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FINAL

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West Pine Avenue Community Based Transportation Plan

Caltrans Community Based Transportation Planning Grant

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May 7, 2011

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In 1969, about half of all students walked or bicycled to school.

-"Transportation Characteristics for School Children", Report No. 4, Nationwide Personal Transportation Study, Federal Highway Administration, Washington, DC, July 1972

In the 2005 Traveler Opinion and Perception Survey (TOP), conducted by the Federal Highway Administration, about 107.4 million Americans use walking as a regular mode of travel. On average, these 107.4 million people used walking for transportation (as opposed to for recreation) three days per week.

*-http://www.walkinginfo.org, **2005 Traveler Opinion and Perception (TOP) Survey**, November 2005, U.S. Department of Transportation Federal Highway Administration.*

Chapter 1

PURPOSE OF THE PROJECT

The purpose of the West Pine Avenue Community Based Transportation Plan is to create a planning tool that identifies subsequent actions to be taken by the City of Tulare and its Redevelopment Agency to remove barriers to non-motorized travel within the Plan's Study Area. Adoption of this Plan will allow the Tulare Redevelopment Agency to take the next steps necessary to program, fund, and initiate construction of a range of improvements that will result in a more balanced, comprehensive, multi-modal transportation system for the Study Area within the City of Tulare. The process of creating the Plan was also to purposefully engage a robust public involvement in the planning process; to seek and be responsive to community input and feedback.

Above (from top to bottom):
Community Open House 9/30/10;
Goody bag stuffing 10/4/10;
Walk to School Day Event 10/6/10

Project Objectives

Caltrans

Fund coordinated transportation and land-use planning projects that:

- Improve Mobility and Accessibility: expanding the system and enhance modal choices and connectivity to meet the State's future transportation demands.
- Preserve the Transportation System: maintaining, managing, and efficiently utilizing California's existing transportation system.
- Support the Economy: maintaining, managing, and enhancing the movement of goods and people to spur the economic development and growth, job creation, and trade.
- Enhance Public Safety and Security: facilitating the safety and security of people, goods, services, and information in all modes of transportation.
- Reflect Community Values: finding transportation solutions that balance and integrate community values with transportation safety and performance, and encourage public involvement in transportation decisions.

- Enhance the Environment: planning and providing transportation services while protecting our environment, wildlife, and historical and cultural assets.

Tulare Redevelopment Agency

- Identify barriers to walking and biking within the West Pine Avenue Study Area surrounding Maple Elementary School
- Evaluate and identify the improvements needed to promote non-motorized transit in the identified Study Area
- Improve the safety of the students walking to and from Maple School
- Provide an educational component that will address residents' lack of understanding of the benefits of non-motorized transit and addresses the safety concerns that prohibit non-motorized transit
- Engage members of the Study Area and stakeholders within the City at-large
- Develop a strategy to promote the environmental benefits of non-motorized methods of transit
- Encourage individuals to develop a self-strategy for non-vehicular transportation

Expected Project Outcome

Based on the stated Caltrans and Tulare Redevelopment Agency objectives listed above, work effort for this project will result in the following activities and documentation:

1. A Walk-to-Maple School Day event held on International Walk to School Day (October 6, 2010) to introduce safe practices for walking to school and an opportunity to demonstrate health and social benefits of elementary, high-school, and community co-involvement
2. A community-wide Project Kick-off and Open House to encourage public participation and feedback as to walking and bicycling concerns and issues within the Study Area

Above (from top to bottom)
Existing Study Area sidewalk gap; Maple Elementary School west side frontage;

3. Inventory and description of the existing conditions of non-motorized travel accommodations (sidewalk, crosswalks, curb ramps, bike lanes and routes, signage and transit connections) within the Study Area
4. Identification of needs gaps of these non-motorized travel accommodations
5. Design Concept to convert State Route (SR) 137 through the Study Area into a "Complete Street" consistent with Caltrans Deputy Directive Number 64-R1, dated October 2008
6. Establish a strong streetscape design theme for SR 137 to enhance the identity of this area of the City
7. A Conceptual Example of a Maple Elementary School Walking/Bicycle Route Plan
8. A prioritized Action Plan of recommended Improvements within the Study Area
9. Order of Magnitude Probable Cost Estimates for recommended improvements
10. A Financial Plan identifying potential funding sources and implementation timeline
11. Sample, age-appropriate Lesson Plans and student and parent guides; to be integrated into the Maple Elementary School curriculum for ongoing student and community enrichment regarding the academic, personal life-style, and community social and health benefits related to and promoting and practicing non-motorized travel habits.
12. An example marketing program that can be conducted annually promoting sustainable healthy living through walking, bicycling, all forms of exercise and play, along with good nutritional habits, incorporating standing community events where possible.

City staff and Steering Committee members are working together with the City Parks & Recreation Department, Police Department staff, the Jeff Barnes Brain Injury Foundation, and other civic and non-profit groups to organize and sponsor a Bicycle Rodeo to take place in early April of 2011.

Above (from top to bottom): *Parents & Tulare Western High School students leading Maple Elementary School students in a "Walking School Bus" during the Walk to School Event; Community Open House 10/4/10; SR 137 / Inyo Avenue at "F" Street*

Subsequent Steps

The implementation and construction of recommended improvements will require additional specific steps subsequent to adoption of this Plan. These steps will include design by Tulare's Engineering Department or the hiring of qualified consultants to prepare the needed precise engineering drawings to be approved by the City and Caltrans. As the final step, construction contractors will need to be hired to install and construct the improvements. Prior to each of these subsequent steps, funding will need to be identified and secured. Although this can be a long process, it will ultimately result in positive and much needed improvements for the Study Area and serve to change the driving behaviors of the public traveling through the West Pine Avenue neighborhoods. *Chapter 5 - Recommendations and Implementation* and *Chapter 6 - Financial Plan* of this Study will identify the subsequent phases of this project, the improvement components to be constructed in those phases, and the order of magnitude cost estimates to build out each phase.

Implementation of the West Pine Avenue Community Based Transportation Plan will:

1. Increase safety for area school students, pedestrians, bicyclists and drivers moving through the Study Area;
2. Elevate the identity of the Community to the traveling public and achieve quality of life and community planning goals sought by the residents and merchants of the City and Study Area;
3. Document information needed to apply for grant funds to implement the recommended improvements, including but not limited to Federal and State Safe Routes to School Programs, Federal Highway Safety Improvement Program, and Federal Transportation Enhancement grant funds.

UNDERSTANDING THE PROJECT CONTEXT

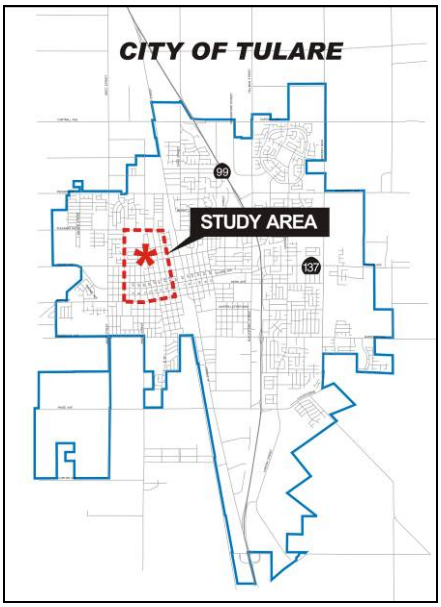
Project Location

As can be seen in the Vicinity Map to the right, the project Study Area lies within the northwestern area of the City of Tulare.

The project location, shown on Figure 1.1, consists of the Redevelopment Agency's defined Study Area. The Study Area boundaries are as follows:

North Boundary:	Pleasant Avenue
East Boundary:	"I" Street
South Boundary:	Inyo Avenue/SR 137
West Boundary:	Sacramento Street

The Study Area is centered on Maple Elementary School. This report has assumed both sides of the above streets lie within the Study Area.



Physical & Demographic Context

The Study Area is lacking crucial infrastructure needed to promote walking within this segment of the City and to make walking to school safer for the students. This section of the City does not have adequate sidewalks, and it lacks crosswalks and bike lanes. Please refer to Chapter 2 of this report, for a complete inventory of all existing relevant pedestrian and bicycle improvements and accommodations within the Study Area.

The Study Area lies within U.S. Census Bureau Census Tracts 22.01 and 22.02. The dividing line between the two Census Tracts is Cross Avenue; Tract 22.01 lies north of Cross Avenue, Tract 22.02 lies south of Cross Avenue. The Study Area is generally characterized by demographics of these two Census Tracts and compared to City totals as shown in Table 1.1.

Above (from top to bottom):
Vicinity Map;
Sidewalk gaps near Maple Elementary School

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STUDY AREA BOUNDARY

West Pine Avenue
Tulare, CA

Figure 1.1

10-1231

TABLE 1.1
COMPARISON OF STUDY AREA AND CITY CENSUS TRACT DEMOGRAPHICS

	Study Area[1]	City
Population	12,183	43,994
Number of Households	3,496	13,543
Average Household Size	3.46	3.22
Median Age	25.75	28.5
Predominant Ethnicity	Hispanic/Latino 56% White 46%	Hispanic/Latino 50% White 56%
Families below Poverty in 1999	Tract 22.01: 18% Tract 22.02: 34%	17%
Commuting to Work[2]:	3,831 (100%)	15,407 (100%)
Drove Alone	2,957 (77%)	12,105 (79%)
Carpooled	609 (16%)	2,193 (14%)
Public Transportation	34 (<.1%)	166 (<.1%)
Walked	58 (<.1%)	229 (<.1%)

[1] Representative of Census Tracts 22.01 and 22.02 which contain the study area. 2000 U.S. Census.

[2] Workers 16 years and over.

The Study Area encompasses approximately 436 acres. The southerly boundary of the Study Area, known locally as Inyo Avenue, is also designated State Route (SR) 137. This east-west State highway extends from the City of Corcoran approximately 25 miles west of Tulare, to the City of Lindsay, 11 miles east of Tulare. State Route 137 intersects SR 99 in Tulare and SR 65 just outside Lindsay. State Route 99 runs north-south and serves the travelers between the Sacramento and Los Angeles areas. State Route 65 runs north-south and primarily serves the easterly-most and foothill communities of Tulare County. The frontage of SR 137 within the study area is characterized predominately by commercial uses, with a few scattered, older, residences.

"I" Street, the easterly boundary of the Study Area, is developed with primarily service commercial and light industrial uses on the west side of the road. The east side of "I" Street is railroad right-of-way, and except for the rail improvements is generally vacant of other land uses.

The remainder of the Study Area is generally single-family residential. The Study Area contains one park, Tyler Park and three schools: Tulare Western High School, Tulare Adult School, and Maple Elementary School.

Above (from top to bottom):
SR 137 / Inyo Avenue at "B" Street;
Tulare Adult School on Maple Avenue

Regulatory & Policy Context

Caltrans

In addition to the goals and requirements of the Caltrans grant program funding this project, there will be a number of applicable planning and engineering practicalities that will necessarily come to bear on the development of the community-based, context-sensitive design concepts.

Community input is a focus of the grant program and such input will be clearly documented in this report. The design concepts set forth in this document will primarily reflect the desires of the community within the Study Area, but will also strive to balance these desires against known Caltrans standards and policies, or other physical or engineering constraints. Where full consensus between the community and Caltrans cannot be achieved through this project's process, the ultimate solution will not be resolved in this report, but rather will result from the public review and adoption process by the City of Tulare and Tulare Redevelopment Agency and subsequently by Caltrans, including potentially, exception processes.

Level of Service[1] Standards

Caltrans endeavors to maintain a target Level of Service (LOS) at the transition between Level of Service Standard (LOS) "C" and LOS "D" on State highway facilities. However, Caltrans acknowledges that this may not always be feasible and recommends that the lead agency consult with Caltrans to determine the appropriate target LOS. If an existing State highway facility is operating at less than the appropriate target LOS, the existing measures of effectiveness should be maintained.[2] The LOS "C"/"D" threshold policy and the Highway Capacity Methodology for signalized intersection were used for the analysis of the SR 137 / Inyo Avenue at "E" Street intersection for the conditions before and after the implementation of a road diet.[3]

Complete Streets

In October 2008, Caltrans developed a policy outlining the Department's future design, planning, operating and maintenance policies regarding the implementation of the "Complete Streets" concept. "Complete Streets" are defined by Caltrans Deputy Directive Number 64-R1 (DD-64-R1), dated October 2008, (See Appendix A), as:

> *"A transportation facility that is planned, designed, operated, and maintained to provide safe mobility for all users, including bicyclists, pedestrians, transit riders, and motorists appropriate to the function and context of the facility."*

[1] Level of Service for a signalized intersection is defined as the average delay of all movements through an intersection, LOS A being free flowing with no delay, LOS F being gridlock.
[2] *Guide for the Preparation of Traffic Impact Studies*, State of California Department of Transportation, December, 2002.
[3] *2000 HCM*, page 16-2.

Caltrans views all transportation improvements, whether to existing or new facilities, as "opportunities to improve safety, access, and mobility for all travelers in California and recognizes bicycle, pedestrian, and transit modes as integral elements of the transportation system." Implementing the concept of "Complete Streets" into all design, planning, operating and maintenance phases facilitates the use of bicycle, pedestrian and transit modes of travel.

As a requirement of DD-64-R1, Caltrans has created the *Complete Streets Implementation Action Plan*. This document serves as a guide to prioritize actions and to establish a plan to update and / or develop the appropriate manuals, guidance and training to incorporate the concept of "Complete Streets" into the design, planning and maintenance stages. The intent of Complete Streets is "to view all transportation improvements as opportunities to create safer, more accessible streets for all users" which in turn reduces congestion, increases system efficiency, and enables environmentally sustainable alternatives to single driver automotive trips by facilitating transit and non-motorized modes of transportation.

Complete Streets customizes the needs and opportunities of each individual project. A community can benefit from Complete Streets in the following ways:

1. Increased transportation choices
2. Economic revitalization
3. Improved return on infrastructure investments
4. Quality of place
5. Improved safety
6. More walking and bicycling

West Pine community members desire the benefits that a Complete Street concept for SR 137 can provide for the entire community. In Chapter 5, this study report assesses the consistency of SR 137 with Complete Street principles and provides a design concept to illustrate how SR 137 can become a complete street. Implementation of the SR 137 Complete Street Design Concept will require review and approval by Caltrans.

City of Tulare General Plan

Land Use Element

1. Neighborhood Enhancement Program & Policy: This program and policy is intended to promote walkable, pedestrian healthful residential neighborhoods. The program recognizes that neighborhoods that reflect "Smart Growth" design (see discussion which follows for further details about Smart Growth) include a number of design related features to help promote walkable communities. The program identifies the following design features that are principally utilized:
    a. A greater emphasis on pedestrian scale
    b. Focal points or enhanced entry ways to new neighborhoods
    c. Narrower streets
    d. Street trees that shape a portion of the adjacent street
    e. Reduced front yard setbacks
    f. High densities and often a mix of densities and/or a mix of land use types
    g. An increased focus on public trails (abandoned railroad lines, creeks or water ditches, bike lanes/trails)

h. Traffic calming measures (roundabouts, bulb-outs, raised [medians], enhanced [high visibility] pedestrian cross walks) to reduce speeds

While this program and its policies are generally intended to have greater applicability to new subdivisions and developments, the program recognizes that these concepts can achieve benefits when incorporated into neighborhood enhancement programs and projects, as well.

2. Suggested Land Use Parameters: Although provided as guidance for developments subject to the Specific Plan formulation process, one of the three parameters listed is worthy of consideration in this West Pine Avenue Community Based Transportation Plan from the standpoint that compliance with it would achieve for the project Study Area the kind of neighborhood enhancement envisioned by the policy program No. 1 above:
   a. An internal school site should be provided which is pedestrian accessible from all residential development within the Specific plan area.
3. West Inyo Avenue: With regard to commercial land use policy affecting the Study Area, West Inyo Avenue (also SR 137) is described in the Land Use Element as an area containing a mix of strip retail, service and convenience commercial uses extending west from the downtown to West Avenue (includes the Study Area). The complex serves as a neighborhood shopping center for the western sections of the community. As such, this West Inyo (SR137) frontage is designated for General Commercial with policy to accommodate a continuation *and intensification of* a diverse range of commercial activity.
4. Community Character: In order to achieve the stated Goal of improving the appearance and image of the City, the following identified Objectives are applicable to this Project:

   a. Visually enhance key entranceways and major thoroughfares.
   b. Create distinctive and aesthetically pleasing parks and other public places.
   c. Place an increased emphasis on high quality site architectural, and landscape design in new private and public development.
   d. Preserve and maintain existing street trees.
   e. Expand the City's street tree planting and maintenance program.

   To implement these objectives Policy 7. states:

   > *The list of citywide traffic mitigation and other transportation capital improvements to be funded by a transportation impact fee should include improved pedestrian provision along existing local arterial and collector streets where sidewalks and street lighting are currently inadequate.*

Circulation Element

1. Maintain an efficient and safe roadway system throughout Tulare: To implement this Goal the Circulation Element provides:

   Policy 17. (applicable to consideration of the recommended Inyo Avenue (SR 137) Complete Streets/Road Diet Concept Plan in this report) states:

Consolidated driveways, access points and curb cuts shall be encouraged along existing developed major arterials or arterials or when new development or a change in the intensity of existing development or land uses occurs or when traffic operation or safety warrants.

2. Provide adequate and convenient parking in the City: One Objective identified to meet this Goal is to avoid conflict between parking and smooth traffic flow.

   To implement this Objective Policy 4. states:

   On-street parking should be eliminated where traffic volumes necessitate additional travel lanes.

3. Maintain an efficient and safe non-vehicular circulation system throughout Tulare: Objectives of this Goal are intended to address the current inadequacies in and anticipated future needs for bicycle and pedestrian circulation facilities in Tulare; specifically through concentrating on the need for the implementation of a citywide bicycle system plan and requirements for future development and retrofitting of those existing urban areas which are not adequately served. The Objectives are:

   a. Provide continuous and safe sidewalks, paths, and appropriate crosswalks on all City streets and through appropriate open space areas, especially near schools, parks, in the downtown area, and in other areas with substantial pedestrian traffic.
   b. Develop a comprehensive bike path, bike lane, and bike route system throughout the City, including those routes already designated.
   c. Encourage easy and safe access to recreation areas, other public places, and commercial areas for pedestrians and bicyclists.

Smart Growth Principals

Smart Growth is a conservation-minded approach to planning communities that is taking hold across the nation and is being increasingly promoted by a variety of federal, state, and local agencies and organizations, including the City of Tulare. The approach looks to implement development patterns in a way that prevents sprawl, a pattern that is no longer perceived as in the best long-term interest of our cities. Smart Growth Principles will assist our cities in becoming more sustainable in the long term. Searching literature and websites, one can find numerous definitions of Smart Growth. One such definition of Smart Growth is:

> *"…an urban planning and transportation theory that concentrates growth in the center of a city to avoid urban sprawl; and advocates compact, transit-oriented, walkable, bicycle-friendly land use, including neighborhood schools, complete streets, and mixed-use development with a range of housing choices.*
>
> *Smart growth values long-range, regional considerations of sustainability over a short-term focus. Its goals are to achieve a unique sense of community and place; expand the range of transportation, employment, and housing choices; equitably distribute the costs and benefits of development; preserve and enhance natural and cultural resources; and promote public health."*

According to the U.S. Environmental Protection Agency, "smart growth" covers a range of development and conservation strategies that help protect our natural environment and make our communities more attractive and enjoyable, economically stronger, and more socially diverse. Based on the experience of communities around the nation that have used smart growth approaches to create and maintain great neighborhoods, the 10 basic principles of smart growth are listed are:

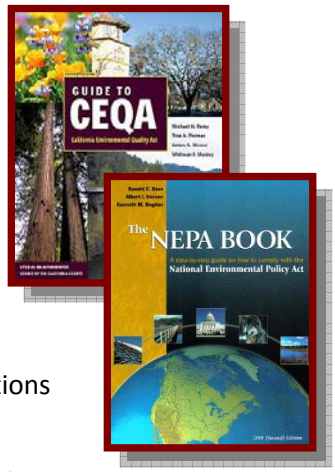
1. Mix land uses
2. Take advantage of compact building design
3. Create a range of housing opportunities and choices
4. Create walkable neighborhoods
5. Foster distinctive, attractive communities with a strong sense of place
6. Preserve open space, farmland, natural beauty, and critical environmental areas
7. Strengthen and direct development towards existing communities
8. Provide a variety of transportation choices
9. Make development decisions predictable, fair, and cost effective
10. Encourage community and stakeholder collaboration in development decisions

The *West Pine Avenue Community-Based Transportation Study* process together with the design concepts and recommendations presented in this report reference Smart Growth principles 4, 5, 8, and 10. Walkability in the West Pine Avenue Study Area will be enhanced by the addition of sidewalks (or wider sidewalks), curb ramps, and high visibility crosswalks filling gaps along many of the City streets and SR 137. These improvements, as well as improved connections to the Santa Fe Trail, will provide much need accommodations for more convenient, enjoyable, and safer non-motorized travel choices in the neighborhood and community. The community-based outreach of this study process has fostered and encouraged community collaboration and helped many community members gain confidence to participate in planning processes and practice safer walking and bicycling behaviors. Additionally, this process has provided an opportunity for community members to express their views, preferences, and visions to make their neighborhood more pedestrian- and bicycle-friendly.

Americans with Disabilities Act

The City and Caltrans are obligated to construct roadways and other publicly accessible projects (such as the proposed park improvements) in a manner that conforms to federal and state laws regulating equal access by persons with disabilities under the Americans with Disabilities Act of 1990 (ADA) amended by the ADA Amendments Act of 2008 and as currently published in the Title III regulations (28 CFR Part 36, revised July 1, 1994) issued by the Department of Justice. The ADA Standards for Accessible Design are in Appendix A of the Title III Regulations. These requirements apply to such construction features and elements as curb ramps, detectible warnings, restrooms, benches, doorways, drinking fountains, and the like. Professionals and consultants hired to prepare final designs to implement components of this Plan are required to assure that said designs comply in all ways with any applicable requirements of the ADA. [http://www.access-board.gov/adaag/html/adaag.htm]

Environmental Compliance



Any project to be undertaken pursuant to the recommended Action Plan contained in this document funded by local or State dollars has the potential to meet the definition of "project" under the California Environmental Quality Act (CEQA) and if federal dollars are used, the projects will also be subject to the National Environmental Policy Act (NEPA). The City as the Lead Agency under CEQA or NEPA has the obligation to make the requisite determination of whether any such implementation project is in fact subject to CEQA or NEPA. If it is, the City must carry out the applicable level of environmental assessment as prescribed by CEQA or NEPA and the various Federal or State and local Guidelines adopted to implement the two Acts. The authorized determinations under CEQA that the City as Lead Agency can make are:

- The implementation project is not a "project" as defined by CEQA or NEPA, Guidelines Section 15378 and therefore is not subject to further review under CEQA or NEPA;
- The implementation project is a Categorically Exempt project pursuant to CEQA Guidelines Section 15354 and 15300-15333, or is a Categorically Excluded project pursuant to Federal Guidelines;
- The implementation project is subject to further environmental study requiring the preparation of an Initial Study pursuant to applicable CEQA Guidelines or, if a federal funding source is used, an Environmental Assessment pursuant to applicable NEPA Guidelines.

Following the outcome of the CEQA Initial Study the Lead Agency must cause the preparation of one of the following environmental documents supported by substantial evidence:

- Negative Declaration (ND), a document finding the project will not result in significant impacts on the environment;
- Mitigated Negative Declaration (MND), a document finding potential significant impact(s) from the project and citing mitigation measure(s) to reduce impacts to less than significant levels, or that will avoid the impacts. Said mitigation measures must be agreed to by proponent/applicant prior to public hearing taking action to approve the project, or
- Environmental Impact Report (EIR), a document which conducts more in-depth study and evaluation of potential impacts from the project and recommends mitigation measures and project alternatives to the project that could avoid the impacts or reduce them to less than significant levels. The EIR is presented at a public hearing on the project and the mitigation measures or other alternatives may be accepted, or modified, or rejected in whole or in part, by the decision-making body, as part of its action on whether and how to approve the project. The preparation of an EIR puts into play other statutory procedures to benefit the proponents and opponents to a project; these are too numerous and complex to summarize here. Suffice it to say, the EIR is the highest order environmental analysis procedure that can be performed in compliance with CEQA.

Following the outcome of the NEPA Environmental Assessment the Lead Agency must cause the preparation of one of the following environmental documents:

- Finding of No Significant Impact (FONSI), a document finding the project will not result in significant impacts on the environment; or
- Environmental Impact Statement (EIS), a document which conducts more in-depth study and evaluation of potential impacts from the project and recommends mitigation measures and project alternatives. However, where CEQA only requires brief qualitative evaluations of project alternatives, NEPA requires the same level of qualitative and quantitative evaluation for each alternative as is required for the proposed project (often referred to as the Preferred Alternative). As with CEQA the EIS is considered by the decision-making body in whether and how to carry out the project. Like and EIR, and EIS is the highest order environmental analysis procedure that can be performed in compliance with NEPA.

In certain situations, some implementation projects may be subject to both CEQA and NEPA, particularly if federal funding is involved. The CEQA provides under Guidelines Section 15222 for the provision of *combined* CEQA/NEPA documents; that is the preparation of one document that satisfies the requirements of both the State and Federal Acts.

APPROACH TO THE PROJECT

Community Based: Outreach to Project Steering Committee & Stakeholders

The primary stakeholder in this project was the community within the study area, including residents and businesses, providers of City services within the area (notably City Police & Fire Depts.), the elementary and high school districts encompassing the Study Area, and other organizations, agencies and non-profits with interests in the Study Area.

In addition, the Tulare Redevelopment Agency formed a Project Steering Committee to assist in organizing and facilitating the Walk-to-School Day and the Bicycle Rodeo events. The Steering Committee also served as an additional means of providing stakeholder feedback.

The Project Steering Committee's role was to use their connections within the City to generate community interest and participation in the Walk-to-School Day and Bicycle Rodeo events. The members of this Project Steering Committee represented a cross-section of community interests including:

- Caltrans
- City Redevelopment
- Police, Planning, Parks, and Engineering Departments
- City elementary school administration and staff
- Tulare Western High School Faculty Advisor and Associated Student Body and Link Crew Student leadership clubs
- United Way
- Central California Regional Obesity Prevention Program (CCROPP)
- Tulare County Asthma Coalition
- Tulare Community Health Clinic.

