



ACTIVE TRANSPORTATION PROGRAM - CYCLE 2

Part B: Narrative Questions (Application Screening/Scoring)

Project unique application No.: 04-San Francisco County DPH-1

Implementing Agency's Name: San Francisco Department of Public Health

Important:

- Applicants must ensure all data in Part B of the application is fully consistent with Part A and C.
- Applicants must follow all instructions and guidance to have a chance at receiving full points for the narrative question and to avoid flaws in the application which could result in disqualification.

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Part B: Narrative Questions **Detailed Instructions for: Screening Criteria**

The following Screening Criteria are requirements for applications to be considered for ATP funding. Failure to demonstrate a project meets these criteria will result in the disqualification of the application.

1. Demonstrated fiscal needs of the applicant:

SF Safe Routes to School 2017-2019 Non-Infrastructure Project is a newly proposed project under the SF Safe Routes to School (SFSRTS) Program. The proposed project activities and deliverables are currently unfunded. As a stand-alone non-infrastructure program, this project is unrelated to any past or future environmental mitigation. Last November, San Francisco voters showed support for safer streets by passing a \$500 million transportation bond. However, these funds cannot be used for non-infrastructure programs. ATP is one of the few transportation funding sources available to develop important education programs like the proposed SF Safe Routes to School 2017-2019 Non-Infrastructure Project.

2. Consistency with Regional Plan.

On July 18, 2013, the Plan Bay Area Regional Transportation Plan¹ was jointly approved by the Association of Bay Area Governments and the Metropolitan Transportation Commission (MTC). Plan Bay Area specifically included SRTS as a regional programmatic expenditure category for all Bay Area counties. SRTS projects and transportation demand management (TDM) strategies also serve to reduce travel by single occupancy vehicles, a key goal of the Plan and of Senate Bill 375.

For more details, see specific print outs in Attachment I-Screening 2.



Part B: Narrative Questions **Detailed Instructions for: Question #1**

QUESTION #1

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. (0-30 POINTS)

A. Describe the following:

-Current and projected types and numbers/rates of users. (12 points max.)

Table 1 includes data for the 29 elementary, 4 middle and 2 high schools included in the proposed project: enrollment, estimated number and % of students living within 1 mile, and numbers and % of students that currently walk/bike to school at the participating schools. SFUSD does not have a neighborhood enrollment system, but rather utilizes a citywide lottery system where parents/guardians choose a possible list of schools. This results in a range of the number of students at each school who live within reasonable walking/biking distance of their school.

Table 1. SFSRTS NI Project 2017-2019: Participating Schools

Data below are from 2014 UC Berkeley annual SFUSD commute study.

Schools	Enrollment	Estimated # of students within walking/biking distance (1-mile)	% within walking/biking distance (1-mile)	% of students who currently walk to school	# of students who currently walk to school	% of students who currently bike to school	# of students who currently bike to school
Elementary							
Alamo	538	342	65%	30%	159	2%	13
Alvarado	528	187	36%	22%	115	0%	0
BVHM K-8	557	253	43%	40%	221	7%	38
Carmichael K-5	636	416	64%	41%	260	0%	3
Carver	239	190	79%	36%	85	2%	4
Chin	273	132	50%	39%	105	0%	0
Cleveland	353	258	75%	39%	138	0%	0
El Dorado	256	172	56%	15%	38	1%	2
Fairmount	392	152	39%	21%	81	1%	5



Feinstein	507	249	48%	17%	87	2%	11
Flynn	456	273	58%	29%	130	1%	2
Grattan	394	186	48%	26%	101	6%	23
Bret Harte	194	123	58%	38%	74	3%	6
Lau	648	405	62%	51%	330	1%	3
Longfellow	588	436	72%	47%	276	0%	1
Marshall	263	168	67%	49%	128	8%	20
Monroe	337	335	66%	30%	99	0%	1
Parker	278	182	67%	55%	154	0%	0
Peabody	266	159	58%	28%	75	3%	9
Commodore Sloat	391	155	39%	7%	27	1%	5
Sherman	397	172	43%	20%	81	1%	4
Spring Valley	337	231	65%	32%	107	0%	0
Sunnyside	385	197	55%	26%	102	1%	4
Sunset	402	250	60%	25%	100	3%	13
ER Taylor	656	466	70%	33%	215	0%	0
Cesar Chavez	439	302	65%	48%	211	1%	5
Guadalupe	468	330	66%	22%	105	1%	7
Rosa Parks	422	227	55%	22%	94	6%	27
Jefferson	513	289	57%	28%	142	6%	33
Middle							
Carmichael	636	416	64%	41%	260	0%	13
MLK	521	255	59%	27%	141	0%	0
Denman	649	188	66%	20%	128	0%	38
Francisco	560	235	41%	28%	155	1%	3
High							
Thurgood Marshall	450	154	42%	27%	123	0%	0
SF International	367	94	26%	20%	73	0%	0
TOTALS/ % AVG	15,296	8,579	56%	31%	4,720	2%	244



According to UC Berkeley School of Public Health (see Attachment I-1A), SFUSD kindergarteners are the most likely to walk/bike to school (31%), followed by 5th graders (26%), 16% of 6th graders, and 12% of 9th graders in 2014. The National SRTS Center student travel tally protocol was used to collect and analyze these data.

To measure our effectiveness (Task A) ⁱⁱ, we will use:

The National SRTS Center's Student Arrival and Departure Travel Tally to record students' travel mode to/from school. SFDPH conducts Travel Tallies at the beginning and end of each school year to monitor progress. We partner with UC Berkeley to study school commute district-wide and they aggregate data to understand district-wide patterns.

The National SRTS Center's Parent Survey to understand school travel mode and issues that influence decisions to walk/bike to school. The Parent Survey is multilingual to reach the diverse SFUSD parent community. Results from the parent survey help evaluate and guide planning. In September 2017 and May 2019, SFDPH will survey all SFUSD parents/guardians at listed schools.

By 2019, we expect a 5% increase in the number of SFUSD students participating in the proposed project.

