

Mendocino Council of Governments

# Active Transportation Program

## Safe Routes to School

### Non-Infrastructure Grant Report

12/3/2018



**DRAFT**

- \* Mendocino Council of Governments
- \* Mendocino County Health and Human Services Agency
- \* North Coast Opportunities
- \* Walk & Bike Mendocino



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## Executive Summary

The Mendocino Council of Governments (MCOG), with funding from the Cal Trans Active Transportation Program (ATP) implemented a Safe Routes to School Non-Infrastructure Project to encourage increased walking and biking to schools and other locations, by developing and sustaining a wide range of educational and training activities. Primary project partners, including the Mendocino County Health and Human Services Agency and North Coast Opportunities, were recruited as contractors to provide a wide variety of Safe Routes to School Activities including *Engineering Strategies, Education Strategies, Encouragement Strategies, Enforcement Strategies, and Evaluation Strategies*.

Two non-infrastructure grants (Countywide \$871,000 + Covelo \$233,000) were awarded and subsequently combined into one comprehensive project (totaling \$1,104,000) conducted by a consultant team lead by North Coast Opportunities' Walk & Bike Mendocino program (with Laytonville Healthy Start, as a subcontractor). Partners on the project included MCOG, Mendocino County Health & Human Services Agency (HHSA), school districts, and the California Conservation Corps.

The three-year project included the development of Safe Routes to Schools language in district wellness policies, school and community task forces to provide guidance and oversight, assessment of school routes, school-based safety education, walk and bike to school activities/events, and sustainability planning focused on seven communities around the County of Mendocino.

Staff hosted an average of six events per month during the project with well over a thousand students engaged and over six thousand individual student engagements. Wellness policies were updated in six of the seven communities, bike mechanic programs are now in place in five of the communities, and weekly walking school busses have been established at five schools. The three rural communities engaged during the project now have bike training fleets and supplies and local champions trained to use the fleets for ongoing training purposes.

Teachers and staff members have been provided education in providing traffic safety education and educational resources, including curricula developed with grant funds are now available for post grant use. Finally, the county wide capacity to continue the work of promoting active transportation is significantly improved due to this project's outcomes.

## Introduction

This project was funded by the Cal Trans Active Transportation Program with the intent of developing Safe Routes to School Non-Infrastructure Activities in Mendocino County.

The Mendocino Council of Governments (MCOG), with funding from the Cal Trans Active Transportation Program (ATP) implemented a Safe Routes to School Non-Infrastructure Project to encourage increased walking and biking to schools and other locations, by developing and sustaining a wide range of educational and training activities. Two non-infrastructure grants (Countywide \$871,000 + Covelo \$233,000) were awarded and subsequently combined into one comprehensive project (totaling \$1,104,000) conducted by a consultant team lead by North Coast Opportunities' Walk & Bike Mendocino program (with Laytonville Healthy Start, as a subcontractor). Partners on the project included MCOG, Mendocino County Health & Human Services Agency (HHS), school districts, and the California Conservation Corps.

As originally programmed, these grants were due to end in June 2018, however, MCOG received an extension to March 2019 from the California Transportation Commission to allow the consultant team and partners to complete all tasks. This extension was necessary due to time lost initially when grant administration for the countywide grant was transferred from the County HHS to MCOG, and additional time spent conducting a second lengthy procurement cycle to hire a consultant, after the first effort was unsuccessful.

Mendocino County Health and Human Services Agency (HHS), and North Coast Opportunities (NCO) were hired to provide a range of professional services, tasks, and products (including curricula, procedures, presentations and other safety related items created or purchased in collaboration with projects partners) to the seven communities listed below to increase both the safety for, and number of, students who walk or bicycle to and from school. North Coast Opportunities' (NCO) Walk & Bike Mendocino (WBM) program took the lead with additional project partners including the California Conservation Corps (CCC) and Laytonville Healthy Start. The goal of this multi-year non-infrastructure project was to develop and sustain a comprehensive Safe Routes to School (SRTS) program that will lead to increased walking and biking throughout the county. Services included the development of Safe Routes to Schools language in district wellness policies, school and community task forces to provide guidance and oversight, assessment of school routes, school-based safety education, walk and bike to school activities/events, and sustainability planning. The project focused on Safe Routes to School non-infrastructure activities in fourteen identified target schools in seven communities (Round Valley, Fort Bragg, Ukiah, Anderson Valley, Laytonville, Willits and Potter Valley). In each

community, an elementary school was partnered with a nearby high school. The following fourteen schools were initially identified for project services:

- Round Valley Elementary and Round Valley High (Covelo/Round Valley)
- Anderson Valley Elementary and Anderson Valley Jr. – Sr. High (Boonville/Anderson Valley)
- Dana Gray Elementary and Fort Bragg High (Fort Bragg)
- Laytonville Elementary/Middle and Laytonville High (Laytonville)
- Frank Zeek Elementary and Ukiah High (Ukiah)
- Blosser Lane Elementary and Willits High (Willits)
- Potter Valley Elementary and Potter Valley High (Potter Valley)

The project incorporated a range of activities in the following “E” categories (*Engineering Strategies, Education Strategies, Encouragement Strategies, Enforcement Strategies, and Evaluation Strategies*) that will make it safer, easier, and more enjoyable for students to walk and bike to school. These strategies will generate school and community support that will continue long beyond grant funding.

Initial feedback from the Potter Valley School District suggested they did not immediately have the capacity to engage with the program. Calpella Elementary School was accepted as an alternative and in the Spring of 2016 Bike Safety Education programs were initiated at Calpella Elementary School with the intention of returning to work at Potter Valley in the Fall. Task force and community input led the three project partners (MCOG, NCO, HHS) to conclude that each community had a unique culture and unique needs. A flexible approach was taken and with community and task force input individualized Safe Routes to School (SRTS) programs were developed for each community.

Efforts to work with Potter Valley continued and NCO staff were able to schedule after school bike rodeo type activities at the Potter Valley Family Resource Center. However, despite continued efforts to engage Potter Valley in the program, it was concluded that the rural nature of the community, narrow shoulder-less roads, lack of a downtown, high staff turnover at the school, and a paucity of students living within walking or biking distance combined to make the community a poor partner for the proposed activities. HHS and NCO staff identified schools in Willits and Ukiah (Willits Charter Elementary, Yokayo, Nokomis, and Grace Hudson) as replacement partners and achieved a greater degree of participation and impact than would have been possible with a slavish adherence to the initial parameters.

## Review of Work by Task

### *Task A – Project Management and Coordination*

This project was managed by Mendocino Council of Governments (MCOG). Work on the project was shared between MCOG, HHSA, and NCO. Tasks were divided between the three agencies with one agency assigned to be “lead” on each task. Coordination between the partner agencies was seamless.

### *Task B – Build School Capacity to Implement Safe Routes to School Activities*

**Develop SRTS Task Force**

**Revise School Wellness Policies**

**Provide technical assistance to institutionalize and sustain SRTS activities**

**Train crossing guards as needed**

#### **Develop SRTS Task Force**

HHSA staff-initiated work on Task Force Development prior to NCO getting the notice to proceed. Two HHSA staff members were assigned to do program work and a third staff member provided administrative support. The program staff were each assigned to individual communities with one covering Laytonville, Round Valley (Covelo), and Willits, and the other assigned to Ukiah, Fort Bragg, Anderson Valley and Potter Valley. HHSA utilized existing contacts to do outreach to each of the communities to assemble task forces. Feedback from community members suggested it would be difficult to get people to attend a “Task Force” meeting exclusively for SRTS activities. It became apparent that in these small communities the few people who consistently volunteer would be unable to attend yet another separate meeting. HHSA staff in consultation with MCOG and NCO agreed that convening Active Transportation Safe Routes to School Non-Infrastructure (ATP SRTS-NI) task force meetings as a subgroup of existing task forces would be the most likely route to effective community input on this project.

HHSA staff attended a variety of existing public consultation groups looking for the “best fit” meeting to join. HHSA and NCO staff attended several Parent Teacher Organization (PTO) meetings only to discover that most were lightly attended and often fraternal in nature. As such they were not deemed suitable for obtaining community input. For most communities, school “Site Councils” were found to be the most effective meetings. In Covelo an existing “Collaboration” meeting with a wide variety of community members including school teachers and administrators, non-profit members, health center employees, and mental health professionals among others provided an excellent opportunity to seek public input. This team



stopped meeting about halfway through the project and NCO and HHSA staff were required to set up individual meetings with many of the same people. Although time consuming, this worked well for the culture of the community.

