within the school.

Measures were considered at all levels to determine SR2S support from within the school. Administrative support and a champion present are given a weight of 10 total points. Many schools have ongoing SR2S activities and support these programs that help their students get to school safely and engage in physical activity. Current SR2S activities include International Walk to School Day, Walking Wednesdays, Bike Rodeos, after-school bicycling clubs, and pedestrian and bicycling safety education.

Mode-split data is also collected. Gathering these metrics gives scorers insights about student behavior and possible issues inhibiting active transportation. It is expected that a school in a very rural area with students living a great distance from school have a low share of students walking. However, when an inner-city school has much lower walking or biking than a neighboring inner-city school, it raises alarms.

It is worth noting that many schools in Humboldt County have a competitive open enrollment. A school's proximity to a students' home greatly influences the numbers of kids who walk or bike to school. Neighborhood schools that serve a majority of students who live within one to two miles of the school see many more students walking or biking to school. Schools that attract students from across the district or that serve very rural communities with a low population density have few students who walk or bike to school. As an example, at Toddy Thomas Middle School in Fortuna, over half of the 300 students walk to school from nearby neighborhoods. In contrast, at Weitchpec School in eastern Humboldt, the majority of students live many miles away and are

bussed and one student walks to school. SR2S projects and programs must recognize these diverse situations and be tailored to meet individual schools’ needs.

Bus transportation cuts are a major concern at many schools across the County - especially very rural schools where kids live far from school. Over 80% of students are bussed to many schools within the Klamath-Trinity Joint Unified School District, Southern Humboldt Unified School District, and many smaller districts. Effective SR2S programs in school districts like these will need to consider creative interventions to alleviate school transportation budget shortfalls.

SR2S PARENT SURVEYS

Parent surveys have been an ongoing resource for charting active transportation behaviors in schools, and for tracking SR2S interest and capacity for SR2S programs (e.g. latent demand). Parent surveys help identify families’ safety or logistical issues in getting children to and from school. If we can collect many surveys (ideally over several years), the responses illustrate patterns of behavior for using active transportation—or not—to get to school. Survey results on biking and walking also help evaluate active transportation/SR2S programs before, during, and after implementation.

The County Public Health Branch and/or RCAA has distributed SR2S parent surveys to public schools throughout the county. The level of outreach has depended on the level of grant funding, as well as having outside help to enter all survey data. In 2011, surveys were distributed to 75 schools, and completed surveys were sent to the National Center for SR2S, who entered the data and returned results for each participating school, for free. The National Center for Safe Routes to Schools, for lack of funding, ceased doing the data entry in 2017.

The logistics for distributing the surveys relied on the Humboldt County Office of Education’s courier service delivering stacks to schools. From the schools, the surveys went to homes via the “backpack mail;” that is, students brought the surveys home to give to their parent or guardian, and brought them back to school to turn in. SR2S Task Force members and other stakeholders volunteered to pick-up the surveys from schools. Since the National Center for Safe Routes to School stopped doing the data entry (in 2017), County Public Health staff and later HCAOG staff took on the task of entering all the survey data. County Public Health Branch staff now send surveys only to schools with existing or prior SR2S or ATP programs, and/or to schools determined to have a high likelihood of returning surveys.

Parent Survey About Walking and Biking to School

Dear Parent or Caregiver,
Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school year, for children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results.
Thank you for participating in this survey!

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: _____

1. What is the grade of the child who brought home this survey? Grade (PK,K,1,2,3...)

2. Is the child who brought home this survey male or female? Male Female

3. How many children do you have in Kindergarten through 8th grade?

4. What is the street intersection nearest your home? (Provide the names of two intersecting streets)
_____ and _____

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box.

5. How far does your child live from school?
 Less than ¼ mile ½ mile up to 1 mile More than 2 miles
 ¾ mile up to 1 ½ miles 1 mile up to 2 miles Don't know

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box.

6. On most days, how does your child arrive and leave for school? (Select one choice per column, mark box with X)

Arrive at school	Leave from school
<input type="checkbox"/> Walk	<input type="checkbox"/> Walk
<input type="checkbox"/> Bike	<input type="checkbox"/> Bike
<input type="checkbox"/> School Bus	<input type="checkbox"/> School Bus
<input type="checkbox"/> Family vehicle (only children in your family)	<input type="checkbox"/> Family vehicle (only children in your family)
<input type="checkbox"/> Carpool (Children from other families)	<input type="checkbox"/> Carpool (Children from other families)
<input type="checkbox"/> Transit (city bus, subway, etc.)	<input type="checkbox"/> Transit (city bus, subway, etc.)
<input type="checkbox"/> Other (skateboard, scooter, inline skates, etc.)	<input type="checkbox"/> Other (skateboard, scooter, inline skates, etc.)

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box.

7. How long does it normally take your child to get to/from school? (Select one choice per column, mark box with X)

Travel time to school	Travel time from school
<input type="checkbox"/> Less than 5 minutes	<input type="checkbox"/> Less than 5 minutes
<input type="checkbox"/> 5 - 10 minutes	<input type="checkbox"/> 5 - 10 minutes
<input type="checkbox"/> 11 - 20 minutes	<input type="checkbox"/> 11 - 20 minutes
<input type="checkbox"/> More than 20 minutes	<input type="checkbox"/> More than 20 minutes
<input type="checkbox"/> Don't know / Not sure	<input type="checkbox"/> Don't know / Not sure

See the SR2S Parent Survey in Appendix E

With these SR2S parent surveys, the Humboldt County region has compiled a decade of data that show travel patterns and safety concerns from families across schools over time. From year to year the number and the location of the participating schools has varied. Although we cannot claim scientific results, we can see illustrative results when we compare responses from the first year of SR2S parent surveys, 2011, to results from the most recent year, 2018.

Table 3. SR2S Parent Survey Responses, Humboldt (2011 and 2018)

Survey Year	Number of Schools Participating	Survey Responses: How does student leave school on most days?			
		walk	bike	bus	private vehicle
2011	34	15%	3%	23%	53%
2018	20	15%	3%	18%	62%

Parents’ and guardians’ responses in 2011 compared to 2018 show that the way children travel from school has remained steady for our Humboldt sample. While infrastructure improvements around local schools in the last 5-10 years have created more safe walking and biking opportunities, challenges remain for families to be able to travel to and from school via active modes.

The history of parent-survey results from participating schools, 2011-2019, are archived online at www.humboldtsaferoutes.org.⁴

PRIORITIZATION TOOL

The SR2S Prioritization Tool is used to understand the relative need and readiness of schools to implement SR2S projects, so that HCAOG may apportion available funding to the highest priority schools. The Tool assesses *school need* based on existing safety and health concerns; the Tool assesses *school readiness* based on current support in the school community, which is crucial for a SR2S program/project to succeed.

The Tool uses demographic indicators and safety data as proxies for understanding which student populations may benefit most from travel options and increased physical activity. The Tool prioritizes schools with underserved populations and at-risk students, and where there is a disproportionate rate of barriers or disadvantages to safe and connected active transportation. Acknowledging the different challenges and barriers that students face is important to ensure that SR2S initiatives benefit all demographic groups. California state law, in fact, requires equity for disadvantaged communities be fully considered in evaluating SR2S and Active Transportation Program grant applications. Safe Routes to School advocates for all students from every

⁴ The domain name www.humboldtsaferoutes.org will redirect you to HCAOG’s website page: www.hcaog.net/documents/safe-routes-school-whats-happening-humboldt.

demographic to have the same level of safe, active, and healthy opportunities to get to and from school. Equity is about ensuring that all students have access to what they need to thrive.

The Tool criteria and scores lead to a ranked list of schools, which can serve as a prioritized list of schools best poised for near-term SR2S projects and programs. Schools that do not rank highly during the prioritization process may still need SR2S support for programs or infrastructure improvements. The ranked list of schools should be considered a “living document.”