See Appendix C for Steering Committee rosters and meeting agendas. See Appendices D and E for community outreach events.

Above (from top to bottom):
Steering committee members & stakeholders at the Walk to School Event 10/6/10

Education & Marketing

Healthy living is not necessarily achieved with a single event such as the completion of this report. Rather, healthy living requires a continuous and on-going process of promoting and educating families and students about the environmental and health benefits of adopting a more active lifestyle that incorporates non-motorized modes of travel.

Maple School District is small and reaches students only 12 blocks away at the District's furthest boundary. Consequently, the school is considered a "walking school" where no students are bussed to the campus. Twelve blocks or less is considered an easy walking distance that can be accomplished in under 30 minutes at average walking speeds for most elementary students.

The purpose of the educational component of this plan is to provide a stand-alone tool that can be utilized by the Maple Elementary School District (or other City elementary or secondary school districts) and surrounding neighborhood communities and residents. *Chapter 3 – Education & Marketing* contains recommendations for on-going student and community outreach and enrichment in three main areas:

- Classroom Activities
- Non-classroom Activities
- Community-wide Activities

For Classroom Activities, the recommendations cover academically-based and grade-appropriate activities and lesson plans structured to incorporate non-motorized travel-related learning opportunities in almost every subject area, from math & science to writing, art, and physical education.

Promoting non-classroom activities intended to demonstrate how a more active lifestyle can easily include daily routines of exercise and walking or play, bicycling more for short trips rather than relying on personal vehicles.

Above (from top to bottom): *Maple Elementary School Family participating in the Walk to School Day Event 10/6/10*

Promoting community wide activities is intended to demonstrate ways for children and adults to come together at public events geared toward building and modeling healthy lifestyles. Tulare already holds a numbers of these kinds of events, most notably the Max Choboian Road Race.

Through a school based educational program that promotes classroom, non-classroom, and community activities, students and their parents can integrate safe walking and bicycle practices and behaviors into their daily routines. Self-actuated strategies are encouraged for the development of neighborhood "walking school buses" lead by parent volunteers. Social benefits can result from parents spending more time with children, getting to know neighbors better, teaching self-reliance, and modeling appropriate behaviors for a safer experience.

Technical

The technical components of this plan involve application of planning, engineering and transportation methodologies, concepts and standards. To develop a comprehensive understanding of the 436 acre Study Area, a complete inventory of non-motorized transportation accommodations was completed. The inventory catalogued and mapped the existence of:

- sidewalks
- marked crosswalks
- ramps at curb corners
- traffic, pedestrian and bicycle signage and warnings
- marked bike lanes (in roadway)
- multi-use trails (off-roadway)
- traffic signal or stop-controlled intersections
- transit facilities
- bike facilities (such as bike racks)

In addition, State Route (SR) 137 was also assessed against Caltrans' Complete Streets Deputy Directive Number 64-R1, and the potential to put the highway on a "road diet".

A road diet is a Smart Growth roadway engineering methodology applied to existing rights-of-way (that is without the need for further dedications or acquisitions), where excessive paved areas or lane widths are reduced to still-acceptable widths or number to accommodate existing and projected vehicle traffic, incorporating continuous left-turn center medians to improve traffic organization and flow, prohibiting on-street parking where it is not needed and allowing turn-outs for City transit buses, incorporating bike lanes, making sidewalks wider and strategically placing and orienting highly visible crosswalks.

The result of applying contemporary "road diet" engineering techniques, is achievement of a "complete street" that can still adequately accommodate vehicle flow and volumes, but also better accommodate non-motorized transit at the same time. Taking these kinds of steps to improve and/or better facilitate non-motorized transportation choices helps achieve more sustainable, healthier communities, and reaps environmental benefits by reducing vehicle miles traveled (VMT).

The SR 137 Complete Street Design Concept (Figure 5.3 in Chapter 5) illustrates potential modifications within the existing rights-of-way that could be considered by Caltrans and

implemented as funding allows. It should be noted that Caltrans' position is to maintain SR 137 as a four-lane facility. The City will continue working with Caltrans to either relocate SR 137, or find collaborative solutions to making Inyo Avenue/SR 137 a safer option for non-motorized travel.

Chapter 2 of this Plan documents in more detail the inventory results, as well as the methodologies, concepts and standards employed.

Implementation & Project Financing

This study report concludes with chapters including a recommended prioritized (by phases) Action Plan and estimated costs, schedules, and potential sources for funding for the recommended improvements.

The identified needed improvements are those which will benefit non-motorized transportation; keeping roadways suitable still for vehicle travel, but also making them more pedestrian and bicycle friendly.

The identified improvements are recommended to be implemented in roughly three phases. While these phases are felt at this stage of planning to be reasonable, the actual implementation may happen faster or slower depending on a variety of factors, including funding availability, adjustments to City priorities over time, and timing of approval, design and construction processes.

One-fifth of all automobile trips in urban areas are one mile or less, and over two-fifths of these trips are under three miles, distances easily walked or biked if the proper infrastructure were available.

-U.S. Department of Transportation Federal Highway Administration Office of Policy, 2009, National Household Travel Survey. & White House Task Force on Childhood Obesity Report to the President, May 2010, Solving the Problem of Childhood Obesity within a Generation.

According to the National Household Travel Survey (NHTS) completed in 2009, there are an estimated 42 billion walking trips nationwide every year. To put this in perspective, Americans make a total of about 388 billion annual trips. Walking trips, thus, make up roughly 10.9 percent of all trips. Walking trips accounted for 4.9 percent of all trips to school.

*-http://www.walkinginfo.org. & **2009 National Household Travel Survey**, U.S. Department of Transportation Federal Highway Administration.*

West Pine Avenue Community Based Transportation Plan

Chapter 2 DATA COLLECTION & COMMUNITY INPUT

EXISTING CONDITIONS & NEEDS GAP ASSESSMENT

In order to access the extent and quality of the existing amenities supporting the current non-motorized transportation systems, a field survey was conducted and an inventory made of all pedestrian, bicycle, and transit facilities within the Study Area. The field surveys consisted of a field walk of the Study Area, observing the land uses, streetscapes, and pedestrian, bicycle, and transit facilities and the connectivity and interaction of all facilities to surrounding neighborhoods and retail activity. A detailed inventory of all pedestrian, bicycle, and transit facilities within the Study Area was collected. Chapter 4 provides an assessment of the walking and biking conditions within the Study Area and Chapter 5 shows the proposed improvement recommendations.

Above (from top to bottom):
SR 137 at the intersection of "E" Street;
Cross Avenue near the "E" Street looking west;
Maple Avenue at "D" Street looking west

Roadways

The Study Area is bounded by Pleasant Avenue (north), State Route (SR) 137/Inyo Avenue (south), Sacramento Street (west) and "I" Street (east) and is made up of arterial, collector, and local streets.

State Route 137 is a 4-lane arterial roadway that runs in an east-west direction and serves as the southern boundary to the Study Area. Traffic signals are currently located at the intersections of West Street, "E" Street and "J" Street. All other intersections along this roadway through the Study Area are two-way (north & south) stop controlled. This study considers the feasibility of a road diet for SR 137 from West Street to "J" Street, currently under the jurisdiction of Caltrans District 6, shown in Chapter 5.

Cross Avenue is a 2-lane arterial providing east-west access through the Study Area. Cross Avenue also provides primary vehicle access for Maple Elementary School. Traffic signals are located at the intersections of "B" and "E" Streets. An all-way stop control is located at the intersection with "H" Street. All other intersections along this roadway through the Study Area are two-way stop controlled.

Eight (8) roadways classified as collectors in the City of Tulare *2030 General Plan Update* provide connectivity throughout the Study Area. These 2-lane roadways provide east-west and north-south travel and include the following:

- Pleasant Avenue
- Maple Avenue
- San Joaquin Avenue
- Tulare Avenue
- Sacramento Street
- "B" Street
- "E" Street
- "H" Street

All other roadways within the Study Area are classified as local streets. Figure 2.1 shows the roadway classifications within the Study Area.

Currently 92 intersections in the Study Area are controlled by a traffic signal (3 intersections), an all-way stop-control (4 intersections), or a two-way stop-control (85 intersections). Fifteen (15) intersections within the Study Area have no traffic control. The biggest concentration of these uncontrolled intersections is along King Avenue.

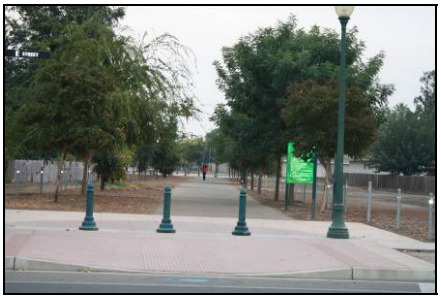
Pedestrian Facilities

Sidewalk facilities are scattered throughout the Study Area. While some areas are made up of a continuous network of sidewalk facilities, other areas may have sidewalks only in front of a few properties or have no sidewalks along the entire block. Currently, there is approximately 72,000 linear feet of sidewalks in the Study Area. Figure 2.2 shows the locations of all sidewalk and curb ramp facilities in the Study Area.

Similar to the presence of the sidewalk facilities, curb ramps are dispersed throughout the Study Area. Approximately 50% of the 352 street corners in the Study Area have curb ramps. Approximately 57% of the Study Area's 116 alley approaches have ramps.

The majority of the painted crosswalks in the Study Area are located near Maple Elementary School and Tulare Western High School. Figure 2.3 shows the locations of all existing crosswalks within the Study Area. Full intersection crosswalks exist at the following nine (9) locations:

- Maple Avenue at "E" Street
- Cross Avenue at "B" Street
- Cross Avenue at "E" Street
- Cross Avenue at "H" Street



Above (from top to bottom):
Pleasant Avenue west of Sacramento Street looking east;
Santa Fe Trail Crossing at "E" Street; Crosswalk located on the south leg of the intersection of Pleasant Avenue at Sacramento Street

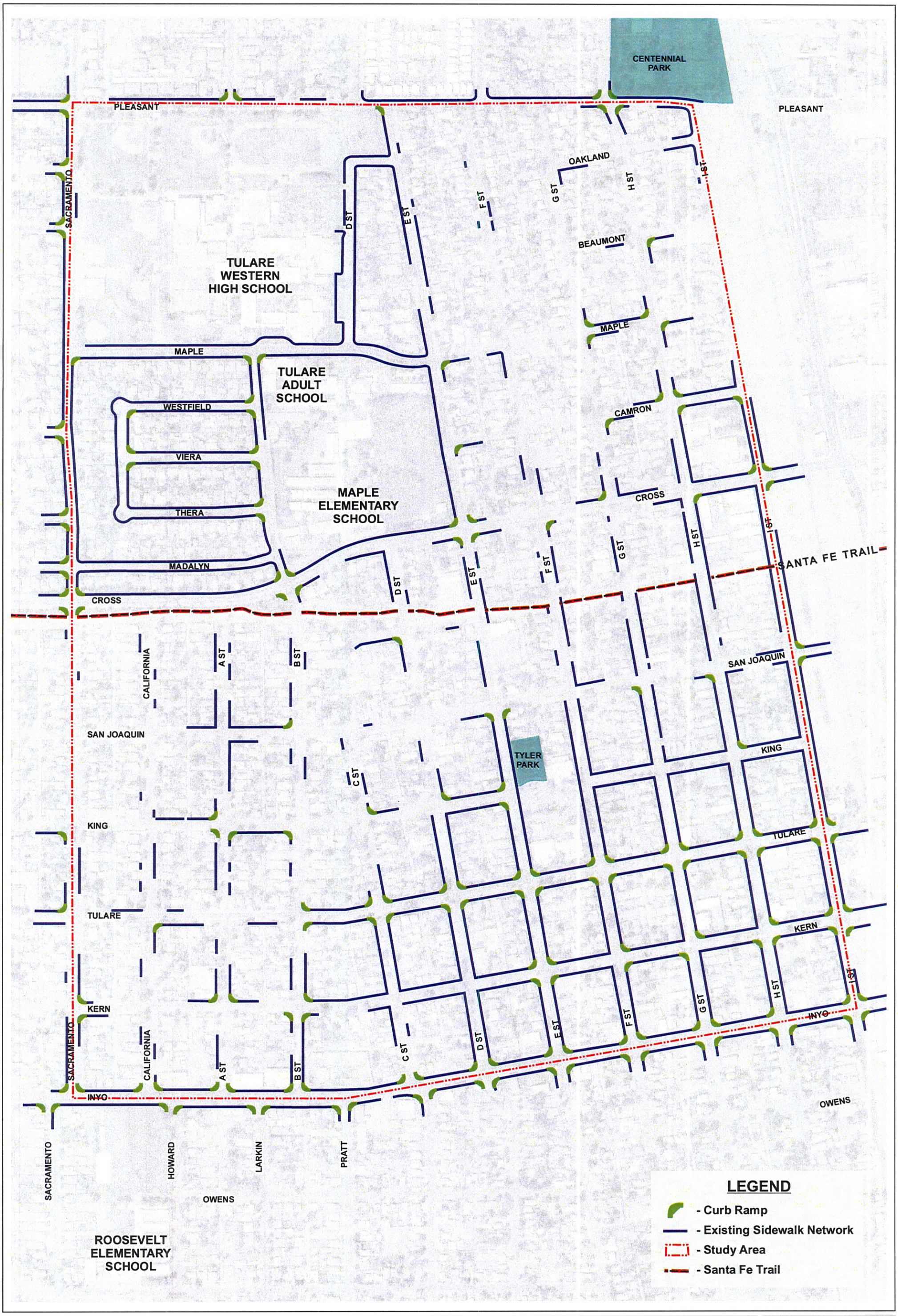
ROADWAY CLASSIFICATIONS

TPG Consulting Incorporated

West Pine Avenue
Tulare, CA

10-1231

Figure 2.1



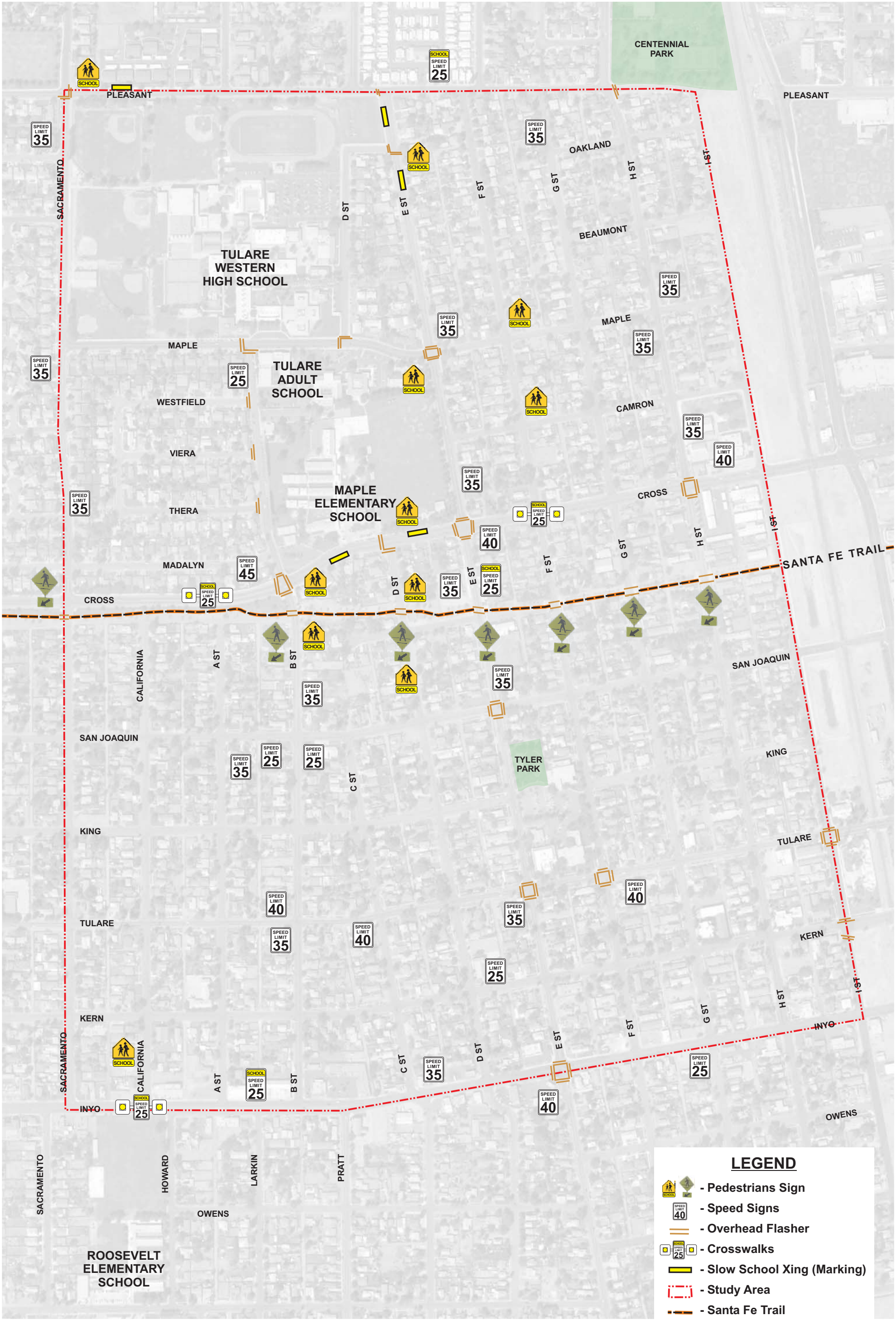
TPG Consulting Incorporated

EXISTING INVENTORY SIDEWALKS AND CURB RAMPS

West Pine Avenue
Tulare, CA

10-1231

Figure 2.2



TPG Consulting Incorporated

EXISTING INVENTORY CROSSWALKS AND SIGNAGE

West Pine Avenue
Tulare, CA

10-1231

Figure 2.3

- San Joaquin Avenue at "E" Street
- Tulare Avenue at "E" Street
- Tulare Avenue at "F" Street
- Tulare Avenue at "I" Street
- SR 137/Inyo Avenue at "E" Street

Crosswalks on one (1) or more legs of the intersection also exist at eleven (11) other intersections locations as well as at following four (4) Santa Fe Trail crossings:

- Sacramento Street
- "B" Street
- "D" Street
- "E" Street

School zone signage within the Study Area includes flashing beacons along Cross Avenue, pedestrian crossing signs, school signs, and "Slow School Xing" pavement markings. The location of the existing signage is shown on Figure 2.3.

Bicycle Facilities

Bicycle facilities currently exist throughout the Study Area. The Santa Fe Trail, a Class I bike path located south of Cross Avenue, bisects the Study Area providing a pedestrian, bicycle and equestrian facility for east-west travel. Class II bike lanes currently exist throughout the Study Area at the following locations:

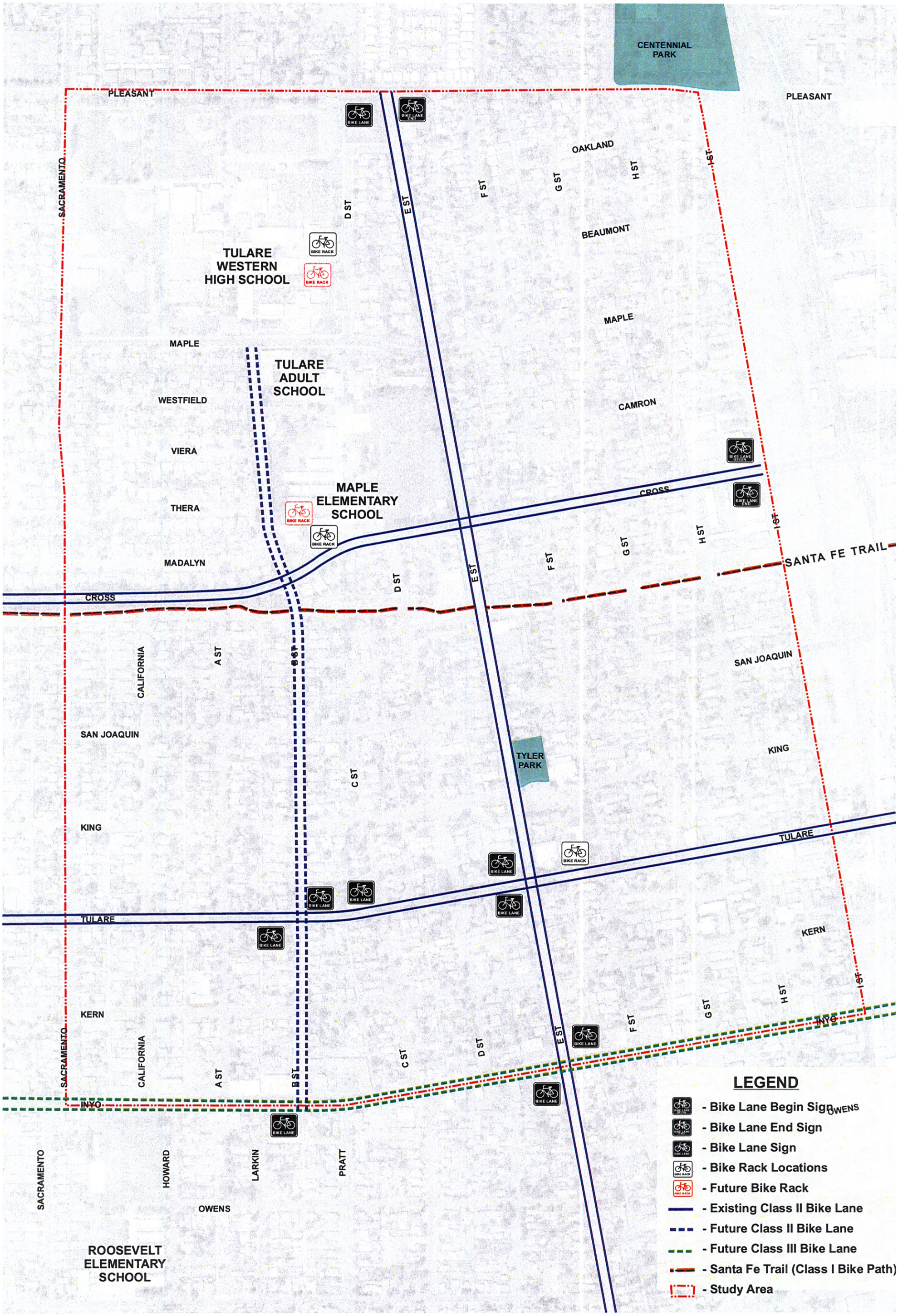
- Cross Avenue: Sacramento Street to "I" Street
- Tulare Avenue: Sacramento Street to "I" Street
- "E" Street: Pleasant Avenue to Inyo Avenue

Figure 2.4 shows the locations of all bicycle facilities in the Study Area.

In addition, a Class II bike lane currently exists outside the study boundary along Pratt Street, providing connectivity to the southern portion of the Study Area from the south.

Bicycle storage facilities exist on the Maple Elementary School campus as well as on the Western High School campus. The facility at Maple Elementary School has the capacity to store approximately 15 bicycles while Western High School can accommodate approximately 20 bicycles. Facilities at both locations are not utilized to capacity. A bike rack also is located on north side of Tulare Avenue, west of "F" Street, in front of the former Tulare Public Library.

Above (from top to bottom):
Santa Fe Trail at "F" Street;
Southbound bike lane on "E" Street, south of Pleasant Avenue;
Bike rack facility on Tulare Avenue near former Tulare Public Library



TPG Consulting Incorporated

EXISTING INVENTORY BICYCLE FACILITIES

West Pine Avenue
Tulare, CA

10-1231

Figure 2.4

Transit

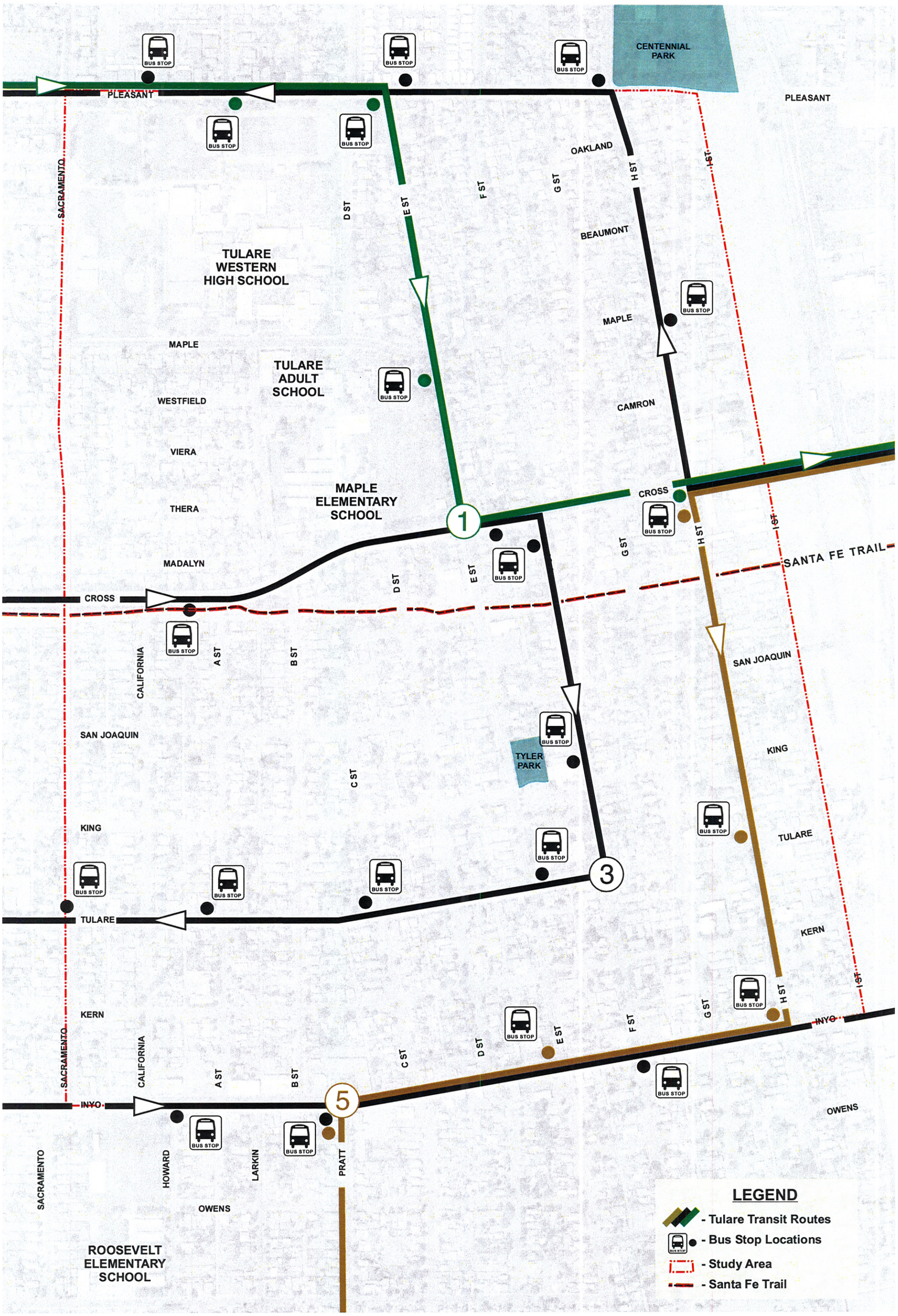
The Tulare Intermodal Express operates three (3) routes within the Study Area. Figure 2.5 shows these three (3) routes as well as stop locations.