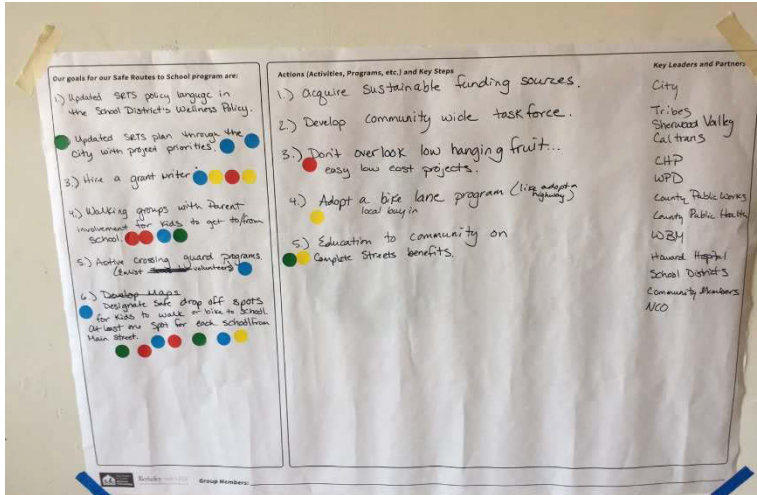
In Laytonville NCO and HHSA staff were able to meet with the Laytonville Healthy Start Coalition, a group similar to the Covelo “Collaborative” meeting. This group continued to meet consistently and provided valuable input to the ATP SRTS-NI team throughout the project. Additionally, sub-groups met to discuss SRTS activities in more depth as needed.

In Willits, NCO and HHSA staff worked with the National SRTS Partnership, City of Willits, WUSD Superintendent, Willits Charter Schools, and community organizations to develop a strong task force for community-wide issues. Communication was mostly done with the group via email. The Blosser Lane PTO served as the site-specific task force.

Task Force meetings were held in Anderson Valley with an existing “Site Council” type group with teachers, volunteers, and administrators from both the Elementary School and the High School. This group provided an effective forum for public input.

Fort Bragg’s Dana Gray Elementary School’s principal was a strong partner and made time to meet with HHSA and NCO Staff. The Dana Gray Site Council was frequently supplemented with other community members and was an effective source of community guidance. Despite Ukiah being the largest City involved with the project, no consistent meaningful “task force” was ever convened. Staff were able to get community input through less formal processes including one-on-one meetings, facebook comments and messages, and email communications. Ironically, in the last two months of this contract new volunteers have stepped forward with the Frank Zeek (Ukiah) PTO and it appears to be headed towards being an active and effective group.

In addition to the Task Force meetings, NCO and HHSA met routinely to plan and coordinate shared activities. NCO subcontracted Safe Routes to School (SRTS) work in Laytonville to Healthy Start Laytonville. Regular communications including additional coordination meetings with Laytonville staff allowed for successful implantation and coordination of activities. NCO staff contracted for, and developed, a cloud-based shared calendar through “TeamUp” to allow all partner agency team members to track and coordinate appointments. The calendar was editable by all members and allowed for activities to be categorized. Team members could opt to be notified of any changes to the calendar. Monitoring and assisting with task force recruitment and activities continued throughout the project.



*Strategic planning “idea” board from the Safe Routes to School National Partnership Technical Assistance grant meeting in Willits.*

Additionally, ongoing management included coordinating with other projects and SRTS efforts that occasionally arose parallel to the project work. These included both professional and volunteer partners. Staff coordinated work with the City of Fort Bragg’s ATP SRTS project that ran concurrently with this project, and with the City of Willits who obtained a technical assistance grant from the National Safe Routes to School Partnership to strategize on SRTS activities for the Willits community. Staff coordinated work with the Police/Sherriff’s Activity League to

perform additional bike rodeos and with the Fort Bragg and Ukiah police departments on helmet give-away programs. The Mendocino Coast Park District and C.V. Starr Center staff based in Fort Bragg proved to be valuable partners in hosting events on the coast and in developing a Bike Kitchen program on the coast.

Poor infrastructure in Willits made it challenging to encourage children to walk and bike to school. The Principal at Blosser Lane Elementary actively discourages students from walking or biking due to her perception of unsafe conditions. NCO and HHSA worked closely with the City of Willits in pursuit of opportunities for improving the surrounding infrastructure. With consultations and advocacy from program staff, a trail bypassing a narrow street near Blosser Lane Elementary was improved with a fence constructed between the school playground and the walking path. This trail now provides an east-west path open to the public, that provides a safe route between schools, shopping, and a low-income residential area. Staff and youth advocates also worked to support the budgeting of funding to complete a Blosser Lane Rehabilitation Project scheduled for summer 2019 and Caltrans has committed to improving the conditions at the Blosser Lane and Highway 20 intersection.

Project staff also coordinated to supplement the activities of a variety of summer school programs, before school programs (“morning mile”), helmet distributions from PTOs and private donors, bike kitchen volunteers, and independent encouragement programs like the “Fort Bragg Walk, Bike, Bus Day,” and the Mendocino County Community Health Improvement Project’s “Childhood Obesity and Family Wellness” team.

Project coordination also demanded NCO staff communicate regularly with the California Conservation Corps to schedule their participation.

Finally, project staff provided assistance and communication to communities regarding SRTS related planning projects such as the Mendocino County Active Transportation Plan, the Highway 162 plan, the Branscomb Road Pedestrian Bridge Project, and the Mendocino County Pedestrian Facility Needs Assessment.

### **Revise School Wellness Policies**

In the first contract year, staff identified the Covelo (Round Valley Unified School District) as having a very strong Wellness policy with excellent SRTS language. This was reviewed with the Site Council and reapproved in the first year.

Staff worked with Laytonville, Anderson Valley, and Fort Bragg Unified School Districts on their Wellness policies and all three communities adopted very comprehensive policies. Ironically, even though Potter Valley declined to participate in grant activities, they have comprehensive SRTS language in their Wellness Policy.

Willits Unified School District has experienced lots of turn-over in the superintendent position which created challenges for making updates to the Wellness Policy. To date, there is no formal Health Advisory Committee to advise the Board on Wellness Policy updates. However, HHSA staff worked with Willits Charter School's Food Services Director to include SRTS language in their policy.

Staff attended many Ukiah Unified School District Health Advisory Board meetings. Staff identified a spectrum of policies from simple to extensive and presented and discussed these policies with the board. Unfortunately, the Health Advisory Board is only advisory and multiple times improved language was removed before the policy was taken to the school board for adoption.

### **Provide technical assistance to institutionalize and sustain SRTS activities**

After initial interactions and early program work at each of the schools, in January of 2017 NCO staff met with HHSA staff to perform Strength/Weakness/Opportunity/Threat (SWOT) analyses for each of the targeted schools. These analyses were then used to develop individualized training plans for each school in an effort to increase school capacity to conduct SRTS activities and develop future leadership. These strategic approach training plans were used through the remainder of the project by NCO and HHSA staff to plan and coordinate school staff training and to align work to help each school work towards sustainable SRTS programs. Although each school offered unique challenges and opportunities, most schools shared poor infrastructure as a major barrier to establishing consistent walking and biking habits among students. Both Laytonville and Covelo had the added barrier of loose dogs, at times in packs, as a barrier to walking and biking. Additionally, high staff turnover was identified as a problem in several the schools.



*Project funded Bike Training Fleet in action as a part of an after school training program. Laytonville Healthy Start staff are now trained in the use, maintenance, and educational objectives of on the bike training.*

Project funds were used to purchase a twelve-bike training fleet for the three rural communities involved in the project. In addition to the bikes, Laytonville, Anderson Valley, and Covelo were provided with helmets and bike rodeo supplies. Local teachers and volunteers were trained in best practices for teaching on-the-bike skills and traffic safety education and all three communities are now providing education to local students independently from the project partners.

Communication and staff/volunteer/parent turnover were a significant barrier to establishing sustainability in SRTS programs. In an effort to combat this problem, NCO staff obtained Customer Relationship Management (CRM) software to track contacts and to help coordinate inter and intra school coordination efforts. CRM software was used, and lists of community contacts and accounts were established to assist staff in tracking the more than seventy participating parents, teachers, and administrators. Walk & Bike Mendocino will maintain these contact lists and use them to help community members connect with other partners on request after the end of this contract.

Walk & Bike Mendocino added SRTS information to their website. The site is accessible to schools and the general public. A drop-down list of resources provides multiple pages of information to parents, teachers, and administrators to assist them in exploring the possibilities of SRTS as well as to help in the planning and implementation of SRTS activities. In addition to the primary SRTS information page, there are additional pages with information on “What’s New in SRTS,” “Walking School Bus,” “Confronting Risk,” “SRTS at Your School,” and “Crossing Guard Fundamentals.” The “SRTS at Your School” page includes information on how schools can borrow supplies from the group to host their own Bike Rodeo.

A project goal was to engage in activities to institutionalize SRTS activities through policy, curriculum, transportation plans, and infrastructure development. HHSA staff worked on this primarily through the school wellness policies. NCO staff developed curricula for 2<sup>nd</sup> or 3<sup>rd</sup> grade pedestrian education and 5<sup>th</sup> grade Traffic Safety Education (TSE). These educational plans outline state mandated core curriculum elements associated with the classes and have been placed on the Walk & Bike Mendocino website and made available to any school wanting to access them (Attachment 1 and 2). Additionally, NCO and HHSA staff conducted parking lot observations and provided feedback to all seven of the schools. At the request of Dana Gray Elementary Principal, NCO staff wrote up the recommendations for him to present in a request for infrastructure and safety improvements. Suggestions for parking lot improvements at Anderson Valley Elementary School and Round Valley Elementary were considered for implementation


but budgetary or bureaucratic restrictions did not allow either to be undertaken. Observations and suggestions for parking lot improvements and traffic flow were implemented in an upgrade of the parking lot and pick u/ drop off zone at Laytonville Elementary School.