One of our assumptions, at least for the foreseeable future, is that rural counties throughout the state will continue to see little funding available for collecting data. Thus, a main objective from the start was to rely predominantly on data that are publicly available, and are regularly (or periodically) updated through other independent processes. For example, the Tool uses data that is regularly tracked or updated by the California Department of Education, Caltrans, or local jurisdictions. The original intent was to make it easy and affordable to update the Tool every two years, thereby keeping schools’ priority projects up-to-date. The approach is intended to keep the *Regional SR2S Prioritization Tool* relevant and sustainable.

The SR2S Task Force, in 2012 (during development of the first *Regional SR2S Prioritization Tool*), was instrumental in developing the criteria that we apply to assess schools’ SR2S project/program need and readiness. We assess schools in three categories of criteria:

- **School readiness** for SR2S projects and programs:
School readiness gauges the school’s responsiveness to the program. Criteria indicators are gathered through the school inventory calls and SR2S parent surveys.
- **School internal need:**
Demographic factors of the school body can indicate advantages and disadvantages that correlate to active transportation needs. Criteria include fitness testing scores and socioeconomic status of the school population. Data is publicly available.
- **School external need:**
The external need is based on physical and socioeconomic factors, in the immediate vicinity of the school, that may influence safety or need for SR2S programs. Criteria includes posted speed limits and unsafe crossings. GIS-based spatial datasets are publicly available from local jurisdictions.

The SR2S Tool’s scoring inputs include surveyed data, public data, and GIS spatial analysis of all schools throughout the County. For the 2020 Tool update, we revised the scoring methodology. For School Readiness and External Need criteria, we adjusted three scoring parameters to give more weight to: a lack of sidewalks adjacent to a school; equity as measured by the number of carless households in the school’s census tract; and the number of bicycle or pedestrian collisions. We reduced the potential score for the Posted Speed Limit criterion because we learned that it was over-benefitting less populated areas. Additionally, we reduced some maximum scores from 10 to 7 with the intent to have parity across criteria. Refer to Appendix C, “New vs. Old Scoring Metrics,” for more details on changes in scoring methodology and the rationale for the changes.

In addition, we have adjusted a score in the secondary criteria to consider if a school has had a recent walk audit or grant funding for improving the school’s walking and biking environment. In

the revised methodology, if the local jurisdiction has received a grant, in the last five years, to improve the school's-built environment, then that school's secondary criteria ranking is reduced by 10 points. The intent of the deduction is to help prioritize schools that have not recently been awarded funding.

SCHOOL READINESS CRITERIA

Most of the data for the school readiness criteria is gathered from SR2S inventory calls to each school. See Table 4 for school readiness criteria. For schools with little detail about safety concerns or interest or awareness of Safe Routes to School, school readiness criteria are not scored.

Table 4: Indicators for School Readiness Criteria

Data Source	Criteria Description	Measured by	Values	Maximum Score
School Readiness Criteria				
School Inventory Calls	School administration support	Presence/ Absence	Present = 5 Absent = 0	5
School Inventory Calls	SR2S activities/discussions/ interest (e.g. Walk & Roll events, level of concern, SR2S Interest)	Presence/ Absence	Exceptional = 7 Interest+Activities = 5 Interest or Activities = 3 Absent = 0	7
School Inventory Calls	SR2S champion present at the school	Presence/ Absence	Present = 5 Absent = 0	5
School Inventory Calls	Active school/parent support organization (e.g. PTO/PTA, Booster Club, school site council)	Presence/ Absence	Present = 5 Absent = 0	5
School Inventory Calls	SR2S/transportation policies and education (e.g. safety handbook, parent reminders, crossing guard)	Presence/ Absence	Superb = 5 Present = 3 Absent = 0	5
SR2S Parent Surveys	Completed SR2S parent surveys	Semi-Annual Reporting	Continual participation = 5 Regularly participate=3 Normally Absent = 0	5
School Inventory Calls	School bicycle parking	Presence/ Absence	Present = 3 Absent = 0	3
League of American Bicyclists Certification	Jurisdiction is certified as "Bike Friendly"	League Report Card	Gold = 3 Silver = 2 Bronze or lower = 1	3

Policy and administrative support at the school and at the district level are critical to the success of grant applications. Administrative support is a baseline indicator that informs funders and

planners about the level of resources that may be needed to the support the school in attaining a higher level of bicycling and walking. A lack of high-level support at the school can be hinder projects and programs success, especially in the long-term.

Parent support, a SR2S champion and/or ongoing activities are also necessary for the sustainability of programs in each school. Typically, Safe Routes to School projects provide start-up funding or programs for one to two years. Existing parent or teacher support for implementing SR2S programs or projects indicates the potential for programs to survive after the initial funding period. As with administrative support, a lack of existing interest does not mean the school would not be considered for SR2S support; rather, it indicates that a school will need a higher level of resources and outreach.

SCHOOL EXTERNAL-NEED CRITERIA

The Prioritization Tool uses a Geographic Information System (GIS) component to inform us about roadway and intersection designs around schools, as well as demographic indicators that may influence a school's need for SR2S projects and programs. The GIS component serves as a cost-effective proxy for in-the-field walkability audits. Assessing infrastructure conditions by field verification for all schools, countywide, would be prohibitively expensive. GIS offers a range of spatial scales, and is efficient for prioritizing schools' external need.

The external-need criteria does not include Average Daily Traffic (ADT) volumes because there is not spatially explicit data for all school campuses. At the local level, ADT data is collected for specific project, but not comprehensively for all roadways. The external-need criteria does not include spatial sidewalk connectivity due to the lack of digitized locations of sidewalks and pedestrian infrastructure. Instead, we use the posted speed limit as an indicator, and learn of pedestrian facilities near the school from staff/faculty (during the SR2S school inventory calls).

To recap, the Prioritization Tool is based in an Excel spreadsheet, with a GIS component supporting the spatial criteria of the Tool. The SR2S school inventory (of Tool criteria data) is gathered before scoring is calculated. You can find the spatial component of the Tool and detailed instructions for updating this component in Appendix F.

Table 5: Indicators for School External Need

Data Source	Criterion Description	Measured by	Values	Maximum Score
School External Need				
School Inventory Calls	Pedestrian facilities	Presence or absence of dedicated pedestrian facilities leading to the school campus.	Absent = 7 Present but insufficient = 4 Present = 1	7
Humboldt County Road Centerline Shapefile	Posted speed limit	Speed limit of school roads and speed limits of roads intersecting within 660 ft	School on a road over 35mph = 7 Intersects over 35mph = 3 25 or under and no intersections = 0	7
HCAOG Regional Trails Master Plan shapefiles	Existing bicycle and trail facilities	Presence or absence of dedicated bicycle facilities within 660-foot buffer leading to the school campus. Includes only Class I and II facilities and trails.	Absent = 5 Present = 1	5
Census or American Communities Survey (ACS)	Percentage of carless households	Percentage of carless households per census area in which the surveyed school is located. Classification performed by natural breaks (Jenks Method).	15-21% = 7 9-13% = 5 6-8% = 3 3-5% = 2 0-2% = 1	7
UC Berkeley SafeTREC Transportation Injury Mapping System (TIMS) / Caltrans SWITRS	Bicycle and pedestrian collision frequency	Total number of bike- or pedestrian-involved collisions within 0.5-mile buffer. Scores assigned based on natural breaks in the data	54-83 = 7 40-53 = 6 31-39 = 5 15-30 = 4 7-14 = 2 1-6 = 1 0 = 0	7

EXTERNAL NEED INDICATOR 1: EXISTING PEDESTRIAN FACILITIES

A connected pedestrian network of sidewalks near schools gives students and families options for walking to school. This indicator is scored on the presence or absence of pedestrian facilities on routes leading to the school. Score values are shown in Table 6.