- B. Describe how the project links or connects, or encourages use of existing routes (for non-infrastructure applications) to transportation-related and community identified destinations where an increase in active transportation modes can be realized, including but not limited to: schools, school facilities, transit facilities, community, social service or medical centers, employment centers, high density or affordable housing, regional, State or national trail system, recreational and visitor destinations or other community identified destinations via: (12 points max.)**
 - a. creation of new routes
 - b. removal of barrier to mobility
 - c. closure of gaps
 - d. other improvements to routes
 - e. educates or encourages use of existing routes

For 2017-2019 school years, we propose a new neighborhood focused project that will educate and encourage use of existing routes and contribute to planning for improvements to routes, thereby increasing the number of children safely walking or biking to school. This project will broaden our focus from individual schools to neighborhoods that include routes to multiple schools.



The strategies for this new project (See Attachment H) include:

1) Task L: Implement SRTS elements of SFUSD Wellness Policy and Vision Zero Resolutions:

The SRTS Program is specifically named in a Wellness Policy passed by the SFUSD Board of Education (BOE) in April 2015 (see Attachment I-1B). SFUSD BOE also passed a resolution in support of SF's Vision Zero which names the SFSRTS Partnership in its aim to eliminate all traffic-related fatalities by 2024 (see Attachment I-1B). Funding would support a staff person at SFUSD to coordinate implementation of unfunded policies pertaining to SFSRTS. Policy support is crucial to success but without resources to implement the policy, it will not be effective.

2) Tasks B-D: Create new neighborhood SRTS taskforces: Multilingual outreach workers will support a cluster of schools in neighborhoods that have common routes to school. They will connect parent champions to form neighborhood taskforces to increase the numbers of students walking/biking to school (e.g., parents from Mission area schools form a Mission SRTS taskforce). They will work with other community members advocating for safer streets (Vision Zero SF Coalition, violence prevention, senior/disability groups, and businesses). A key goal of the neighborhood taskforces will be to involve parents/guardians in assessing safety of routes through walk audits for infrastructure improvements. Parents/guardians will be empowered to identify new routes, identify and request improvement to existing routes, and educate other parents/guardians to do the same. Multilingual outreach workers from SF Environment Now will work with the SFSRTS outreach team at SF Bicycle Coalition and Walk SF to develop neighborhood taskforces.

3) Tasks E-G: Hold neighborhood skills building, encouragement, and outreach events:

Neighborhood events help reach parent/guardian champions. Weekend Bike Rodeos staffed by YBike will be held on shared schoolyards to teach families how to ride safely on city streets. With neighborhood taskforces, SFSRTS outreach staff at Walk SF and SF Bicycle Coalition will implement neighborhood encouragement activities including parent-led walking school buses and bike trains to link multiple schools that share routes, as well as promote and hold annual Walk/Bike and Roll to school days.

4) Task H: Integrate "Safe Passage" into SRTS neighborhood project: We will integrate Tenderloin

Safe Passage into SFSRTS Partnership to provide technical assistance to disadvantaged communities (e.g. Mission, Bayview Hunters Point) to develop their own neighborhood-specific Safe Passage program to encourage more children walk/bike safely to school. Violence, both real and perceived, prevents families from walking/biking their children to school. Tenderloin Safe Passage is a community organization born from the



collaboration of parents/guardians with law enforcement, after-school programs, and businesses. Their "corner captains" model provides supervision to students walking to/from school at high-risk intersections, guides students along a designated safe route painted on sidewalks, and trains families/volunteers in self-defense.





5) Task I: Launch “City Street Investigators” curricula with afterschool programs: We will pilot a new educational program called “City Street Investigators” in afterschool programs. City Streets Investigators is a curriculum from NYC’s Vision Zero programⁱⁱⁱ that teaches children about safety and transportation planning through hands-on activities including mapping, observation of pedestrians’, bicyclists’, and motorists’ behaviors, and monitoring traffic speed. Students become advocates for education and change in their families, schools, and in local policy efforts. The program engages youth to identify routes, barriers to safety, and solutions. The conclusion of the curriculum includes presentation to policymakers. Walk SF will offer this program to afterschool programs serving our 29 elementary schools in the 2017-2019 school years.

6) Task J: Offer Bike PE in 4 middle and 2 high schools. The YBike PE Program teaches youth safe bicycle riding/street skills in their Physical Education class. This 10-day curriculum includes a series of bike handling drills and simulated traffic situations of progressive difficulty, culminating in a group neighborhood ride. The PE program is a fun, hands-on way for students to learn basic bike safety, handling, and communication skills, while increasing their self-confidence to safely navigate basic traffic situations.



YMCA YBike PE



7) **Task K: Conduct walk/bike audits at 4 schools:** Walk/Bike audits systematically gather data about conditions (social/built/natural) that help/hinder safe walking and biking, including, but not limited to: street lights, sidewalk width/conditions, traffic volume, traffic behaviors (i.e., speeding), presence of bicycle lanes, and debris. MTA will conduct audits at schools where they are most needed and involving parents/guardians from the neighborhood taskforces and youth who participated in City Street Investigators. Audits are invaluable to inform infrastructure improvements.

- C. Referencing the answers to A and B above, describe how the proposed project represents one of the Implementing Agencies (and/or project Partnering Agency's) highest unfunded non-motorized active transportation priorities. (6 points max.)

The goal of the SFSRTS program is to increase the number of students safely and actively commuting to school. We utilize the "5 E's" to structure our program—Education, Encouragement, Enforcement, Engineering, and Evaluation-- and adapt the program to the changing school climate, school staff/parent feedback, and evidence-based best practices.

The purpose of the 2017-2019 SFSRTS Non-Infrastructure project is to:

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- implement City/School District Policies supporting SRTS;
- establish a neighborhood focus to educate/encourage families to actively commute to school; and
- train and support youth and parents/guardians to get involved in assessing and improving street safety for increased active transportation.