Route 1, Northwest Tulare, travels along Pleasant Avenue, "E" Street and Cross Avenue with four (4) stop locations within the Study Area. All stop locations within the Study Area consist of route signage. The stop located at Maple Avenue and "E" Street also contained trash facilities. The route runs from approximately 6:30 AM to 6:30 PM weekdays and from approximately 9:00 AM to 5:30 PM on Saturday with 30 minute headways. Figure 2.5 shows the current transit route and stop locations.

Route 3, West Tulare, operates 16 transit stops within the Study Area, traveling along Pleasant Avenue, Cross Avenue, "F" Street, Tulare Avenue and SR 137/Inyo Avenue. The stop locations at SR 137/Inyo Avenue at Pratt Street and King Street at "F" Street consist of route signage, trash facilities and a shelter, while the remaining stops within the Study Area consist of only route signage. The route runs from approximately 6:30 AM to 6:30 PM weekdays and from approximately 9:00 AM to 5:30 PM on Saturday with 30 minute headways. Figure 2.5 shows the current transit route and stop locations.

Route 5, Southwest Tulare, travels along Cross Avenue, "H" Street and SR 137/Inyo Avenue and operates four (4) transit stop locations within the Study Area. The stop located at SR 137/Inyo Avenue at Pratt Street consists of route signage and a shelter. The remaining three (3) stop locations consist of route signage only. . The route runs from approximately 6:30 AM to 6:30 PM weekdays and from approximately 9:00 AM to 5:30 PM on Saturday with 30 minute headways. Figure 2.5 shows the current transit route and stop locations.

Above (from top to bottom):
Transit stop located on "E" Street, south of Maple Avenue;
Transit stop located on "F" Street near King Avenue



TPG Consulting Incorporated

EXISTING TULARE TRANSIT ROUTES

West Pine Avenue
Tulare, CA

10-1231

Figure 2.5

Collision History

The Tulare Police Department provided both pedestrian and bicycle accident information for the Study Area covering the time period from January 2005 through September 16, 2010. During this time period there were a total of 6 accidents, 5 pedestrian and 1 bicycle related, that occurred within the Study Area. Table 2.1 shows the type of accident, pedestrian or bicycle, and the approximate location by year.

TABLE 2.1
PEDESTRIAN AND BICYCLE ACCIDENTS

Year	Type	Location
2005	Pedestrian	"I" Street/Cross Avenue
2007	Pedestrian	"D" Street/Cross Avenue
2008	Pedestrian	Sacramento Street/Madalyn Avenue
2009	Bicycle	"G" Street/Kern Avenue
2009	Pedestrian	"I" Street/Kern Avenue
2010	Pedestrian	"E" Street/Pleasant Avenue

Using statistics from the California Office of Traffic Safety, a comparison of the pedestrian and bicycle injuries and fatalities for Central Valley cities comparable to Tulare was made. The comparisons in Tables 2.2 and 2.3 show the 2008 City of Tulare's 0.26 rate of pedestrian injuries and fatalities was less than the 0.30 weighted averages for other Central Valley cities. The City's bicycle injury and fatality rate of 0.17 was also less than the weighted average of 0.21 for other Central Valley cities.

TABLE 2.2
COMPARISON OF PEDESTRIANS INJURED & KILLED IN 2008 PER 1,000 PERSONS

City	Population	Daily VMT	Pedestrians Injured & Killed	Pedestrians Injured & Killed (Under 15)	Pedestrians Injured & Killed (Over 65)	Pedestrians Injured & Killed per 1,000 persons
Tulare	57,845	389,716	15	2	2	0.26
Porterville	51,769	404,662	16	3	4	0.31
Hanford	52,151	570,280	19	2	2	0.36
Fresno	490,624	6,750,305	147	43	8	0.30
Bakersfield	330,678	4,157,703	95	21	6	0.29
Visalia	122,107	1,327,902	35	11	5	0.29
Weighted Average (by population)			**100**	**27**	**6**	**0.30**

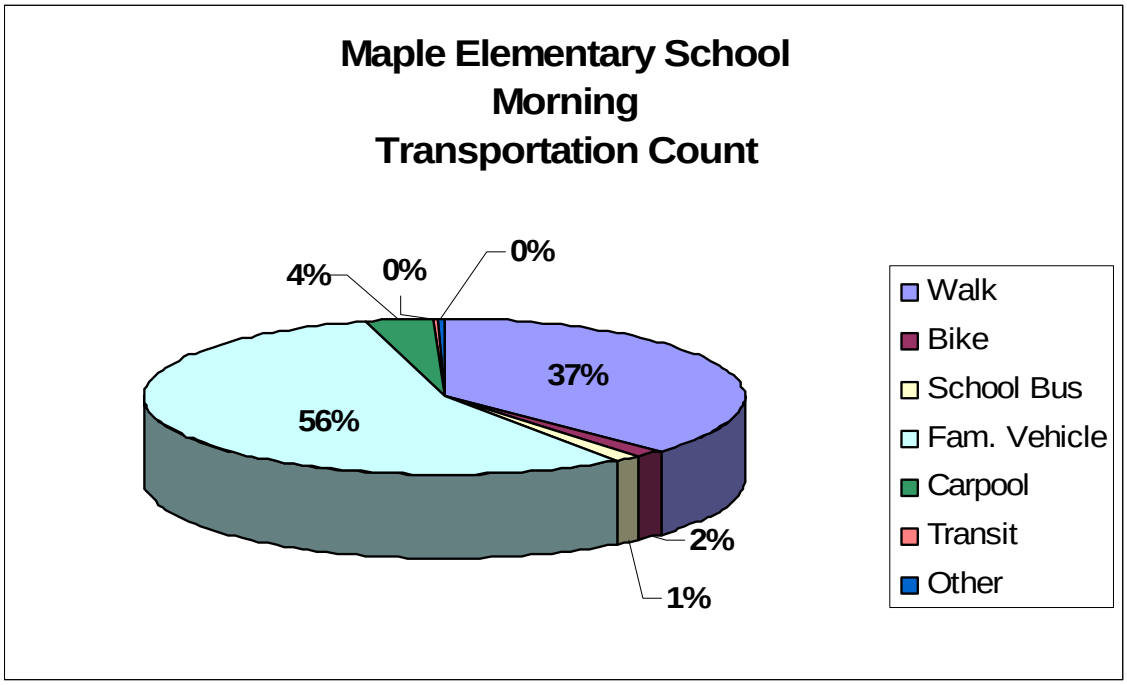
TABLE 2.3
COMPARISON OF BICYCLISTS INJURED & KILLED IN 2008 PER 1,000 PERSONS

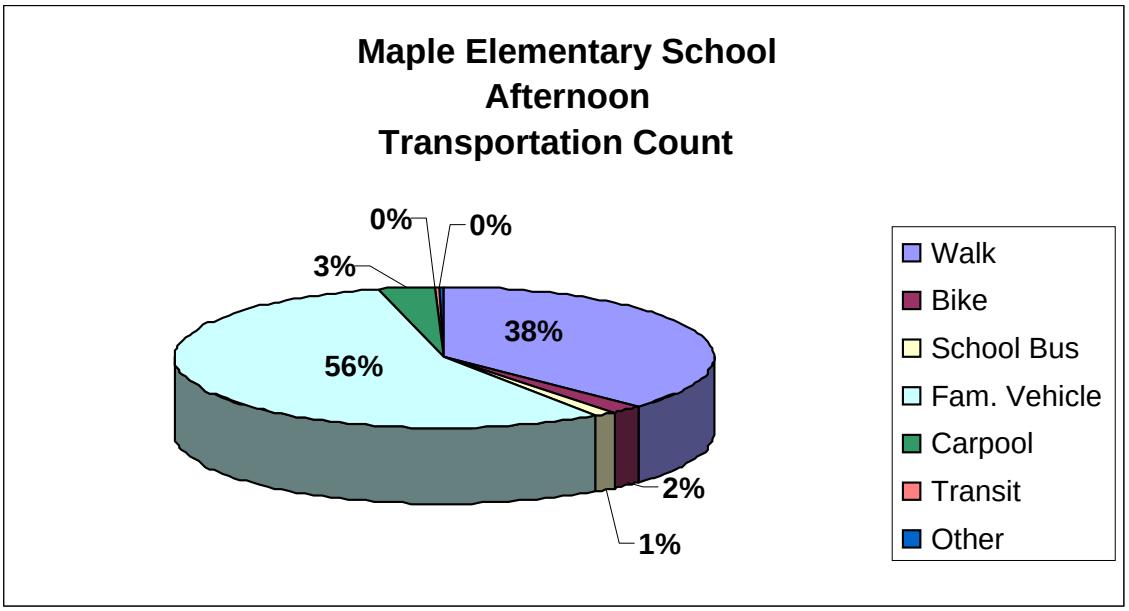
City	Population	Daily VMT	Bicyclists Injured & Killed	Bicyclists Injured & Killed (Under 15)	Bicyclists Injured & Killed per 1,000 persons
Tulare	57,845	389,716	10	3	0.17
Porterville	51,769	404,662	15	5	0.29
Hanford	52,151	570,280	16	1	0.31
Fresno	490,624	6,750,305	93	17	0.19
Bakersfield	330,678	4,157,703	55	15	0.17
Visalia	122,107	1,327,902	45	8	0.37
Weighted Average (by population)			**65**	**13**	**0.21**

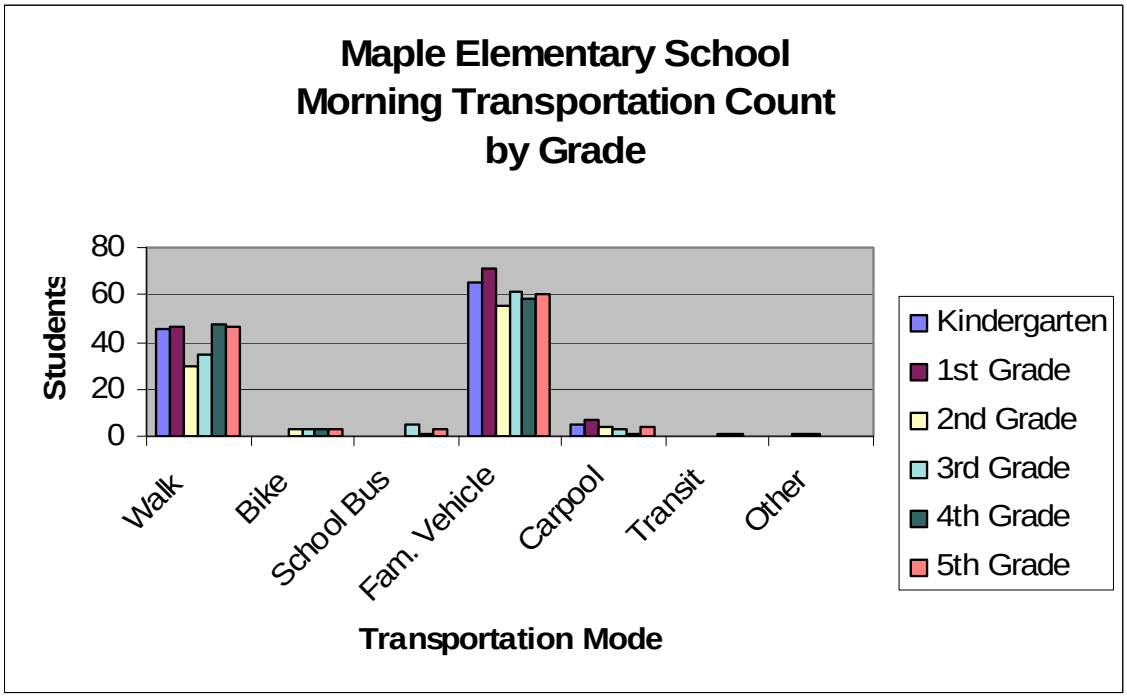
Maple Elementary School Transportation Count

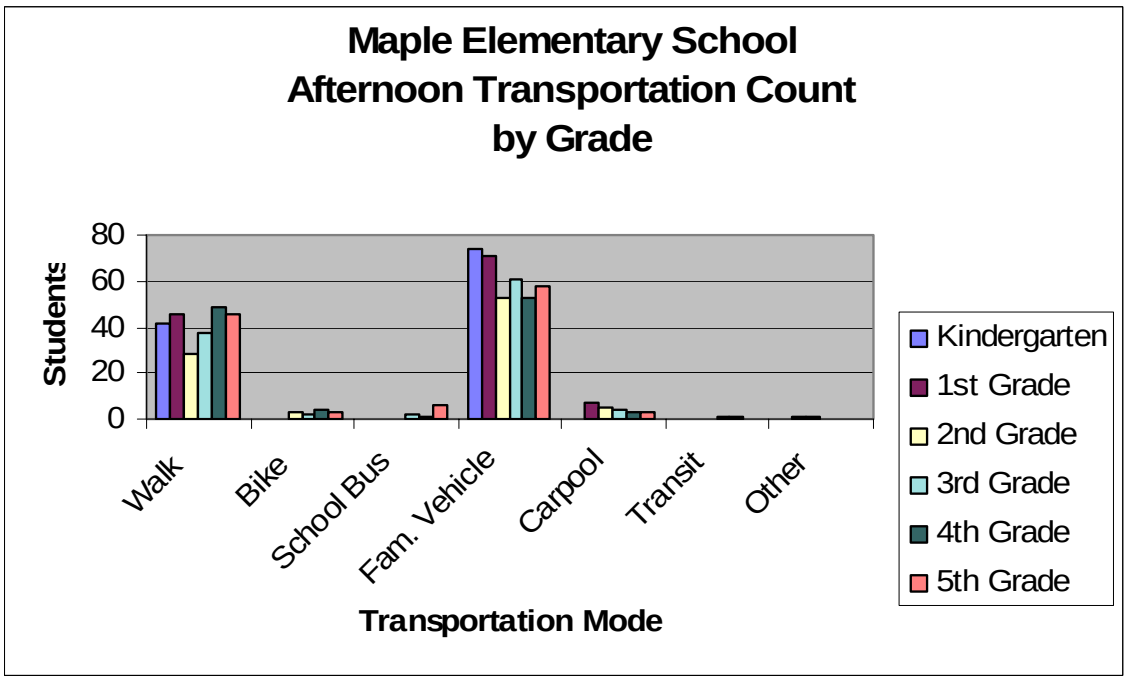
Maple Elementary School Administration agreed to allow the 714 students in the kindergarten through 5th grade classes to participate in a Student Transportation Count. The survey was administered by each individual teacher for three school days beginning on Tuesday, September 21, 2010. Teachers had been provided instruction on the purpose of the survey and the instructions to be given to the students. Teachers were asked to poll the students regarding the mode of transportation they used to get to school that day and the mode of transportation used to return home in the afternoon. Results of the three day Transportation Count show the majority of students, 55%, currently arrive at and depart from the school by a family vehicle while 37% walk to and from school. The following charts show the results of the morning and afternoon student tallies as well as a breakdown of the modes of transportation by grade level during both the morning and afternoon hours. Results of the student transportation tally are included in Appendix B.

Above (from top to bottom):
Students walking to Maple Elementary School


Maple Elementary School
Morning
Transportation Count
4%
0%
0%
37%
56%
2%
1%
Walk
Bike
School Bus
Fam. Vehicle
Carpool
Transit
Other


Maple Elementary School
Afternoon
Transportation Count
0%
0%
3%
38%
56%
2%
1%
Walk
Bike
School Bus
Fam. Vehicle
Carpool
Transit
Other


Maple Elementary School
Morning Transportation Count
by Grade
Students
80
60
40
20
0
Walk
Bike
School Bus
Fam. Vehicle
Carpool
Transit
Other
Transportation Mode
Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade


Maple Elementary School
Afternoon Transportation Count
by Grade
Students
80
60
40
20
0
Walk
Bike
School Bus
Fam. Vehicle
Carpool
Transit
Other
Transportation Mode
Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade

COMMUNITY OPEN HOUSE & PROJECT KICK-OFF

Extensive community outreach is a large part of the environmental justice component of the Caltrans grant to encourage participation from citizens, safety, school, business/merchant, non-profit, and other community stakeholders. Additional information regarding outreach efforts and documents can be found in Appendices D and E. A Community Open House was held to introduce Project and the Walk to School Day Event and encourage participants - students, parents, grandparents, other elderly or senior citizens, persons with disabilities and community members, etc., - to participate in the October 6, 2010 Walk to School Day event.

The Community Open House / Project Kick-off was held on Thursday, September 30 at 6:30 p.m at the Maple Elementary School Cafeteria/Multi-Purpose room. The School's automated home dialing system was used to leave a recorded invitation to the Open House. Coverage two weeks in a row was also provided in the Tulare Voice section of the local Valley Voice newspaper announcing the event. Approximately 70 attendees – parents of Maple Elementary and Tulare Western High School students, Maple Elementary and Tulare Western High School students, teachers, steering committee members, Redevelopment Agency Board members as well as City staff and consultants. The sign-in sheet from the Community Open House is included in Appendix D.

At this meeting the consultant team and City staff were introduced to the stakeholders. Spanish Translation was provided by translator Gabriela Torres through the use of headsets. An overview presentation of the project, including a power point presentation, display boards of the existing conditions, and a plan of the SR 137 / Inyo Avenue Concept Design, purpose, objectives, and expected timeline to complete the study was provided. The Walk to School Day event was discussed and calendared. Stakeholders were provided comment sheets and the walking and biking survey and were given the opportunity to sign up to volunteer for activities such as the Walk to School Day Event or the Wednesday Walk to School Program.

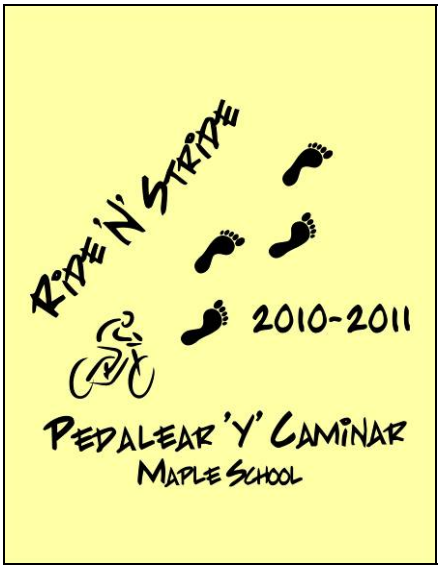
Above (from top to bottom):
Community Open House 9/30/10

WALK TO SCHOOL DAY EVENT

The Maple Elementary School Walk to School Day Event was held at 7:00 am on Wednesday, October 6, 2010 and coincided with the International Walk to School Day. Over 900 Maple Elementary School students, parents and grandparents, brothers and sisters as well as volunteers from the steering committee, City and consultant staff, 60 Tulare Western High School students, and Maple Elementary School staff participated in this 2 hour event.

During the Community Open House and during the week preceding the event, Maple Elementary School students and parents were notified of the Walk to School Day event. Volunteer teams, wearing yellow "Ride N Stride / Pedilear y Caminar" t-shirts and lead by the Tulare Western High School Association Student Body and Link Crew Club students, were placed at designated locations throughout the Study Area and charged with creating a "walking school bus" made up of students wishing to walk to school. Maple Elementary students were asked to meet at these designated locations to form a "walking school bus" that would then proceed to the next location to join with other "busses". The intent was to allow students the opportunity to walk or ride their bike to school within the context of organized supervision.

Upon entering the Maple Elementary campus, students and parents were provided bottle water donated by United Way and asked to complete the walking and biking survey. Complete survey results are included in Appendix E. Upon completion of the survey students were presented with a goody bag filled with stickers, a Ride and Stride bracelet, coloring books and many other treats related to walking or biking. Tulare Western High School student volunteers remained on hand to provide help completing the surveys, face painting, and amplified music for a dance area.



Above (from top to bottom):
Walk to School Day Event t-shirt design;
Volunteers & Maple Elementary School students walking to school during the Walk to School Day Event;
Face painting during the Walk to School Day Event

WALKING & BIKING SURVEY

The walking and biking survey is a tool used to evaluate walking and biking conditions and experiences within the defined Study Area and is intended to identify pedestrian problems and concerns, such as safety, access, comfort, and convenience, and possible solutions or alternatives to issues.

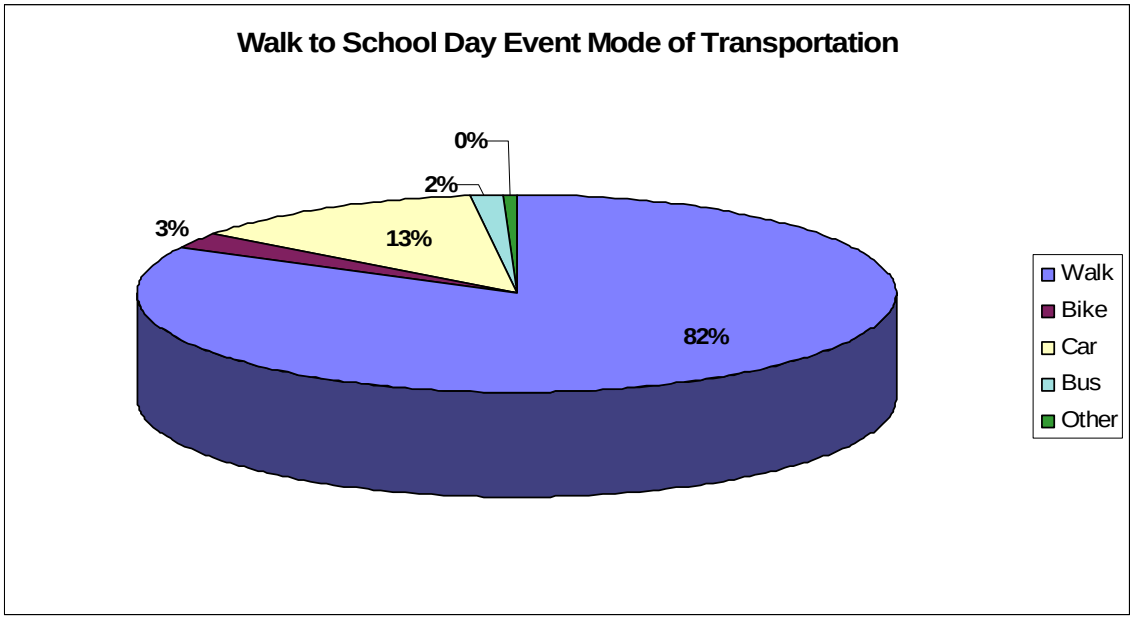
A walking and biking audit and survey were conducted as part of the Community Open House / Project Kick-off meeting and the Walk to School Day event, and focused on the experiences of the Maple Elementary School students during their participation in the Walk to School Day event and daily walking or biking experiences. Four (4) surveys were collected as part of the Community Open House / Kick-off meeting and 676 were completed during the Walk to School Day Event.

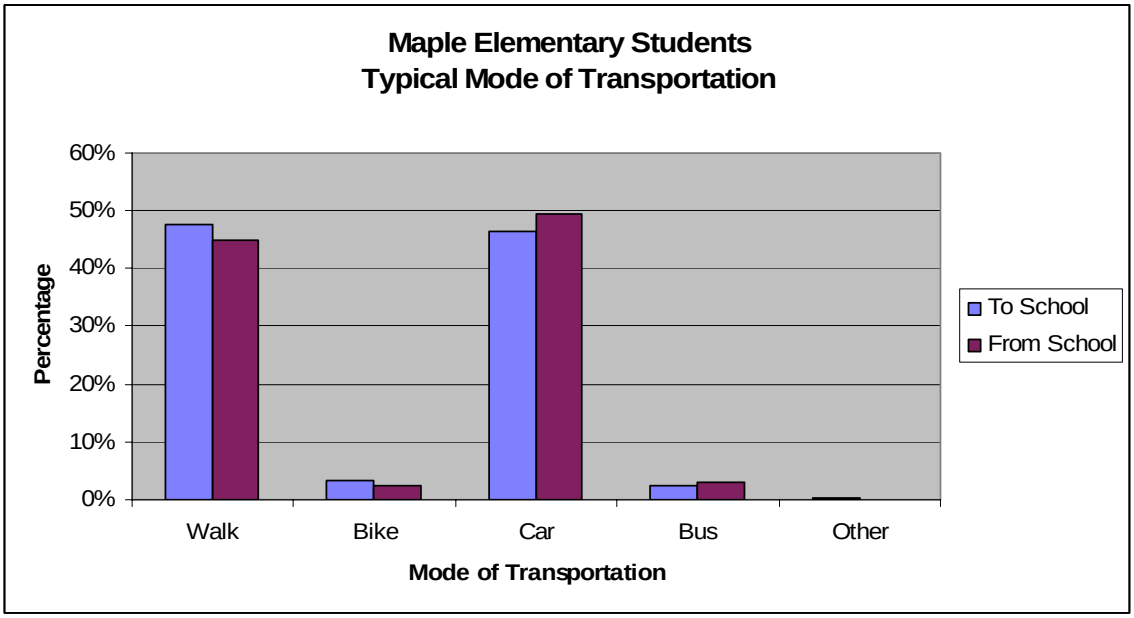
The results of the Survey showed that most of the students generally find it easy to walk and / or ride a bike in their neighborhood. The most frequent common problems or deficiencies for both walkers and bike riders included:

- Cars driving too fast
- Too much traffic
- Scary dogs

The following charts show the results of the surveys relating to how the students arrived at school on the Walk to School Day Event and how a student typically arrives at and departs from school. Complete results of the survey are included in Appendix E.