Table 6: Existing Pedestrian Facilities Scoring

Pedestrian Facilities	Values
Pedestrian facilities absent	5
Pedestrian facilities present but insufficient	3
Pedestrian facilities present and sufficient	1



Kids walking to school on a street without sidewalks

EXTERNAL NEED INDICATOR 2: POSTED SPEED LIMIT

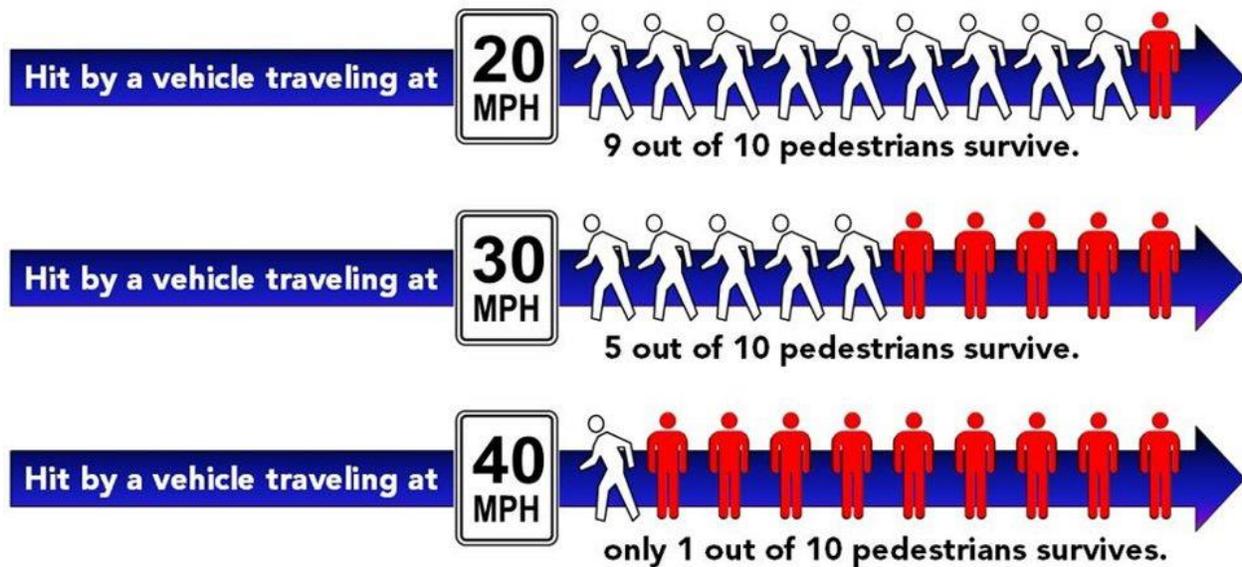
Driving speeds have a direct impact on frequency and severity of pedestrian and bicycle collisions with motorized vehicles. According to the Federal Highway Administration, “reductions in vehicle speeds can have a very significant influence on pedestrian crashes and injuries,” and “pedestrians suffer much more serious injuries when struck by high-speed vehicles than when struck by vehicles going more slowly.”⁵ There is much greater severity between a bicycle/pedestrian collision that occurs at 35 mph versus 25 mph. A pedestrian struck by a vehicle travelling at 25 mph or less has a 89% probability of survival; the survival rate drops to 11% when a pedestrian is hit by a vehicle traveling at 35 mph or higher.⁶

A child’s ability to successfully judge walking and biking safety is limited by the following factors:

- Children have not yet developed judgment to assess traffic without help.
- Children’s peripheral vision is a third narrower than adults.
- Children have very acute hearing, but have difficulty identifying the direction that sound is coming from.
- Children assume that if they can see a vehicle, its operator can see them.
- Children cannot judge a vehicle’s speed, or even if a vehicle is moving or parked.
- Children think motor vehicles can stop as fast as pedestrians can stop.
- Children have an underdeveloped sense of danger; they do not understand what a serious physical injury means.

⁵ W.A. Leaf and D.F. Preusser. Literature Review on Vehicle Travel Speeds and Pedestrian Injuries Among Selected Racial/Ethnic Groups. National Highway Traffic Safety Administration. 1999.

⁶ Wisconsin Department of Transportation. 2006. www.dot.wisconsin.gov/safety/motorist/pedestrians/injuries.htm.



Source: The Urbanist (www.theurbanist.org/2014/11/11/icymi-new-york-city-implements-vision-zero, accessed 4/16/20)

For the posted-speed-limit indicator of the Prioritization Tool, break points were selected according to best available data correlating safety and speed limits. We applied a spatial buffer of 660 feet (roughly 2 blocks) around each surveyed school, and determined the posted speed limits on adjacent and nearby roadways.

The values for this indicator were set based on the statistically-significant differential in survivability rates for collisions at 25 mph (and lower) compared to collisions at 35 mph (and higher), combined with driver reaction time, and children’s limited capacity to judge roadway safety. Score values for these criteria are shown below.

Table 7: Posted Speed Limit Criteria Scoring

Posted Speed Limit Criteria	Values
School on a 35+ mph roadway	10
School within 660’ of a 35+ mph roadway	5
All roads under 35 mph within 660’ buffer, including adjacent roadways	1

EXTERNAL NEED INDICATOR 3: EXISTING BICYCLE AND TRAIL FACILITIES

Indicator 3 measures school proximity to bicycle and trail facilities. The presence of bicycle and trail facilities increases the likelihood that children and adults will choose active transportation for both recreation and commuting. Studies indicates that when people have access to trails, they are more likely to choose walking and bicycling as a mode of transportation.^{7,8}

⁷ Chin et al, “Accessibility and connectivity in physical activity studies: The impact of missing pedestrian data,” *Preventive Medicine*. 2008.

⁸ John Pucher, Jennifer Dill, and Susan Handy, "Infrastructure, Programs and Policies to Increase Cycling: An International Review," *Preventive Medicine*, Vol. 50(S1): S106-125, January 2010.

The score is determined by the presence or absence of one (or more) Class I, Class II, or Class IV bicycle or trail facility within 660 feet (two blocks) of the school. (Class I = multi-use trail that is not directly adjacent to moving traffic; Class II = a designated bike lane, usually beside a car travel lane; Class IV = a “separated bikeway” that has a vertical physical barrier between the bikeway and moving traffic.)

Table 8: Existing Bicycle and Trail Facilities Scoring

Bicycle and Trail Facility Criteria	Values
Class I, II, or IV Bicycle/Trail Facility(ies) Absent	5
Class I, II, or IV Bicycle/Trail Facility(ies) Present	0

EXTERNAL NEED INDICATOR 4: PERCENTAGE OF CARLESS HOUSEHOLDS

When a household does not have a car available, the student will travel to and from school, if not by carpool, then by bicycle, walking, or transit. We determine the percentage of carless households by first creating a spatial data layer from the US Census Bureau’s demographic data (the Census asks how many vehicles are available to each household). We then integrate the layer with spatial data for Humboldt County census tracts (census tracts are statistical, geographic subdivisions within a county). The percentage scores are classified by natural breaks in the data, yielding the following scoring:

Table 9: Percentage of Carless Households Scoring

Percentage of Carless Households Criteria	Values
13-17%	5
9-12%	4
6-8%	3
3-5%	2
0-2%	1

EXTERNAL NEED INDICATOR 5: FREQUENCY AND LOCATION OF BICYCLE AND PEDESTRIAN COLLISIONS

Collision data is available to the public from the Transportation Injury Mapping System (TIMS) website at the University of California, Berkeley. TIMS data is derived from the Caltrans Statewide Integrated Traffic Records System (SWITRS) database, a repository of all collision data collected in California. The TIMS project packages select SWITRS data into a geo-referenced file that is suitable for use with GIS software.

The Tool’s spatial component includes bicycle and pedestrian collision data for the half-mile-radius buffer area around each public school (K-12) in Humboldt County. This spatial area is

mapped, and the number of bicycle and pedestrian collisions with motor vehicles are counted. Breaks, or groupings, in the data (number of collisions) dictate how to stratify the scoring categories, including a zero-point category for schools with no reported collisions in a half-mile radius.

Table 10: Bicycle and Pedestrian Collision Scoring

Bicycle and Pedestrian Collision Criteria	Values
25-71 collisions	5
6-24 collisions	3
1-5 collisions	1
0 collisions	0

SCHOOL INTERNAL-NEED CRITERIA

The Tool’s internal-need criteria help identify schools that may have greater need based on equity and health concerns. As stated above, evaluation criteria for California’s Active Transportation Program grant awards weigh the importance of equity in prioritizing communities’ needs. The Prioritization Tool has the school’s socioeconomic status as a primary criteria. A school’s total student enrollment is also considered as one potential factor indicating need for funding. All the data for the Tool’s internal-need criteria are updated annually and made available through the California Department of Education.