San Francisco is consistently voted one of the nation's most walkable and bikeable cities; yet less than one-quarter of all SFUSD youth walk/bike to school (UC Berkeley school commute study in Attachment I-1b). Over 17,000 parent surveys collected by our team since 2009 (see Attachment I-1C) reveal many reasons why families drive. The top 5 reasons include: 1) Safety at intersections/crossings; 2) Traffic speed along school routes; 3) Amount of traffic along school routes; 4) Time; and 5) Violence/crime. The proposed project will address these concerns.

The goals of the SFSRTS project are to:

- 1) Educate over 15,000 SF youth and their families about how to walk and bike safely to school;
- 2) Encourage families from the 35 participating schools to actively commute to school;
- 3) Implement district-wide policies that encourage and support active commuting benefiting over 57,000 SFUSD students;
- 4) Improve the safety of routes to schools by involving parents/guardians, youth, and allies in the planning and feedback process to City leaders; and
- 5) Increase the percentage of students actively and safely commuting to school by 5% in participating schools.

How does the project relate to other prior or ongoing programs?

SFSRTS began offering services at five elementary schools in fiscal year 09-10, while also building capacity—at the school-site and district level—to provide on-going services that promote safe walking/biking to school. SFSRTS utilizes the “Five Es” to ensure a comprehensive and evidence-based approach to getting more students walking/bicycling.



California State Senator Mark Leno Participates in SF SRTS Walk to School Day 2013



SFSRTS includes a multi-disciplinary partnership of City agencies, non-profits, and public schools. In the 2014-2015 school year, SFSRTS:

- Created a multilingual parent outreach team to deliver culturally-specific messages at 35 elementary schools;
 - Recruited parent champions;
 - Expanded the focus on underserved communities;
 - Held pedestrian/bicycle assemblies;
 - Organized after-school bike clubs for 3 middle schools and bike shop programs at 2 high schools;
 - Trained, supported and encouraged parents to lead groups of kids to walk/bike to school;
 - Organized annual encouragement events; and
- Evaluated the program utilizing travel tallies and parent surveys.



Additional activities planned for the 2015-2017 school years include:

- Targeted traffic enforcement around SRTS schools;
- Tailored Transportation Demand Toolkits for each SFUSD school identifying safe walking/bicycling routes, facilities near the schools, and transit connections; and
- Adoption of individual school policies.

Descriptions of the most relevant programs that complement the SFSRTS program:

Vision Zero: 14 SF agencies have adopted “**Vision Zero**” with a goal of zero traffic deaths by 2024^{iv}. The SFDPH staff leading SFSRTS sits on the Citywide **Vision Zero** Taskforce and the SFSRTS Partnership serves as the youth/school subcommittee.

15 MPH School Zones: In 2011, SF was the first large city in CA to implement 15 MPH school zones^v, but consistent enforcement is needed to change the driving culture around schools to reduce pedestrian and bicyclist injuries. In fall of 2015, SFSRTS will provide funding for targeted traffic enforcement around SFSRTS schools.

Coordination with SRTS infrastructure projects: The SFSRTS program coordinates with lead agencies who implement infrastructure projects that support walking/biking to school.



Part B: Narrative Questions **Detailed Instructions for: Question #2**

QUESTION #2

POTENTIAL FOR REDUCING THE NUMBER AND/OR RATE OF PEDESTRIAN AND BICYCLIST FATALITIES AND INJURIES, INCLUDING THE IDENTIFICATION OF SAFETY HAZARDS FOR PEDESTRIANS AND BICYCLISTS. (0-25 POINTS)

- A. Describe the plan/program influence area or project location's history of collisions resulting in fatalities and injuries to non-motorized users and the source(s) of data used (e.g. collision reports, community observation, surveys, audits). (10 points max.)**

Every year in SF, approximately 30 people are killed and over 200 more are seriously injured while travelling on city streets (SFDPH Program on Health, Equity and Sustainability, 1/2015). According to the California Office of Traffic Safety, SF has the highest rate of pedestrian and bicyclist deaths and injuries in California cities over 250,000 population. In 2014, 17 pedestrians and 3 bicyclists were killed. In May 2015, a tragic and preventable traffic-related fatality of a middle school student occurred on his way to school (see article in Attachment I-2A).

SFGATE NEWS SPORTS BUSINESS A&E FOOD LIVING TRAVEL REAL ESTATE CARS

Muni train fatally strikes boy, 12, rushing to school

By Hamed Aleaziz and Evan Sernoffsky Updated 10:31 pm, Tuesday, May 12, 2015

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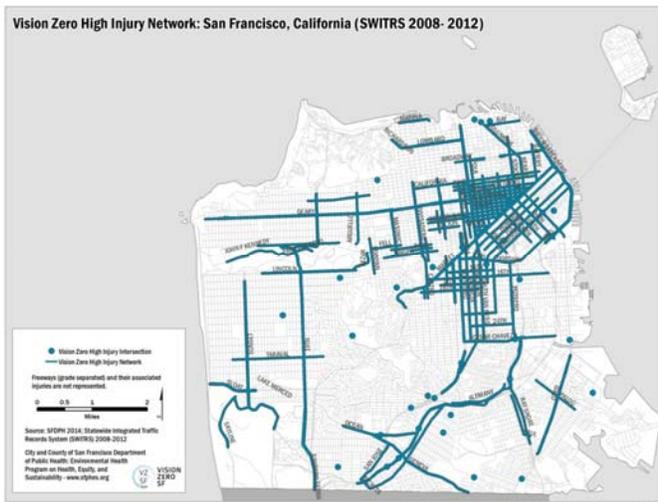




SF identified the **Vision Zero High Injury Network**^{vi} (see map below) to inform targeted, data-driven traffic safety initiatives to achieve zero deaths by 2024. This network represents 12% (125 miles) of the city's streets where injuries are most concentrated:

- 70% of people severely/fatally injured in vehicles,
- 76% of people severely/fatally injured on motorcycles,
- 72% of people severely/fatally injured while walking, and
- 74% of people severely/fatally injured while bicycling.