Above (from top to bottom):
Maple Elementary School students completing walking & biking surveys at the Walk to School Day Event


Walk to School Day Event Mode of Transportation
0%
2%
3%
13%
82%
Walk
Bike
Car
Bus
Other


Maple Elementary Students
Typical Mode of Transportation
60%
50%
40%
30%
20%
10%
0%
Percentage
Walk
Bike
Car
Bus
Other
Mode of Transportation
To School
From School

If the number of kids who walk and bike to school were restored to 1969 levels, our nation would cut 3.2 billion vehicle miles every year. It would also greatly improve the health of American youth including reducing childhood obesity and diabetes.

Sources: *"Safe Routes to School: Steps to a Greener Future", U.S. Centers for Disease Control & Prevention,* ***2008*** **and** *"Physical activity and the health of young people," U.S. Centers for Disease Control & Prevention, 2004.*

Today, fewer than 15% of all school trips are made by walking or bicycling, 25% are made on a school bus, and over half of all children arrive at school in private automobiles.

-"Data from the 2001 National household Travel Survey conducted by Federal Highway Administration were used as the source."

Chapter 3

BACKGROUND

Initial Status

Initial meetings with the project Steering Committee, Maple Elementary School leadership, site observations and research indicate the following home to school transportation and student activity/fitness situations existed prior to the beginning of the West Pine Avenue program.

- The majority of students are driven to school (50%)
- Fewer students (mostly grades 4 & 5) rode bicycles to school
- Heavy morning and afternoon traffic congestion existed at the school for student drop-off and pick-up
- The California annual report of Physical Fitness Test results indicates that only 15% Maple Elementary School students meet all six "healthy fitness" criteria, with aerobic capacity and body composition (body mass index)being the two lowest of all measures
- There was no existing program to encourage students to walk or bike to school
- There was no formal School Routes Plan in place for Maple Elementary School (See Appendix I)

Program Kick-off Activities

Two events were planned and implemented to begin the process of instilling walking to school and increasing opportunities for students to be more active as a part of the culture of Maple Elementary School:

- Community outreach began with an evening Open House and Project Kick Off on September 30th for the West Pine Avenue community held at Maple Elementary School. Topics included an overview of the planning process for the neighborhood, explanation of the purpose for a Walkability Survey and to encourage participation in the International Walk to School event.
- On October 6th, Maple Elementary School held the first ever International Walk to School event in the history of the school. A total of 944 students, parents and other community stakeholders participated that morning. The event was made possible by the work of 120 volunteers. Including 60 Tulare Western High School students

Above (from top to bottom):
Maple Elementary Students and volunteers at the Walk to School Day Event 10/6/10

EDUCATION

The primary education activity in the West Pine Avenue project was the Maple Elementary School International Walk to School event on October 6th. Working with the project Steering Committee, school personnel and other stakeholders to plan and implement this activity led to a number of education activity options not delineated in the original project scope of work. Chief among these was the involvement of high school students as mentors and to facilitate communication within the community. High school students living within the Study Area served to spread the word of their neighborhoods and also performed a skit at Maple Elementary School on October 5th to demonstrate safe walking and the "walking school bus" concept.

Activities

- Classroom – suggested curriculum resources for healthy living lessons in a variety of subjects. Sample lesson plans and materials are provided in Appendix F.
- Non-classroom – suggested student and parent activities held outside the classroom.
    - Walk to School Wednesdays – this suggestion received a positive response from school staff.
    - Safety presentations regarding safe walking and bicycling
    - Bicycle and Skateboard Safety Event
    - School wide fitness activities during school day to include soccer and walking/running events during lunch and recess. School staff has suggested incentives such as charm bracelet tokens for participation at specified levels and the use of high school volunteers for encouragement.
    - Seasonal events including Thanksgiving and Christmas including exercise and nutrition
    - Preparation for youth sports activities including soccer clinics, the community-wide Max Choboian Race in March and the Tulare City School Track Meet in April. Suggested use of high school mentors as coaches for Maple Elementary School students.
- Community
    - Helping develop daily or Wednesday weekly Parent-led Walking School Busses from various neighborhoods
    - Safety poster contests
    - Safety essay contests

Above (from top to bottom):
Playground activities;
Walk to School Day Event 10/6/10

MARKETING

The marketing and outreach strategies employed in the International Walk to School event provides a model for sustaining efforts geared toward developing and maintaining "Healthy Community" practices. At the core of this effort were partnerships, led by the project Steering Committee, including Tulare Western High School student leadership programs, City of Tulare, Tulare Redevelopment Agency, UC Cooperative Extension, Tulare County Asthma Coalition, Tulare Community Health Clinic, Central Valley Health Network, Project Lean, United Way of Tulare County and the Central California Regional Obesity Prevention Program.

Following is an outline of some community resources to be included in future projects.

- Maple Elementary School
  - Principal
  - Teachers
  - Parent / Teacher Organization
  - Parent Volunteers
  - School Wellness and/or Safety Committee
  - School announcements, meetings, mailings, and automated home calling system to communicate with families.
- Community
  - People, including retirees, living in neighborhood surrounding the school
  - Local businesses
  - Hospital, Community Health Clinics
  - Service Clubs
- Local Government
  - Elected city and county officials
  - Traffic engineering department
  - Planning department
  - Redevelopment Agency
  - City Police department
  - City Fire department
  - Recreation & Parks department

Above (from top to bottom):
Maple Elementary Students and volunteers at the Walk to School Day Event 10/6/10

Event planning and promotion suggested activities.

- Develop an annual event calendar
- Create and distribute posters, banners and signs to publicize each event.
- Solicit funding or donations of incentives.

CONTROLS AND EVALUATION

Establishing controls and an evaluation process plays a major role in creating a sustainable program such as the "Healthy Community" envisioned for the West Pine Avenue Study Area. The process not only recognizes improvement opportunities, but also identifies internal and external best practices that can be used to improve existing processes. Following is a graphic representation of a continuous growth model that can be used as a starting point for maintaining and advancing the goals of this project.

Although a formal debriefing of the Walk to School event was not done, a good deal of informal discussion occurred and has informed the following reflection on "lessons learned" and potential future "best practices".

At the end of this chapter is a list of web links to key sites that could help inform the school district of additional ideas and activities to consider in future years to sustain the Healthy Community Program.

Walk to School Day Event

- The school proved crucial to effective communication with students' families. The school Principal, Val Brown, and her teachers were engaged and enthusiastic about the project. Especially effective was the use of the school telephone messaging system, making reminder calls to each home prior to the event.

Above (from top to bottom):
Walk to School Day Event 10/6/10

- The inclusion of Tulare Western High School students to gear up interest of the Maple Elementary School students and have an active role in the Walk to School Day event proved to be a key factor in the success of the event as well as a beneficial civic experience and contribution for the high school students.
- The intermediary and event leadership roles of TPG Consulting and the project Steering Committee were very central to the successful event. This role can effectively be accomplished in the future by a strong group of stakeholder volunteers including Maple Elementary School staff.

Future Activities and Events

- A number of potential activities and events in support of the non-motorized transit and "Healthy Community" goals of the project are included in the EDUCATION section above. It is recommended that Maple Elementary School personnel, working with the project Steering Committee or its equivalent, develop and calendar a list of priority activities and events. A sample timeline is provided in Table 3.1 to inform this work.
- The disappointing Maple Elementary School results of the 2009 California Physical Fitness Test can provide motivation to increase the number of students who meet the "healthy fitness" criteria. In addition to an increased fitness emphasis in Physical Education, a number of additional activities are recommended. Suggestions include additional recess and lunchtime activity, launching a parent volunteer led weekly Wednesday Walk to School Day Program, and preparing for high interest events such as the Tulare City Schools Track Meet and the community-wide Max Choboian Road Race prior to the state fitness testing dates. As in the Walk to School Day event, it is recommended that high school students be invited to "coach" Maple Elementary School students.
- Given the large amount of instructional time required by standards based curriculum, careful planning is necessary to provide curriculum and instructional strategies that increase student knowledge of healthy life choices. Sample lesson plans are included in Appendix F.

Above (from top to bottom):
Maple Elementary Students and volunteers at the Walk to School Day Event 10/6/10

Table 3.1 Sample School Activities & Events Calendar			
Month	**Instruction**	**Events**	**Other**
January	Hygiene lessons*	"Safety Week" poster contest	
February	Exercise lessons*		PE & recess prep for State Fitness testing in April
March	Healthy Teeth lessons*	Max Choboian Road Race	Establish TWHS student volunteer "coaches" for Maple Elementary students
April	[State Testing Window]	Tulare Schools Track Meet	
May	Air Pollution lessons	Bicycle & Skateboard Safety	
June			Plan with TWHS student leadership group for 2011-2012 collaboration
July			Organize parent-led Walking School Bus program
August	Get to Know Tulare – map lessons	"Healthy School" student art contest	Begin planning for Walk to School Day
September	Pedestrian & bicycle safety presentations by the Police Department	"Healthy School" student art contest	Begin Walk to School Day awareness campaign
October	Healthy Choices lessons*	International Walk to School Day	Walk to School Day publicity
November	Nutrition lessons*	"Turkey Trot" school wide walk/run event	
December	Hand Washing lessons*		

Budgetary Considerations

- Because of the great number of volunteer hours given by community members and the generosity of a number of the listed partners, the Walk to School Day event cost very little. Probably the largest single cost was for tee shirts that were provided in order to identify "Walking School Bus" leaders. It is recommended that time be given to develop budgets for future events and that the Steering Committee or its work on funding options.
- Budgeting for instructional activities will likely be the province of Tulare City School District administration. One of the benefits of a holistic approach to budgetary needs is that it would allow timely requests for funding through appropriate channels.

Additional Sources

The following are web links to additional sources of information:

http://www.walkinginfo.org

http://www.letsmove.gov/obesitytaskforce.php

http://www.bts.gov/programs/national_household_travel_survey/

http://www.healthierkidsbrighterfutures.org/about/

http://www.lungusa.org/california

http://www.bikeleague.org/

http://www.fhwa.dot.gov/bikeped/policy_accom.

The DOT policy is to incorporate safe and convenient walking and bicycling facilities into transportation projects. Every transportation agency, including DOT, has the responsibility to improve conditions and opportunities for walking and bicycling and to integrate walking and bicycling into their transportation systems. Because of the numerous individual and community benefits that walking and bicycling provide – including health, safety, environmental, transportation, and quality of life – transportation agencies are encouraged to go beyond minimum standards to provide safe and convenient facilities for these modes.

-U.S. Department of Transportation (DOT), March 2010

According to the National Survey of Pedestrian and Bicyclist Attitudes and Behaviors, the majority of walking trips occur either on sidewalks (45.1%) or on paved roads without shoulders (24.8%).

-http://www.walkinginfo.org. & ***National Survey of Pedestrian and Bicyclist Attitudes and Behaviors — Highlights Report, 2002****. U.S. Department of Transportation's National Highway Traffic Safety Administration and the Bureau of Transportation Statistics.*

Chapter 4

HEALTHY COMMUNITY ASSESSMENT

In an environment where walking or riding a bicycle becomes a mode of choice because it feels safe, there are no obstructions and the journey is pleasant, people will naturally choose to walk or bicycle for short trips in their neighborhoods. And as more people choose to walk and bike, their health benefits and so does the health of the community. People who are out walking on the street create safe streets through natural surveillance. People who are out walking and riding bikes begin to meet their neighbors and choose to socialize with them. Healthy communities encourage physical activity, safer streets, and create cleaner and friendlier neighborhoods for people to live, work and play in.

In addition to the existing conditions inventory and gap assessment provided in Chapter 2, a Healthy Community Assessment was prepared for the West Pine Avenue study area during a field survey. The Healthy Community Assessment consists of a survey, developed by TPG Consulting, to determine how walkable or bikeable an area is based on the following five (5) components:

- Streetscape – including street trees and landscaping, traffic calming features, the visual experience for the pedestrian
- Land Use – including types, general architecture, building orientation, public spaces
- Transit – including signage, bus stop amenities such as lighting, shelters, benches, schedule/route information
- Pedestrian – including marked crosswalks, sidewalks, curb ramps, pedestrian push buttons/walk/don't walk signage
- Bikeability – including bicycle facility conditions, bicycle parking facilities

The Healthy Community Assessment survey is intended to give the pedestrian and/or bicyclist a scale to rate the ease at which they were able to navigate an area on foot or on bicycle and how comfortable their walking or biking experience was using the above components. As part of the survey, areas with adequate pedestrian, bicycle and transit facilities were identified as were areas in need of improvement. The survey is intended to generate ideas

Above (from top to bottom):
Pedestrians along "A" Street, north of San Joaquin Avenue;
Pedestrians along Pleasant Avenue near Sacramento Street;
Pedestrian facilities along Cross Avenue

and/or identify steps needed to improve the safety, convenience, look and feel (pleasantness), and connectivity of walking and biking routes upon completion of the survey. The following rating scale was used to define the walkability or bikeability of the study area:

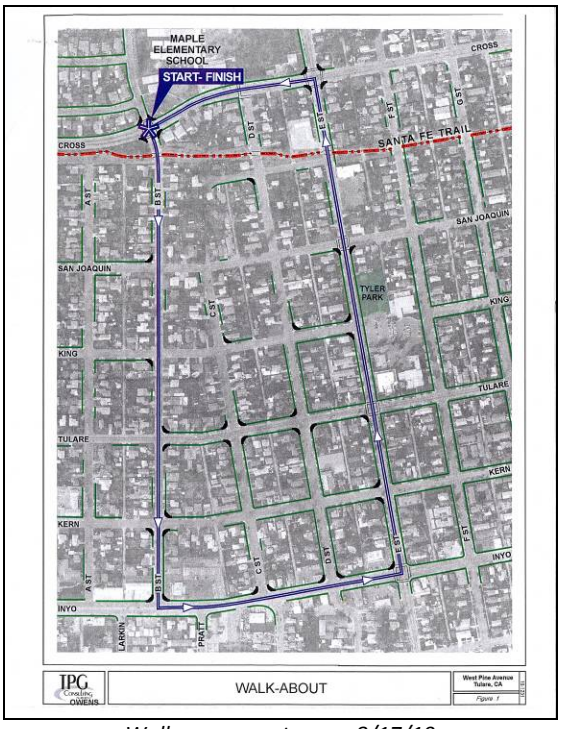
- 6 – Excellent
- 5 – Very Good
- 4 – Good
- 3 – Some Problems
- 2 – Many Problems
- 1 – Awful

The Healthy Community survey was completed during the field review of the area. A qualitative review of the study area's pedestrian, bicycle and transit accommodations and amenities including such factors as safety, ease of use, driver behavior, and connectivity as related to the previously mentioned components was made.

TPG also conducted a walk survey of a selected route within the study area on Tuesday, August 17, 2010. The route began at Maple Elementary School on the corner of "B" Street and Cross Avenue, headed south on "B" Street to SR 137 / Inyo Avenue, proceeded east on SR 137 / Inyo Avenue to "D" Street, back up "D" Street to Cross Avenue, and along Cross Avenue to "B" Street. In attendance for this walk were staff members from the City of Tulare, Tulare Redevelopment Agency, Caltrans District 6, Maple Elementary and Tulare School District. Each participant walked the selected route and was asked to complete the survey based on their experience. The following results of the survey are an average based on both the field review and the participants of the walk survey.

- Streetscape – 2.5, "Many Problems"
- Land Use – 2.5, "Many Problems"
- Transit – 2.5, "Many Problems"
- Walkability – 2, "Many Problems"
- Bikeability – 3, "Some Problems"

A copy of the Healthy Community Assessment was summarized and area is included in Appendix G.



Walk survey route map 8/17/10

WALKABILITY ASSESSMENT

The sporadic network of sidewalks in the study area contributes to the lack of ease when navigating within the study area and the inadequate connectivity with adjacent areas. There are currently no pedestrian facilities that provide a continuous north-south facility through the study area. State Route 137 / Inyo Avenue and the Santa Fe Trail provide the only continuous east-west facilities within the study area. Pedestrian facilities should be designed to provide a convenient, safe area for the users, providing connectivity within and outside of the study area as well as providing a predictable location for pedestrians to cross a roadway.

In order to accommodate the pedestrian travel throughout the study area and promote the concept of a walkable neighborhood, construction of pedestrian facilities to fill the existing gaps in the Study Area is recommended. This includes the installation of sidewalks, curb ramps, high visibility crosswalks, and bulb outs as well as the removal of an existing crosswalk.

The Healthy Community Survey walkability rating for the Study Area is "12 – It needs a lot of work. You deserve better than that." Due to the lack of continuous sidewalk facilities and curb ramps, pedestrians are forced to walk in the roadways or across uneven terrain, making walking throughout the Study Area difficult.

The addition of sidewalks and curb ramps will provide pedestrian connectivity within the Study Area and to areas outside the study area, as well as help to segregate the pedestrian from the vehicular travel and provide a comfortable, safe travel way for pedestrians.

Marked and properly signed crosswalks are intended to provide a predictable and convenient location for pedestrians to cross a roadway. Crosswalks should be placed in a location that provides the shortest distance for a pedestrian to cross a roadway, as well as the best sight distance for both the pedestrian and driver. Enhanced pavement markings increase the visibility for both the driver and the pedestrian.

Animal Control and other appropriate City department(s) should work together to establish and promote procedures and contact information to help deal with scary dogs.

Above (from top to bottom):
Pedestrian on Cross Avenue east of "E" Street;
Striped crosswalk facility at the intersection of "D" Street at Maple Avenue;
Existing curb ramp facility located on the southwest corner of Sacramento Street and Dameron Avenue

BIKEABILITY ASSESSMENT

As shown in Chapter 2, the following bicycle facilities currently exist throughout the study area:

- Class I Bike Path
  - Santa Fe Trail: located south of Cross Avenue from Sacramento Street to "I" Street
- Class II Bike Lane
  - Cross Avenue: Sacramento Street to "I" Street
  - Tulare Avenue: Sacramento Street to "I" Street
  - "E" Street: Pleasant Avenue to Inyo Avenue

Figure 2.4 shows the locations of all bicycle facilities in the study area.

In order to promote bicycle use in the Study Area and throughout the City of Tulare, the implementation of bicycle travel and storage facilities is needed. The addition of bicycle facilities will increase safety for bicyclist and will provide residents with more travel mode options locally as well as regionally.

The Healthy Community survey rates the Study Area a "3 – Some Problems" for the overall bikeability. The current bicycle roadway facilities provide north-south and east-west connectivity for riders within the Study Area while also providing a bicycling area that is predictable for both the bicyclist and vehicles. The Santa Fe Trail provides a facility that allows bicyclists east-west connectivity within the Study Area, but lacks a direct connection with the Trail facility located from "K" Street to east of SR 63 / Mooney Boulevard, east of the Study Area.

Above (from top to bottom):
Existing Class II bicycle lane located on westbound Cross Avenue at "I" Street;
Existing bicycle storage facility at Maple Elementary School;
Example of a bicycle storage facility

TRAFFIC CALMING OPPORTUNITIES

"Traffic Calming is the combination of mainly physical measures that reduce the negative impacts of motor vehicle use, alter driver behavior, and improve conditions for non-motorized street users."[4]

Traffic calming measures and improvements to the existing roadway and pedestrian facilities in the study area are planned as part of the development of the final circulation concept plan. These improvements are based on smart growth principles designed to create an area that is conducive to pedestrian, bicycle, and transit users as well as vehicles.

Traffic calming features such as curb bulb-outs, on-street parking, bicycle lanes and reduced number of travel lanes are proposed to increase pedestrian visibility and slow vehicular traffic throughout the study area.

The on-street parking lanes create a traffic calming buffer between vehicular and pedestrian traffic while the curb bulb-outs shorten the walking distance for pedestrians. The addition of sidewalks, curb ramps and enhanced crosswalks provide connectivity and designate a safer, predictable area for pedestrian mobility.

Above (from top to bottom):
Example of a curb bulb-out;
Existing high visibility crosswalk located in the City of Tulare along Tulare Avenue at the Santa Fe Trail crossing;
Example of curb bulb-outs and a high visibility crosswalk

[4] ITE Journal, July 1997, page 23

STATE ROUTE 137 / INYO AVENUE

SR 137 / "Inyo Avenue" is currently a 35 mph 4-lane undivided roadway that forms the southern boundary of the study area. Community members have access to six (6) transit stop locations along this study area stretch of roadway as well as continuous sidewalk facilities along both the north and south sides of the roadway. Currently there are no marked bicycle facilities along the roadway but future plans call for a Class III bike route within the study area.

Eastbound SR 137 / Inyo Avenue at "E" Street

Table 4.1 shows the traffic volumes along SR 137 / Inyo Street. The 2008 volumes were taken from the *Caltrans Traffic Volumes* and the projected 2035 and 2050 volumes projected using the Tulare County Association of Governments Traffic Models.

TABLE 4.1
SR 137 / INYO AVENUE DAILY TRAFFIC VOLUMES

Segment	Years		
	2008	2035	2050
West of Pratt Street	9,000	9,774	11,138
West of "E" Street	10,200	10,970	12,336
East of "E" Street	10,700	11,493	13,614

SR 137 / Inyo Avenue currently provides facilities for vehicles, pedestrian and transit users but lacks the facilities for bicyclists. One method used to convert an existing roadway into a roadway usable by more modes of transportation, or a "complete street", is through the implementation of a road diet. Road diets reduce the number of vehicular travel lanes along a roadway without significantly reducing the capacity of the roadway, providing more space for non-motorized facilities such as sidewalks, bike lanes, on-street parking and landscaping. Increased comfort for pedestrians, bicyclists and transit users, and improved quality of life are just a few of the benefits resulting from a road diet. Road diets also reduce the incidents of rear-end collisions by providing a dedicated area for left-turning vehicles along the roadway.

SR 137 / Inyo Avenue looking west

With the implementation of a road diet, SR 137 / Inyo Avenue would be converted from a 4-lane undivided roadway to a 2-lane roadway with a continuous left-turn lane.

Bike Facilities

Reducing the number of vehicular travel lanes from four (4) to two (2) and implementing a continuous left-turn lane creates additional roadway width that can be used for non-motorized facilities such as Class II bike lanes. As stated previously, there are currently no bicycle facilities along SR 137 / Inyo Avenue within the study area. The addition of bicycle facilities along SR 137 / Inyo Avenue would provide connectivity with areas adjacent to the Study Area as well as provide increased safety for bicyclist and residents with more travel mode options. According to the *2010 City of Tulare Bike Plan*, a Class III bike route is planned along SR 137/Inyo Avenue from Sacramento Street to "I" Street in the Study Area.

Pedestrian Facilities

A road diet provides more area for non-motorized facilities such as bike lanes, parking and sidewalks. Continuous sidewalk facilities currently exist along both sides of SR 137 / Inyo Avenue within the Study Area. A road diet would create additional area allowing for the widening of the existing sidewalk facilities providing more areas for non-motorized modes of transportation and aid in providing for a complete street.

Parking Facilities

The additional roadway width that is created with implementation of a road diet would provide more area for on-street parking along areas along SR 137 / Inyo Avenue where parking is currently prohibited.

Above (from top to bottom):
SR 137 / Inyo Avenue at "E" Street;
SR 137 / Inyo Avenue at "C" Street;
SR 137 / Inyo Avenue at "F" Street

Level of Service Analysis

Implementing a road diet along SR 137 / Inyo Avenue would reduce the number of lanes from 4 lanes, 2 in each direction, to 3 lanes, 1 in each direction with a continuous left-turn lane and provide an area to install bike lane facilities, some on-street-parking, and the widening of sidewalk facilities.

To show the operational impacts a road diet would have on SR 137 / Inyo Avenue, a level of service analysis for the intersection of SR 137 / Inyo Avenue at "E" Street with the implementation of a road diet in the year 2035 was completed. Table 4.2 shows the level of service results with the implementation of the road diet. As shown in Table 4.2, no future level of service impacts are projected along SR 137 / Inyo Avenue with the implementation of a road diet. Copies of the level of service analysis and methodologies are included in Appendix H.

TABLE 4.2
2035 ROAD DIET LANE CONFIGURATIONS
WEEKDAY LEVEL OF SERVICE ANALYSIS

Intersection	AM Peak Hour		PM Peak Hour	
	LOS	Delay[1] (secs)	LOS	Delay[1] (secs)
SR 137 / Inyo Avenue at "E" Street	C	21.4	C	24.8

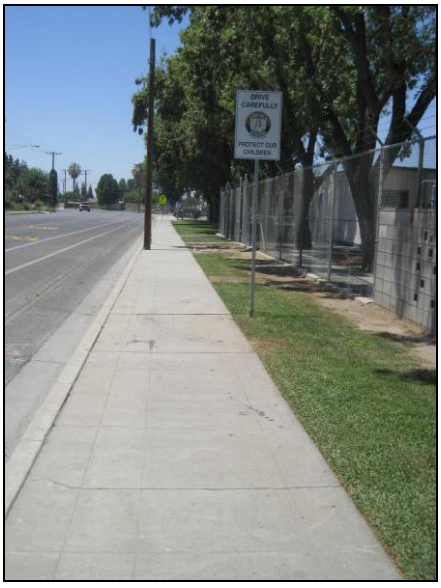
MAPLE ELEMENTARY SCHOOL FRONTAGE

Maple Elementary School fronts along Cross Avenue with campus access also located along Cross Avenue. Cross Avenue is a 2-lane arterial that provides east-west connectivity within the study area and throughout the City of Tulare. Pavement markings, signage and overhead flashers along Cross Avenue warn vehicles of their arrival in a school zone. Vehicles and busses are able to drop off/pick up students in the parking lot located along Cross Avenue between "B" and "D" Streets as well as along both the north and south sides of Cross Avenue. Maple Elementary students are not bussed to and from campus but the school site serves as a drop-off/pick-up point for other schools within the District.

The sidewalk facilities are continuous along the school frontage between "B" and "E" Streets along the north of side of Cross Avenue but are disconnected along the south side of Cross Avenue. Striped crosswalk facilities are located on all legs of the intersections of "B" and "E" Streets with Cross Avenue and also on the south and east legs of the "D" at Cross Avenue intersection.

Sight distance is an issue for pedestrians crossing Cross Avenue at the "D" Street intersection. The line of vision for both the crossing pedestrian and vehicles traveling eastbound from "B" Street is impeded by the bend along Cross Avenue and vegetation along the south side of the roadway.