Table 11: Indicators for School Internal Need

Data Source	Criterion Description	Measured by	Values	Maximum Score
School Internal Need				
Ed-Data	Free & reduced lunch	Schools scored based on percentage of students eligible as reported	80-100% or greater = 8 60-79% = 6 40-59% = 4 20-39% = 2 0-19% = 0	8
CA Dept of Education	Aerobic fitness (% meeting Healthy Fitness Zone)	Schools are scored based on percentage of students achieving the benchmark fitness level	70-100% = 0 40-70% = 3 0-40% = 5	5
Ed-Data, Private School Universe Survey (PSS)	Student enrollment	Schools are scored based total student enrollment	Above 300 = 5 101-300 = 3 Under 100 = 1	5

INTERNAL NEED INDICATOR 1: PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE OR REDUCED LUNCH

Children from low-income families are twice as likely to walk to school as children from higher-income families.⁹ In addition, children from low-income households have a higher risk of being injured or killed as pedestrians and are at greater risk of obesity.¹⁰

Humboldt County has a diversity of land uses, and schools are located in urban contexts as well as in remote, rural areas. Students in low-income urban areas of the county may encounter neighborhood barriers to physical activity, such as streets with lots of traffic and missing pedestrian and bicycle infrastructure. Students in low-income rural communities are faced with challenges such as long distances to school and roadways that only have a narrow shoulder to walk or bicycle in. Given the historical trend of higher risks for families with low incomes, it is important to identify and support schools that have a high percentage of low-income students.

In this analysis, the Tool does not classify schools as low-income or high-income; rather, we allocated points based on the percentage of the student body who is eligible for free and reduced lunches. The intent is to prioritize those schools with a very high percentage of low-income students. In the Federal School Lunch Program, families that have incomes of up to 185 percent of the federal poverty limit income qualify for free and reduced prices. At the federal level, schools are often categorized as low-income when more than half of their students qualify for free and reduced school lunch.

Statistics on enrollment in free and reduced school lunches are found at Ed-Data, www.ed-data.org/state/CA.

Table 12: Free and Reduced Lunch Eligibility

Reduced Lunch Eligibility Criteria	Values
Percentage of students eligible for free and reduced lunch	80-100% = 8
	60-79% = 6
	40-59% = 4
	20-39% = 2
	0-19% = 0

The Prioritization Tool does not use spatial data that tracks low-income school-aged populations near the schools for two primary reasons. Foremost, population characteristics of the school's neighborhood do not necessarily reflect demographics of the school study body, because many schools in Humboldt County have open enrollment. Students might not be attending their neighborhood school. Secondly, rural schools draw from large areas. A sufficient spatial analysis

⁹ McDonald, N. Critical Factors for Active Transportation to School Among Low-Income and Minority Students: Evidence from the 2001 National Household Travel Survey. *American Journal of Preventive Medicine*, 34.4 (2008): 341-344.

¹⁰ Low Income Resource Guide. Safe Routes to School National Center. www.saferoutespartnership.org/resourcecenter/publications/low-income-guide.

would require school-by-school assessment of individual catchment areas, which was deemed too labor-intensive for efficiency or replicability.

INTERNAL NEED INDICATOR 2: PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONE BENCHMARKS

Research studies have found that walking to school is associated with higher overall physical activity throughout the day^{11, 12}. Additional research has shown that children who walk or bicycle to school, compared to children who are driven to school, are more likely to walk or bicycle to other places in their neighborhood. There are many potential benefits of increased physical activity, including controlling weight and blood pressure; maintaining healthy bones, muscles, and joints; reducing the risk of diabetes; improving psychological welfare.

The FitnessGram assessment, by The Cooper Institute (Dallas, Texas), focuses on criterion-referenced standards to determine if a student is at a health risk. The assessment defines Healthy Fitness Zones (HFZ) to evaluate fitness performance. These zones represent minimum levels of fitness that can protect against diseases that are caused by sedentary living. The California Department of Education considers a student who meets or exceeds an HFZ as meeting the desired performance goal.

The Prioritization Tool gives higher scores to schools with a low percentage of students meeting the basic Health Fitness Zone standards. The intent is to prioritize school populations that may benefit the most from increased physical activity from walking and biking to school.

Some schools did not have publicly available Healthy Fitness Zone results (either because of a desire to preserve anonymity in schools with small enrollment, or because they did not participate in the testing). The Tool employs an alternative algorithm for schools without Healthy Fitness Zone data, so they still get the complete complement of criteria scoring.

Table 13: Healthy Fitness Zone Scores

Fitness Criteria	Values
Percentage of students achieving the benchmark fitness level	70-100% = 0
	40-70% = 3
	0-40% = 5

School results for the Healthy Fitness Zone testing are posted online at <https://www.cde.ca.gov/ta/tg/pf/pftresults.asp>. The site has: [2011–13 HFZ Charts](#) (PDF) Standards used for the 2011–13 school years.

¹¹ Centers for Disease Control and Prevention. The Importance of Regular Physical Activity for Children. Accessed 9/16/05 at http://www.cdc.gov/nccdphp/dnpa/kidswalk/health_benefits.htm.

¹² Cooper et al., Commuting to school: Are children who walk more physically active? *American Journal of Preventative Medicine* 2003: vol 25 no. 4

INTERNAL NEED INDICATOR 3: STUDENT ENROLLMENT

With limited resources available for active transportation projects and programs, it is important that HCAOG and member jurisdictions consider where resources can reach the most people. It is important to document student enrollment because it varies widely across schools in the county.

This indicator supports schools with larger populations that could potentially walk or bike to school. This indicator was not weighted heavily or used to normalize percentage scores. The scoring was developed to add points to larger schools where improvement would likely benefit many students, while not discriminating against rural schools whose enrollment size will be lower.

Table 14: Student Enrollment

Student Enrollment Criteria	Values
Total Student Enrollment	Above 300 = 5 101-300 = 3 Under 100 = 1

School enrollment statistics for Humboldt County can be found at Ed-Data. <https://www.ed-data.org/state/CA>

SECONDARY CRITERIA

The Prioritization Tool includes secondary criteria for distinguishing need among high-ranking schools. Many schools may rank high in the primary criteria, indicating both a need and readiness for Safe Routes to School and active transportation support. The secondary criteria is intended to determine the specific support that individual schools need. For example, the first criterion asks if the school has had a walkability audit within seven years. If a high-ranking school has recently had a walkability audit, they may already be ready to apply for a grant for infrastructure improvements. Thus, that school may benefit more from assistance applying for a grant, and another school may get support for a walkability audit. Or, for example, high-ranking schools that have recently had traffic-calming projects implemented may be less of a priority for the next funding cycle than schools that have not. In short, the secondary analysis adds information to deliver targeted support to schools.

Table 15: Secondary Prioritization Tool Criteria

Question	Answer	Outcome	Notes
Has there been a previous walking audit at the school within 5-10 years?	Yes	Select another school for walk audit support. Also determine if anything was done as a result of the audit.	A previous audit does not mean that the school will not receive additional SR2S support - it does provide some context for providing geographic equity
	No	A good candidate for a walk audit	
Has the school been awarded a SR2S grant or had recent pedestrian safety improvements?	Yes	Consider selecting another high-ranking school	If yes, and improvements have been made at the school, consider selecting another high-ranking school. If no, the school may be good candidate to apply for funding on the basis of a walk audit. Determine what specific support the school will need from program staff
	No	A good candidate for safe routes support	
Has an inventory update been done recently?			The "School Readiness Criteria" scoring is based upon local knowledge, school surveys, and "Inventory Updates". A more recent inventory update assures the most accurate scoring in this category. However, local knowledge and school surveys are also incorporated for all schools

For a complete scoring of schools please see the next section of this report. Individual jurisdictions should review the school SR2S inventory summaries and SR2S parent survey results for the schools within their jurisdiction. This information helps inform us of the challenges and opportunities at each school.