#### **B.4 Train Crossing guards as needed**

NCO staff researched and developed a crossing guard training program to assist schools in ensuring crossing guards are well prepared for the challenges of the job. Although a curriculum was developed, staff discovered there was no existing venue to deliver the material and lessons. Mendocino county crossing guards are typically either part time staff, teacher’s aides, or teachers. When teachers are assigned the duty, they usually perform the task sporadically. The aides and part time staff have neither an office, office hours, nor any designated training time. To connect with crossing guards, staff met crossing guards at their designated work site and performed informal surveys to learn about their training and real-world experience. Staff took the prepared curriculum and developed and produced a training video. The video is now available online at the Walk & Bike Mendocino website as a resource to Mendocino County schools and residents.

In the fall of 2018 NCO and HHS staff worked with High School students at Fort Bragg High School and trained them as crossing guards. These High School students were working on a community project for school. Plans are in place to continue this program in the coming year. Grant funds were used to provide crossing guard equipment including safety vests and stop sign paddles to schools.


The crossing guard safety video can be viewed at <http://walkbikemendo.org/walk-bike-to-school-support/crossing-guard-fundamentals>



*The “Crossing Guard Fundamentals” training video is great. I’ve watched it a number of times and feel like I learn something new each time.”*

**Nancy Sawyer**, Community Resource Officer, Ukiah Police Department

**This training video was funded by the Mendocino Council of Government’s Active Transportation Program Safe Routes to School Non-Infrastructure Project.**



## **Task C – Increase Student Participation in Safe Routes to School Activities**

### **Increase student participation in SRTS activities**

**Coordinate contests – e.g., mileage tracking**

**Increase access to bikes/helmets**

**Provide school-based safety education**

**Develop walk/bike maps for each site**

**Work with high school students to assist with and provide role models at events**

### **Increase student participation in SRTS activities**

After receiving notice to proceed in March of 2016, NCO staff immediately invited HHSA staff to a number of trainings preparatory to providing bike skills fairs/rodeos and in class trainings. NCO staff providing training and education to HHSA staff to prepare for coordinated efforts at bike rodeos and class trainings.

NCO staff committed to getting into schools as quickly as possible after the notice to start work and began providing traffic safety and bicycle skill education in the “KUDOS” after-school program in Fort Bragg within thirty days of getting the notice to proceed. These weekly sessions were quickly followed by after school sessions at Frank Zeek Elementary School and in-school sessions at Calpella Elementary School. After a “notice to proceed at the end of February, NCO staff completed twenty-one events with over twelve hundred student interactions by the end of June 2016.



*Traffic Safety Education; Calpella Elementary School, May 2016*

Events performed for the ATP SRTS-NI project included Community Events with Bike Rodeos, Traffic Safety Education Events (2-4 sessions each), Bike to School Events, Walk to School Events, Pedestrian Education Classes, Outreach Tables, and Parking Lot Observations. During the thirty-four months of the contract, staff participated in one hundred twenty-eight separate events (some of them multiple day). Traffic Safety Education Events were multi-day events with two to four sessions per class and up to five classes per event. Approximately two hundred and twenty-eight total events and class sessions were performed during the thirty-four months for an average of over six educational sessions and events per month. “Walking Wednesday” or Walking School Busses and Morning Mile events were held at five different schools with once a week or daily participation. These weekly and daily events were initiated by staff. In some cases, staff continued to participate, and, in some cases, staff were able to allow parents or teachers take over. Additionally, totals for the final quarter of the project are not all included in this report.

An increase in student participation in SRTS activities was accomplished by hosting Walk to School days, Bike to School Days and related activities and events. This included outreach to the California Conservation Corps (CCC) for assistance. When available, the CCC was a great help. Unfortunately, the contract period was a time of multiple catastrophic fires that severely limited the availability of the CCC. Events were scheduled as far in advance as possible to assist with scheduling. However, most elementary school partners were unable to schedule events more than a month or two in advance and

events were often rescheduled one or more time adding to the difficulty of getting the CCC to the events.

In an effort to create sustainable active transportation programs, NCO staff developed and/or selected existing materials to be shared via the internet to help parents, teachers, and administrators to perform their own activities. These materials are available on the “Safe Routes to School” tab at [www.walbikemendo.org](http://www.walbikemendo.org).

Individual community or school “train-the-trainer” trainings proved difficult. A wide variety of demands for school staff and community members time make for a highly competitive educational schedule and difficult to get them to trainings. NCO and HHSA were for the most part unable to schedule specific, stand-alone trainings. Staff did however make brief presentations at annual staff trainings and provided one-on-one training for staff members during classroom sessions, and on the bike trainings.

### **Coordinate contests – e.g., mileage tracking**

NCO and HHSA staff researched and developed contest ideas early in the project. Contest ideas were presented to schools via their task forces and in individual conversations with school administrators, teachers, aides, and parents. Contest ideas are also listed on the Walk & Bike Mendocino SRTS resources page. Promotions selected by individual communities and aided by project staff included Walk to School Day Selfie, multiple mileage tracking efforts, and a variety of incentives (project funded, and alternate source funded). Ukiah, Fort Bragg, and Covelo schools held end of year parties for those who had participated. One of the most successful contest ideas was initiated by the volunteer funded “Morning Mile” program initiated in Fort Bragg and then replicated in Willits. These programs give participants a charm bracelet and an additional “shoe” charm is added to the bracelet for each milestone achieved. The charm bracelet is now being piloted as a Walking School Bus incentive at two schools in Ukiah.



*Frank Zeek Elementary Principal posts student walk-to-school mileage on a public board to encourage participation.*

### **Increase access to bikes/helmets**

As per contract, grant funds were used to purchase bike helmets. These helmets were used almost exclusively for use with Traffic Safety Education (TSE) rodeos on school grounds. A few helmets were used as incentives for participating students. The helmets were used for the second session of the TSE activities. Students were taught about the importance of helmets and instructed in the proper fit of helmets. Each student is given a loaner helmet during the second session. The helmet is fit to them, and the helmet is marked as that student’s helmet. Students are then ready with a helmet that fits for the subsequent third and fourth on-bike sessions with a fitted helmet ready at the start of the class. These helmets are used in conjunction with the bike fleet managed by Walk & Bike Mendocino and they are available on a loan basis to any school that desires to host their own bike rodeo. This program will continue to be available after the end of this contract. In addition to this, with the support of Ukiah Police, Walk & Bike Mendocino has initiated a low-cost helmet program that provides helmets below market cost and will donate if students show need.

NCO staff have also worked with individual donors and Parent Teacher Organizations to purchase and distribute hundreds of additional helmets during the contract period.

## Bike mechanic training.



*Bike Mechanic Training and “Bike Kitchen” support included publicity, volunteer recruitment, tools, and training.*

Throughout the contract period project staff worked to create new bike kitchens and bike mechanic training programs, and to increase the capacity for existing bike mechanic training efforts. The Ukiah Bike Kitchen and the Covelo Bike Wednesdays programs were in place at the beginning of the project. Project staff worked to recruit and train volunteers in each of the seven communities and were successful in retaining volunteers in Fort Bragg, Anderson Valley, and Willits. There is now some form of bike kitchen activity in five of the seven target communities.

NCO staff hosted a “Bike Kitchen” outreach table in the first summer of this project at the Fort Bragg Farmers Market. This outreach method proved successful in attracting interested volunteers and served to build a relationship with staff from the C.V. Starr Center that led to the creation of the Fort Bragg Bike Kitchen. Project funds were used to provide tools to nascent bike kitchens.



Project staff also hosted several “fix-a flat” clinics. Fix a Flat Clinics were presented to a range of students from second graders to high school students with programs happening during and after school and at festivals.



### **Provide school-based safety education**

In the months prior to signing of NCO as “contractor,” HHS staff identified and reviewed a variety of SRTS training plans and curricula. HHS staff developed a nine-session traffic safety education program consistent with California State standards. However, this was determined to be too long a course with little hope that any of the identified schools would be willing to provide that much class time. As predicted, it was a challenge to get school administrators and teachers to offer even four sessions. NCO staff collaborated with HHS staff to sort out the most important content, incorporate the NCO training materials, and subsequently developed a flexible curriculum that would allow staff to modify content and provide a one to four session curriculum depending on the time each individual school was willing to budget. The curriculum included a one-session pedestrian education module for second or third grades, and a three to four-session curriculum for fourth or fifth grades. Staff learned to further modify this curriculum as necessary, sometimes to provide a one, or two-day class, to accommodate the needs of individual teachers or schools. Staff remained focused on getting the best, most in depth training possible to the greatest number of students.

In coordination with school staff, and to a lesser extent task force members, program staff scheduled and delivered bicycle safety and pedestrian safety train-the-trainer classes to community members. Enticing community members to attend these sessions proved challenging and most classes were lightly attended. However, cumulatively over the course of the grant period, staff met the goal of providing training to over fourteen community members. Some of the best training was accomplished by recruiting volunteers to attend community bike rodeos with training provided at the event. Being trained and volunteering to help at the same event proved a more successful approach than asking people to attend a stand-alone training.