Vehicle circulation in the parking lot located on the northeast corner of "B" Street and Cross Avenue creates an issue with pedestrians crossing "B" Street. The lot driveway located on "B" Street is an exit driveway, but vehicles are known to use it as an entrance, creating confusion and potential conflicts with pedestrians wishing to cross "B" Street.



Above (from top to bottom):
Existing crosswalk facility at the intersection of "B" Street and Cross Avenue;
Existing school frontage sidewalk facility located along north Cross Avenue;
Existing school frontage located along "B" Street

If doctors and other health experts designed our cities, they would look quite different than the sprawling communities we see today. Cities would provide more healthy choices, more opportunities for walking and biking, better access to transit, less congestion, more housing close to workplaces and more parks for kids and families to enjoy.

-Sonal R. Patel, M.D., American Lung Association in California Board Member and Director of White Memorial Pediatric Medical Groups Division of Allergy and Immunology in Los Angeles

Children with low neighborhood amenities or those lacking neighborhood access to sidewalks or walking paths, parks or playgrounds, or recreation or community centers had 20-45% higher odds of becoming obese or overweight compared to children who had access to these amenities.

- White House Task Force on Childhood Obesity Report to the President, May 2010, Solving the Problem of Childhood Obesity Within a Generation.

62% of U.S. counties have implemented at least one bicycle or pedestrian project. Counties with low educational attainment, persistent poverty or a high proportion of multi-vehicle households were significantly less likely to have implemented projects.

- Harvard School of Public Health, 2010 "Factors associated with bicycle and pedestrian investment"

Chapter 5

PEDESTRIAN CIRCULATION & SUGGESTED ROUTES TO MAPLE SCHOOL

Recommended Improvements

Implementation of pedestrian and bicycle facility improvements is a capital intensive endeavor. Prioritizing and phasing the recommended improvements based on the needs of the study area and funding availability will provide the community with visible improvements that are most effective for the community members.

Improvements have been recommended in three (3) phases. Priority has been given to improvements that improve the mobility and safety of the Maple Elementary School students and improve the connectivity with areas outside the study area. Figure 5.1 shows the type of improvement by location and phase.

Phase 1 Improvements

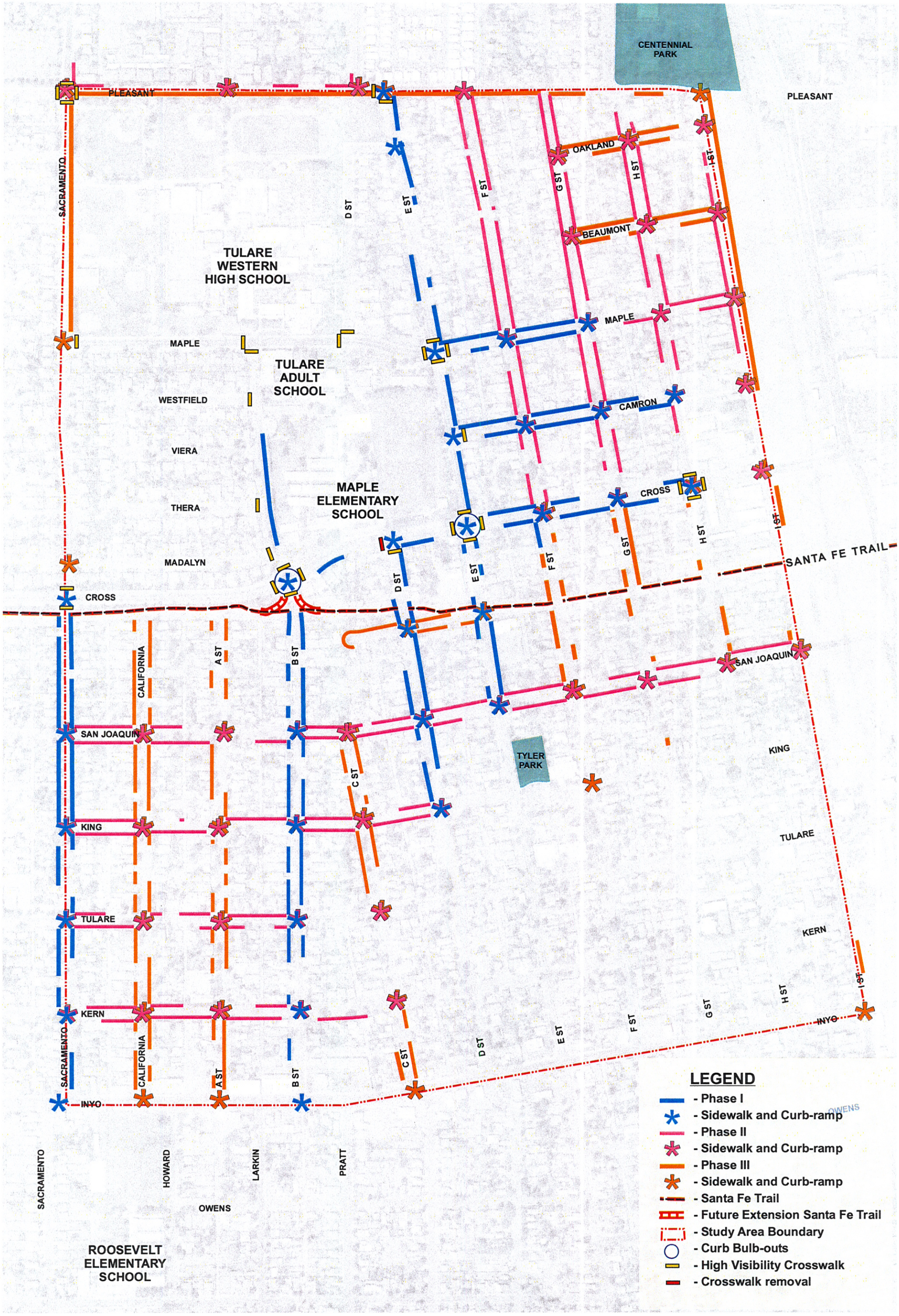
Phase 1 improvements are intended to improve the mobility and safety of all community members within the study area, particularly for the Maple Elementary School students in the near term. Students may be more apt to walk or bike to school with continuous pedestrian and bicycle facilities located around and leading into the school campus. Phase 1 improvements include the installation of sidewalk facilities, high visibility crosswalks, bike facilities, the removal of an existing crosswalk and the relocation of selected Santa Fe Trail crossings. The improvements proposed as part of Phase 1 primarily provide for north-south pedestrian mobility through the installation of sidewalk facilities.

Sidewalk and curb ramp facilities

In order to improve the connectivity within the study area and to provide an area for pedestrians, the installation of sidewalk facilities at the following locations are recommended as part of the Phase 1 improvements:

- Sacramento Street from SR 137/Inyo Avenue to Cross Avenue
- "B" Street from Inyo Avenue to Cross Avenue
- East side of "B" Street between Madalyn and Viera Avenues

(Above from top to bottom):
Northeast corner of "E" Street at San Joaquin Avenue;
"B" Street south of King Avenue



TPG Consulting Incorporated

RECOMMENDATIONS

West Pine Avenue
Tulare, CA

10-1231

Figure 5.1

- "D" Street between King Avenue and Cross Avenue
- "E" Street between San Joaquin Avenue to Pleasant Avenue
- Cross Avenue between "B" Street and "H" Street
- Camron Avenue between "E" Street and "H" Street
- Maple Avenue between "E" Street and "G" Street

The installation of sidewalks at the above locations is a capital intensive endeavor but will help to improve the walkability along main corridors for Maple Elementary students.

Curb bulb-outs

Traffic calming measures, such as installing curb bulb-outs at an intersection, can help to slow the vehicular traffic and provides the pedestrian a shorter roadway distance to cross. As part of Phase 1, it is recommended that curb bulb-outs be installed at the intersections of "B" Street at Cross Avenue and "E" Street at Cross Avenue. This recommendation can be capital intensive but will help to improve the pedestrian circulation at these locations.

High visibility crosswalks

In order to increase the visibility of pedestrian crossings for both the pedestrian and the vehicle, and to provide a safe, predictable place for school children to cross the roadways it is recommended that the high visibility crosswalks be installed at the following locations:

- Sacramento Street at Cross Avenue – north and south legs
- Sacramento Street at Maple Avenue – east leg
- Sacramento Street at Pleasant Avenue – all legs
- "B" Street at Cross Avenue – all approaches
- "B" Street at Madalyn Avenue – west leg
- "B" Street at Thera Avenue – west leg
- "B" Street at Westfield Avenue – west leg
- "B" Street at Maple Avenue – west and south legs
- "D" Street at Cross Avenue – south leg
- "D" Street at Maple Avenue – west and north legs
- "E" Street at Cross Avenue – all legs
- "E" Street at Camron Avenue – east leg
- "E" Street at Maple Avenue – all legs
- "E" Street at "D" Street – west leg
- "E" Street at Pleasant Avenue – west and south legs
- "H" Street at Cross Avenue – all legs

Above (from top to bottom):
Cross Avenue at "G" Street;
Crosswalk facility located on Cross Avenue at "B" Street;
Crosswalk facility located on Cross Avenue at "E" Street

High visibility crosswalks are an inexpensive way to increase the visibility of the pedestrians and provide a predictable crossing area, leading to better pedestrian circulation in the study area.

Bicycle facilities

As shown in Chapter 2, marked bicycle facilities currently exist at the following locations:

- Cross Avenue: Sacramento Street to "I" Street
- Tulare Avenue: Sacramento Street to "I" Street
- "E" Street: Pleasant Avenue to Inyo Avenue

According to the *2010 City of Tulare Bike Plan*, a Class III bike route is planned along SR 137/Inyo Avenue from Sacramento Street to "I" Street in the Study Area. In addition to this planned bicycle facility, it is recommended that a Class II bike lane be installed along "B" Street from SR 137/Inyo Avenue to Pleasant Avenue. This relatively low cost bicycle facility would increase the connectivity with the southern portion of the study area for all student bicyclists at both Maple Elementary School and Tulare Western High School.

It is also recommended that bicycle storage facilities be added to both Maple Elementary School and Tulare Western High School. Both schools currently have storage facilities that can accommodate 15 and 20 bicycles, respectively. Adding facilities making riding a bicycle a more attractive mode of transportation will increase the number of bicyclists generating a need for more storage facilities.

Removal of crosswalks

In addition to the installation of high visibility crosswalks at the above locations, it is recommended that the existing crosswalk on the west leg of the "D" Street at Cross Avenue intersection be removed. This crossing provides an unsafe crossing location for Maple Elementary students due to sight distance impedances caused by the bend in Cross Avenue and vegetation along the south side of Cross Avenue. The cost for the removal will be relatively low cost.

Above (from top to bottom):
Bike facility signage on "E" Street, south of Pleasant Avenue;
"B" Street south of Cross Avenue, location of proposed bike lane facility;
Crosswalk recommended for removal at Cross Avenue at "D" Street

Relocation of Santa Fe Trail crossings

The Santa Fe Trail is a Class I bicycle facility providing east-west pedestrian and bicycle connectivity within the study area. Trail crossings at Sacrament Street and "B" Street are located in close proximity to the intersection of these roadways with Cross Avenue. Given the close proximity of these Trail crossings and intersections, within approximately 30 feet on Sacramento and within approximately 100 feet on "B" Street, it is recommended that the Trail crossings be relocated to the intersections of Sacramento Street and "B" Street with Cross Avenue and the extensions be constructed from the Trail to the intersection crossing, a providing pedestrian connectivity and reducing the conflict points along the roadways.

Maple Elementary School Frontage

In order to improve the efficiency for vehicular and bus traffic during the morning drop-off and afternoon pick-up periods, it is recommended that the bus activities be relocated from the current parking lot facility to a location on the north side of Cross Avenue, west of "E" Street. Maple Elementary students are not bused to or from school; rather the school site serves as a drop-off/pick-up location for other schools. Separating the vehicular and bus interactions creates less traffic conflict points, reduces the bottlenecks created in the parking lot, and reduces the number of pedestrians in the parking the lot.

Above (from top to bottom):
Existing Santa Fe Trail Crossing at "B" Street;
Maple Elementary School frontage;
Pleasant Avenue near "G" Street

Phase 2 Improvements

Phase 2 improvements are intended to build on the Phase 1 improvements, creating complete streets within the study area that continue to create connectivity for the pedestrian as well as for the bicyclist. Phase 2 improvements primarily provide the east-west connections for pedestrians utilizing the existing facilities and to the improvements proposed as part of Phase 1.

Sidewalk and curb ramp facilities

In order to improve the connectivity within the study area and to provide an area for pedestrians, the installation of sidewalk facilities at the following locations are recommended as part of the Phase 2 improvements:

- "F Street between Cross Avenue and Pleasant Avenue

- "G" Street between Cross Avenue and Pleasant Avenue
- "H" Street between Cross Avenue and Pleasant Avenue
- "I" Street, west side between Cross Avenue and Pleasant Avenue
- Kern Avenue between Sacramento Street and "C" Street
- Tulare Avenue between Sacramento Street and "C" Street
- King Avenue between Sacramento Street and "D" Street
- San Joaquin Avenue between Sacramento Street and "I" Street
- Maple Avenue between "G" Street and "I" Street
- Pleasant Avenue, north side between Sacramento Street and "E" Street

As with the Phase 1 improvements, the installation of sidewalks at the above locations is a capital intensive endeavor but will help to improve the pedestrian connectivity within the study area.

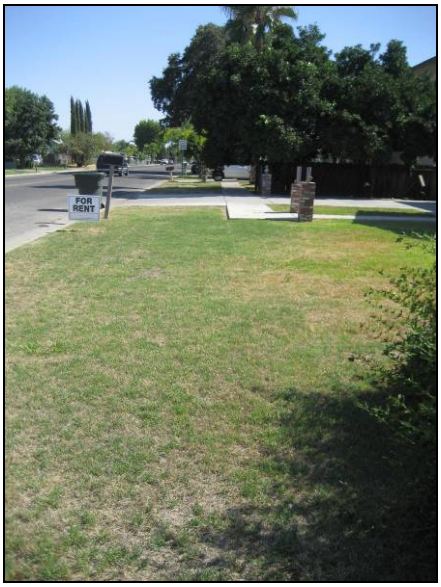
Phase 3 Improvements

Phase 3 improvements are longer term strategies to complete the pedestrian and bicycling connectivity started in Phases 1 and 2. Upon completion of the Phase 3 improvements, the Study Area would be a network of complete streets, providing transportation choices for all modes of travel.

Sidewalk and curb ramp facilities

In order to improve the connectivity within the study area and to provide an area for pedestrians, the installation of sidewalk facilities at the following locations are recommended as part of the Phase 2 improvements:

- Sacramento Avenue, east side between Maple Avenue and Pleasant Avenue
- California Street between SR 137/Inyo Avenue and the Santa Fe Trail
- "A" Street between SR 137/Inyo Avenue and the Santa Fe Trail
- "C" Street between SR 137/Inyo Avenue and Kern Avenue
- "C" Street between Tulare Avenue and San Joaquin Avenue



Above (from top to bottom):
"E" Street north of Maple Avenue;
Pleasant Avenue near "E" Street;
"B" Street south of San Joaquin Avenue

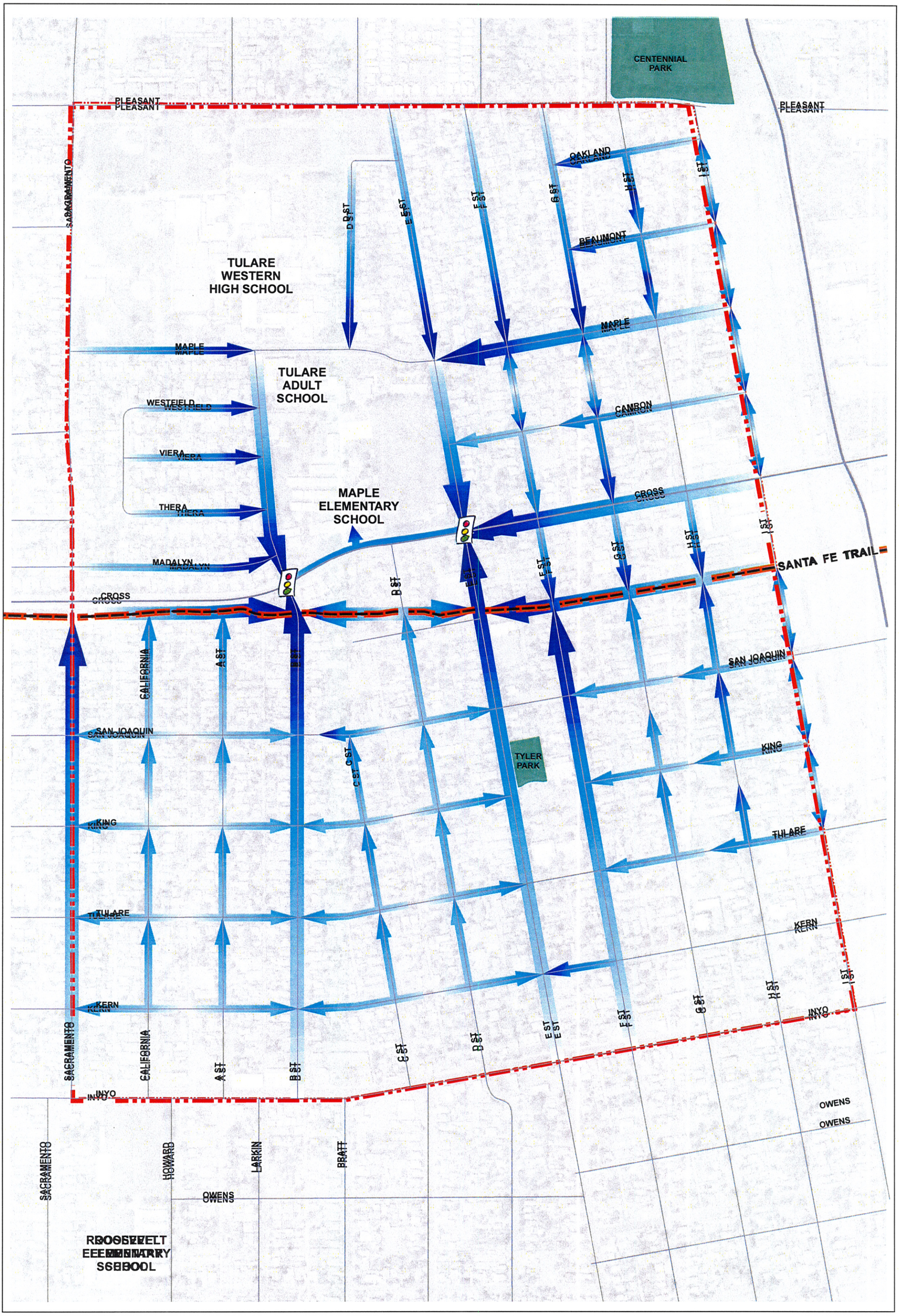
- "F Street between San Joaquin Avenue and Cross Avenue
- "G" Street, east side north of King Avenue
- "G" Street between San Joaquin Avenue and Cross Avenue
- "H" Street between San Joaquin Avenue and Cross Avenue
- "I" Street, east side north of SR 137/Inyo Avenue
- "I" Street between San Joaquin Avenue and Cross Avenue
- "I" Street between Camron Avenue and Pleasant Avenue
- Pleasant Avenue, south side between Sacramento Street and "E" Street
- Oakland Avenue between "G" Street and "I" Street
- Beaumont Avenue between "G" Street and "I" Street
- Pine Avenue between "C" Street alignment to "E" Street

Phase 3 improvements are capital intensive but upon completion the West Pine Avenue study area would have a complete network of pedestrian and bicycle facilities creating a walkable and bikeable neighborhood.

Maple Elementary School Route Map

Upon completion of all improvements recommended in Phases 1, 2 and 3, Maple Elementary School is encouraged to consider completing a School Route Map using the guidelines provided in Chapter 7 of the California Manual on Uniform Traffic Control Devices (MUTCD). The goal of a school route map is to direct Maple Elementary School students to the most direct route to and from school. Figure 5.2 shows an example of a School Route Map. Chapter 7 of the MUTCD, as it pertains to the preparation of a School Route Map, is included in Appendix I.

Above (from top to bottom):
Southwest corner of "F" Street at Camron Avenue intersection;
"F" Street south of Cross Avenue



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SAMPLE
MAPLE ELEMENTARY SCHOOL ROUTE MAP

West Pine Avenue
Tulare, CA

Figure 5.2

10-1231

SANTA FE TRAIL / CITY STREET INTERFACE

As part of the Phase 1 improvements, connections between the existing Santa Fe Trail facility and the existing pedestrian facilities are recommended at the intersections of Sacramento Street and Cross Avenue and "B" Street and Cross Avenue. The Trail currently is the only pedestrian facility between Sacramento Street and "B" Street along the south side of Cross Avenue; there are no sidewalk facilities between these intersections. The distance between the Trail crossing at Sacramento Street and Cross Avenue is approximately 30 feet while the "B" Street crossing is approximately 100 feet south of the intersection. Integrating these crossing into the intersection crossings helps to establish a pedestrian crossing that is predictable for both vehicular and pedestrian traffic. These improvements are consistent with the improvements recommended and described as part of the December 2009 *Traffic Evaluation for the Santa Fe Trail* prepared for the Tulare County Association of Governments by TPG Consulting.

Above (from top to bottom):
Santa Fe Trail Crossing at Sacramento Street
Santa Fe Trail Crossing at Sacramento Street
Santa Fe Trail Crossing at "B" Street

SR 137 / INYO AVENUE CONCEPT DESIGN

In order to transform the existing SR 137/Inyo Avenue roadway facility into a more "complete street", improvements to the pedestrian, bicycle and transit facilities are recommended.

SR 137/Inyo Avenue within the Study Area is comprised of the following three (3) different right-of-way segments:

- Sacramento Street to Howard Street – 80'
- Howard Street to Pratt Street – 99'
- Pratt Street to "I" Street – 80'

Improvements have been recommended based upon community preferences to improve the mobility and safety all community members within the study area.

As shown on Figure 5.3, the SR 137/Inyo Avenue design concept proposes 2-12' travel lanes and a 12' continuous left-turn lane, 2-5' Class II bicycle lanes, 2-8' on-street parking and 2-8' sidewalks within the 80' right-of-way. Sidewalk dimensions within the 99' right-of way section between Howard Street and Pratt Street increase from 8' to 17', with all other roadway dimensions consistent with the 80' right-of-way sections.

Curb bulb-outs and ramps are also proposed on each intersection corner, complimented with enhanced, high visibility pedestrian crosswalks at the intersections around the intersections of West Street, "E" Street and "I" Street. The on-street parking lanes and curb bulb-outs create a traffic calming buffer between vehicular and pedestrian traffic while the wide sidewalks, curb ramps and enhanced crosswalks provide connectivity along SR 137/Inyo Avenue and designate a safer, predictable area for pedestrian mobility. It is important to note that some recommended design features may not meet the current City of Tulare or Caltrans Improvement Standards. All proposed design features will be evaluated for compliance with the City's and Caltrans' Road Improvement Standards prior to implementation of this plan.

It should be noted that Caltrans' position is to maintain SR 137 as a four-lane facility. The City will continue working with Caltrans to either relocate SR 137, or find collaborative solutions to making Inyo Avenue/SR 137 a safer option for non-motorized travel.

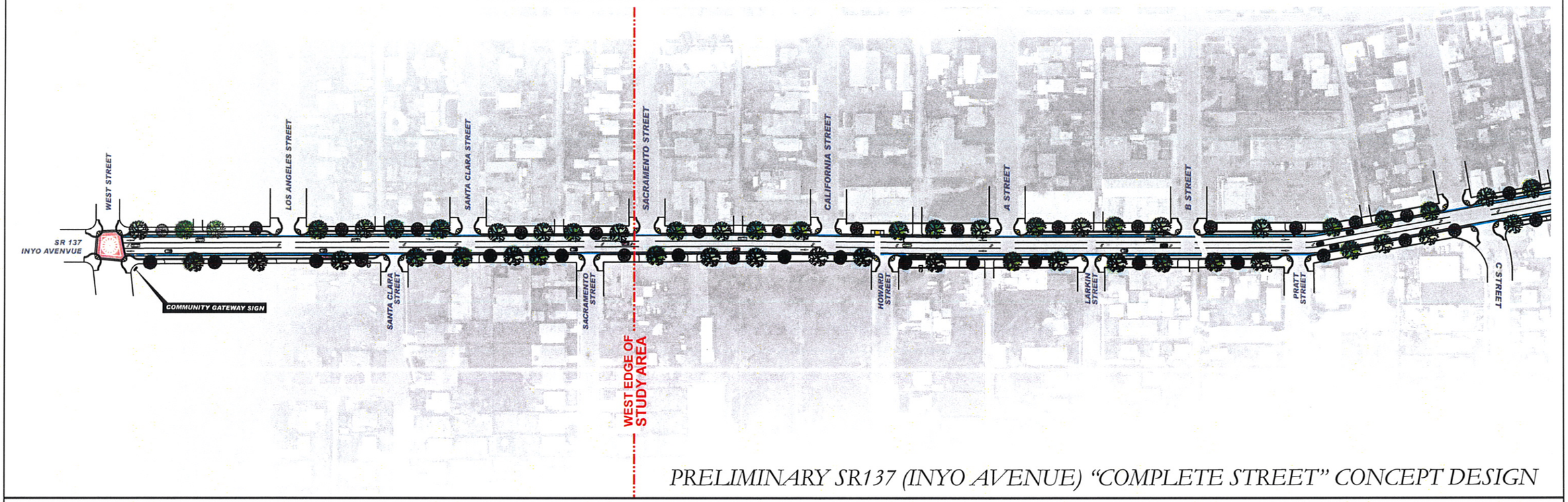
Above (from top to bottom):
SR 137 / Inyo Avenue at "E" Street;
SR 137 / Inyo Avenue at "B" Street;
SR 137 / Inyo Avenue at "I" Street

10-1231

West Pine Avenue
Tulare, CA

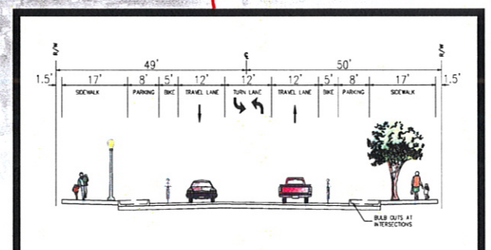
Figure 5.3

WEST PINE AVENUE COMMUNITY BASED TRANSPORTATION PLAN

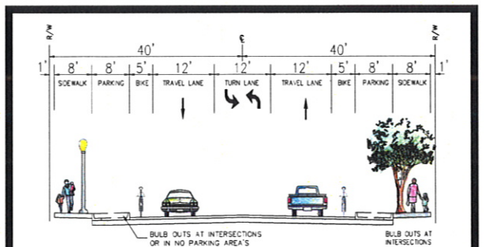


PRELIMINARY SR137 (INYO AVENUE) "COMPLETE STREET" CONCEPT DESIGN

NOT TO SCALE



SR137/ INYO AVENUE STREET DIET
HOWARD STREET TO PRATT STREET



SR137/ INYO AVENUE STREET DIET
SACRAMENTO STREET TO HOWARD STREET
PRATT STREET TO "I" STREET

Tulare Redevelopment Agency

TPG Consulting Incorporated

Actions Needed & Preparatory Process

The schedule for the road, pedestrian, bicycle, and community identity improvements previously described are shown below. The implementation plan is based on the following assumptions:

- The implementation plan and schedule will be driven by availability and timing of funding.
- Given the nature of the planned improvements--reconstruction without capacity enhancement, addition of/widening sidewalks, on-street parking and bike lanes, and temporary disruption to businesses, it is anticipated that these improvements can be accomplished with limited environmental processing (Categorical Exemption or Negative Declaration under the California Environmental Quality Act (CEQA), and/or Categorical Exclusion or Finding of No Significant Effect under National Environmental Policy Act (NEPA).
- If awarded, State Safe Route to School funding could provide for up to $450,000 (plus any available City match funds) worth of sidewalk construction within the first phase priority list provided above. At the time of application for Safe Route to School Grant funds, the City may decide to amend the priority of sidewalk construction based upon circumstances at the time.
- The Complete Street Design Concept for SR 137 presented in this report was conceived to fit within existing rights-of-way along SR 137 between "I" Street and Sacramento Street (extending east and west respectively to "J" Street and West to accommodate a conceptual transition to the next major intersections outside the Study Area Boundary. Limited additional right-of-way may be needed to implement the Complete Street Design Concept improvements on SR 137 within the Study Area in order to transition outside the study area of this project to the next major intersections.
- As other funding sources become available the various segments or phases of the improvements will be developed and constructed.
- All improvements to City streets and State Route 137 will be consistent with Community input and applicable agency standards or allowed exceptions pursuant to applicable City and Caltrans processes.
- An encroachment permit from Caltrans District 6 Permits Office will be required for any work within State right-of-way, including for gateway treatments. All work shall be designed and constructed in accordance with requirement of the Caltrans Highway Design Manual, Caltrans Standard Plan and Clear Recovery Zone.