SR2S PRIORITIZATION RANKING (2020)

The updated prioritization ranking is based on HCAOG’s most current school inventory data, and not all schools have been contacted yet to update data (20 schools’ inventories were updated in 2014, and another 40 schools were updated in 2017). See Appendix G for the “Prioritization Tool Matrix of Schools’ Criteria.”

Ref. #	District	School	Last Inventory Update	Internal Need Rank	External Need Rank	School Readiness Rank	Total Rank
			Primary Criteria				
14	Eureka	Alice Birney Elementary	2014	1	7	4	1
108	South Bay Union	South Bay Elementary	2017	5	6	4	2
64	Loleta Union	Loleta Elementary	2017	6	12	6	3
25	Eureka	Pacific View Charter - Moore Ave IS	N/A	3	7	12	4
57	Klamath-Trinity Joint Unified	Trinity Valley Elementary	2017	2	4	16	4
109	South Bay Union	South Bay Charter	2017	12	9	4	4
119	Trinidad Union	Trinidad Union	2017	10	11	2	4
54	Klamath-Trinity Joint Unified	Hoopa Valley Elementary	2014	3	4	7	5
78	McKinleyville Union	Dow's Prairie Elementary	2017	8	13	6	6
106	Scotia Union	Stanwood A. Murphy Elementary	2012	8	4	12	6
114	Southern Humboldt Unified	Redway Elementary	2012	9	9	7	6
9	Blue Lake Union	Blue Lake Union Elementary	2017	6	9	10	7
19	Eureka	Eureka Senior High	2017	7	11	8	7
5	Arcata	Union Street Charter	2017	11	11	5	8
11	Cuddeback Union	Cuddeback Elementary	2017	9	10	8	8
30	Fortuna Elementary	Norman G. Ambrosini Elementary	2017	6	9	4	8

Ref. #	District	School	Last Inventory Update	Internal Need Rank	External Need Rank	School Readiness Rank	Total Rank
58	Klamath-Trinity Joint Unified	Weitchpec Elementary	2012	8	4	15	8
59	Klamath-Trinity Joint Unified	Hoopla Valley High	2012	4	6	15	8
15	Eureka	Grant Elementary	2017	3	14	1	9
16	Eureka	Lafayette Elementary	2017	3	12	3	9
1	Arcata	Arcata Elementary	2017	3	8	8	10
12	Cutten	Cutten Elementary	2017	8	7	13	10
33	Fortuna Union Elementary	Fortuna Middle	2017	3	7	17	10
34	Fortuna Union Elementary	South Fortuna Elementary	2017	4	13	4	10
53	Jacoby Creek Charter	Jacoby Creek Charter	2017	10	17	2	10
2	Arcata	Sunny Brae Middle	2017	8	13	9	11
3	Arcata	Coastal Grove Charter	2017	9	9	11	11
26	Eureka	Pacific View Charter–Henderson St. Res.	N/A	3	14	12	11
4	Arcata	Fuente Nueva Charter	2014	10	4	15	12
17	Eureka	Washington Elementary	2014	3	12	14	12
29	Fieldbrook	Fieldbrook Elementary	2017	8	4	17	12
38	Freshwater	Freshwater Charter Middle	2017	13	11	7	12
76	Mattole Valley Charter	Redwood Coast Montessori	2012	12	1	20	12
105	Rio Dell	Monument Middle	2014	5	14	13	13
80	McKinleyville Union	Morris Elementary	2017	3	18	12	14
104	Rio Dell	Eagle Prairie Elementary	2014	6	14	13	14
13	Cutten	Ridgewood Elementary	2017	9	12	14	15
65	Maple Creek	Maple Creek Elementary	2017	10	7	19	16
66	Mattole Unified	Honeydew Elementary	2014	10	9	17	16

Ref. #	District	School	Last Inventory Update	Internal Need Rank	External Need Rank	School Readiness Rank	Total Rank
87	Orick	Orick Elementary	2012	8	8	20	16
107	South Bay Union	Pine Hill Elementary	2012	8	14	15	17
115	Southern Humboldt Unified	South Fork Junior-Senior High	2012	9	7	20	18
10	Bridgeville	Bridgeville Elementary	2017	8	7	22	19
39	Garfield	Garfield Elementary	2017	16	12	12	19
90	Peninsula Union	Peninsula Union Elementary	2012	8	6	23	19
6	Arcata	Redwood Coast Montessori Charter K-8	2012	9	11	18	20
63	Kneeland	Kneeland Elementary	2017	16	7	17	20
88	Pacific Union	Pacific Union Elementary	2017	7	18	14	21
56	Klamath-Trinity Joint Unified	Orleans Elementary	2012	10	2	24	22
111	Southern Humboldt Unified	Agnes J. Johnson School	2012	12	3	23	22
31	Fortuna Elementary	Toddy Thomas Elementary	2014	7	14	11	23
35	Fortuna Union High	Fortuna Union High	2012	6	10	23	23
67	Mattole Unified	Mattole Elementary	2012	14	9	20	23
28	Ferndale Unified	Ferndale High	2012	10	12	20	24
79	McKinleyville Union	McKinleyville Middle	2017	5	12	23	24
7	Arcata	Redwood Coast Montessori Charter	2012	9	16	18	25
52	Hydesville	Hydesville Elementary	2017	12	6	23	25
27	Ferndale Unified	Ferndale Elementary	2012	7	12	23	26
32	Fortuna Elementary	Redwood Preparatory Charter	2012	10	14	11	26
45	Humboldt Co. Office of Ed	Eureka Community	2012	8	8	24	26
81	Northern Humb. Union High	Arcata High	2012	10	6	24	26
110	South Bay Union	Alder Grove Charter	2012	8	3	28	26
112	Southern Humboldt Unified	Casterlin Elementary	2012	10	4	26	26

Ref. #	District	School	Last Inventory Update	Internal Need Rank	External Need Rank	School Readiness Rank	Total Rank
43	Humboldt Co. Office of Educ	Eel River Community	2012	8	9	24	27
55	Klamath-Trinity Joint Unified	Jack Norton Elementary	2012	8	4	28	27
83	Northern Humb. Union High	McKinleyville High	2012	6	11	20	28
89	Pacific Union	Trillium Charter	2012	10	14	23	28
116	Southern Humboldt Unified	Whitethorn Elementary	2012	12	7	24	28
8	Big Lagoon Union	Big Lagoon Elementary	2012	10	6	26	29
113	Southern Humboldt Unified	Osprey Learning Center	2012	8	7	28	29
22	Eureka	Zoe Barnum High	2012	10	10	21	30
60	Klamath-Trinity Joint Unified	Captain John Continuation High	2012	8	8	28	30
24	Eureka	Catherine L. Zane Middle School	N/A	5	14	25	31
40	Green Point	Green Point Elementary	2012	10	10	26	31
44	Humboldt Co. Office of Educ	Blue Ox Community School	2012	17	5	24	31
69	Mattole Unified	Mattole Valley Charter	2012	6	9	28	31
36	Fortuna Union High	East High (Continuation)	2012	10	13	24	32
72	Mattole Valley Charter	Beginnings Learning Center	2012	17	6	24	32
84	Northern Humb. Union High	Tsurai High	2012	8	10	28	32
41	Humboldt Co. Office of Educ	Court/Community School Program	2012	17	2	28	33
49	Humboldt Co. Office of Educ	Northcoast Preparatory	2012	17	12	23	33
75	Mattole Valley Charter	Redway Site IS Learning Center	2012	17	3	28	34
82	Northern Humb. Union High	Pacific Coast High (Continuation)	2012	10	10	28	34
20	Eureka	Winzler Children's Center	2012	17	5	27	35
48	Humboldt Co. Office of Educ	Glen Paul	2012	10	11	28	35
68	Mattole Unified	Mattole Triple Junction High	2012	12	9	28	35
85	Northern Humb. Union High	Six Rivers Charter High	2012	8	11	28	35