Figure 1. Vision Zero High Injury Network



The Vision Zero High Injury Network is disproportionately concentrated in MTC’s “**Communities of Concern**,” concentrations of low-income, disabled, non-English speaking, or immigrant populations that often rely on walking and transit for transportation. SF’s **Communities of Concern** contains almost half (47%) of the Vision Zero High Injury Network and yet only encompasses 30% of all San Francisco’s surface streets. Of severe/fatal traffic injuries in 2008-2012, the Vision Zero High Injury Network in Communities of Concern accounted for:

- 47% of people severely injured/killed while walking;
- 42% of people severely injured/killed while bicycling; and
- 34% of people severely injured/killed while in vehicles (including motorcycles).



Pedestrian involved collisions around participating schools

SFSRTS utilizes data to prioritize pedestrian/bicycle safety programming and identify locations to focus our educational efforts. In 2011, SFSRTS developed a prioritization process, based on the 2010 ITE Journal article by Sundstrom et al.^{vii} to guide non-infrastructure and infrastructure SRTS projects. Data for the prioritization process include: demographics, mode share, and traffic collision history (SWITRS data) around each public school in SFUSD. Highest priority is given to schools: 1) with greatest potential mode shift (difference between number of students within 1-mile and number of those students walking/biking to school); 2) located near intersections with highest percentage of collisions involving pedestrians/bicyclists; and 3) with a higher proportion of disadvantaged students. These data, in combination with data from the Vision Zero High Injury Corridors and Communities of Concern, guide our team in selecting which schools and neighborhoods to focus efforts.

Table 2 below summarizes the number of pedestrian-involved collisions within a ¼ mile of all schools included in the proposed project, and identification of schools located on Vision Zero High Injury Network and in Communities of Concern. See map in Attachment D.

- 1,337 pedestrian-involved collisions within ¼ mile of participating schools (2008-2012)
- 13 (37%) located on the Vision Zero High Injury Network
- 19 (54%) located in Communities of Concern

Table 2. Participating Schools: Pedestrian involved collisions, Location on VZ High Injury Network, and Location within MTC’s Communities of Concern

Schools	Pedestrian-involved collisions w/in ¼ mile of school (2008-2012 SWITRS)	Vision Zero High Injury Network?	MTC’s Communities of Concern?
Alamo	25	No	No
Alvarado	2	No	No
BVHM K-8	71	Yes	Yes
Carmichael K-5	78	Yes	Yes
Carver	15	Yes	Yes
Chin	61	Yes	Yes
Cleveland	4	No	No



El Dorado	3	No	Yes
Fairmount	26	Yes	No
Feinstein	12	No	No
Flynn	26	Yes	No
Grattan	9	No	No
Bret Harte	7	No	Yes
Lau	120	Yes	Yes
Longfellow	19	Yes	Yes
Marshall	108	Yes	Yes
Monroe	31	No	Yes
Parker	98	Yes	Yes
Peabody	37	No	No
Commodore Sloat	24	No	No
Sherman	45	No	No
Spring Valley	57	No	No
Sunnyside	7	No	No
Sunset	19	No	No
ER Taylor	16	No	Yes
Cesar Chavez	66	Yes	Yes
Guadalupe	9	No	No
Rosa Parks	81	No	Yes
Jefferson	27	Yes	Yes
Carmichael Middle	78	Yes	Yes
MLK	23	No	Yes
Denman	42	No	No



Francisco	36	No	No
Thurgood Marshall	17	No	Yes
SF International	38	No	Yes
Totals	1,337	37%	54%

B. Describe how the project/program/plan will remedy (one or more) potential safety hazards that contribute to pedestrian and/or bicyclist injuries or fatalities; including but not limited to the following possible areas: (15 points max.)

- Reduces speed or volume of motor vehicles in the proximity of non-motorized users.
- Improves sight distance and visibility between motorized and non-motorized users.
- Eliminates potential conflict points between motorized and non-motorized users, including creating physical separation between motorized and non-motorized users.
- Improves compliance with local traffic laws for both motorized and non-motorized users.
- Addresses inadequate traffic control devices.
- Eliminates or reduces behaviors that lead to collisions involving non-motorized users.
- Addresses inadequate or unsafe traffic control devices, bicycle facilities, trails, crosswalks and/or sidewalks.

Recent highly visible collisions, especially those involving children and seniors, have catapulted activists, planners, engineers, police, and others toward working collectively to make considerable changes to improve pedestrian and bicyclist safety. City leaders, including 14 City agencies, have adopted 'Vision Zero' policies challenging SF to eliminate ALL traffic deaths by 2024. On April 14, 2015 the SF Board of Education passed a Vision Zero resolution and included significant language in support of SRTS in their newly adopted Wellness Policy (see Attachment I-1B).

Guided by these new policy efforts from City leaders, the SFSRTS team will remedy potential safety hazards contributing to pedestrian/bicyclist injuries or fatalities in three main ways described below. Refer to Question 1B for more detail.

1) Teach youth and parents/guardians about traffic laws, eliminating or reducing behaviors that increase risks of injuries/deaths through operationalizing the goals of Vision Zero and SFUSD wellness policies related to active school transportation.

- o Provide traffic safety curricula to teachers.
- o Educate students about traffic safety through City Street Investigators curricula.
- o Train parents/guardians to lead regular walking school buses and bike trains.

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- Provide skills training during weekend events and Bike PE in middle and high schools.
 - Develop neighborhood taskforces for parent/guardian champions and allies who will be trained in safety/planning.

 - **2) Increase capacity for youth and parent/guardian engagement in planning.** Train youth to analyze traffic safety and propose solutions through City Street Investigators.
 - Train neighborhood taskforces to solicit infrastructure improvements.
- 3) Identify hazards and barriers to walking and biking to/from school as well as potential infrastructure improvements.**
- Professional walk/bike assessments for 4 schools most in need based on % free/reduced price meals (FRPM), walking/biking rates, and numbers of pedestrian-involved collisions within ¼ mile of school.



Part B: Narrative Questions **Detailed Instructions for: Question #3**

QUESTION #3

PUBLIC PARTICIPATION and PLANNING (0-15 POINTS)

Describe the community based public participation process that culminated in the project/program proposal or will be utilized as part of the development of a plan.