Based on these assumptions, the following implementation plan is recommended.

City Streets

- Phase 1A – Any combination of the following that can be funded with current $200,000 available:
    - Installation of sidewalk and curb ramp facilities
    - Installation of curb bulb-outs
    - Installation of high-visibility crosswalks
    - Installation of bicycle facilities
    - Removal of crosswalks

  - Relocation of Santa Fe Trail Crossings
  - Redesign of Maple Elementary School Frontage
- Phase 1B – Balance of the above funded by new grant applications
- Phase 2
  - Installation of sidewalk and curb ramp facilities
- Phase 3
  - Installation of sidewalk and curb ramp facilities

State Route 137

- Gateway Treatments located on West Street and "I" (to include appropriate signage, landscaping and/or lighting to announce arrival to the West Inyo neighborhood area.)
- Restriping of SR 137 from 4-travel lanes to 2-12' travel lanes, 2-5' Class II bicycle lanes, and 2-8' on-street parking lanes
- Widening of existing sidewalk facilities to 2-8' sidewalks within the 80' right-of-way sections and to 2-17' sidewalk facilities within the 99' right-of-way section

Environmental Review Compliance Process

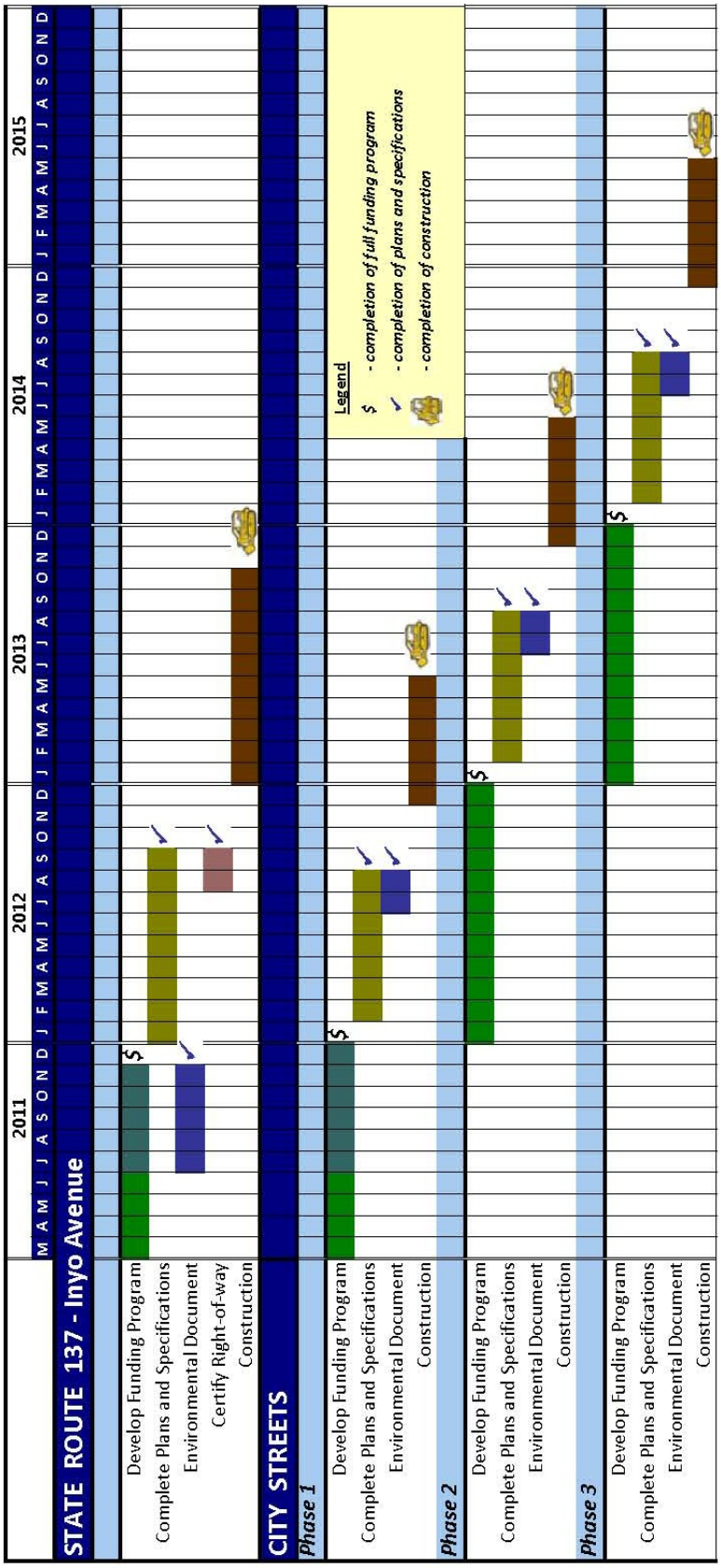
The improvements to SR 137 / Inyo Avenue should be reviewed by the City and Caltrans for compliance with either CEQA or NEPA depending on the type of funding that has been obtained. Projects involving improvements to SR 137 / Inyo Avenue will be reviewed by Caltrans for requirements of CEQA or NEPA. Given the various components of the SR 137 / Inyo Avenue proposed improvements, in particular those occurring within existing right-of-way, are not likely to require the preparation of an Environmental Impact Report (EIR) pursuant to CEQA or an Environmental Impact Statement (EIS) pursuant to NEPA. That being said, it is still possible that a Negative Declaration (ND under CEQA) or a Finding of No Significant Impact (FONSI under NEPA) may be adequate depending on the extent and magnitude of the required right-of-way acquisition and changes brought about by the improvements. The final determination of the appropriate CEQA or NEPA documents will be made by the City or Caltrans during the design and environmental stages.

Implementation Schedule

The proposed implementation schedule is based on delivering the planned improvements in potentially four project phases due to severely limited financial resources. The four project phases may be further delayed due to the complexity of the various funding programs, the need to provide early improvements near the elementary school to improve pedestrian access to and from the site, the design time associated with the improvements to the State Route 137, and the challenge in fully developing the funding program for all four project packages. The schedule shown on the following page reflects these assumptions and a probable funding profile for each project phase assuming that financial resources are unlimited and immediately available.

West Pine Avenue Community Based Transportation Plan

Implementation Schedule



Using state-wide averages and local cost history, the City of Roseville, CA estimates the cost of signage and striping for a mile of a standard bike lane in California to be $60,000. In contrast, Caltrans is paying $75 million to repave, not rebuild, just three miles of Interstate 710 in Los Angeles. Thus, for the cost of repaving 3 miles of rough pavement on Interstate 710, Caltrans could sign and stripe 1,250 miles of California roads for bike lanes. That's more than the distance from Los Angeles to Seattle, Washington.

-Darren Flusche, Policy Analysis, League of American Bicyclists, City of Roseville 2008 Bicycle Master Plan and Caltrans, The Economic Benefits of Bicycle Infrastructure Investments, June 2009.

The annual cost of being obese is $4,879 for a woman and $2,646 for a man.

-Neergaard, L., 2010 "Report: Obesity hurts your wallet and your health," Associated Press, September 20, 2010.

Chapter 6

FINANCIAL PLAN

Chapter 5 recommended a prioritized Action Plan for the improvements needed to meet the goals of the *West Pine Avenue Community-Based Transportation Study*. The purpose of this section is to provide an overview of the estimated costs of each of the planned improvements, sources to fund the improvements, and potential schedule to implement phased improvements.

The financing plan identified in this chapter is based upon those known Federal, State and local grant or funding sources currently budgeted or available and considered most appropriate to fully implement the recommended range of improvements within the Study Area. It is possible some of these sources may not be funded or budgeted in the future, or that other sources not currently known may become available to the City to complete portions or all of the recommended projects.

The City should conduct frequent reviews of all known potential funding and grant programs to assure their on-going availability and to determine if new fund/grant sources have become available.

Project Costs

The preliminary costs provided in this Chapter represent an "Order of Magnitude Estimated Costs" based upon current local information on construction costs supplied by Caltrans and the City of Tulare for the year 2010. Table 6-1 summarizes these estimated costs by Phase, as described in Chapter 5, for the needed pedestrian work along City streets, and potential "complete street" upgrades along SR 137/Inyo Avenue.

TABLE 6-1
SUMMARY OF ORDER OF MAGNITUDE ESTIMATED COSTS
(2010 DOLLARS.)

Improvement	Estimated Cost
City Streets	
Phase 1A & 1 B	$1,042,000[1]
Phase 2	$630,000
Phase 3	$591,000
City Street Sub-Total	*$2,263,000*
State Route 137 (Inyo Avenue)	
SR 137 Sub-Total	*$1,900,000*
GRAND TOTAL	**$4,163,000**

[1] Reflects bulb-outs, crosswalks, bike lanes and relocation of Santa Fe Trail connections

These estimates are provided for planning purposes only in order to develop potential funding sources and schedules. When the project proceeds to the detailed engineering design stage, the cost estimates provided here will need to be revisited and refined for more precise project budgeting, funding/grant writing purposes.

Over 50% of the costs associated with the planned improvements are for the City street improvements to enhance accessibility by and safety for pedestrians and bicyclists. The key costs associated with the City street improvements are build-out of the numerous sidewalk gaps within the existing street rights-of-way and ADA curb ramps and crosswalks. Build-out of the sidewalk gaps will ultimately provide safer continuous pedestrian connections within and throughout the Study Area. The balance of the costs are associated with the proposed concept to convert State Route 137 to a "Complete Street" consistent with the Caltrans Deputy Directive 64-R1 (DD-64-R1). The Complete Street Concept Design for SR 137 will require approval by Caltrans prior to funding and construction.

Funding Sources

This section of the study will identify potential funding sources for the street and pedestrian improvements outlined in the previous Chapters. The funding sources are provided to assist with the development of more detailed funding programs for each of the implementation projects. It is not anticipated that one single funding source will be used, but rather, combinations of funding to deliver the various components of the planned improvements.

The funding sources outlined below represent a mix of federal, state, and local sources that could be used for components of the improvements. Further refinement on a project-by-project basis will be necessary as design details, timing, and agency involvement are defined. Given the breath and depth of the available funding, it does appear likely that multiple funding sources can be programmed as available over the long term to deliver the key components of the improvement plan.

Federal Funding

Safe, Accountable, Flexible, Efficient Transportation Equity Act (SAFETEA-LU)

SAFETEA-LU addresses the many challenges facing our transportation system today – challenges such as improving safety, reducing traffic congestion, improving efficiency in freight movement, increasing intermodal connectivity, and protecting the environment – as well as laying the groundwork for addressing future challenges. SAFETEA-LU promotes more efficient and effective Federal surface transportation programs by focusing on transportation issues of national significance, while giving State and local transportation decision makers more flexibility for solving transportation problems in their communities. While SAFETEA-LU has a number of funding programs for various segments of the nation's transportation system, the following fund sources may be most applicable to the West Pine Avenue Community Based Transportation Plan. While this federal transportation program expired in 2009, Congress has continued to provide funding following the guidelines outlined in SAFETEA-LU. Until new federal legislation is passed, it is expected that Congress will continue to extend SAFETEA-LU.

Transportation Enhancement Funds (TE)

The enhancement program funds projects that allow communities to strengthen the local economy, improve the quality of life, enhance the travel experience for people traveling by all modes, and protect the environment.

The enhancement program is funded by a 10 percent set-aside of the Surface Transportation Program. Enhancement projects are currently funded at 100 percent federal for all eligible items. All enhancement projects must relate to surface transportation and include at least one of the twelve qualifying activities listed below:

- Pedestrian or bicycle facilities
- Acquisition of scenic easements or scenic historic sites
- Scenic or historic highway programs (including provision of tourist and welcome center facilities)
- Landscaping and other scenic beautification
- Historic preservation
- Rehabilitation and operation of historic transportation buildings, structures, or facilities — including historic railroad facilities, and canal.
- Preservation of abandoned railway corridors — including conversion for use as bicycle or pedestrian trails
- Control and removal of outdoor advertising
- Archaeological planning and research
- Provision of safety and educational activities for pedestrians and bicyclists
- Environmental mitigation to address water pollution due to highway runoff or reduce vehicle-caused wildlife mortality while maintaining habitat connectivity. Environmental activities must go beyond what is customarily provided in projects.
- Establishment of transportation museums
- Transportation Workforce development, training, and education

Highway Safety Improvement Program (HSIP)

This program authorizes Federal-aid funding to achieve a significant reduction in traffic fatalities and serious injuries on all public roads. Each State's apportionment of HSIP funds is subject to a set-aside for construction and operational improvements on high-risk rural roads, including those likely to experience an increase in traffic volume that leads to a crash rate in excess of the average Statewide rate. States with Strategic Highway Safety Plans (SHSP) that meet the requirements of 23 USC 148 may obligate HSIP funds for all the purposes listed in section 148. Funds may be used for projects on any public road or publicly owned bicycle and pedestrian pathway or trail. Projects associated with this Plan may not be eligible for these funds until transportation facilities in the study area meet certain safety criteria.

Safe-Routes-To-School

The Safe Routes to School (SRTS) Program is administered by Caltrans, which annually provides application requirements in January of each year. Schools, school districts, non-profits, highway districts, cities, and counties can apply. The purpose of the SRTS program is to increase the safety and number of children walking and bicycling to school. Everyone benefits from SRTS. The benefits

of walking to school extend beyond increasing physical activity and include decreasing congestion surrounding schools, increasing an emphasis on pedestrian safety in the community, decreasing emissions surrounding schools, and even improving student behavior and performance within the classroom. The Safe Routes to Schools Program is a component of the FHWA SAFETEA-LU program. The funds are dedicated to enhance children's health and well-being; ease traffic congestion near schools; improve air quality, improve community members overall quality of life. Given the proximity of the Elementary School this grant program could provide significant funding towards the street improvements. It is important to note that any projects associated with this Plan which include traffic control features are required to satisfy minimum "warrants" before than can become eligible for these funds.

Congestion Mitigation and Air Quality Improvement (CMAQ)

Funds are aimed at reducing transportation related sources and emissions throughout all areas of the state. The primary purpose of the CMAQ Program is to fund projects, planning, and programs in air quality non-attainment and maintenance areas, as well as areas of concern for ozone (O3), carbon monoxide (CO), and particulate matter (PM) which reduce transportation-related emissions. CMAQ funds are available for construction and non-construction type projects. A local match is required. Projects are solicited through Tulare County Association of Government's (TCAG) programming process for the Federal Transportation Improvement Program through annual CMAQ fund apportionments provided to TCAG. Only certain portions of the projects associated with this Plan may be eligible for these funds, such as the bicycle lanes and sidewalks, which have air quality benefits.

State Funding

State Transportation Improvement Program (STIP)

The State transportation program is a potential source of funding for the recommended street improvements. Funding from this source would need to be programmed initially by the Tulare County Association of Governments and then by the California Transportation Commission. Once programmed, those funds could be used to design and construct the street improvements. Currently, no funds are programmed for the planned improvements and the process to begin programming would have to originate with the City of Tulare/ Tulare County Association of Governments. It is important to note that City of Tulare funding share through the STIP is very limited and there is currently no capacity to program any new projects in the STIP through 2025.

Environmental Enhancement and Mitigation Program (EEMP)

The program offers grants to local, state, and federal governmental agencies and nonprofit organizations for projects to mitigate environmental impacts caused by new or modified state transportation facilities. Grants generally will be limited to $350,000 per project and are given in three categories:

- Highway Landscape and Urban Forestry -- Projects designed to improve air quality through the planting of trees and other suitable plants
- Resource Lands -- Projects for the acquisition, restoration, or enhancement of watersheds, wildlife habitat, wetlands, forests, or other significant natural areas

- Roadside Recreation-- Projects for the acquisition and/or development of roadside recreational opportunities. It is important to note that since these grants are limited to environmental impacts caused by new or existing transportation projects, there have been no unmitigated environmental impacts due to transportation projects which have occurred recently in the study area

Therefore, projects associated with this Plan are not yet eligible for these funds.

San Joaquin Valley Air Pollution Control District (APCD)

Remove II - Bicycle Infrastructure Component provides incentives for Class I or Class II bicycle path construction. The purpose of this program is to assist with the development or expansion of a comprehensive bicycle transportation network. Therefore, the program serves to promote bicycling as a viable option of transportation for residents traveling short distances (less than five miles) to school, work, and commercial sites.

State Bicycle Transportation Account

The Bicycle Transportation Account (BTA) provides state funds for city and county projects that improve safety and convenience for bicycle commuters. To be eligible for BTA funds, a city or county must prepare and adopt a Bicycle Transportation Plan (BTP) that complies with Streets and Highways Code Section 891.2 and the following:

1. The governing body of a city or county must adopt the BTP by resolution or certify that it is current and complies with Streets and Highways Code Section 891.2.
2. The city or county must submit the BTP to the appropriate Metropolitan Planning Organization (MPO) or Regional Transportation Planning Agency (RTPA) for review and approval for compliance with Streets and Highways Code Section 891.2 and the regional transportation plan (RTP).
3. Following regional approval, the city or county must submit the BTP, the resolution adopting the BTP, and the letter of approval from the MPO/RTPA to the Caltrans Bicycle Facilities Unit (BFU) for review and approval.
4. BTP adoption establishes eligibility for five consecutive BTA funding cycles. Example: BTPs adopted in 2008 and submitted December 1, 2008; with an application for 2009/2010 BTA funding would establish eligibility for state fiscal years 2009/2010, 2010/2011, 2011/2012, 2012/2013, and 2013/2014. The state fiscal year begins on
5. July 1 and ends on June 30 of the following year.

Applications for the Bicycle Transportation Account funds are due to Caltrans Districts by December 1 of each year. Caltrans anticipates appropriation of $7.2 million for the Bicycle Transportation Account (BTA) in FY 2010-11; $180,000 limit per project with 10% local match required.

Local Funding

Transportation Development Act

The Transportation Development Act (TDA) provides two major sources of funding for transportation: the Local Transportation Fund (LTF) and the State Transit Assistance fund (STA). Historically, LTF money has been derived from 1/4 cent of retail sales tax collected in the State of California, and then distributed to areas based on population, while STAF money has been generated by gasoline sales tax, and allocated to areas based on transit operator revenues.

However, in 2009, the gasoline sales tax was eliminated as part of a compromise in the State budget crisis. Legislative revisions are currently pending that will change the funding mechanisms for TDA money. In March of 2010, Governor Schwarzenegger signed bills (Abx8 6 and Abx8 9) that ensured STAF funding for fiscal year 2010-2011, and provided continued funding through a gas-tax swap. This issue remains unresolved so far in 2011 under newly elected Governor Brown. Therefore there is little expectation that, given the ongoing state budget shortfalls, that TDA money for street improvements will be renewed.

Some counties, like Tulare County have the option of using LTF for local streets and roads projects, if they can show there are *no* unmet transit needs. In such instance, however, only 2% of LTF funds can be used for non-transit purposes, such as for Bicycle and Pedestrian improvements, as paraphrased below:

> Transportation Development Act Article 3 funds are used by cities for the planning and construction of bicycle and pedestrian facilities. By ordinance, Tulare County Association of Governments is responsible for administering this program and establishing its policies. TDA Article 3 funds may be used for the following activities related to the planning and construction of bicycle and pedestrian facilities:
>
> - Engineering expenses leading to construction
> - Right-of-way acquisition
> - Construction and reconstruction.
> - Retrofitting existing bicycle and pedestrian facilities, including installation of signage, to comply with the Americans with Disabilities Act (ADA). Route improvements such as signal controls for cyclists, bicycle loop detectors, rubberized rail crossings and bicycle-friendly drainage grates
> - Purchase and installation of bicycle facilities such as secure bicycle parking, benches, drinking fountains, changing rooms, rest rooms and showers which are adjacent to bicycle trails, employment centers, park-and-ride lots, and/or transit terminals and are accessible to the general public

Measure R Funds

Passed in 2006 by Tulare County residents, Measure R is a one-half cent sales tax that in the next 30 years will bring more than $652 million into Tulare County to address major transportation needs. The Tulare County Association of Governments, serving as the Tulare County Transportation Authority, coordinates all aspects of Measure R. Currently funds are to be allocated as follows:

50%	Regional Projects
35%	Local Projects
15%	Transit, Bicycle, Environmental Projects
1%	Administration

The Tulare County Transportation Authority is made up of 13 voting members of TCAG - eight members representing each city in the county, along with all five members of the Tulare County Board of Supervisors and TCAG staff.

There are currently $5 million dollars allocated for Santa Fe Trail improvements throughout the 30-year life of Measure R, including for bicycle arterial crossing improvements.

Private Funding

The private sector may play a major role in the implementation of the recommended improvements. Private projects proposed along City street or SR 137 frontages can be directly called upon to provide sidewalks, curb ramps or other necessary street improvements as conditions of new development. Additionally, these projects may be capable of providing funding towards or construction of portions of the median, landscaping, street lighting, pavement, and bike lanes.

Recommended Funding Plan

Based on the foregoing review of potential funding sources, funding options for the street and pedestrian improvements are extensive. Federal, State, and local funding sources for transportation improvements are many times specifically targeted for just this type of project. In combination, the City of Tulare and Caltrans appear to have a unique opportunity to capture several Federal and State grants to partially fund the planned improvements. The City, in partnership with Caltrans, is encouraged to actively pursue several grant options in order to fully capture federal and state funds and to provide for the proper mix of funding sources necessary. Table 6.2 shows a summary of possible revenue sources and revenue amounts.

TABLE 6.2
SUMMARY OF POSSIBLE REVENUE SOURCES

Source	Potential Revenue
Measure "R" Funds:	
Regional	$1,334,000
Caltrans (State & Federal Funds)	$1,260,000
State Bike Transportation Account or CMAQ Funds	$15,000
Community Development Block Grants	$200,000
Safe Routes to School Grants:	
City Streets (City as Applicant)	$450,000
State Route 137 (Caltrans as Applicant)	$450,000
Private Development	
City Streets	$207,000
State Route 137	$190,000
Other (TBD)	$57,000
TOTAL POSSIBLE REVENUES	$4,163,000

Based on the available funding sources and the options for additional funding as summarized above, the recommended funding plan for the street, bike, and pedestrian improvements is as follows:

1. Maximize revenues from local, county, state, and federal sources.
2. Immediately begin pursuit of a State Safe Route to School Grant for improvements to City Streets. The City in cooperation with Tulare County Association of Government and Caltrans should begin programming State Highway funding (STIP) for improvements to State Route 137. It is recommended that if full funding is not available, then the portion between Sacramento and "C" Street be completed first.
3. Pursue Transportation Enhancement funds for improvements to SR 137.
4. Use Transportation Development Act (TDA) funds, if necessary, to match federal and state grants.

5. As development takes place in the community, the City should work with developers to provide funding for, or construction of, portions of State Route 137 and those city streets needing improvements.
6. The City of Tulare, in partnership with Tulare County Association of Governments and Caltrans should pursue funding for Class 2 bike facilities from the State Bicycle Transportation Account and the Congestion Mitigation and Air Quality funds along SR 137.
7. Apply to the Tulare County Association of Governments for a Bike Grant to assist in the funding of the Class 2 – On-street Bike Lane along "B" Street from SR 137/ Inyo to Cross Avenue.

The capital improvement funding program outlined above does provide a wide variety of optional funding sources for the County and Caltrans to pursue. While the overall program is relatively complex, the funding of the individual components of the street, bike, and pedestrian improvements appear to be fundable through combinations of programs, as funding is available.