Ref. #	District	School	Last Inventory Update	Internal Need Rank	External Need Rank	School Readiness Rank	Total Rank
117	Southern Humboldt Unified	Miranda Junior High	2012	9	10	28	35
42	Humboldt Co. Office of Educ	Cutten Community School	2012	17	10	24	36
61	Klamath-Trinity Joint Unified	River's Edge Community Day School	2012	17	6	28	37
73	Mattole Valley Charter	Campus House Learning Center	2012	17	6	28	37
86	Northern Humb, Union High	Laurel Tree Charter	2012	10	13	28	37
77	Mattole Valley Charter	Willowbrook Learning Center	2012	17	8	28	39
18	Eureka	Winship Education Center	2012	15	10	27	40
37	Fortuna	C/R Academy of the Redwoods	N/A	15	11	28	42
46	Humboldt Co. Office of Educ	New Horizons (Court School)	2012	17	11	28	42
62	Klamath-Trinity Joint Unified	Two Rivers Community Day School	2012	17	11	28	42
71	Mattole Unified	Lost Coast High Learning Center IS	2012	17	11	28	42
70	Mattole Unified	Creekside Learning Center IS	2012	17	12	28	43
47	Humboldt Co. Office of Educ	Von Humboldt (court school)	2012	17	13	28	44
118	Southern Humboldt Unified	New Horizons Court School	2012	17	14	28	45
21	Eureka	Center for Independent Study	2012	17	16	27	46
23	Eureka	Eureka Adult School	2012	17	16	27	46
74	Mattole Valley Charter	North Coast Learning Academy	2012	17	15	28	46
50	Humboldt Co. Office of Educ	Garberville Community School	2012	17	17	28	47
51	Humboldt State University*	Humboldt State University	N/A	N/A	11	28	N/A
91	Private Schools*	St. Bernard's Academy	N/A	N/A	5	N/A	N/A
92	Private Schools*	New Life Christian	N/A	N/A	10	N/A	N/A
93	Private Schools*	Redwood Christian	N/A	N/A	5	N/A	N/A
94	Private Schools*	Arcata Christian	N/A	N/A	11	N/A	N/A
95	Private Schools*	Gospel Outreach School	N/A	N/A	12	N/A	N/A

Ref. #	District	School	Last Inventory Update	Internal Need Rank	External Need Rank	School Readiness Rank	Total Rank
96	Private Schools*	Six Rivers Montessori	N/A	N/A	12	N/A	N/A
97	Private Schools*	North Coast Mennonite	N/A	N/A	8	N/A	N/A
98	Private Schools*	Humboldt Bay Christian	N/A	N/A	8	N/A	N/A
99	Private Schools*	Salmon Creek Community School	N/A	N/A	11	N/A	N/A
100	Private Schools*	Fortuna Junior Academy	N/A	N/A	8	N/A	N/A
101	Private Schools*	Mistwood Educational Center	N/A	N/A	8	N/A	N/A
102	Private Schools*	Mistwood Montessori School	N/A	N/A	13	N/A	N/A
103	Redwoods Community College District*	College of the Redwoods	N/A	N/A	10	N/A	N/A

*Private schools and colleges will not be a part of the Inventory Update.
Note: Results will change with pending school inventory updates

APPENDIX A. OUTCOMES FROM THE 2012 PRIORITIZATION PROCESS

The Redwood Community Action Agency (RCAA) prepared the first *Regional Safe Routes to School Prioritization Tool* for HCAOG in 2012. As a first iteration, we could consider that pilot as the “baseline” for 7 relevant conditions and outcomes. The excerpt below, copied from the 2012 Tool, summarizes the outcomes from that pilot ranking.

In the pilot ranking of schools with the Tool, Grant Elementary and Alice Birney Elementary were the highest-ranking schools. As Grant Elementary was recently awarded a Cycle 10 SR2S award, this Tool ranks schools that may be most competitive for funding. The Tool demonstrates that Alice Birney Elementary should be the priority school for the City of Eureka and HCAOG to implement SR2S improvements and promote SR2S programs.

Many schools in the City of Fortuna also ranked highly overall – South Fortuna Elementary, Toddy Thomas Middle School, Ambrosini Elementary and Redwood Preparatory Charter School. The City of Fortuna should look towards improvements at South Fortuna Elementary and Redwood Preparatory Charter School and Toddy Thomas Middle School, where the walkability audits were recently completed.

There were many schools in the unincorporated County that scored highly; Freshwater School and Hoopa Elementary School ranked as priorities. Freshwater School had a SR2S award several years ago to improve Freshwater Road, though the school remains concerned about traffic speeds. The Hoopa Tribe, in partnership with the County, has been planning pedestrian improvements near the Hoopa Valley schools. Lafayette Elementary School in Myrtle town also scored highly and has had clear recommendations developed following a walkability audit.

The City of Blue Lake has only one public school, which did rank relatively high by the Prioritization Tool. The City recently implemented crosswalk and sidewalk improvements near the school.

The City of Arcata has supported many SR2S programs at schools within its jurisdiction. Jacoby Creek Charter School continues to rank the highest of schools within the city limits and has many motivated SR2S champions. Additionally, Coastal Grove Charter School also scored highly. It is located on a campus with other schools, which means SR2S improvements there would impact multiple student bodies.

The City of Trinidad also has only one school, and the City recently found another funding source to implement SR2S-like improvements near the school.

The City of Rio Dell has two public schools within its jurisdiction and recently received a Cycle 10 SR2S award for improvements to benefit both schools. The proximity of Eagle Prairie Elementary and Monument Middle School makes these improvements have a double impact. SR2S encouragement programs at the schools could complement this recent SR2S infrastructure grant.

The City of Ferndale’s two schools did not score highly in the Tool. Both schools have well-connected sidewalks in a walkable section of the city, and they did not express many safety concerns. SR2S encouragement programs could benefit these schools to take full advantage of the city’s well-connected sidewalks.

APPENDIX B: MAINTAINING UPDATES OF THE “REGIONAL SR2S PRIORITIZATION TOOL”

This *Regional SR2S Prioritization Tool* was developed to coordinate SR2S programs across Humboldt County and increase capacity for Safe Routes to Schools programs at schools throughout the County. The Prioritization Tool is meant to increase, across the region, not competition but competitiveness for scarce SR2S funding. Utilizing the Tool to put forward regionally prioritized schools will add credibility to the proposals. The Tool was developed to be a guide to easily evaluate potential SR2S projects and programs into the future.

The Tool was developed to be easily updated, as well. It should be periodically updated in order for it to be sustained and relevant to the changing needs and capacity across all Humboldt County schools. As noted earlier, the school internal-need data and spatial database are easily updateable through publicly available data sources. The spatial data comprised in the Tool will not change very often, and can be updated by a GIS specialist through HCAOG or individual jurisdictions.

HCAOG, as the regional transportation planning agency for Humboldt County jurisdictions, is well positioned to sustain the SR2S Tool and carry forward the recommendations from this Tool Report. As the Tool was originally intended, HCAOG jurisdictions would utilize the Tool in order to decide which schools and local jurisdictions would apply for competitive SR2S funding. As SR2S funding opportunities have shifted at the Federal level, this Prioritization Tool will remain crucial in equitably allocating funding for bicycle and pedestrian improvement projects around schools and neighboring communities.

HCAOG’s website serves as the clearinghouse for local SR2S data and information. The domain name, www.humboldtsaferoutes.org automatically links to HCAOG’s website (www.hcaog.net/documents/safe-routes-school-whats-happening-humboldt). This webpage has the Regional SR2S Prioritization Tool, SR2S Task Force information (e.g., meeting agendas and minutes), and other helpful tools developed throughout the region.



APPENDIX C. NEW VS. OLD SCORING METRICS

The table lists the scoring metrics that have been revised for the SR2S Prioritization Tool, 2020 update. (Note: This does not show scoring metrics that remain unchanged.)