- A. Who: Describe who was engaged in the identification and development of this project/program/plan (for plans: who will be engaged). (5 points max)**

SFSRTS team members bring the needs of their key constituents to the table when planning changes to our program including parents/guardians, youth, school staff, and pedestrians/cyclists advocates. The team includes a multi-disciplinary collaboration of City agencies, non-profits, and schools working together to make SF safer for all school-aged children to walk/bike to school, including:

- SF Department of Public Health;
- Shape Up San Francisco;
- SFUSD;
- SF Bicycle Coalition;
- Presidio YMCA/YBike Program;
- Safe Passage;
- SF Municipal Transportation Agency;
- SF Department of Environment;
- Walk SF.

See Attachment H for NI workplan; Attachment J for letters of support from SFSRTS partners; and Attachment I-3a for documentation of the identification and development of this project.



B. How: Describe how stakeholders were engaged (or will be for a plan). (4 points max)

Stakeholders were engaged to develop this project in the following ways:

1) SFUSD's Board of Education (BOE) adoption of the "Vision Zero" policy and a new Wellness policy:

- SFUSD Food and Fitness Advisory Committee including parents and youth-provider members made recommendations to update the Wellness Policy. All meetings were publicized and public.
- SFUSD BOE meetings, where the policy was discussed and approved, are publicized and well-attended by parents/guardians and youth-serving providers. The meetings are televised; agendas, minutes posted online.
- SFUSD BOE meetings are accessible by public transportation. Translational services are available. Meetings are in the evening to accommodate student and parent schedules.

2) SFSRSTS partners and participants:

- Monthly meetings to review our progress and analyze evaluation data.
- The team brainstormed approaches to increase program effectiveness and prioritized ideas based on needs, proven strategies, stakeholder feedback, and potential resources.
- The new, innovative program elements requested in this application were agreed upon collectively by the SFSRSTS team (see meeting notes in Attachment I-3B and letters of support in Attachment J).
- Since the SFSRSTS program began 2009-10, we have been soliciting parent and staff to improve the program. Members of the SFSRSTS team have been central players in the City's larger pedestrian/bicycle safety work and have incorporated lessons learned from their involvement in those projects. The strategies we use to infuse our program with input from stakeholders are:
 - **Outreach workers:** In 2014-2015, the SFSRSTS outreach team included 3 bilingual outreach workers at Walk SF and the SF Bicycle Coalition to work directly with schools to understand the barriers/facilitators to walking/biking to school; encourage and train parent/guardian champions; and support regular walking/biking activities. The outreach workers develop connections with staff, parents/guardians, and speak with parents at events such as back-to-school night, kinder orientation, and during school commute hours. Building relationships with staff and



parent/guardians, and developing a regular presence on school campuses has significantly increased the amount of direct stakeholder input.

- o **Yearly Parent Surveys:** We have collected over 17,000 surveys to identify issues that affect a parent's decision to allow his/her child to walk to/from school providing valuable feedback, and contributing to a better understanding of the barriers parents face trying to ensure their children safely get to/from school.

3) Efforts Citywide to Gather Community Feedback:

- Three publicly developed planning documents have also informed our efforts: SF Pedestrian Strategy^{viii} (2013), the SFMTA Bicycle Strategy^{ix} (2013) and WalkFirst^x (2014). Community members and advocates representing people who walk/bike as well as vulnerable populations (seniors/youth) were included in the development of these plans, and all meetings were open to the public.
- C. Describe the feedback received during the stakeholder engagement process and describe how the public participation and planning process has improved the project's overall effectiveness at meeting the purpose and goals of the ATP. (5 points max)

Summary feedback:

- 1) SFUSD Wellness Policy/Vision Zero
 - SRTS efforts are a District priority, should be coordinated and increased.
- 2) SFSRTS Partners and Participants
 - Organizing parent champions from schools in a neighborhood rather than each school individually.
 - Involving the broader community especially allies already engaged in increasing safety and promoting walking/biking (e.g. Safe Passage).
 - Training youth and parents/guardians to provide input into infrastructure improvements.
- 3) Parents/Guardians – see recent petition included in Attachment I-3C.
 - Surveys: Top five concerns 1) Safety at intersections and crossings; 2) Speed of traffic along routes to school; 3) Amount of traffic along routes to school; 4) Time; and 5) Violence/crime along the route.
- 4) Citywide efforts



- In all 3 documents (SF Pedestrian Strategy, the SFMTA Bicycle Strategy, and WalkFirst) community participants strongly stated the need for safety education.

D. Describe how stakeholders will continue to be engaged in the implementation of the project/program/plan. (1 points max)

Stakeholders will continue to be involved through:

- Monthly team meetings providing opportunity for partners to share feedback from program participants.
- Collaboration with City leaders involved in implementing Vision Zero including SFUSD leadership and on-going public participation in Vision Zero efforts.
- Partnerships with school leaders, parent/guardian champions, after-school providers, safety advocates, and parent surveys provide invaluable feedback to improve the program.



Part B: Narrative Questions **Detailed Instructions for: Question #4**

QUESTION #4

IMPROVED PUBLIC HEALTH (0-10 points)

- **NOTE: Applicants applying for the disadvantaged community set aside must respond to the below questions with health data specific to the disadvantaged communities. Failure to do so will result in lost points.**

A. Describe the health status of the targeted users of the project/program/plan. (3 points max)

While San Francisco has a reputation of being a healthy city, we still have too many obese and inactive children at risk for chronic diseases. The 2009 CDC Pediatric Nutrition Surveillance^{xi} reports about 35% of SF youth are overweight or obese. Disparities are striking: nearly half African American and Latino youth ages 5-20 are overweight/obese. SF children face barriers to regular physical activity. 80% of SFUSD elementary schools are not providing the state-mandated minimum PE hours^{xii}. SFUSD lacks PE teachers, disadvantaged students are less likely to participate in organized sports^{xiii}, and violence in communities also hinder children's activity. Data from the CA Health Information Survey (CHIS)^{xiv} reveal that 40% of SF youth ages 5-11 are not getting the recommended 1 hour of physical activity/day, and just 20% of disadvantaged kids get 3 or more days of the recommended 1 hour of physical activity/day.