Appendix

A

CALTRANS DEPUTY DIRECTIVE NUMBER 64-R1 (DD-64-R1)

West Pine Avenue Community Based Transportation Plan

Deputy Directive

Number: DD-64-R1

Refer to Director's Policy: DP-22 Context Sensitive Solutions
DP-05 Multimodal Alternatives
DP-06 Caltrans Partnerships
DP-23-R1 Energy Efficiency, Conservation and Climate Change

Effective Date: October 2008

Supersedes: DD-64 (03-26-01)

TITLE Complete Streets - Integrating the Transportation System

POLICY

The California Department of Transportation (Department) provides for the needs of travelers of all ages and abilities in all planning, programming, design, construction, operations, and maintenance activities and products on the State highway system. The Department views all transportation improvements as opportunities to improve safety, access, and mobility for all travelers in California and recognizes bicycle, pedestrian, and transit modes as integral elements of the transportation system.

The Department develops integrated multimodal projects in balance with community goals, plans, and values. Addressing the safety and mobility needs of bicyclists, pedestrians, and transit users in all projects, regardless of funding, is implicit in these objectives. Bicycle, pedestrian, and transit travel is facilitated by creating "complete streets" beginning early in system planning and continuing through project delivery and maintenance and operations. Developing a network of "complete streets" requires collaboration among all Department functional units and stakeholders to establish effective partnerships.

DEFINITIONS/BACKGROUND

Complete Street – A transportation facility that is planned, designed, operated, and maintained to provide safe mobility for all users, including bicyclists, pedestrians, transit riders, and motorists appropriate to the function and context of the facility.

The intent of this directive is to ensure that travelers of all ages and abilities can move safely and efficiently along and across a network of "complete streets."

State and federal laws require the Department and local agencies to promote and facilitate increased bicycling and walking. California Vehicle Code (CVC) (Sections 21200-21212), and Streets and Highways Code (Sections 890 – 894.2) identify the rights of bicyclists and pedestrians, and establish legislative intent that people of all ages using all types of mobility devices are able to travel on roads. Bicyclists, pedestrians, and nonmotorized traffic are permitted on all State facilities, unless prohibited (CVC, section 21960). Therefore, the Department and local agencies have the duty to provide for the safety and mobility needs of all who have legal access to the transportation system.

Department manuals and guidance outline statutory requirements, planning policy, and project delivery procedures to facilitate multimodal travel, which includes connectivity to public transit for bicyclists and pedestrians. In many instances, roads designed to Department standards provide basic access for bicycling and walking. This directive does not supersede existing laws. To ensure successful implementation of "complete streets," manuals, guidance, and training will be updated and developed.

RESPONSIBILITIES

Chief Deputy Director:

- Establishes policy consistent with the Department's objectives to develop a safe and efficient multimodal transportation system for all users.
- Ensures management staff is trained to provide for the needs of bicyclists, pedestrians, and transit users.

Deputy Directors, Planning and Modal Programs and Project Delivery:

- Include bicycle, pedestrian, and transit modes in statewide strategies for safety and mobility, and in system performance measures.
- Provide tools and establish processes to identify and address the needs of bicyclists, pedestrians, and transit users early and continuously throughout planning and project development activities.
- Ensure districts document decisions regarding bicycle, pedestrian, and transit modes in project initiation and scoping activities.
- Ensure Department manuals, guidance, standards, and procedures reflect this directive, and identify and explain the Department's objectives for multimodal travel.
- Ensure an Implementation Plan for this directive is developed.

Deputy Director, Maintenance and Operations:

- Provides tools and establishes processes that ensure regular maintenance and operations activities meet the safety and mobility needs of bicyclists, pedestrians, and transit users in construction and maintenance work zones, encroachment permit work, and system operations.
- Ensures Department manuals, guidance, standards, and procedures reflect this directive and identifies and explains the Department's objectives for multimodal travel.

District Directors:

- Promote partnerships with local, regional, and State agencies to plan and fund facilities for integrated multimodal travel and to meet the needs of all travelers.
- Identify bicycle and pedestrian coordinator(s) to serve as advisor(s) and external liaison(s) on issues that involve the district, local agencies, and stakeholders.
- Ensure bicycle, pedestrian, and transit needs are identified in district system planning products; addressed during project initiation; and that projects are designed, constructed, operated, and maintained using current standards.
- Ensure bicycle, pedestrian, and transit interests are appropriately represented on interdisciplinary planning and project delivery development teams.
- Provide documentation to support decisions regarding bicycle, pedestrian, and transit modes in project initiation and scoping activities.

Deputy District Directors, Planning, Design, Construction, Maintenance, and Operations:

- Ensure bicycle, pedestrian, and transit user needs are addressed and deficiencies identified during system and corridor planning, project initiation, scoping, and programming.
- Collaborate with local and regional partners to plan, develop, and maintain effective bicycle, pedestrian, and transit networks.
- Consult locally adopted bicycle, pedestrian, and transit plans to ensure that State highway system plans are compatible.
- Ensure projects are planned, designed, constructed, operated, and maintained consistent with project type and funding program to provide for the safety and mobility needs of all users with legal access to a transportation facility.
- Implement current design standards that meet the needs of bicyclists, pedestrians, and transit users in design, construction and maintenance work zones, encroachment permit work, and in system operations.
- Provide information to staff, local agencies, and stakeholders on available funding programs addressing bicycle, pedestrian, and transit travel needs.

Chiefs, Divisions of Aeronautics, Local Assistance, Mass Transportation, Rail, Transportation Planning, Transportation System Information, Research and Innovation, and Transportation Programming:

- Ensure incorporation of bicycle, pedestrian, and transit travel elements in all Department transportation plans and studies.
- Support interdisciplinary participation within and between districts in the project development process to provide for the needs of all users.
- Encourage local agencies to include bicycle, pedestrian, and transit elements in regional and local planning documents, including general plans, transportation plans, and circulation elements.
- Promote land uses that encourage bicycle, pedestrian, and transit travel.
- Advocate, partner, and collaborate with stakeholders to address the needs of bicycle, pedestrian, and transit travelers in all program areas.
- Support the development of new technology to improve safety, mobility, and access for bicyclists, pedestrians, and transit users of all ages and abilities.
- Research, develop, and implement multimodal performance measures.
- Provide information to staff, local agencies, and stakeholders on available funding programs to address the needs of bicycle, pedestrian, and transit travelers.

Chiefs, Divisions of Traffic Operations, Maintenance, Environmental Analysis, Design, Construction, and Project Management:

- Provide guidance on project design, operation, and maintenance of work zones to safely accommodate bicyclists, pedestrians, and transit users.
- Ensure the transportation system and facilities are planned, constructed, operated, and maintained consistent with project type and funding program to maximize safety and mobility for all users with legal access.
- Promote and incorporate, on an ongoing basis, guidance, procedures, and product reviews that maximize bicycle, pedestrian, and transit safety and mobility.
- Support multidisciplinary district participation in the project development process to provide for the needs of all users.

Employees:

- Follow and recommend improvements to manuals, guidance, and procedures that maximize safety and mobility for all users in all transportation products and activities.
- Promote awareness of bicycle, pedestrian, and transit needs to develop an integrated, multimodal transportation system.
- Maximize bicycle, pedestrian, and transit safety and mobility through each project's life cycle.

APPLICABILITY

All departmental employees.

Randell H. Iwasaki

RANDELL H. IWASAKI
Chief Deputy Director

October 2, 2008

Date Signed

Appendix

B

MAPLE ELEMENTARY SCHOOL
STUDENT TRANSPORTATION COUNT RESULTS

West Pine Avenue Community Based Transportation Plan

West Pine Avenue Community Based Transportation Plan

Student Transportation Count

Grade: (K, 1,2,3…) 0 2

Start date of count M M D D Y Y Y Y

Number of students enrolled in class 1 5

- Please conduct these counts on Tuesday, Wednesday & Thursday during the week of September 13, 2010
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each student may answer only once.
- Ask your students as a group the question "How did you arrive at school today?"
- Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box.
- Follow the same procedure for the question "How do you plan to leave for home after school?"
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

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

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

	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
KEY	S = sunny R = rainy O=Overcast	Number in class when count made	-	-	-	Only with children from your family	Riding with children from other families	City bus	Skate-board, scooter, etc.
Sample AM	S	19	4	3	0	7	4	0	1
Sample PM	R	20	4	3	0	8	4	0	1
Tues. AM									
Tues. PM									
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									

Tuesday September 21, 2010

Survey #	# enrolled	Time	Weather	Attendance	Walk	Bike	School Bus	Fam. Vehicle	Carpool	Transit	Other
Totals	714	AM		662	256	11	8	367	15	1	2
		PM		668	262	12	11	353	24	1	2
		AM	%	92.72%	38.67%	1.66%	1.21%	55.44%	2.27%	0.15%	0.30%
		PM		93.56%	39.22%	1.80%	1.65%	52.84%	3.59%	0.15%	0.30%

Grade	enrolled		attendance							
k	122	AM	111	45	0	0	66	0	0	0
			91%	41%	0%	0%	59%	0%	0%	0%
		PM	116	45	0	0	71	0	0	0
			95%	37%	0%	0%	58%	0%	0%	0%
1	133	AM	122	50	0	1	65	5	0	1
			92%	41%	0%	1%	53%	4%	0%	1%
		PM	123	52	1	1	63	5	0	1
			92%	42%	1%	1%	51%	4%	0%	1%
2	104	AM	99	31	2	0	58	5	0	1
			95%	31%	2%	0%	59%	5%	0%	1%
		PM	99	30	2	0	58	5	0	1
			95%	30%	2%	0%	59%	5%	0%	1%
3	115	AM	105	32	4	2	64	3	0	0
			91%	30%	4%	2%	61%	3%	0%	0%
		PM	105	40	3	2	55	5	0	0
			91%	38%	3%	2%	52%	5%	0%	0%
4	118	AM	109	45	3	1	59	0	1	0
			92%	41%	3%	1%	54%	0%	1%	0%
		PM	109	46	4	1	52	5	1	0
			92%	42%	4%	1%	48%	5%	1%	0%
5	122	AM	116	53	2	4	55	2	0	0
			95%	46%	2%	3%	47%	2%	0%	0%
		PM	116	49	2	7	54	4	0	0
			95%	42%	2%	6%	47%	3%	0%	0%
	714									

Wednesday September 22, 2010

Survey #	# enrolled	Time	Weather	Attendance	Walk	Bike	School Bus	Fam. Vehicle	Carpool	Transit	Other
Totals	714	AM		692	247	13	4	373	38	2	3
		PM		682	232	15	6	382	23	2	3
		AM	%	96.92%	35.69%	1.88%	0.58%	53.90%	5.49%	0.29%	0.43%
		PM		95.52%	34.02%	2.20%	0.88%	56.01%	3.37%	0.29%	0.44%

Grade	enrolled		attendance							
k	122	AM	120	44	0	0	60	16	0	0
			98%	37%	0%	0%	50%	13%	0%	0%
		PM	113	36	0	0	77	0	0	0
			93%	30%	0%	0%	63%	0%	0%	0%
1	133	AM	128	45	0	0	74	8	0	1
			96%	35%	0%	0%	58%	6%	0%	1%
		PM	127	43	0	0	76	7	0	1
			95%	34%	0%	0%	60%	6%	0%	1%
2	104	AM	100	25	5	0	54	3	0	2
			96%	25%	5%	0%	54%	3%	0%	2%
		PM	99	23	6	0	47	6	0	2
			95%	23%	6%	0%	47%	6%	0%	2%
3	115	AM	111	36	2	2	66	4	1	0
			97%	32%	2%	2%	59%	4%	1%	0%
		PM	110	32	2	2	67	4	1	0
			96%	29%	2%	2%	61%	4%	1%	0%
4	118	AM	115	50	3	1	56	2	1	0
			97%	43%	3%	1%	49%	2%	1%	0%
		PM	115	52	4	1	52	3	1	0
			97%	45%	3%	1%	45%	3%	1%	0%
5	122	AM	118	47	3	1	63	5	0	0
			97%	40%	3%	1%	53%	4%	0%	0%
		PM	118	46	3	3	63	3	0	0
			97%	39%	3%	3%	53%	3%	0%	0%
	714									

Thursday September 23, 2010

Survey #	# enrolled	Time	Weather	Attendance	Walk	Bike	School Bus	Fam. Vehicle	Carpool	Transit	Other
Totals	714	AM		679	246	11	16	377	19	2	3
		PM		673	248	12	10	370	20	2	3
		AM	%	95.10%	36.23%	1.62%	2.36%	55.52%	2.80%	0.29%	0.44%
		PM		94.26%	36.85%	1.78%	1.49%	54.98%	2.97%	0.30%	0.45%

Grade	enrolled		attendance							
k	122	AM	117	46	0	0	71	0	0	0
			96%	39%	0%	0%	61%	0%	0%	0%
		PM	117	43	0	0	74	0	0	0
			96%	35%	0%	0%	61%	0%	0%	0%
1	133	AM	127	44	0	0	75	7	0	1
			95%	35%	0%	0%	59%	6%	0%	1%
		PM	126	43	0	0	74	8	0	1
			95%	34%	0%	0%	59%	6%	0%	1%
2	104	AM	101	34	2	0	55	4	0	1
			97%	34%	2%	0%	54%	4%	0%	1%
		PM	98	32	2	0	53	4	0	1
			94%	33%	2%	0%	54%	4%	0%	1%
3	115	AM	107	35	2	12	53	3	1	0
			93%	33%	2%	11%	50%	3%	1%	0%
		PM	106	40	2	1	59	3	1	0
			92%	38%	2%	1%	56%	3%	1%	0%
4	118	AM	112	48	2	0	61	0	1	1
			95%	43%	2%	0%	54%	0%	1%	1%
		PM	112	49	3	1	54	2	1	1
			95%	44%	3%	1%	48%	2%	1%	1%
5	122	AM	115	39	5	4	62	5	0	0
			94%	34%	4%	3%	54%	4%	0%	0%
		PM	114	41	5	8	56	3	0	0
			93%	36%	4%	7%	49%	3%	0%	0%
	714									

Appendix

C

STEERING COMMITTEE MEETINGS

West Pine Avenue Community Based Transportation Plan

West Pine Avenue Community-Based Transportation Plan

Project Team and Steering Committee Roster

	Name	Affiliate	Address	Phone	Email
Project Team	Betsy McGovern-Garcia	Tulare Redevelopment Agency	411 Kern Avenue, Tulare, CA 93274	559-684-4254	bmcgovern@ci.tulare.ca.us
	Lynette Holguin	Tulare Redevelopment Agency	411 Kern Avenue, Tulare, CA 93274	559-684-4236	lholguin@ci.tulare.ca.us
	Michael Miller	Tulare Public Works Dept.	411 Kern Avenue, Tulare, CA 93274	559-684-4269	mmiller@ci.tulare.ca.us
	Laurel Barton	Tulare Public Works Dept.	411 East Kern Avenue, Tulare, CA 93274	559-684-4317	LBarton@ci.tulare.ca.us
	Charlie Clouse	TPG Consulting, Inc.	222 N. Garden Street	559-739-8072	cclouse@tpgconsulting.net
	Mary Beatie	TPG Consulting, Inc.	222 N. Garden Street	559-739-8072	mbeatie@tpgconsulting.net
	Ross Gentry	TPG Consulting, Inc.	222 N. Garden Street	559-739-8072	ross.gentry@tpgconsulting.net
	Jill Gormley	TPG Consulting, Inc.	222 N. Garden Street	559-739-8072	jgormley@tpgconsulting.net
	Marta Frausto	Caltrans, Dist. 6, Planning	1352 W. Olive, Fresno, CA 93778	559.488.4168	marta_frausto@dot.ca.gov
Steering Committee	Val Brown	Principal, Maple Elementary	640 W. CROSS – 685-7270 / 685-7337 FAX	599-799-8641	vbrown@tcsd.k12.ca.us
	Shawn Cardoza	Tulare P.D. Traffic Safety Team	260 South M Street, Tulare CA 93274	559-358-6299	scardoza@ci.tulare.ca.us
	June K Sexton	Tulare County Asthma Coalition	16723 Ave 328, Visalia, Ca 93292	559-798-1287	asthma.tcac@yahoo.com
	Lana da Silva	Tulare Parks and Recreation	830 South Blackstone, Tulare CA 93274	559-685-2330	LDasilva@ci.tulare.ca.us
	Susan Neves Roberta Lopez	Tulare Community Health Clinic	1201 N Cherry Street, Tulare CA 93274	559-684-4345 559-685-4607	sneves@tchci.com rlopez@tchci.com
	Argelia Flores	United Way	1601 E. Prosperity Ave., Tulare, 93274	559-685-1766	argelia@unitedwaytc.org
	Veva Islas Hooker	CCROPP (Central California Region Obesity Prevention Program)	1625 E. Shaw Ave., Suite 106, Fresno, CA 93710	W: 559-228-2142 C: 661-319-8029	gislas@csufresno.edu
Other Contacts	Lucy VanScyoc	Tulare Wester High School, Principal	824 W. Maple Avenue, Tulare, CA 93274	559-686-8751	
	Stephen Amundson	Tulare Western High School ASB & Link Crew Club Faculty Advisor	824 W. Maple Avenue, Tulare, CA 93274	559-686-8751	stephen.amundson@tulare.k12.ca.us
	Francesca Giannandrea	Maple School Kindergarten Teacher	640 W. Cross Street, Tulare CA 93274	559-686-8751	gfgiannandrea@tcsd.k12.ca.us
	Cindy Perry	Maple School Librarian	640 W. Cross Street, Tulare CA 93274	559-686-8751	
	Arlene Corral	Tulare Western ASB President	824 W. Maple Avenue, Tulare, CA 93274	559-802-6174	

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

Project No.: 10-1231

- Agenda -

West Pine Project Steering Committee
Monday, August 16, 2010
Maple Elementary School Library
3:30 pm

1. Welcome & Introductions *Roster passed around and annotated with updates/corrections*
    a. Project Team Partners:
        i. Steering Committee Members
        ii. TPG Consulting, Inc. & Language Solutions
        iii. Tulare Staff
        iv. Caltrans Staff
        v. Community Support *can be generated through school – Val will seek a parent volunteer, Asthma Coalition, and CCROPP.*

2. Study Overview
    a. Goals and Objectives *Betsy summarized*
    b. Steering Committee Role *Betsy summarized*
    c. Project Schedule *now through anticipated adoption of Plan in early 2011*
    d. Calendar Maple School Back-to-School Night *Tuesday, Sept. 7th*
    e. Student Transportation Count Inventory: Week of Sept. 13, 2010
        i. Need to know number of K-5 classes or classrooms *30 teachers main campus,, two AM and two PM Preschools (County-run), three at Cross & E facility, and two Special Day classrooms. (39 total)*

3. Coordination of Walk-to-School-Day Event: October 6, 2010
    a. Activities
        i. Walk to School & Walkability Survey *TWHS Student led Walking School Buses? Goody bags, t-shirts for volunteers/leaders, water bottles, other non-profit donations related to healthy living, snacks (few if none due to related allergy risks.)*
        ii. Project Kick-off Open House *scheduled for evening of Sept. 30 (like 6:30 or 7:00 PM at school cafeteria to present project to community and debrief on Walk to School Day. Val can set up school auto home dial for personal invites.*
    b. Event Day Schedule Start *no earlier than 7:00 AM, some students need to get to school by 7:40 for Breakfast program; end by 8:15 AM school bell.*

c. Promotion & Support *"Ride & Stride"…look for equivalent rhyming Spanish translation, if possible.*
   i. Parent/Teacher Conferences? Or "Back-to-School Night"? *It was decided that rather than being a distraction at the school function, that teachers would hand out Save the Date fliers for both the Project Kick-off/Community Open House, and the Walk to School Day events.*

d. Logistics

4. Good of the Order *Wrap-up: Susan and Roberta volunteered to organize goody bags and solicit items for the bags. There are 708 students; decided 800 bags should be planned for, assuming parents, etc. will also participate. Argelia will ask if United Way would like to donate bottled water. Lynette will work on T-shirt Logo as soon as a Spanish translation is known; will make up 120 shirts for estimated 60 student and 60 adult volunteers/leaders. Ross will coordinate with TWHS Administration to get "OK" for high school student volunteer work; will seek a student leader to attend next meeting and update Committee on what they will do. TPG will provide whatever aerial map resources the students need to plan the Walking School Bus routes. Mike Miller will update Committee on schedule and related construction activity in front of school on Cross Street for the week of October 6th event and advise on needed cautionary signs or detours.*

Next Meeting August 24, 3:30, School Library again.

Committee will talk in more detail about the W2SD schedule and activities and update on status of goody bag donations.

West Pine Avenue Community-Based Transportation Plan

	Name	Affiliate	Address	Phone	Email	August 16, 2010
Project Team	Betsy McGovern-Garcia	Tulare Redevelopment Agency	411 Kern Avenue, Tulare, CA 93274	559-684-4254	bmcgovern@ci.tulare.ca.us	☒
	Lynette Holguin	Tulare Redevelopment Agency	411 Kern Avenue, Tulare, CA 93274	559-684-4236	lholguin@ci.tulare.ca.us	☑
	Michael Miller	Tulare Public Works Dept.	411 Kern Avenue, Tulare, CA 93274	559-684-4269	mmiller@ci.tulare.ca.us	☑
	Laurel Barton	Tulare Public Works Dept.	411 East Kern Avenue, Tulare, CA 93274	559-684-~~4317~~ 214	LBarton@ci.tulare.ca.us	☑
	Bonnie Simoes	Planning Department	411 East Kern Avenue, Tulare, CA 93274	559-684-4223	bsimoes@ci.tulare.ca.us	☑
	Charlie Clouse	TPG	222 N. Garden Street	559-739-8072	cclouse@tpgconsulting.net	☐
	Mary Beatie	TPG	222 N. Garden Street	559-739-8072	mbeatie@tpgconsulting.net	☑
	Ross Gentry	TPG	222 N. Garden Street	559-739-8072	ross.gentry@tpgconsulting.net	☑
	Jill Gormley	TPG	222 N. Garden Street	559-739-8072	jgormley@tpgconsulting.net	☐
	Marta Frausto	Caltrans D6-Planning	1352 W. Olive, Fresno, CA 93778	559.488.4168	marta_frausto@dot.ca.gov	☑
Steering Committee	✓ Val Brown	Principal, Maple Elementary	640 W. CROSS – 685-7270 / 685-7337 FAX	599-799-8641	vbrown@tcsd.k12.ca.us	☑
	✓ Shawn Cardoza	Tulare P.D. Traffic Safety Team	260 South M Street, Tulare CA 93274	559-~~358-6299~~ 685-2300 xt 2143	scardoza@ci.tulare.ca.us	☐
	~~Julia Franco~~	~~Cmty Organizer~~				
	✓ June K Sexton	Tulare County Asthma Coalition			jnjs01@clearwire.net	☐
	✓ Lana da Silva	Tulare Parks and Recreation	830 South Blackstone, Tulare CA 93274	559-685-2330	LDasilva@ci.tulare.ca.us	☐
	✓ TBD ~~Susan Neves~~	Tulare Community Health Clinic	1201 N Cherry Street, Tulare CA 93274	559-684-4345	sneves@tchci.com	☑
	✓ Argelia Flores	United Way	1601 E. Prosperity Ave, Tulare 93274	559.685.1766	argelia@unitedwaytc.org	☒
	✓ Veva Islas Hooker	CCROPP	1625 E. Shaw Ave., Suite 106, Fresno, CA 93710	559.228.2142	gislas@csufresno.edu	☐
Other Contacts	Lucy VanScyoc	Principal, Tulare Western HS	824 W. Maple Avenue, Tulare, CA 93274	(559) 686-8751		☐
	~~Susan Neves~~					

Cindy Perry, Librarian

Francesca ~~Ginendrea~~ Giannandrea, K-teacher, runner fgiannandrea@tcsd.k12.ca.us ✓

Roberta Lopez Tulare Community Health Clinic 1201 N. Cherry st (559) 6854607 Tulare 93274 rlopez@tchci.com

TPG Consulting Incorporated

STUDY AREA BOUNDARY

Safe Route to School and Non-Mortized Transit

Figure 1

10-000

Kick-Off Meeting

Steering Committee & Stakeholder Interviews

Site Walk

Review Meeting with Staff

Open House

Review Survey Audit with RDA & Caltrans

Administrative Draft Review Meeting

(5) Review Draft Plan with Steering Cmte, Stakeholders, Policy & Decision Makers

RDA Board Meeting

Project Kick-Off Meeting/ Scope, Budget, Schedule Refinement

Interview Steering Committee & Stakeholders

Study Area Walk-About & Photo Reconnaissance

Design Walkability Survey

Suggested Education, Marketing, and Outreach Strategies Plan

Steering Committee Holds Walk to School Day

TPG Conducts Open House & Walkability Survey

Conduct Existing Conditions Audit

Prepare Administrative Draft Report

Prepare Draft Report

Sketch Level Concepts & Cost Estimates

Follow-up with Stakeholders & Policy Makers

Final Study

PHASE 1
Project Start-up & Administration

PHASE 2
Education & Marketing

PHASE 3
Data Collection & Community Input

PHASE 4
Evaluation & Planning

PHASE 5
Final Study

Month 1 → Month 2 → Month 3 → Month 4 → Month 5 → Month 6

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

Project No.: 10-1231

- Agenda Recap -

West Pine Project Steering Committee
Tuesday, August 24, 2010
Maple Elementary School Library
3:30 pm

A. WELCOME & INTRODUCTIONS

Present: See sign-in attached.

B. WEST PINE CBTP ACTIVITIES

1. Student Transportation Counts: Wed., Thurs., Fri., Sept. 14th, 15th & 16th
   Val Brown was handed enough tally sheets for each classroom along with instruction for teachers on how to complete the counts. TPG will collect the completed surveys from Maple School after the Sept. 16th.
2. September 30th, 2010 tentatively calendared as the date for the Community Open House & Project Kick-off to be held at the Maple School cafeteria / multi-purpose room.
3. September 21, 2010 - City Council Proclamation for October 6, 2010 Walk-to-School-Day Val Brown will be present to accept the Proclamation on behalf of the Steering Committee and Maple School.