Data Source	Criteria	Measured by	Values	New Maximum Score (revised 2020)	Old Maximum Score (from 2012 Tool)	Rationale for revised scoring
School Readiness Criteria						
School Inventory Calls	SR2S activities/ discussions/ interest (e.g. Walk & Roll events, level of concern, SR2S interest)	Presence/Absence	Exceptional = 7 Interest and Activities = 5 Interest or Activities = 3 Absent = 0	7	10	Balance: Highest score reduced to 7 for two categories
School Inventory Calls	School bicycle parking	Presence/Absence	Present = 3 Absent = 0	3	-	Commitment: Having bike racks shows likely support for the SR2S program Facilitator: Bike racks are helpful in advancing the mode split of walking & biking students
League of American Bicyclists Certification	Jurisdiction has Completed Certification from League of American Bicyclists	Report Card	Gold=3 Silver=2 Bronze or lower=1	3	-	Commitment: A community committed to bike friendliness may increase the likelihood of successful partnerships Balance: Communities with trails were being "punished" in external need criteria for having bike lanes and trails in proximity to the school
<i>table continues on the next page</i>						

Data Source	Criteria	Measured by	Values	New Maximum Score (revised 2020)	Old Maximum Score (from 2012 Tool)	Rationale for revised scoring
External Need Criteria						
School Inventory Calls	Pedestrian facilities	Presence or absence of dedicated pedestrian facilities leading to the school campus.	Absent = 7 Present but insufficient = 4 Present = 1	7	5	Safety: A lack of sidewalks increases the likelihood of an accident Need: A lack of infrastructure validates need
Humboldt County Road Centerline Shapefile	Posted Speed limit	Speed limit of school roads and speed limits of roads intersecting within 660 feet.	School on a road over 35mph = 7 Intersects Over 35mph = 3 25 or under and no intersections = 0	7	10	Balance: Highest score reduced to 7 for two categories Balance: Now matches scoring of SWITRS bike & Ped fatality and accident data Balance: Higher speed limits were over-benefitting suburban and rural areas
2012 Census or American Community Survey (ACS)	Percentage of carless households	Percentage of carless households per census area in which the surveyed school is located. Classification performed by natural breaks (Jenks Method).	15-21% = 7 9-13% = 5 6-8% = 3 3-5% = 2 0-2% = 1	7	5	Equity: This is the only category measuring equity in external need Benefits/Need: This demographic is more likely to have a child walk to school, increasing the return on investment
UC Berkeley SafeTREC Transportation Injury Mapping System (TIMS) / Caltrans SWITRS	Bicycle and Pedestrian Collision Frequency	Total number of bike- or pedestrian-involved collisions within 0.5-mile buffer; scores assigned based on natural breaks in the data.	53-83 = 7 31-44 = 5 11-22 = 3 3-10 = 2 0-2 = 1	7	5	Safety: Accidents can likely be decreased with increased SR2S infrastructure Balance: Now matches speed limit scoring Need: Accidents in proximity to a school are commensurate with a need for improved infrastructure.

APPENDIX D. SCHOOL INVENTORY UPDATE QUESTIONS

2016-17 HCAOG SR2S School Inventory Update Questions

School and District name:

What are the grades at your school (TK, K-8, K-2, etc.): _____

School contact name and information:

Has your school engaged in SR2S programs or had SR2S discussions as a school? (What is your school's awareness of, interest in or history with SR2S?)

Is there a SR2S champion (or walking/bicycling champion) in your school? (Is there a teacher, parent, administrator who is active/enthusiastic in working with kids to walk and bike to school?)

Have there been concerns around kids' health or kids getting enough physical activity?

Have there been safety concerns about kids traveling to school or safety or health concerns around the pick-up/drop-off zone? *Please provide some detail if there are safety issues (street names, parking lot, etc.)*.

Does your school have an active PTO/PTA or engaged parent group?

Do you know how many kids walk or bike to your school?

Number of enrolled students: _____ Number who walk: _____ Number who bike: _____

What are the main walking routes to your school? *Please provide street names.*

Does your school have bicycle parking?

Does your school currently have a crossing guard or perhaps historically? If so, at which road crossing did the crossing guard work?

Are there school district (or city) policies (or informal policies) around transportation of kids to your school? (e.g., supportive SR2S policies, limits on idling, drop-off location(s), limits on walking or biking to school)

What after school programs occur at your school? *Please provide program name and brief description.*

- Who runs the program? *School staff, district staff, or ?*
- Is physical activity incorporated into this program? (if not obvious, like basketball practice)

Did you encourage the completion of SR2S surveys by parents at your school last fall?

- Surveys have been collected and sent to National Center – will receive results by school in 6 weeks
- These surveys help each school understand the transportation needs and safety concerns of kids getting to school.
- If your school did not have a high return rate of these surveys, we would love to work with you to distribute additional surveys

Who in the school administration would be willing to work with us and other schools on these issues?

% of students riding school buses at each school

+		+
<p>8. Has your child asked you for permission to walk or bike to/from school in the last year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>9. At what grade would you allow your child to walk or bike to/from school without an adult? (Select a grade between PK,K,1,2,3...) <input type="text"/> <input type="text"/> grade (or) <input type="checkbox"/> I would not feel comfortable at any grade</p>		
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>		
<p>10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)</p> <p><input type="checkbox"/> Distance.....</p> <p><input type="checkbox"/> Convenience of driving.....</p> <p><input type="checkbox"/> Time.....</p> <p><input type="checkbox"/> Child's before or after-school activities.....</p> <p><input type="checkbox"/> Speed of traffic along route.....</p> <p><input type="checkbox"/> Amount of traffic along route.....</p> <p><input type="checkbox"/> Adults to walk or bike with.....</p> <p><input type="checkbox"/> Sidewalks or pathways.....</p> <p><input type="checkbox"/> Safety of intersections and crossings.....</p> <p><input type="checkbox"/> Crossing guards.....</p> <p><input type="checkbox"/> Violence or crime.....</p> <p><input type="checkbox"/> Weather or climate.....</p>	<p><input type="checkbox"/> My child already walks or bikes to/from school</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p>	
<p>+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box +</p>		
<p>12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?</p> <p><input type="checkbox"/> Strongly Encourages <input type="checkbox"/> Encourages <input type="checkbox"/> Neither <input type="checkbox"/> Discourages <input type="checkbox"/> Strongly Discourages</p>		
<p>13. How much fun is walking or biking to/from school for your child?</p> <p><input type="checkbox"/> Very Fun <input type="checkbox"/> Fun <input type="checkbox"/> Neutral <input type="checkbox"/> Boring <input type="checkbox"/> Very Boring</p>		
<p>14. How healthy is walking or biking to/from school for your child?</p> <p><input type="checkbox"/> Very Healthy <input type="checkbox"/> Healthy <input type="checkbox"/> Neutral <input type="checkbox"/> Unhealthy <input type="checkbox"/> Very Unhealthy</p>		
<p>+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box +</p>		
<p>15. What is the highest grade or year of school you completed?</p> <p><input type="checkbox"/> Grades 1 through 8 (Elementary) <input type="checkbox"/> College 1 to 3 years (Some college or technical school)</p> <p><input type="checkbox"/> Grades 9 through 11 (Some high school) <input type="checkbox"/> College 4 years or more (College graduate)</p> <p><input type="checkbox"/> Grade 12 or GED (High school graduate) <input type="checkbox"/> Prefer not to answer</p>		
<p>16. Please provide any additional comments below.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>		

APPENDIX F INSTRUCTIONS FOR THE SPATIAL COMPONENT OF THE SR2S PRIORITIZATION TOOL

These instructions for updating and utilizing the spatial component of the Tool are prepared for a user with moderate GIS experience, with a basic understanding of core GIS concepts and tools, including data management, fundamentals of projections, and rudimentary geoprocessing functions (e.g., geocoding, buffering, merging and joining spatial and tabular data). The spatial component relies on Excel to perform some tasks that, alternatively, can also be accomplished by a more advanced GIS user in the ArcMap environment.

SOFTWARE AND DATA REQUIREMENTS

Utilizing the spatial component requires ESRI ArcGIS ArcMap, ArcView license (version 9.0 or higher), and Microsoft Excel.