Christina Goette, Sr. Health Program Planner at the SF Department of Public Health provided health statistics listed above.

B. Describe how you expect your project/proposal/plan to enhance public health. (7 points max.)

The SFSRTS project will enhance public health by increasing physical activity in youth and preventing pedestrian injuries and deaths.

In a comprehensive review article in the American Journal of Preventive Medicine^{xv} of strategies used to increase physical activity among youth, active commuting was one of the top 3 ways to reduce obesity among youth. According to the article, "Of the various policies and built environment changes examined, the largest effects were seen with mandatory physical education, classroom activity breaks, and **active commuting** to school." Increasing physical activity not only helps to reduce overweight/obesity among youth but also helps to develop life-long healthy habits that can have significant impact on their risks for chronic diseases. Research



demonstrates that children who walk or bicycle to school have higher daily levels of physical activity and better cardiovascular fitness than children who do not actively commute to school.^{xvi}

Most recently, an Active Living Research review published by Noreen MacDonald (See Attachment I-4B) documents the public health benefits of SRTS programs, including:

- Active commuting to/from school improves physical/mental health;
- SRTS programs have increased the number of children who walk/bike to school; and
- Unsafe routes make it harder to walk/bike to school. SRTS has made it safer for kids to walk/bike to school.

Lastly, the SFDPH published the SF Strategic Plan for Population Health in June 2014^{xvii}. One indicator is "Percent of residents who have adequate physical activity." One of the strategies to achieve this indicator is "collaborate to promote programs [such as SFSRTS] that create safe, accessible places for active transportation." Therefore, SRTS fulfills a portion of the existing DPH strategic plan.



Part B: Narrative Questions
Detailed Instructions for: Question #5

QUESTION #5

BENEFIT TO DISADVANTAGED COMMUNITIES (0-10 points)

A. Identification of disadvantaged communities: (0 points – SCREENING ONLY)

To receive disadvantaged communities points, projects/programs/plans must be located within a disadvantaged community (as defined by one of the four options below) AND/OR provide a direct, meaningful, and assured benefit to individuals from a disadvantaged community.

1. The median household income of the census tract(s) is 80% of the statewide median household income
2. Census tract(s) is in the top 25% of overall scores from CalEnviroScreen 2.0
3. At least 75% of public school students in the project area are eligible for the Free or Reduced Priced Meals Program under the National School Lunch Program
4. Alternative criteria for identifying disadvantage communities (see below)

Provide a map showing the boundaries of the proposed project/program/plan and the geographic boundaries of the disadvantaged community that the project/program/plan is located within and/or benefiting.

Option 1: Median household income, by census tract for the community(ies) benefited by the project:

\$ _____

- Provide all census tract numbers
- Provide the median income for each census track listed
- Provide the population for each census track listed

Option 2: California Communities Environmental Health Screening Tool 2.0 (CalEnviroScreen) score for the community benefited by the project: _____

- Provide all census tract numbers
- Provide the CalEnviroScreen 2.0 score for each census track listed
- Provide the population for each census track listed

Option 3: Percentage of students eligible for the Free or Reduced Price Meals (FRPM) Programs:

In total, 70.42% of students at participating schools are eligible for FRPM

- Provide percentage of students eligible for the FRPM Program for each and all schools included in the proposal – SEE TABLE BELOW.

Table 3. % of Students Eligible for FRPM 2014-2015^{xviii}

School Name	Percentage of students eligible for free or reduced meal programs**
Alamo	42.4%
Alvarado	44.9%
BVHM K-8	71.5%
Carmichael K-5	84.9%
Carver	90.4%
Chin	84.6%
Cleveland	93.8%
El Dorado	86.3%
Fairmount	66.6%
Feinstein	30.8%
Flynn	76.5%
Grattan	26.4%
Bret Harte	90.2%
Lau	92.4%
Longfellow	83.7%
Marshall	79.8%
Monroe	81.2%
Parker	89.2%
Peabody	24.8%
Commodore Sloat	48.8%
Sherman	45.1%
Spring Valley	87.5%
Sunnyside	37.4%
Sunset	35.1%
ER Taylor	84.1%
Cesar Chavez	93.4%
Guadalupe	83.3%
Rosa Parks	55.0%
Jefferson	40.7%
Carmichael Middle	84.9%
MLK	84.1%
Denman	82.3%
Francisco	88.0%
Thurgood Marshall	84.9%
SF International	89.6%
Total	70.42%



Option 4: Alternative criteria for identifying disadvantaged communities:

- Provide median household income (option 1), the CalEnviroScreen 2.0 score (option 2), and if applicable, the percentage of students eligible for Free and Reduced Meal Programs (option 3)
- Provide ADDITIONAL data that demonstrates that the community benefiting from the project/program/plan is disadvantaged
- Provide an explanation for why this additional data demonstrates that the community is disadvantaged

B. For proposals located within disadvantaged community: (5 points max)

What percent of the funds requested will be expended in the disadvantaged community?

70.42%

Explain how this percent was calculated.

70.42% of the total students enrolled at the 35 participating schools qualify for FRPM. Refer to table in question 5, option 3. We multiplied enrollment by % FRPM at each school, added the total number of FRPM students, divided by total enrolled in all schools.

C. Describe how the project/program/plan provides (for plans: will provide) a direct, meaningful, and assured benefit to members of the disadvantaged community. (5 points max)

Define what direct, meaningful, and assured benefit means for your proposed project/program/plan, how this benefit will be achieved, and who will receive this benefit.

We will reach underserved families by providing activities listed in Questions 1 and 2 with a team of multilingual outreach workers to deliver culturally and linguistically appropriate educational and outreach messages to monolingual, non-English speaking parents/caregivers.

Furthermore, 13 of the schools listed are located on Vision Zero high injury corridors, most notably in Tenderloin, South of Market, and Chinatown. Recent injury and fatal accidents involving children have raised the profile of the need for these neighborhoods to reduce pedestrian and bicyclist injuries and fatalities and provide accurate information for parents/caregivers who do not have the option to drive their children to schools. Many of these families are recent immigrants, do not own a car, and must walk their children to school. Also, concerns about violence are common in low-income SF neighborhoods, concentrated in MTC's Communities of Concern.