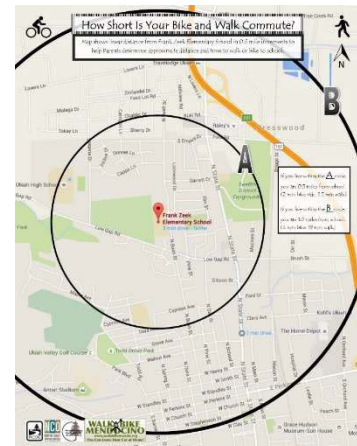
*Dana Gray Fifth Graders learn the “rules of the road” prior to getting on bikes for Traffic Safety Education. Dana Gray had five, twenty-eight student classes go through the training each year of the contract.*

The program goal was to provide at least one bike to school event, one walk to school event, one in-class pedestrian education session, and one in-class and on the bike traffic safety education event for each community each year. A starting date of late February made this a challenge as it was for the most part too late to get in the schools in the Spring of 2016. Overall, staff significantly exceeded the anticipated goals for numbers of trainings, events, and participants.

**C.5 Develop walk/bike maps for each site (MCOG Lead)**

Early in the program project staff developed a School Radius Walkability map for each participating school. The map included distances and walking times to help communicate to students and parents how close they are to school. Staff requested access to information to allow the creation of “heat maps” to assist in identifying the best walk to school routes. However, privacy concerns would not allow the sharing of that information. Never the less, the maps proved an easy and convenient way to show how walkable many of the neighborhoods around schools are.

Preparatory to work developing maps, NCO staff researched existing SRTS plans and found that a number of maps were already available. Maps for all Ukiah Schools and Laytonville Elementary already exist. However, these maps all identify one, or a few, single “best” routes. Staff concluded that most parents will not be interested in going blocks out of their way to get on the “one” identified route. It was concluded that a more effective aid would be a map that rated the surrounding streets and sidewalks so a parent who is unfamiliar with the area could quickly assess the various potential routes from home to school and decide which route might best suit their needs. Staff also concluded the rural communities have so few options for routes that the tool would be of little use. However, in Fort Bragg, Ukiah, and Willits this could serve as a valuable aid to parents.



*Large Version of Walkability Map in Attachment 3*

NCO and HHSA staff coordinated their efforts in performing sidewalk audits and provided ratings for the sidewalks within reasonable walking distance of Frank Zeek Elementary, Blosser Lane Elementary, and Dana Gray Elementary. MCOG staff then created a street map that allows parents to weigh the options for routes to school and choose the route with the best, most conducive infrastructure on the route that

makes most sense for them. These maps also proved useful as an aid for parents of Pomolita Middle School in Ukiah, and Baechtel Grove Middle School and Willits Elementary Charter schools in Willits.

### **Work with high school students to assist with and provide role models at events**

HHSA staff and NCO staff collaborated in the effort to identify high school students who could assist with events and activities. However, early in the contract period, it was agreed that NCO staff had better existing connections in Covelo and Round Valley and therefore were better positioned to do more work with addressing the problem of loose dogs, while HHSA staff had more connections with High School students throughout the county. HHSA and NCO both worked on the loose dog issue and on recruiting high school students but HHSA focused more efforts on student recruitment while NCO put more effort into loose dogs.

The primary focal point for recruiting high school students was through the photo voice project. During the recruitment and retention efforts for photo voice projects, students were also assessed for interest in role modeling activities. Although many students expressed interest, putting them to work proved problematic for scheduling reasons. The elementary school activities that provided a chance for high school students to work as role models were almost exclusively held at times the High School students were unavailable. Additionally, the time slots the High School students had available to work on service learning projects were often too short for the students to leave campus, do work with elementary students, and return to campus in time for their next class. For the most part, this was an unsolvable hurdle.

A few break-through successes were achieved. Ukiah High School Interact Club students were recruited to assist with the Bike Rodeo hosted by Walk & Bike Mendocino at the Ukiah Children's Health Fair. Eight students received brief instructions adequate to allow them to assist with the rodeo activities. This was a valuable and educational experience for the high school students. However, there was no real sustainability or reproducible aspect to this activity.

Additionally, Willits students attended a training with NCO and HHSA staff to prepare them to assist with bike rodeo activities. These students did assist with a bike rodeo held at the Willits Kids Club after school program. Again, although this was a meaningful, educational activity for both student mentors and mentees, scheduling and coordinating the activity was so difficult it is unlikely to be a reproducible and sustainable activity.

Willits Youth Advocates participated in MCOG's Regional Transportation Planning Community Meeting and the Mendocino Pedestrian Project Community Meeting to advocate for safer walking and biking conditions in Willits.

## Overview of Completed Events During Contract Period

Events, by type, Completed – Total per Quarter												
	2nd 2016	3rd 2016	4th 2016	1st 2017	2nd 2017	3rd 2017	4th 2017	1st 2018	2nd 2018	3rd 2018	4th 2018	Total
Community Event /Rodeo	5	1	3	0	4	7	1	0	4	0	1	26
TSE Curriculum (On-Bike)	6	1	2	1	5	3	2	1	1	1	1	24
Bike to school Event	2	0	0	1	3	0	0	0	2	0		8
Walk to School Event	3	0	5	0	0	1	4	4	0	0	7	24
Outreach	4	5	0	1	1	3	1	0	7	4	2	28
Pedestrian Education	0	2	2	0	1	2	2	2	1	0	2	14
Parking lot Observation	1	1	1	3	3	0	0	0	0	1		10
Total Events per Quarter	21	9	13	6	17	15	9	6	14	6	12	NA
Total Student Interactions	1238	417	558	125	579	583	695	332	995	488		6010
Walking School Bus (# Schools)						1	3	4	5	5	5	23

Events Completed - Total by Community												
	FZ	Lay	Cov	AV	Wi	FB	UV	PV	Cal	Con	Total	
Community Event (C4)/Rodeo	2	2	4	2	3	3	4	2	1	2	25	
TSE Curriculum (On-Bike)	3	4	4	2	2	2	4	0	1	0	22	
TSE Curriculum Total Sessions	12	8	16	12	6	30	16	0	0	0	100	
Bike to school Event	0	3	3	0	0	1	0	0	0	0	7	
Walk to School Event	3	3	3	2	2	3	0	0	0	0	16	
Walking School Bus > 4	2	0	0	0	1	2	1	0	0	0	6	
Outreach	3	1	8	1	6	2	6	0	1	0	28	
Pedestrian Education	2	2	1	2	1	2	4	0	0	0	14	
Parking lot Observation	2	3	1	2	1	1	1	0	0	0	11	

FZ = Frank Zeek Elementary; Lay = Laytonville; Cov= Covelo/Round Valley; AV = Anderson Valley; Wi = Willits; F = Fort Bragg; UV = Ukiah Valley; PV = Potter Valley; Cal = Calpella; Con = Consolidated Tribal Health.

## Task D – Increase Community Support and Awareness

**Recruit high school students to use PhotoVOICE for audits and advocacy**  
**Conduct outreach and promotion**



*Round Valley Elementary School Students practice their Photo Voice report to classmates prior to presenting to the School Board and Tribal Council. Students identified bad drivers, mean dogs, mean people, and narrow streets with no sidewalk as the primary barriers to walking and biking.*

### **Recruit high school students to use PhotoVOICE for audits and advocacy**

HHS staff took the lead on recruiting and directing students in preparing PhotoVOICE projects. Photovoice is an evidence based = participatory action research methodology created by Caroline Wang and Mary Ann Burris in the early 1990's where people can identify, represent, and enhance their community through a specific photographic technique. Photovoice provides the opportunity for students to creatively document their concerns and simultaneously act as "catalysts for change." The primary goal of these photovoice projects were to have middle school and high school student engagement in the ATP SRTS-NI project allowing them to inform staff of their experience and concerns to identify priority infrastructure projects while using their community influence to advocate for change.

HHS staff successfully recruited students from five of the seven schools to participate, complete, and present their projects. Student PhotoVOICE presentations were made in Covelo, Ukiah, Willits, and Anderson Valley. Presentations were made to school boards, advisory boards, health boards, the MCOG Board, City Councils, and to class mates.

The newly opened Blosser Lane pedestrian trail is the result of task force coordination and a high school student PhotoVOICE project. And Blosser Lane rehab project and Blosser/Hwy 20 intersection improvements are scheduled for Spring 2019. These infrastructure improvements were an “ask” by the youth who participated in the PhotoVOICE Project.

### **Conduct outreach and promotion**

NCO staff took the lead in preparing a marketing campaign. A free consult with a marketing professional was arranged in the first months of the contract. Based on the advice of this professional marketer, input from the task forces, and staff literature reviews, NCO staff prepared and presented a marketing plan to HHSA and MCOG staff in the fall of 2016. The marketing plan was used for the 2016-17 year and was then updated for use in the fall of 2017 through 2018. The marketing campaign included publicity for events, safety messages, campaigns, and physical activity promotion with an emphasis on walking school busses. It was determined that the barriers to walking are lower than barriers to biking so throughout the program most of the emphasis was on fostering a culture of walking.