Data Layer	Data Source	Projection
School.shp	Geocoded list obtained from Humboldt County Office of Education; locations confirmed via Google Earth and contacting principal	UTM, Zone 10N
BikePed_Facilities.shp	RdTMP (Regional Trails Master Plan)	UTM, Zone 10N
Street_Centerline.shp	Humboldt County GIS https://humboldt.gov/276/GIS-Data-	State Plane 26741
BikePed_Collisions.shp	CHP SWITRS database http://www.tims.berkeley.edu/	UTM, Zone 10N
CensusTracts_2010.shp	US Census http://www.census.gov/cgi-bin/geo/shapefiles2010/main	UTM, Zone 10N
Household Vehicle Inventory, ACS Table B08201	US Census, American Community Survey http://www.census.gov/acs/www/	N/A

Prior to starting, add the following fields to Schools.Shp

- RTMPVal
Short integer, scale = 5
- TotColl
Long integer, scale = 8
- TIMSVAl
Short integer, scale = 5
- SpdLmtVal
Short integer, scale = 5
- PctCarless
Double intger, scale = 10; precision = 12
- CarlessVal

Short integer, scale = 5
SRTSVal
Short integer, scale = 5

GEOPROCESSING STEPS

Existing Bike Paths and Lanes from RTMP Data Sets

Use the Select by Location tool to select schools within 660' of existing bike and trail routes. Switch the selection.

Open Schools.shp attribute table and use the field calculator to populate the selected schools with a 5. These are the schools that do not have facilities near them.

Collisions History

- Create a half mile buffer around Schools.shp called SchoolBuff_HalfMile.shp.
- Create a Spatial Join between SchoolBuff_HalfMile.shp (target) and BikePed_Collisions.shp (join features).
- Join type = one---to---one.
Output = SchoolBuff_Coll_SpJ.shp
- Using the school name as the common field between School.shp and SchoolBuff_Coll_SpJ.shp, join the table of SchoolBuff_Coll_SpJ.shp to School.shp.
- With the join in tact, use the field calculator to populate TotColl with the SchoolBuff_Coll_SpJ.shp.JoinCount field (Join Count contains the total collision events per buffer as a result of the spatial join).
- Remove join.

Display schools by proportional symbols or color ramp using the TotColl field

Use five intervals with the Natural Breaks classification method

Reopen the School.shp attribute field

Populate TIMSVAl with a value of 1 through 7 on a sliding scale, with 7 being the highest.

Speed Limit

Note that the County GIS Centerline file needs State Plane 26741 for proper projection.

Use the Select by Location tool to select which schools are located on or near streets with speeds of 35 MPH or higher (First select all streets that are 35 MPH or higher and select schools based on this selection of street).

To select schools that are on 35 MPH streets, select schools that intersect with selected streets (you may need to use a short distance proxy of approximately 350 feet to capture this criteria as schools on such streets may not be snapped to the centerline).

Open the Schools.shp attribute table.

Use the field calculator to populate SpdLmtVal with 7
○ Select schools that are within 660' of selected street
○ Use the field calculator to populate SpdLmtVal with 4.

For all remaining schools that have not been populated, select them and assign a 1 to SpdLmtVal. These are schools that are not on or near 35 MPH streets.

Vehicle Inventory

Add the following fields to CensusTracts2010.shp:

TotHH = long integer, scale = 10

TotNoVeh = long integer, scale = 10

PctNoVeh = double integer, scale = 20; precision = 20

- Perform a tabular join between ACS table B08201 and CensusTracts2010.shp, using the GEOID as the common field for the basis of the join.
- Use the field calculator to populate TotHH and TotNoVeh with total households and total households with no vehicles, respectively.
- Calculate percentage of carless households in PctNoVeh with the following equation: $(\text{TotNoVeh}/\text{TotHH}) * 100$.
- Remove join.
- Create a Spatial Join between Schools.shp (target) and CensusTracts2010.shp (join features).

Join type = one---to---one

Output = School_NoVeh_SpJ.shp

- Using the school name as the common field between School.shp and School_NoVeh_SpJ.shp, join the table of School_NoVeh_SpJ.shp to School.shp.
- With the join in tact, use the field calculator to populate PctCarless with the School_NoVeh_SpJ.shp.PctNoVeh field.
- Remove join.
- Display schools by proportional symbols or color ramp using the PctCarless field.
- Use five intervals with the Natural Breaks classification method.
- Reopen the School.shp attribute field.
- Select the schools containing the highest interval and populate PctCarless with 5.
- Select the schools containing the second highest interval and populate PctCarless with 4.
- Repeat for the remaining intervals, assigning scores of 3, 2 and 1 for the lowest interval.

Percent Carless Indicator Footnote: Many of the schools will occur in the same census tracts, and thus will have the same percentage of carless households. Geometric intervals are ideally

suited to classifying data sets that share many similar numbers. For further explanation, see <http://blogs.esri.com/esri/arcgis/2007/10/18/about---the---geometrical---interval---classification---method/>.

Calculating the SR2SVal (total points)

Each of the four indicators are added together for each school to yield the total point score for the prioritization tool. This value is the SR2S value, or SR2SVal, and will be added to the quantitative and spatial score totals for each school.

Use the field calculator on SR2SVal and enter the following equation:

○ $[CarlessVal] + [RTMPVal] + [SpdLmtVal] + [TIMSVal]$

Export the SR2SVal column and school names to Excel for inclusion with the qualitative and spatial tool values.

APPENDIX G. PRIORITIZATION TOOL MATRIX OF SCHOOLS' CRITERIA

ENDNOTES

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- ¹ASCE 2014 Report Card for Humboldt County’s Infrastructure. <https://www.infrastructurereportcard.org/wp-content/uploads/2014/09/ASCE-Humboldt-County-CA-Report-Card-FINAL1.pdf>
- ² SRTS Guide. The Decline of Walking and Bicycling. http://guide.saferoutesinfo.org/introduction/the_decline_of_walking_and_bicycling.cfm
- ³ Federal Highway Administration, National Household Travel Survey 2001; NHTS Brief on Travel to School, January 2008.
- ⁴ McDonald N., Brown A., Marchetti L., Pedroso M. (2011). U.S. School Travel 2009: An Assessment of Trends. American Journal of Preventive Medicine, 41(2), 146-151.
- ⁵ Noreen McDonald, Ruth Steiner, Chanam Lee, Tori Rhoulac Smith, Xuemei Zhu and Yizhao Yang (2014). “Impact of the Safe Routes to School Program on Walking and Bicycling.” Journal of the American Planning Association. Vol 80, Issue 2, p 153-167.
- ⁶ Cooper et al., Commuting to school: Are children who walk more physically active? Amer Journal of Preventative Medicine 2003: 25 (4)
- ⁷ David Ragland, S Pande, J Bigham and FJ Cooper. (2014, January). Ten years later: examining the long-term impact of the California Safe Routes to School program. Presented at the Transportation Research Board 93rd Annual Meeting, Washington DC.
- ⁸ University of Utrecht, Institute for Risk Assessment Sciences, Utrecht, the Netherlands. Do the Health Benefits of Cycling Outweigh the risks? 2010. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2920084/>
- ⁹ AAA. Cost of Owning and Operating Vehicle in U.S. Increased 1.9% According to AAA’s 2012 Your Driving Costs Study. 2012. <http://newsroom.aaa.com/2012/04/costof-owning-and-operating-vehicle-in-u...>
- ¹⁰ “Blue Lake Rancheria Community Pedestrian & Bicycle Safety Training and Action Planning: Summary and Recommendations” Blue Lake Rancheria Tribal Government, California Walks, and UC Berkeley Safe Transportation Research & Education Center. October 2019. https://safetrec.berkeley.edu/sites/default/files/2019_cpbst_final_report_blr.pdf (accessed 3/10/20).
- ^{xi} California Transportation Commission. [“2021 Active Transportation Program Guidelines”](#) Adopted March 25, 2020. (accessed April 27, 2020).