Walking school buses supported by SFSRTS Program have made great strides in increasing safety by providing more eyes on the streets. We are integrating Safe Passage into our program to increase personal safety perceptions, which will increase willingness to walk/bike to school.





Part B: Narrative Questions

Detailed Instructions for: Question #6

QUESTION #6

COST EFFECTIVENESS (0-5 POINTS)

- A. Describe the alternatives that were considered and how the ATP-related benefits vs. project-costs varied between them. Explain why the final proposed alternative is considered to have the highest Benefit to Cost Ratio (B/C) with respect to the ATP purpose of “increased use of active modes of transportation”. (3 points max.)**

The proposed project is the most cost effective option available to SFSRTS. Previously, we conducted classroom lessons on walking/biking, which were labor intensive and had to be repeated every year. Our previous approach was also limited because elementary students do not decide how they get to/from school, their parents/guardians do.

Outreach targeting parents with children in the same neighborhood is the most cost effective use of funds. In-school curricula is more effective with middle and high school students; therefore, we are proposing bike PE at Middle/High schools. Finally, the City Street Investigators curricula is cost effective because we will train afterschool providers to implement the curricula, and several afterschool providers work with students from multiple schools.

According to the Active Living Research study, SRTS can lower health care costs for and families and municipalities. The total cost of implementing the proposed SFSRTS project may be for \$2.8 million; however, it will at a minimum produce cost reductions associated with injury and obesity listed below.

Public Health Costs of Pedestrian Injuries: In 2010, the UCSF Injury Center reported the total medical cost of pedestrian injuries at San Francisco General Hospital was \$15 million annually with approximately 76% of the total costs charged to public funds (e.g., Medicare and Medicaid). Total costs for pedestrian injuries are higher, totaling \$564 million annually, applying the US Department of Transportation guidance on estimating the overall benefits of preventing fatalities and injuries, a more comprehensive estimate of the value of preventing injuries and deaths than medical costs alone.

Public Health Costs of Physical Inactivity: Physical inactivity is linked to costly health conditions including obesity and type 2 diabetes. A recent report by the SF Budget and Legislative Analyst office^{xix} found that obesity costs SF between \$309-\$418 Million annually and type 2 diabetes costs SF \$429-\$526 Million.



B. Use the ATP Benefit/Cost Tool, provided by Caltrans Planning Division, to calculate the ratio of the benefits of the project relative to both the total project cost and ATP funds requested. The Tool is located on the CTC's website at: <http://www.dot.ca.gov/hq/tpp/offices/eab/atp.html>. After calculating the B/C ratios for the project, provide constructive feedback on the tool (2 points max.)

$$\left(\frac{\textit{Benefit}}{\textit{Total Project Cost}} \textit{ and } \frac{\textit{Benefit}}{\textit{Funds Requested}} \right).$$

The benefit cost ratio for this program is found to be 289.67. (see Attachment I-6b). SRTS NI data is collected from the SFSRTS Partnership. The collision data is based on SWITRS.

For NI projects, the B/C tool appears to calculate the number of new active transportation users a program will generate, but then does not include that in the mobility or recreation calculations. It seems that only infrastructure projects can claim these benefits.

Additionally, the locked column widths do not accommodate numbers higher than \$999,999 without hiding the full amount. This makes double checking entries and calculations difficult. Boxes 2e and 2f would be clearer if it had a header that said "select only one."



Part B: Narrative Questions
Detailed Instructions for: Question #7

QUESTION #7
LEVERAGING OF NON-ATP FUNDS (0-5 points)

A. The application funding plan will show all federal, state and local funding for the project: (5 points max.)

SFDPH and SFUSD will provide direct services outside of the requested ATP amount, which accounts for 5.48% of total project costs. Below is a list of positions and amounts leveraged from non-ATP funds over the two years of the proposed project.

Agency	Job Title	FTE	Total Salaries	Total Fringe	Total Personnel
SFDPH	Senior Health Educator	5%	\$ 10,720	\$ 5,360	\$ 16,080
SFDPH	Health Educator	30%	\$ 59,771	\$ 29,886	\$ 89,657
SFDPH	Administrative Analyst	5%	\$ 7,064	\$ 3,532	\$ 10,596
SUBTOTAL SFDPH			\$ 77,555	\$ 38,777	\$ 116,332
SFUSD	Director of Sustainability	10%	\$ 11,360	\$ 5,680	\$ 17,040
SUBTOTAL SFUSD			\$ 11,360	\$ 5,680	\$ 17,040
TOTAL LEVERAGED FUNDS			\$ 88,914	\$ 44,457	\$ 133,372



Part B: Narrative Questions **Detailed Instructions for: Question #8**

QUESTION #8

USE OF CALIFORNIA CONSERVATION CORPS (CCC) OR A CERTIFIED COMMUNITY CONSERVATION CORPS (0 or -5 points)

- Step 1: Is this an application requesting funds for a Plan (Bike, Pedestrian, SRTS, or ATP Plan)?
- Yes (If this application is for a Plan, there is no need to submit information to the corps and there will be no penalty to applicant: 0 points)
 - No (If this application is NOT for a Plan, proceed to Step #2)

Step 2: The applicant must submit the following information via email concurrently to **both** the CCC **AND** certified community conservation corps prior to application submittal to Caltrans. The CCC and certified community conservation corps will respond within five (5) business days from receipt of the information. **SEE ATTACHMENT I-8.**

- Project Title
- Project Description
- Detailed Estimate
- Project Schedule
- Project Map
- Preliminary Plan

California Conservation Corps representative:

Name: Wei Hsieh
 Email: atp@ccc.ca.gov
 Phone: (916) 341-3154

Community Conservation Corps representative:

Name: Danielle Lynch
 Email: inquiry@atpcommunitycorps.org
 Phone: (916) 426-9170

Step 3: The applicant has coordinated with Wei Hsieh with the CCC **AND** Danielle Lynch with the certified community conservation corps and determined the following (check appropriate box):

- Neither corps can participate in the project (0 points)
- Applicant intends to utilize the CCC or a certified community conservation corps on the following items listed below (0 points).