Publicity efforts focused on Community Based Social Marketing (CBSM) and the concept of fostering sustainable behavior change by addressing the barriers and benefits of desired and undesired behaviors. This approach to fostering sustainable behavior change involves identifying the most significant barriers and benefits to a given activity (ie., walking to school) and promoting the best ways for individuals to overcome these barriers while reinforcing the benefits.

Through online research, surveys (Attachment 8) and individual interviews of parents, staff, and task force members, NCO staff identified the primary barriers to walking and biking to school. Barriers included inclement weather, the difficulty of carrying things, fear of injury, fear of abduction, darkness, poor infrastructure, and social stigma. Of these, fear of car inflicted injury was the most significant barrier.

Connecting with neighbors and avoiding stressful traffic were identified as the principle benefits to walking and biking. Significantly, NCO staff determined that because parents make the transportation choices for their children, transportation choice marketing efforts should be focused on communicating with parents, not children.

The marketing plans were designed to address a different barrier each month with the message designed to introduce the way to overcome the barrier without speaking of the barrier. The goal of this approach was to provide a solution without reinforcing the presence of the barrier. For example, instead of talking about the challenges of staying warm when walking in the cold, the message might discuss the way it feels good to be bundled up while appreciating the evocative smell of burning fireplaces.

NCO staff used social media (Facebook, Instagram, Twitter, and MeetUp), e-newsletters, radio Public Service Announcements (PSAs), occasional radio interviews, and occasional newspaper articles for promotions. Facebook was the primary tool with an average of three facebook posts per week. E-newsletters with SRTS messaging were sent out approximately nine times per year through the contract period to over six hundred recipients. The open rate was a higher than industry average in the 31-33% range.

Three facebook pages were administered by NCO staff with project marketing messages. These included the Walk & Bike Mendocino page, Go Slow Ukiah, and NorCal Pet Lovers. The Walk & Bike Mendocino page was used to spread the primary campaign messages while Go Slow Ukiah was used to spread traffic safety messages aimed at drivers as well as information about infrastructure and policy information to improve traffic safety. The NorCal Pet Lovers page was an attempt to have influence on the problem of loose dogs.

Twitter and Instagram accounts were also set up though they did not achieve as much engagement as did Facebook.

**Sample Facebook post.**

With our Walking School Busses, safety comes first. Parent led groups of children walk together. Participating parents connect with neighbors, children get that little bit of morning exercise that helps them arrive at school ready to learn! #SRTS #WalkingSchoolBus #WalktoConnect #NoCarNoChaos



**Focused encouragement campaigns included:**

Campaign	Month	Years employed
• Walktober	October	2016; 2017; 2018
• #SkipATrip	January	2017-2018
• Take Time, Share Time	September	2016; 2017; 2018
• Make the Commitment	Fall	2017-2018
• Thirty Day Challenge	May	2016
• Walking School Bus	All Year	2016; 2017; 2018
• Back to School Blitz	August	2018



Over a dozen radio, public service announcements (PSAs) were produced that corresponded to the marketing plan and the various campaigns. Example recordings are available at <http://walkbikemendo.org/radio-psas>. These PSAs were sent to local radio stations for inclusion in their required public service announcement play-list.

Radio Ads were produced and played as part of the Back to School Blitz in 2018. The ad was recorded by the principal of Dana Gray Elementary. The ad was played for over four months on four different radio stations with a primary listenership in Mendocino County. The ad can be heard at <http://walkbikemendo.org/radio-psas>.

Radio advertisement funds were also used for promotions in Covelo on public radio station KYBU.

#### Radio Spot Script

Hi I'm Rick Kale, principal at Dana Gray Elementary in Fort Bragg. It's back to school time and I want to let you know about a great way to make sure your children arrive at school ready to learn. Kids do better when they get a little exercise before school and walking to school is a great way to do it. Walk & Bike Mendocino helped us organize walking school busses last year and it was great. Tardiness decreased, attention increased, and the kids love it! Ask your school administrator about walking school busses at your school. Or contact Walk & Bike Mendocino at [walkbikemendo.org](http://walkbikemendo.org)



MTA Bus with Advertisement

Project funds were used to purchase ads on Mendocino Transit Authority buses as part of the 2018 Back to School Blitz promoting participation in Walking School Busses. The ads were placed on two buses, one with a shuttle route around Fort Bragg and the other with a Fort Bragg, Willits, Ukiah route. Bus ads were in circulation for four months starting in August just before children returned to school.



## Safety Messages

NCO staff explored the idea of creating traffic safety messages to be placed on light poles or similar street furniture. However, because the three population centers lacked consistent infrastructure, the cost of producing different style signs with different mounting hardware proved prohibitive. The team substituted this with the production and distribution of yard signs and bumper stickers with messages designed to encourage drivers to slow down.

Bumper stickers were distributed with a coordinated “Make the Commitment Campaign.” Staff hosted outreach booths where community members were encouraged to make a public, durable commitment to drive safely. Once a person stated they wanted to make the commitment, staff took a photo of them holding the bumper sticker and making the commitment. Photos were shared online. Research suggests that people are more likely to follow through with behavior change when they have made this kind of public, durable commitment. (Attachment 6)

Yard signs were purchased with grant funds and distributed around the County. Over one hundred and twenty signs were purchased and quickly distributed to community members eager to see slower traffic speeds in their neighborhoods.

Project staff worked to amplify their marketing messages by working with a county-wide “CHIP” project. The Mendocino County Community Healthy Improvement Plan (CHIP) is a collaborative effort among citizens and health promotion organizations to improve local health and the factors that influence it. The CHIP builds on the Community Health Needs Assessment (CHNA), completed in early 2016. The CHIP project created five focus groups including the Childhood Obesity and Family Wellness team that NCO project staff joined. The primary goal was to get other CHIP partners to spread the marketing messages identified in this project’s marketing plan. This was done primarily through the use of shared hashtags that allowed team members to spread one another’s health promotion marketing messages. This was done almost exclusively through social media.



*Instagram post with photos of people “Making a Commitment” to safe streets at the Ukiah Pumpkin Fest.*

## Task E – Increase Enforcement

- E.1 Advocate for increased enforcement during school drop-off and pick-up hours
- E.2 Advocate with Animal Control /law enforcement for enforcement of dog leash laws

### Advocate for increased enforcement during school drop-off and pick-up hours



Project staff worked throughout the contract to develop strong working relationships with local law enforcement. However, The Traffic Safety Coalition which consisted of Police Chiefs, the Sheriff, a CHP Commander, Cal Trans representatives, and HHSA staff members, stopped meeting shortly after the signing of this contract. Without this valuable networking resource and advocacy opportunity, staff were required to try to meet individually with Chiefs and Community Service Officers. One-on-one conversations at walk to school or similar events proved to be the most effective opportunity for staff to advocate for improved enforcement. Chiefs and enforcement officers generally opine they are doing all they can with available resources. Staff was able to arrange for radar speed feedback trailers to be placed near schools during the project. Ukiah Police recently obtained covert speed monitoring equipment that will help them track, evaluate, and assess for patterns of speeding that can be used to target enforcement. Staff is advocating that these efforts should begin in school zones.

In the last two quarters of the project, staff have begun to advocate for more “educational” or “warning” stops. Law enforcement is constrained by a variety of variables that lead them to only pull drivers over when the infraction is relatively egregious. Staff are advocating for law enforcement to lower the bar for pulling drivers over and to give warnings or provide education if they feel the infraction will not be upheld in court (one of the primary disincentives to ticketing). Towards that end, NCO staff created a pilot educational warning card to be given to drivers. (Attachment 9)

### E.2 Advocate with Animal Control /law enforcement for enforcement of dog leash laws

HHSA staff, with technical assistance from NCO staff, began investigating the problem of loose dogs early in the project. Existing community surveys were supplemented with project-driven surveys to better understand the problem. Project staff quickly identified the problem as a major barrier to SRTS activities in the Round Valley community. Additionally, it became apparent the problem is complex, entrenched and requires more than a simple effort “to increase enforcement.” During the contract period a Covelo man was mauled and nearly killed by his neighbor’s pit bulls.

Project staff created a plan to address the problem utilizing a logic model approach (Attachment 5). The logic model identified project partners and existing resources, and activities that could be undertaken to address the problem. Identified activities included 1) Loose dog counts, 2) community educational presentations, 3) surveys and “push poll” educational tabling, 4) develop a public awareness campaign, 5) and recruit local champions and volunteers.

Staff initiated the effort by developing a method for counting loose dogs to identify “hot spots” and measure progress. A facebook page, Nor Cal Pet Lovers was created, and a variety of educational posters were developed. Four educational tabling outreach events were scheduled and a “push poll” developed by staff was used at the outreach event. Staff observed cognitive dissonance in a surprising number of community members who would simultaneously state they feared loose dogs, wished others would control their dogs, but knowingly and consciously allowed their own dogs run loose.

Efforts to enlist local champions proved frustrating to staff as so few community members could be motivated to act. Staff observed a wide spread acceptance of the problem as “this is just how it is,” or “it’s always been like this.” Community leaders who staff hoped would become champions were in some cases among the worst offenders.

Staff abandoned concerted efforts in this area after community members expressed fear of retaliation from neighbors and threatening facebook posts were made by dog owners. Staff concluded this problem requires a local champion and a more incremental, gradual approach to influencing the local culture of tolerance.