- Applicant has contacted the corps but intends not to use the corps on a project in which either corps has indicated it can participate (-5 points)
- Applicant has not coordinated with both corps (-5 points)

The CCC and certified community conservation corps will provide a list to Caltrans of all projects submitted to them and indicating which projects they are available to participate on. The applicant must also attach any email correspondence from the CCC and certified community conservation corps to the application verifying communication/participation.



Part B: Narrative Questions
Detailed Instructions for: Question #9

QUESTION #9
APPLICANT’S PERFORMANCE ON PAST GRANTS AND DELIVERABILITY OF PROJECTS
(0 to-10 points OR disqualification)

A. Applicant: Provide short explanation of the Implementing Agency’s project delivery history for all projects that include project funding through Caltrans Local Assistance administered programs (ATP, Safe Routes to School, BTA, HSIP, etc.) for the last five (5) years.

We have successfully delivered all our projects, including submittals of Request for Authorization to Proceed (E-76) and project close out. SFSRTS, led by the SF Department of Public Health, has never had a red flag on any Caltrans projects. See below for list of all SRTS grants received.

Year(s)	Federal Funding Received	Funding Source	Project ID #
2009-2011	\$500,000 \$389,536	CalTrans – Federal SRTS Cycle 1 Program SF General Fund	SRTSLNI-6447(001)
2011-2013	\$500,000 \$90,000	MTC Safe Routes to School Cycle 1 SF General Fund	CML-6447(004)
2013-2014	\$500,000	CalTrans- Federal SRTS Cycle 3	SRTSLNI-6447(005)
2014-2017	\$1,439,000	MTC Safe Routes to School Cycle 2	CML-6447(006)
2015-2017	\$990,000	ATP Cycle 1	ATPLNI-6447(007)

B. Caltrans response only:
 Caltrans to recommend score for deliverability of scope, cost, and schedule based on the overall application.



Part C: Application Attachments

Applicants must ensure all data in this part of the application is fully consistent with the other parts of the application. See the Application Instructions and Guidance document for more information and requirements related to Part C.

List of Application Attachments

The following attachment names and order must be maintained for all applications. Depending on the Project Type (I, NI or Plans) some attachments will be intentionally left blank. All non-blank attachments must be identified in hard-copy applications using "tabs" with appropriate letter designations

Application Signature Page Required for all applications	Attachment A
ATP - PROJECT PROGRAMMING REQUEST (ATP-PPR) Required for all applications	Attachment B
Engineer's Checklist Required for Infrastructure Projects	Attachment C
Project Location Map Required for all applications	Attachment D
Project Map/Plans showing existing and proposed conditions Required for Infrastructure Projects (optional for 'Non-Infrastructure' and 'Plan' Projects)	Attachment E
Photos of Existing Conditions Required for all applications	Attachment F
Project Estimate Required for Infrastructure Projects	Attachment G
Non-Infrastructure Work Plan (Form 22-R) Required for all projects with Non-Infrastructure Elements	Attachment H
Narrative Questions backup information Required for all applications Label attachments separately with "H-#" based on the # of the Narrative Question	Attachment I
Letters of Support Required or Recommended for all projects (as designated in the instructions)	Attachment J
Additional Attachments Additional attachments may be included. They should be organized in a way that allows application reviews easy identification and review of the information.	Attachment K



References

- i *Plan Bay Area Regional Transportation Plan (2013)* Available at: www.mtc.ca.gov/planning/plan_bay_area/
- ii For information about data collection procedures, see: <http://www.saferoutesinfo.org/data-central/data-collection-forms>
- iii More information about the City Street Investigators Program can be found here: http://helenrosenthal.com/wp-content/uploads/2014/11/Vision_Zero_Education_Program_Catalog_v3.pdf
- iv For a full list of supporters, see <http://visionzerosf.org/about/support-for-vision-zero>.
- v <http://walksf.org/walk-sf-win-safer-speed-zones-completed-around-181-sf-schools>
- vi <http://www.joomag.com/magazine/vision-zero-san-francisco/0685197001423594455?short>
- vii Sundstrom, et al (2010) Prioritizing Schools for Safe Routes to School Infrastructure Projects, *ITE Journal*, volume 80 (2): 24-28.
- viii *San Francisco Pedestrian Strategy*. (2013) Available at: <http://www.sfmayor.org/modules/showdocument.aspx?documentid=243>
- ix *SFMTA Bicycle Strategy*. (2013). Available at: <http://www.sfmta.com/sites/default/files/projects/BicycleStrategyFinal-accessible.pdf>
- x <http://walkfirst.sfplanning.org>
- xi http://www.cdc.gov/pednss/pdfs/PedNSS_2009.pdf
- xii <http://www.sfgov3.org/modules/showdocument.aspx?documentid=1622>
- xiii Hanson, T.L., Austin, G.A. (2003) Are student health risks and low resilience assets an impediment to the academic progress of schools? (California Healthy Kids Survey factsheet 3) Los Alamitos, CA: WestEd.
- xiv <http://ask.chis.ucla.edu/>
- xv Bassett et al. (2013). Estimated Energy Expenditures for School-Based Policies and Active Living *Am J Prev Med*, volume 44(2):108-113
- xvi Davison KK, Werder JL, Lawson CT. (2008) Children's active commuting to school: current knowledge and future directions. *Prev Chronic Dis* volume 5(3). <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2483568/> Accessed May 15, 2015
- xvii <https://www.sfdph.org/dph/files/hc/HCCommPubHlth/Agendas/2014/May%2020/SF%20Strategic%20Plan%20Draft%20May%2015%202014-1.pdf>
- xviii <http://www.cde.ca.gov/ds/sd/sd/files/sp.asp>
- xix <http://www.sfbos.org/Modules/ShowDocument.aspx?documentid=47337>