## **Conclusions**

This project brought together MCOG, HHS, NCO, school district staff, teachers, and community members throughout the County of Mendocino to improve biking and walking opportunities through a wide variety of Safe Route to School Activities. Eleven different schools and hundreds of students participated in over two hundred events. From in-class trainings for elementary school students, to Wellness Policies, to mentoring of students through bike mechanic and PhotoVOICE projects, a full range of *Education, Engineering, Encouragement, Enforcement, and Evaluation* activities were effectively employed. Evaluation activities suggest the programs were very popular and effective.

## **Sustainability**

A number of outcomes bode well for post contract sustainability. Anderson Valley, Round Valley, and Laytonville have each been provided with a twelve-bike training fleet and a suite of bike rodeo supplies. Each of these communities has a local SRTS champion with training in providing in-class and on-the-bike bicycle safety training to elementary students. Project staff are confident each of these three communities will continue to host these activities after the conclusion of this grant.

Prior to this contract, there were essentially no Safe Routes to School activities in Mendocino County. During the grant period, but independent of grant funding, Walk & Bike Mendocino has increased its capacity to provide SRTS support with a twenty-bike training fleet, a transport vehicle, bike rodeo supplies and a trained staff ready to assist elementary schools in providing in-class and on-bike bicycle safety training. The fleet and supplies are available for loan to any interested school in Mendocino County. Over a dozen teachers around the County have received on-the-job training in hosting school-based bike rodeos, and another dozen volunteers have received training in assisting with bike rodeo activities. Walk & Bike Mendocino has

separate funding to continue this work for another year and is working to cement a culture of Safe Routes to School activities.

Walking School Buses have been established at five different schools and Dana Gray Elementary in Fort Bragg is now hosting a Walking School Bus and Morning Mile program without the help of NCO or HHSA staff. Yokayo Elementary is close to being ready to continue its Walking School Bus activities without project staff. Staff is hopeful the rest of the participating communities will be ready to continue with their before-school and walk to school activities after contract period is over.

Walk & Bike Mendocino has made lesson plans, activities, and a wide variety of promotional materials available for free download from their website. These resources should allow any interested school district, teacher, or volunteer to provide SRTS activities if they are inclined.



*Volunteers at the Willits Bike Kitchen use tools provided by grant funds to teach kids how to work on their own bikes.*

Bike mechanic programs are now up and running in five of the seven communities. Three are very strong with consistent and dedicated volunteers, the other two are running but still in

need of volunteer recruitment. This project's technical assistance was key to expanding the capacity and reach of these programs.

Marketing campaigns developed with grant funds have been shared with a broad range of health promotion organizations and the reach of this program's messages are being amplified and spread by these complementary programs. Although anecdotal, it appears that "bike culture" is on the rise in the County with supportive infrastructure improvements and events on the rise.

Policy change is one of the best ways to ensure ongoing improvements and sustainability. Through the efforts of project staff, strong Wellness policies are in place at the majority of schools in the County. The combination of trained staff and volunteers, supplies to support activities, self-sustaining programs, and supportive policies, the future is looking bright for continued improvements in Active Living in Mendocino County.

# Attachments

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# Attachment 1

## Pedestrian Safety Education Plan

### 2<sup>nd</sup> Grade Pedestrian Safety Lesson

**Time: approximately 45 minutes**

This curriculum does not cover every possible scenario that a child may encounter as a pedestrian, but instead addresses the basic skills needed to be a safe pedestrian. Studies have demonstrated that skill-building activities are the most effective way to promote student retention of pedestrian safety skills. The "Activity" portion is an essential component to this curriculum and all lessons should be complemented with the reinforcement of safe pedestrian behavior. More time can be spent on practicing the behavior if children are already familiar with the core material.

**Lesson Objectives:** The objective of this lesson is to remind students about the basic concepts of sharing spaces with cars and other motorized traffic. At this age, it is important to emphasize that students should never walk near traffic without an adult or older sibling.

The students will be able to:

- Explain reasons we walk places and identify common places to walk.
- Define and use appropriate pedestrian safety vocabulary.

- Recognize and demonstrate safe practices near traffic such as walking with an adult, walking on a sidewalk or side of street, and wearing reflective gear and to make sure to carry a flashlight.

### Applicable National Standards of Learning:

- Physical Education Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Physical Education Standard 6: Values physical activity for health, enjoyment, challenge, self expression, and/or social interaction.
- Health Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.





## Lesson Outline

1. Introduction/ Ice breaking questions  
(5 minutes)

Idea: Introduce who we are, why it is important to walk, who walks to school, and what some other benefits may be.

2. Video "New York Hazard" (~3 minutes)  
<https://www.youtube.com/watch?v=a3Xf3wXRfbc>
3. After video, ask students to identify who's sharing the road in the clip. How can we share the road better and be safer?  
(5 minutes)
4. 2<sup>nd</sup> video: Pedestrian safety video. (~5 minutes)  
<https://www.youtube.com/watch?v=PzqhGxEqBMQ>
5. PowerPoint presentation about the video, Jeopardy style questions. (10-15 minutes). Jeopardy questions on following page.
6. End of class activity: Pedestrian safety/distraction scenarios for students to act out in front of class.  
(15 minutes)

## Jeopardy Questions for Presentation:

### Walk This Way

**Q: What is an intersection? And what is a crosswalk? (10 pts)**

**Answer:** Intersection- Where two roads cross (5 pts), and a crosswalk is a marked part of the road where pedestrians(walkers) have a right of way to cross (5 pts)

**Q: Which side of the street do you want to walk on when there is no sidewalk? Why? (10 pts)**

**Answer:** When there is no sidewalk, we walk facing oncoming cars (5 pts). We do this because it is easier for the drivers to see us and easier for us to see them (5 pts).

**Q: What are the three things you should you do every time you cross any road or street? (15 pts)**

**Answer:**

1. Stop (5 pts)
2. Look- left, right and left again (discuss why left first and twice) (5 pts)
3. Listen (5 pts)

**Q: Even when you see the "walking guy", what three things should you do before you enter the crosswalk? (15 pts)**

**Answer:**

1. Stop (5 pts)

## Attachment 2

### Traffic Safety (Bicycle) Education Lesson Plan

4<sup>th</sup> or 5<sup>th</sup> Grade

## Bike Traffic Safety Lesson

### Session One

(Classroom or Auditorium)

Introductions, Sharing the Road, Communicating, Rules of the Road, ABC Quick Check (PowerPoint available)

#### Applicable National Standards of Learning:

- Physical Education Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Class Objectives:** The student will be able to verbalize:

- I. The reasons we need "Rules of the Road."
- II. Why we need to "Share the Road" and what are our responsibilities are as cyclists.
- III. Communication between cyclists and motorists is essential
- IV. (Time Permitting) How to perform a bicycle safety "ABC Quick Check."

**Overview:** This session introduces the student to the concept that there are roadway "user groups" ie., cars, pedestrians, and bicyclists. These groups have to interact, and therefore, must communicate in a variety of ways. Time permitting, students will be shown how to complete an ABC Quick Check on a bike.

## **Introduction - Why are we here?**

Questions for students - *Who has a bike? Who rides a bike? Has anyone ridden a bike to school? In or around town?*

- Today we're going to talk about sharing the road, some of the rules of the road and what we should do as cyclists when riding on the road. If there's time, we'll also do an ABC Quick Check on our bikes to make sure they are safe.
- Briefly go over schedule and ensuing lessons
- Explain to students
  - "If you already ride your bike, Great! But I can still guarantee everyone that you will learn some things that will make you a better, and safer rider.
  - Maybe you want to ride your bike more, but don't have the skills/confidence...
  - Even if you don't ride bikes, don't want to ride bikes, then today is the first day of Driver's Education.
  - And if any of this seems confusing or complicated, that's OK - it should be clearer in a few minutes.
  - It's simple - it's all right there (show 'Rules of the Road' banner).

## **Three BIG Ideas:**

1. SHARING THE ROAD

2. WHO HAS TO SHARE THE ROAD

3. OUR RESPONSIBILITIES (AS CYCLISTS) TO SHARE THE ROAD

### **BIG IDEA #1 - Sharing the Road**

- So when I say rules - What do I mean? ... I mean laws.
- Why talk about laws? Because most all of the laws for drivers of cars, are the same for bike riders. For ex: Stop signs.
- And we need some rules, some laws because we have to share the road.
- Cafeteria example - How students are supposed to line up for lunch in the cafeteria

*Show "New York Intersection" video (if facilities allow). Substitute Bike riding dangers handout, if needed.*

## **BIG IDEA #2 - Who is we?**

- Students should be able to identify all three user groups
  - People driving
  - People riding
  - People walking
- We have to interact with each other...AND THAT MEANS WE HAVE TO COMMUNICATE!!

## **BIG IDEA #3 - What should we do as cyclists?**

- We have to share the road, follow the rules and communicate.
- How do we communicate? - Hand signals, position, eye contact etc.  
*STAND UP - Demonstrate hand signals - Left, Right and Stop*

- Show road signs: Stop - Yield - One Way  
*Demonstrate on little kids bike*

Yield - Draw on board if possible. Explain that it's another example of how we have to share the road.

**Go over Rules of the Road banner and review Powerpoint presentation "Safe Journey on a Bike" and Jeopardy questions:**

**Question #1: What are 3 things every bike rider should do? (15 pts)**

Answer:

- 1) Be visible
- 2) Follow the rules of the road
- 3) Be predictable

**Question #2: What does it mean to "be visible"? (15 pts)**

Answer: It means it is easy for others to see you.

**Question #3: What are 3 things you can do to be more visible? (15 pts)**

Answer:

Wear something bright (5)

Wear things that are reflective (5)

At night, use a front and rear light on your bike (5)

**Question #4: What are two reasons to always wear a helmet? (15 pts)**

Answer:

1) A properly fitted helmet will protect your head against the hard ground,

2) If you are under 18 years old, it's the law (you could get a ticket for riding without a helmet)

**Question #5: What is the "Door Zone"? (10 pts)**

Answer: The part of the street into which car doors open. When you are riding in the Door Zone next to parked cars, a driver or passenger might open a driver's side door and you could run into it.

**Question #6: What are some reasons why it is good for you and the environment to walk or bike to school? (10 pts each)**

Answer: Though there are many reasons for doing this, the main four reasons are:

1) Cutting down on pollution (10)

2) Getting good exercise (10)

3) Cutting down on traffic (10)

4) Having fun (10) FUN, FITNESS and FREEDOM

**Question #7: Demonstrate the bicyclist's hand signals for turning right, turning left, and slowing down or stopping. As well, what hand is used to make hand signals and why? (10 pts each)**

\*\*\*\*

End of lesson - Briefly go over next lesson - Helmets

Or if time permits...

### **ABC Quick Check (Use handout)**

- 3 to 5 students per bike
- A is for Air. Find inflation rating on the side of tire. Use pump if available
- B is for brakes - what kind (hand or foot), do yours work?
- C is for chain - Clean and lube
- Quick is for quick release

**Procedures/Materials:** Review traffic signs (with examples). Go over test bike (ABCQ check); Traffic Safety Video or handout, WalkBike Mendocino banner.

## **Session Two**

(Classroom or Auditorium)

Helmets, Fit, Melon Drop, ABC Quick Check

**Class Objectives:** The student will be able to verbalize:

- I. The importance of wearing a helmet.
- II. How to fit a helmet.
- III. (Time Permitting) Complete an ABC Quick Check.

**Overview:** This session introduces the student to the importance of safety equipment and prepares them for appropriate use of a helmet. Time permitting, students will get into small groups and learn how to complete an ABC Quick Check on a bike.

**Introduction - Why do we need to wear a helmet?**

- Two reasons - one reason is because in California, it's the law

- But the more important reason - TO PROTECT YOUR HEAD !!
- From what? Mainly the pavement. Tap the ground with knuckles - IT'S HARD, OUR HEADS AREN'T
- Tell own story - skateboarding accident

**Do Melon drop activity** - *Time and space permitting*

### **Fit Helmets**

- Helmets have to be worn correctly
- Adjust Chin strap
- Sliding buckles under ears
- No wobble/ No tilt
- One major impact and need to replace

**ABC Quick Check** - *Time permitting*

**Procedures/materials:** Ladder, test helmets, and a few melons.

### **Conclusion**

"How is our head like a melon?"

You work so hard to fill your head with knowledge and ability - SO PROTECT IT !!

Introduce next session - Skills and Drills on the blacktop/playground.

## **Session Three**

### **Blacktop - Skills and Drills**

**Class Objectives:** Students will be able to demonstrate:

- I. An ABCQ Quick Check on a bike, prior to riding.
- II. Ability to start, stop, ride a straight line, turn left, turn right, use appropriate hand signals, and scan behind while riding.

**Overview:** This session's primary focus is to assess and teach basic bike handling skills and



how to interact safely in a simulated traffic environment. (*Students who are still learning to ride can practice on the side of the blacktop with a volunteer or staff member.*)

Class is held outside. Three skill stations and routes are set up in advance.

### **Introduction**

Introduce and review all three stations and then have students perform their own Real Quick ABC QuickCheck.

### **Real Quick ABC QuickCheck**

A is for air

B is for brakes

C is for chain and cranks

Quick is for checking quick releases

Check is for ride check

**Divide** class into three groups, then assign each group to a station. Explain each group will rotate every 20 minutes.

**Two rules** - Helmets go on and stay on

(If applicable) Walk bikes from station to station

### **Station #1 - Starting and Stopping / Slow race (*time permitting*)**

- Brakes
- Different types - what type does your bike have?
- Hand brakes vs. Coaster - Pros and cons of each
- Hand brakes - Left is front, right is rear
- Braking - Smooth stop - Don't skid
- Danger of skidding
- Pedal Power Position - Emphasize importance of it when starting, especially on an incline

- Hand Signals - Use them at the end of each braking lane
  - Left
  - Right - can legally use left or right arm
  - Stop - mainly used for other cyclists behind you

### **Station #2 - Streetscape / Safetyville**

Simulate riding on the road with traffic. Walk & Bike Mendocino staff will set up a streetscape on the blacktop or playground using signs, cones and chalk.

#### **Students need to demonstrate:**

- How to come to a complete stop at a stop sign or traffic light without skidding
- Proper use of all hand signals
- What to do at a pedestrian intersection
- When to stop, when to yield
- How to share the road with other cyclists and pedestrians
- General road awareness

### **Station #3 - Rock Dodge/Scan/Weave**

This station focuses primarily on basic bike handling skills. Students need to demonstrate:

- Proper starting technique - Pedal power position
- Basic bike handling and the ability to "dodge" small objects on the road
- Ability to use hand signals while riding
- Ability to scan behind while continuing to ride forward in a straight line
- Ability to weave through a set of cones

### **Conclusion**

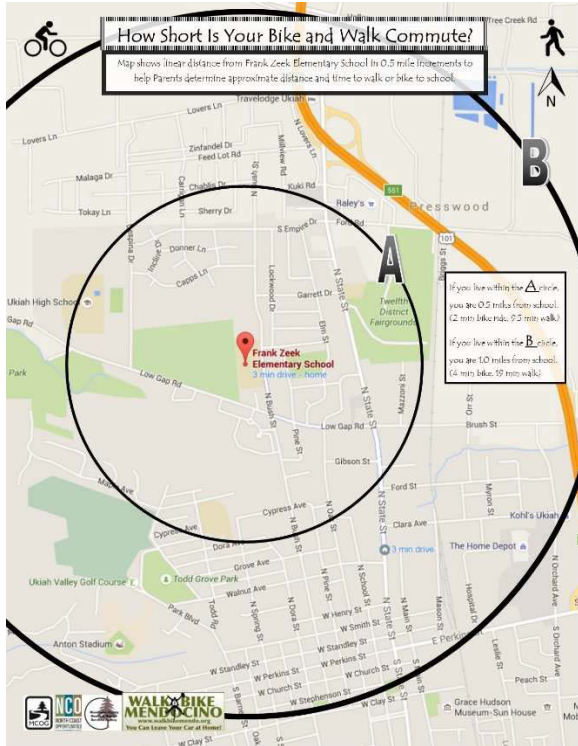
Park bikes, store helmets

If we are doing a community ride, introduce and briefly review the route

# Attachment 3

## School Radius Sample Maps (Walkability)

These maps were developed for each of the seven communities and were used to communicate how close people live to school. People often overestimate how far it is, and how long it will take to walk for bike these distances.



**Attachment 4** Sample Dog Control Outreach Materials

# Life Sentence - No Parole.



**He is your friend, your partner, your defender, your dog. You are his life, his love, his leader. He will be yours, faithful and true, to the last beat of his heart. You owe it to him to be worthy of such devotion."**

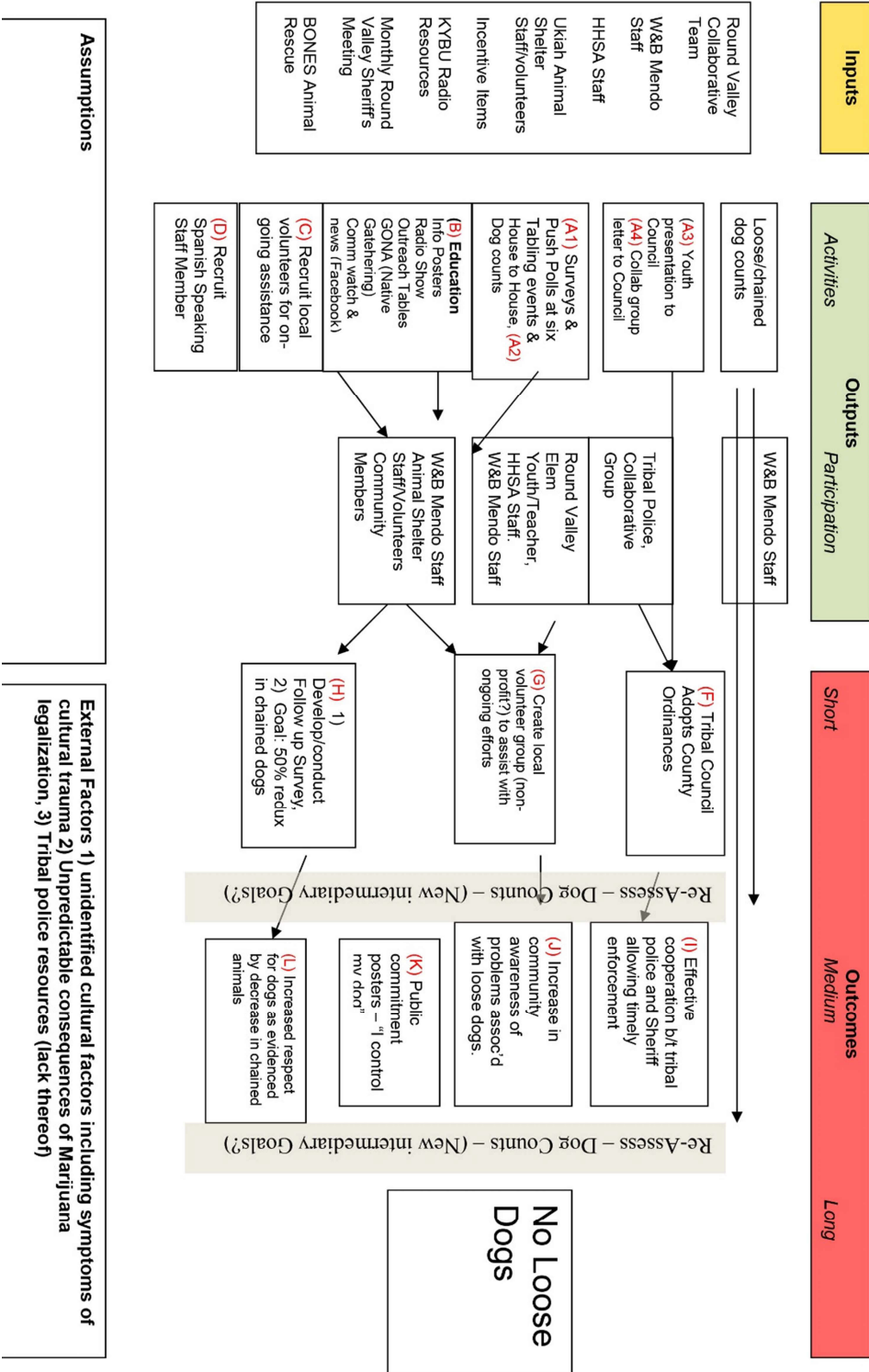
**Unknown**



# Attachment 5 Dog Control Logic Model

## Program: Loose Dogs in Round Valley Logic Model

**Situation:** Loose dogs pose a threat to public safety and discourage physical activity leading to health problems associated with physical inactivity as well as negatively impacting public/community events. Differing attitudes about animal control techniques and responsibilities lead to conflict between neighbors and cross-culturally. These negative effects impact people of all ethnicities/cultures and are an issue both in the valley center and surrounding hills. Some dog owners do not perceive, or underestimate the gravity of the problem, often seeing their dog/pet as an exception. A core group of community leaders are ready to address the problem but many others seem to be mired in a sense of futility. County Animal Control and Tribal Police both state a desire to address the problem but fail to effectively cooperate. A survey of Round Valley residents found that a majority of residents have been discouraged from being physically active due to a fear of loose dogs. Survey results suggest dog bites are significantly under-reported. National data shows a trend of increased bites, severity of bites, and deaths. In December of 2016 a Round Valley man was mauled by his neighbors two pit bulls. He was placed in the ICU with extensive facial injuries and his left arm was eventually amputated. He is now recovering at home but too traumatized to discuss the incident.



# Attachment 6

## Make the Commitment



# Take Traffic Safety Into Your Own Hands



*"I'm making a commitment to myself, my neighbors, and the children of Ukiah to pay attention and make sure I'm not driving too fast. This bumper sticker is a reminder to myself, and a statement of commitment to you, that I'm part of the solution!"*



## Make the Commitment!

Get your bumper sticker in the office  
or from **Walk & Bike Mendocino.**

[www.walkbikemendo.org](http://www.walkbikemendo.org)

[walkbike@ncoinc.org](mailto:walkbike@ncoinc.org)

707-467-3217



# Attachment 8 Sample Promotional Materials

**WALK & BIKE MENDOCINO**  
707-467-3217  
walkbike@ncoinc.org  
www.walkbikemendo.org

**SAFE ROUTES TO SCHOOL**

**MCOG** NORTH COAST OPPORTUNITIES  
**NCO** Mendocino County Health & Human Services Agency

**Walktober Week**  
Oct. 18-21  
**Walk to School Day**  
October 19th

Creating healthy communities with strong, independent children.

#Walktober  
#SmallTownNoRush  
#SmallSteps  
#WalkToSchool  
#walkbikemendo

**Want Your Children to Walk to School?  
Join our meetup.com Group**

**WALK & BIKE MENDOCINO**

**meetup**

Sign up is free, easy, and secure. Go to [meetup.com](https://www.meetup.com) and search "Mendo Safe Routes to School" to become involved with Walking School Buses in your Community!



# Attachment 8

## Parent Survey Form / Walking School Bus Marketing

### Does Your Child Arrive at School Ready to Learn?

#### 1) My child goes to school in

Ukiah          Fort Bragg          Willits          Other

#### 2) I drive my child to school and then...

- (A) drive to a second school to drop off another child
- (B) I return home
- (C) drive directly to work because I have to arrive at that time
- (D) drive directly to work because I'm already on the way
- (E) I don't drive my child to school

#### 3a) When I drive my child to school, the drop off line is inconvenient; it takes a long time to get through the line.

Strongly agree          Agree          Disagree          Strongly Disagree

#### 3b) When I drive my child to school it seems dangerous around the school, too many people are driving irresponsibly.

Strongly agree          Agree          Disagree          Strongly Disagree

#### 3c) When I drive my child to school it seems dangerous around the school, too many people are driving irresponsibly.

Strongly agree          Agree          Disagree          Strongly Disagree

#### 3d) When I drive to school I hate all the traffic.

Strongly agree          Agree          Disagree          Strongly Disagree

#### 3e) When I drive my child to school it's not a problem; everything is smooth and easy.

Strongly agree          Agree          Disagree          Strongly Disagree

#### 4. When I think about my child walking to school, I worry about him/her being kidnapped or assaulted.

Very worried          Moderately          Slightly          Not very worried

Extremely worried    worried    worried

**5. When I think about my child walking to school, I worry about him/her being hit by a car.**

Extremely worried                          Very worried                          Moderately worried                          Slightly worried                          Not very worried

**6. When I think about my child walking to school, I worry about him/her being bullied by other children.**

Extremely worried                          Very worried                          Moderately worried                          Slightly worried                          Not very worried

**7. If I knew a responsible adult was leading a group of students on a walk to school I would...**

- (A) allow my child to join the group if he/she wanted to
- (B) encourage my child to walk with the group
- (C) insist my child walk with the group
- (D) like to join and walk with the group
- (E) worry it would take too much time or be too inconvenient

**8. Children do better in school when they get exercise before class starts.**

True                          True

**9. I would like to participate in a walking school bus. Here is my email and/or phone number.**

Name \_\_\_\_\_



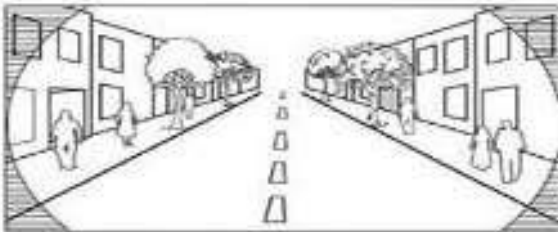
Walk & Bike Mendocino 413 N State St, Ukiah CA 95482  
[www.walkbikemendo.org](http://www.walkbikemendo.org)                          707-467-3217

# Attachment 9 Driver Education Warning Cards

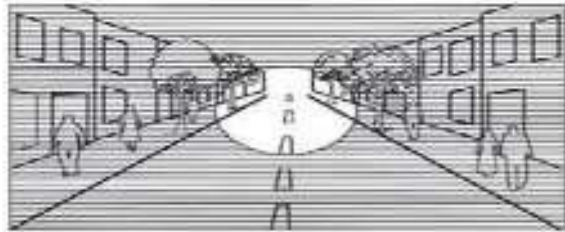
The City of Ukiah Police Department and your neighbors ask you to consider the consequences of speeding. Please watch your speed.



## WHY SPEED MATTERS



Field of vision at 15 MPH



Field of vision at 30 to 40 MPH

A driver's field of vision increases as speed decreases. At lower speeds, drivers can see more of their surroundings and have more time to see and react to potential hazards.

HIT BY A VEHICLE TRAVELING AT:  
**20 MPH**

9 out of 10 pedestrians survive

HIT BY A VEHICLE TRAVELING AT:  
**30 MPH**

5 out of 10 pedestrians survive

HIT BY A VEHICLE TRAVELING AT:  
**40 MPH**

Only 1 out of 10 pedestrians survives

Speed is especially lethal for vulnerable users like pedestrians and people biking. The risk of injury and death increases as speed increases.