C. STEERING COMMITTEE WALK-TO-SCHOOL DAY PLANNING

1. Determine Event Schedule:
   a. Start Time _7:00_ a.m., End Time _8:15_ a.m.

2. Pre-Promotion
   a. Save the Date Handouts @ Maple School Back-to-School Night - Sept. 7
      TPG will prepare Save the Date handouts and deliver to Val Brown by Friday, Sept. 3 for hand out at the Parent Teacher Conferences Sept. 7th-10th

3. Identify Activity Co-Chairs to coordinate:
   a. Pre-event classroom activity(ies) (preview survey, safe walk/bike practices, poster project) Maple School & Tulare Western in coordination with TPG
   b. Event Advertising & Press Releases Betsy McGovern-Garcia, Tulare Redevelopment Agency
   c. T-Shirts for Volunteers Lynette Holguin, Tulare Redevelopment Agency

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d. Incentives/Reward/ Goody Bags Susan Neves/Roberta Lopez, Tulare Community Health Clinic
e. Educational Literature (DMV, City Police, CHP, Auto Club, CCROPP, Asthma Coalition, TRMC Evolutions, other healthy living/nutrition/fitness) Susan Neves/Roberta Lopez, Tulare Community Health Clinic
f. Securing Parent & Community Volunteers[1] for:
   i. Walking with Students to School Estimated 120+ total as follows: 60 Tulare Western ASB/Linkcrew Leaders via Ross Gentry in coordination with faculty advisor Stephen Amundson, 15 *each* School and City Dignitaries & Staff via Val Brown and Bonnie Simoes, 10-15 parent volunteers
   ii. Organizing Walking School Buses Tulare Western ASB/Linkcrew Leaders via Ross Gentry in coordination with faculty advisor Stephen Amundson
   iii. Survey Table Leaders (est. how many?) Covered by i. and ii. above
   iv. Goody Bag Prep. & hand-out for each Survey-taker "All hands", Tentatively Oct. 4th from 6:30pm - 7:30pm at Maple School
   v. Tables Val Brown/Water Argelia Flores United Way
   vi. Storage Arrangements Val Brown, at Maple School
   vii. ~~Coordination, parking & set-up for Vendors~~ Committee rejected this activity
   viii. Assisting with Construction Detours City/Maple School

4. Good of the Order
   - All Steering Committee Members need to provide to Lynette Holguin *by Wed. Sept. 22* their lists of all sponsors committing to volunteering, donating, or otherwise providing services or resources for the Walk-to-School Day Event, so the list of sponsors' names can be provided in time for deadline to print the shirts.
   - Mike Miller will check with Public Works to see if sidewalks can be spray painted with "mile" markers for the walk

1. _____

Examples: Maple School Faculty & Parents
Maple School 5th Grade Student Council
Tulare High School Student Leaders
School District Staff & Dignitaries
City of Tulare Staff & Dignitaries
Other Stakeholders (Health/Fitness/Safety Organizations & Advocates)

- T-shirts will be bright "daisy" yellow with "Ride & Stride" "Caminar y Pedalear" and tennis shoes/bike logo on the fronts, with listing of all sponsors on the back; an estimated 120 shirts will be needed: 60 TWHS students, 30 School/City Staff & Dignitaries, 18 Steering Committee Members, 10-15 Parent Volunteers
- 800 Goody Bags will be made up
- Volunteers will be asked to park off-campus, preferably along E Street on Oct. 6.
- TPG will prepare a large Study Area/School District Map Display Board for use by TWHS in organizing the Walk-to-School Day "Leader" paths to School.
- Marta raised the question "Should we consider reversing the Walk-to-School routes to get the students home after school." Responses indicated that was a good idea, but felt students would likely return home the way they normally would, either by walking or by parent-pick-up, etc.
- United Way can provide up to 60 radio headsets for translation services at Open House

NEXT MEETING: Monday Sept. 20th, 3:30 Maple School Library…. Everyone please be ready to provide an oral update on your assignments and progress in preparing for the Walk-to-School Day Event. If possible, please bring your list of sponsor contacts to hand off to Lynette for printing on the backs of T-shirts.

West Pine Avenue Community-Based Transportation Plan

	Name	Affiliate	Address	Phone	Email	August 24, 2010
Project Team	Betsy McGovern-Garcia	Tulare Redevelopment Agency	411 Kern Avenue, Tulare, CA 93274	559-684-4254	bmcgovern@ci.tulare.ca.us	☐
	Lynette Holguin	Tulare Redevelopment Agency	411 Kern Avenue, Tulare, CA 93274	559-684-4236	lholguin@ci.tulare.ca.us	☑
	Michael Miller	Tulare Public Works Dept. Engineering	411 Kern Avenue, Tulare, CA 93274 E.	559-684-4269	mmiller@ci.tulare.ca.us	☑
	Laurel Barton	Tulare Public Works Dept. Engineering	411 East Kern Avenue, Tulare, CA 93274 E.	559-684-4317	LBarton@ci.tulare.ca.us	☐
	Bonnie Simoes	Planning Department	411 East Kern Avenue, Tulare, CA 93274	559-684-4223	bsimoes@ci.tulare.ca.us	☑
	Charlie Clouse	TPG Consulting, Inc.	222 N. Garden Street, Suite 100, Visalia, CA	559-739-8072	cclouse@tpgconsulting.net	☐
	Mary Beatie	TPG Consulting, Inc.	223 N. Garden Street, Suite 100, Visalia, CA	559-739-8072	mbeatie@tpgconsulting.net	☑
	Ross Gentry	TPG Consulting, Inc.	224 N. Garden Street, Suite 100, Visalia, CA	559-739-8072	ross.gentry@tpgconsulting.net	☑
	Jill Gormley	TPG Consulting, Inc.	225 N. Garden Street, Suite 100, Visalia, CA	559-739-8072	jgormley@tpgconsulting.net	☑
	Marta Frausto	Caltrans, D6-Planning	1352 W. Olive, Fresno, CA 93778 -2616	559.488.4168	marta_frausto@dot.ca.gov	☑
Steering Committee	Val Brown	Principal, Maple Elementary	640 W. Cross – 685-7270 / 685-7337 FAX	599-799-8641	vbrown@tcsd.k12.ca.us	☑
	Shawn Cardoza	Tulare P.D. Traffic Safety Team	260 South M Street, Tulare CA 93274	559-685-2300 x 2143	scardoza@ci.tulare.ca.us	☐
	June K Sexton	Tulare County Asthma Coalition			jnjs01@clearwire.net	☐
	Lana da Silva	Tulare Parks and Recreation	830 South Blackstone, Tulare CA 93274	559-685-2330	LDasilva@ci.tulare.ca.us	☐
	Susan Neves	Tulare Community Health Clinic	1201 N Cherry Street, Tulare CA 93274	559-684-4345	sneves@tchci.com	☐
	Roberta Lopez	Tulare Community Health Clinic	1201 N Cherry Street, Tulare CA 93274	559-684-4607 5	rlopez@tchci.com	☑
	Argelia Flores	United Way	1601 E. Prosperity, Ave. Tulare. 93274 E.	559.685.1766	argelia@unitedwaytc.org	☑
	Veva Islas Hooker	CCROPP	1625 E. Shaw Ave., Suite 106, Fresno, CA 93710	559.228.2142	gislas@csufresno.edu	☐
Other Contacts	Lucy VanScyoc	Principal, Tulare Western HS	824 W. Maple Avenue, Tulare, CA 93274	(559) 686-8751		☐
	Francesca Giannandrea	Maple Kindergarten Teacher	640 W. Cross – 685-7270 / 685-7337 FAX		fgiannandrea@tcsd.k12.ca.us	☑
	Cindy Perry	Maple Librarian	640 W. Cross – 685-7270 / 685-7337 FAX			☐

West Pine Avenue Community Based Transportation Plan

Student Transportation Count

Grade: (K, 1,2,3…) 0 2

Start date of count M M D D Y Y Y Y

Number of students enrolled in class 1 5

- Please conduct these counts on Tuesday, Wednesday & Thursday during the week of September 13, 2010
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each student may answer only once.
- Ask your students as a group the question "How did you arrive at school today?"
- Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box.
- Follow the same procedure for the question "How do you plan to leave for home after school?"
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

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

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

	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
KEY	S = sunny R = rainy O=Overcast	Number in class when count made	-	-	-	Only with children from your family	Riding with children from other families	City bus	Skate-board, scooter, etc.
Sample AM	S	19	4	3	0	7	4	0	1
Sample PM	R	20	4	3	0	8	4	0	1
Tues. AM									
Tues. PM									
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

Project No.: 10-1231

- Report from Ross Gentry -

West Pine Project Steering Committee
Tuesday, August 24, 2010

High School Student Support for "Ride and Stride" Program

Tulare Western Student Leadership programs, under the supervision of Stephen Amundson, is actively seeking community service involvement for students and is prepared to commit significant support for the Walk to School Day and other events and activities. Prior to meeting with Steve, I asked for and received the support of high school district and Tulare Western administration. Following is an outline of our conversation.

General

- Tulare Western can provide as many as 60 volunteers for events and ongoing activities from two leadership programs, ASB and Link Crew which is a freshman orientation and student-to-student mentoring program.
- The ASB works with all student clubs including two student service clubs, Key Club and S Club, which have strong affiliation with Tulare Kiwanis and Soroptomist clubs respectively.
- Mr. Amundson also works with the Tulare Western Athletic Department.

Walk to School Day Event

October 6th

- As many as 60 students, half available until 7:45, the rest available until 9:45. We need to provide the start time.
- Lead (with adults as available) the "walking school bus" to school.
- Help with survey as needed.
- Photograph and video record event for possible publicity and instructional uses.
- Provide a P.A. system if needed for announcements and music during event.
- Face painting for Maple students.

Prior to October 6th

- Create and implement a marketing plan for this event
- Organize "walking school bus" in neighborhoods (visit homes, speak with parents, etc.)
- Speak to classes at Maple School to encourage walking on October 6th
- Create butcher paper signs for Maple School to advertise the event

Other activities and events

Fitness

- Using high school athletic team members, create a series of "how-to" clinics for Maple School students.

Adopt a Classroom

- Two high school students are available to work with each Maple School teacher to assist in keeping a high profile for the Ride and Stride program throughout the year.

Planning Involvement

- Provide an opportunity for high school students to be involved in the development of Ride and Stride marketing and sustainability plans and documents.

TULARE WESTERN STUDENT SUPPORT FOR MAPLE SCHOOL "RIDE & STRIDE" EVENT

DATES	EVENT	NOTES	TIME	LOCATION
September 20	Steering Committee meeting	2 students and advisor	3:30 pm to 5:00 pm	Maple School Library
September 21	City Council - Walk to School Proclamation	2 students and advisor	7:00 pm to ?	New Tulare City Library New Council Chambers 491 North "M" Street
September 30	Community Open House and Project Kick-off	60 students and advisor	5:00 pm to 7:00 pm	Maple School Cafeteria/Multi-purpose Room
October 4	Steering Committee meeting and event preparation	60 students and advisor	6:00 pm to 7:30 pm	Maple School Cafeteria/Multi-purpose Room
Before October 5	Planning	1) Develop "walking school bus" plan Research methods and 2) Teams of 2 hs students speak to Maple School classes about event 3) Make day of event signs to hang around Maple School		
October 6	International Walk to School Day	1) Lead walking school buses 2) Help students complete survey - walkability 3) Video, photo and PA system 4) Face Painting (expect high demand)	6:30 am* to 9:00 am**	

* Set up for some and meet with students in neighborhoods for others.

** Maple School students will go to class by 8:15 am. Cleanup by 9:00 am.

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

Project No.: 10-1231

- Agenda -

West Pine Walk-about
Tuesday, August 17, 2010
9:00 am

1. Study Area Inventory Overview
    i. Pedestrian facilities
    ii. Bicycle facilities
    iii. School facilities
    iv. Transit facilities

2. Maple School / B Street
    i. Lack of sidewalk

3. Santa Fe Trail at B Street
    i. Connection

4. B Street to D Street Neighborhood
    i. Pedestrian facilities

5. B Street Stroll

6. SR 137 / Inyo Avenue
    i. Road diet
        1. 99' section
        2. 80' section
    ii. Volumes

7. D Street Stroll

8. Good of the Order

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Site Walk, Tues, Aug 17, 9:00am

Philip Pierschbacher, Director of Personnel, TCSD — 685-7219 — ppierschbacher@tcsd.K12.ca.us

Michael Miller, City of Tulare, Eng. — 684-4269 — mmiller@ci.tulare.ca.us

Cynette Holguin, Tulare Redev. Agency — 684-4236 — lholguin@ci.tulare.ca.us

MANUEL MADRID, TCSD, Maintenance — 805-8791 — Mmadrid@tcsd.K12.Ca.US

DAVID DEEL, Caltrans Plng — 488-7396 — david_deel@dot.ca.gov

Teresa Sharley, TCSD — 804-9086 — tsharley@tcsd.K12.CA.US

Valerie Brown, Maple School Principal — 685-7270 — VBrown@tcsd.K12.ca.us

Caltrans Ops. DVC (ICEN) Ly — 559-488-4071 — dvc_ken_ly@dot.ca.gov/

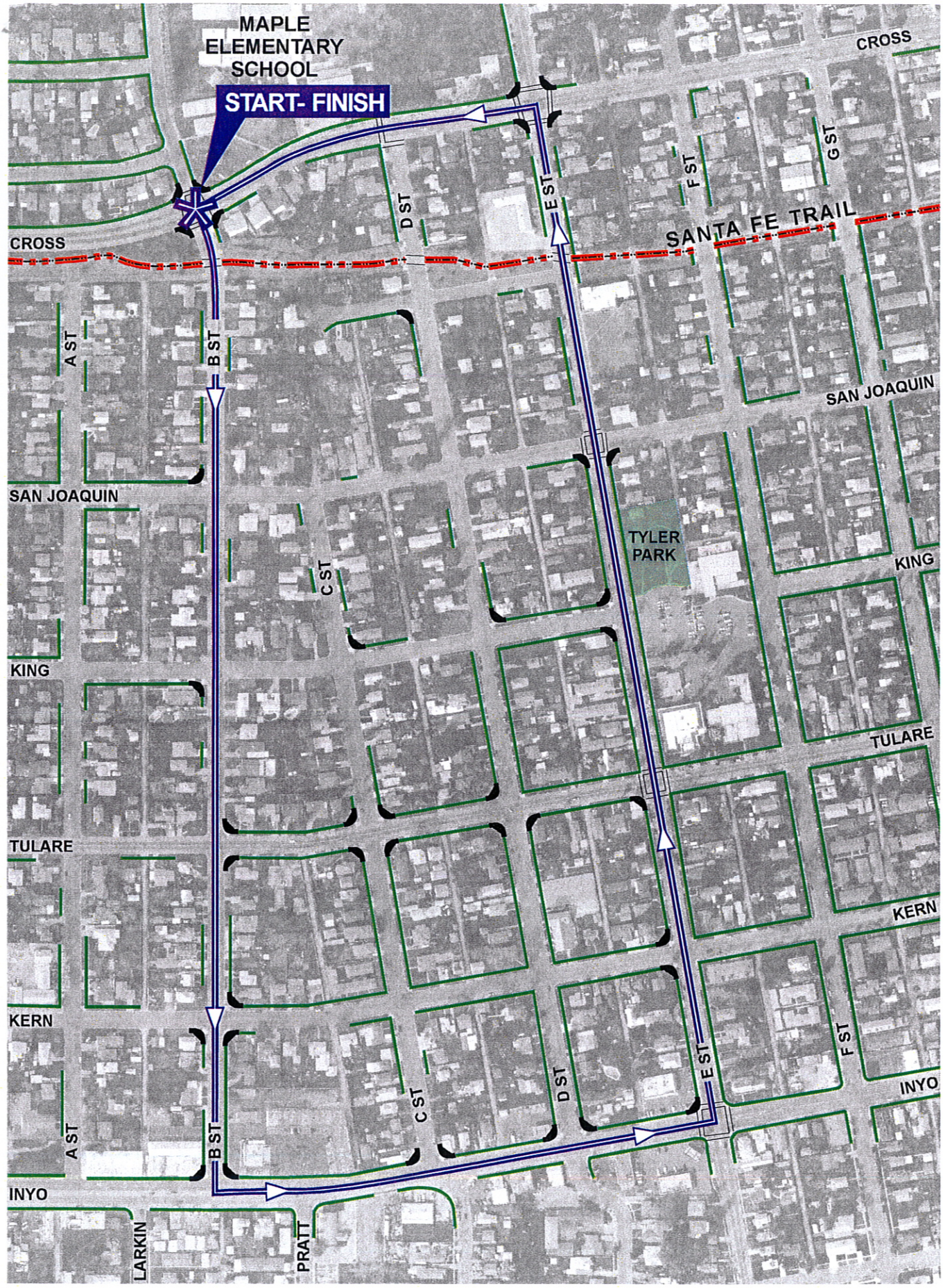
Caltrans Investigations Nicolas Esquivel — 559-488-4118 — nick_esquivel@dot.ca.gov

~~Dave Deel~~

Mary Beatie, TPG — O: 559-739-8072, F: 559-739-8377 — mbeatie@tpgconsulting.net

Jill Gormley, TPG — 559-739-8072 — jgormley@tpgconsulting.net

John Viscarra, Caltrans, Traffic Investigations — 559-488-4027 — john_viscarra@dot.ca.gov.



TPG Consulting OWENS

WALK-ABOUT

West Pine Avenue
Tulare, CA

10-1231

Figure 1

Segments (Daily)		2008 Counts Total	2007 Model WB	EB	Total	2010 Model WB	EB	Total	2035 Model WB	EB	Total	2050 Model WB	EB	Total	2035 Total		2050 Total	
Inyo - Sacramento to Howard	*Daily*	9,000	3,039	3,129	6,168	2,990	3,099	6,089	3,442	3,364	6,806			8,125	9,774	C	11,138	C
Inyo - Howard to Pratt	*Daily*	10,200	3,053	3,143	6,196	3,003	3,112	6,115	3,453	3,375	6,828			8,149	10,970	C	12,336	C
Inyo - Pratt to 'I" St	*Daily*	10,700	3,949	4,079	8,028	3,926	4,060	7,986	4,358	4,362	8,720			10,761	11,493	C	13,614	C

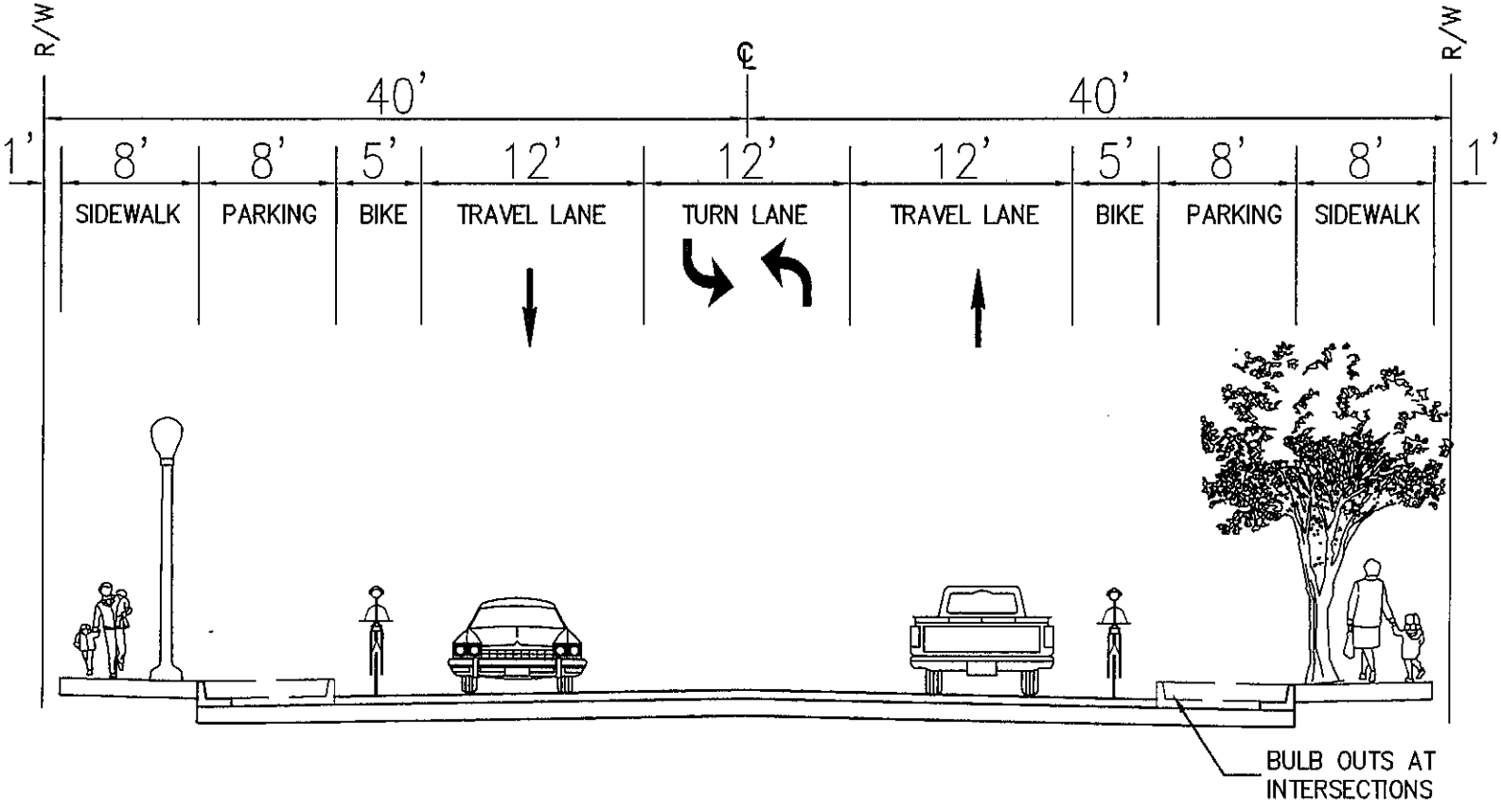
Table 4-1 Generalized Annual Average Daily Volumes for Florida's Urbanized Areas

Lanes		A	B	C		D	E
2		***	4,410	14,490		17,220	17,745

Segments (Peak Hour)		2008 Counts Total	2007 Model WB	EB	Total	2010 Model WB	EB	Total	2035 Model WB	EB	Total	2050 Model WB	EB	Total	2035 Total		2050 Total	
Inyo - Sacramento to Howard	*AM*	1,050			0	209	352	561	246	370	616	299	451	750	1,109	C	1,248	C
	PM	1,050			0	408	316	724	433	349	782	527	364	891	1,113	C	1,225	C
Inyo - Howard to Pratt	*AM*	1,150			0	209	355	564	247	373	620	299	454	753	1,210	C	1,348	C
	PM	1,150			0	411	317	728	435	349	784	538	362	900	1,210	C	1,331	C
Inyo - Pratt to 'I" St	*AM*	1,250			0	241	482	723	287	513	800	442	653	1,095	1,333	C	1,641	E
	PM	1,250			0	562	405	967	663	525	1,188	740	635	1,375	1,489	D	1,678	E

Table 4-4 Generalized Peak Hour Two-Way Volumes for Florida's Urbanized Areas

Lanes		A	B	C		D	E
2		***	420	1,376		1,638	1,691



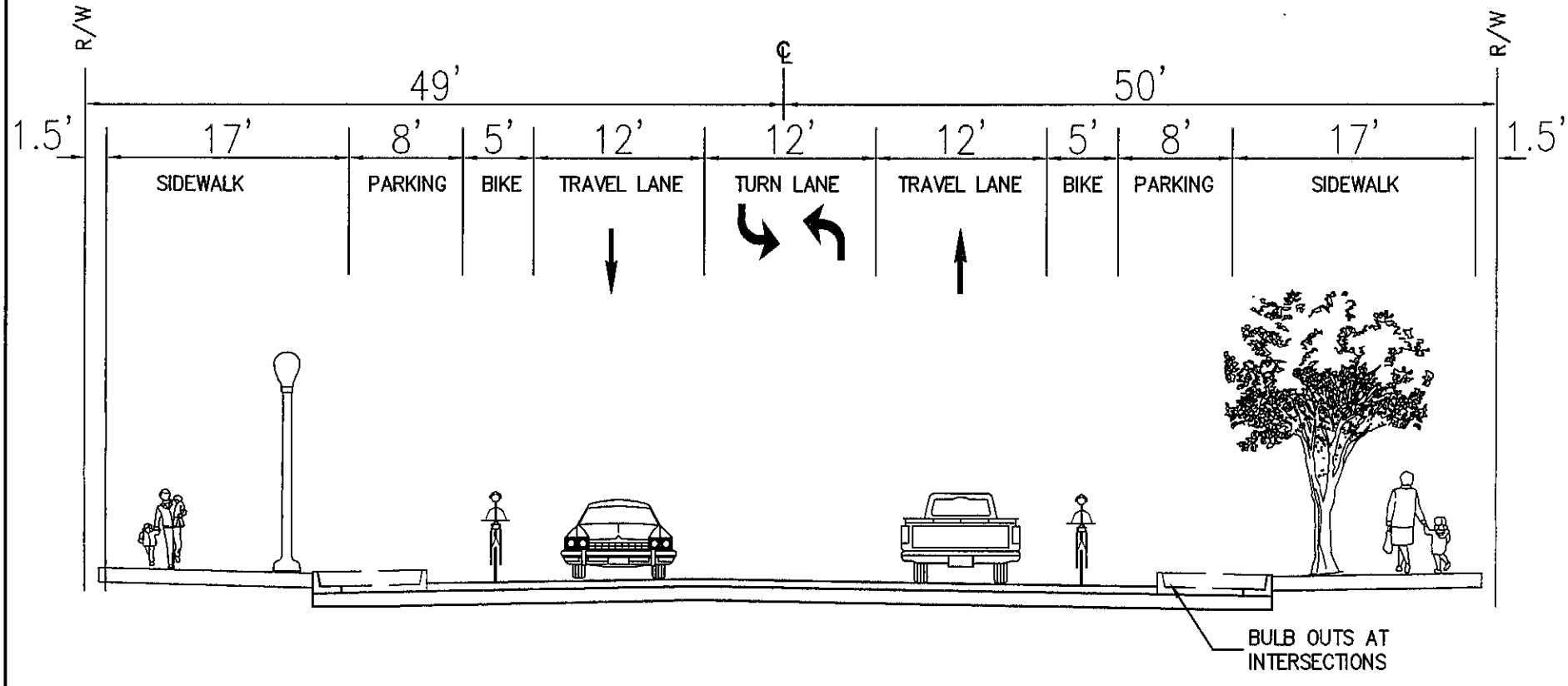
INYO AVE. STREET DIET

"I" ST. to PRATT ST.

(80' R/W)

TPG Consulting

Visalia Office
222 N. Garden Street, Suite 100
Visalia, California 93291
Telephone 559.739.8072
Fax 559.739.8377



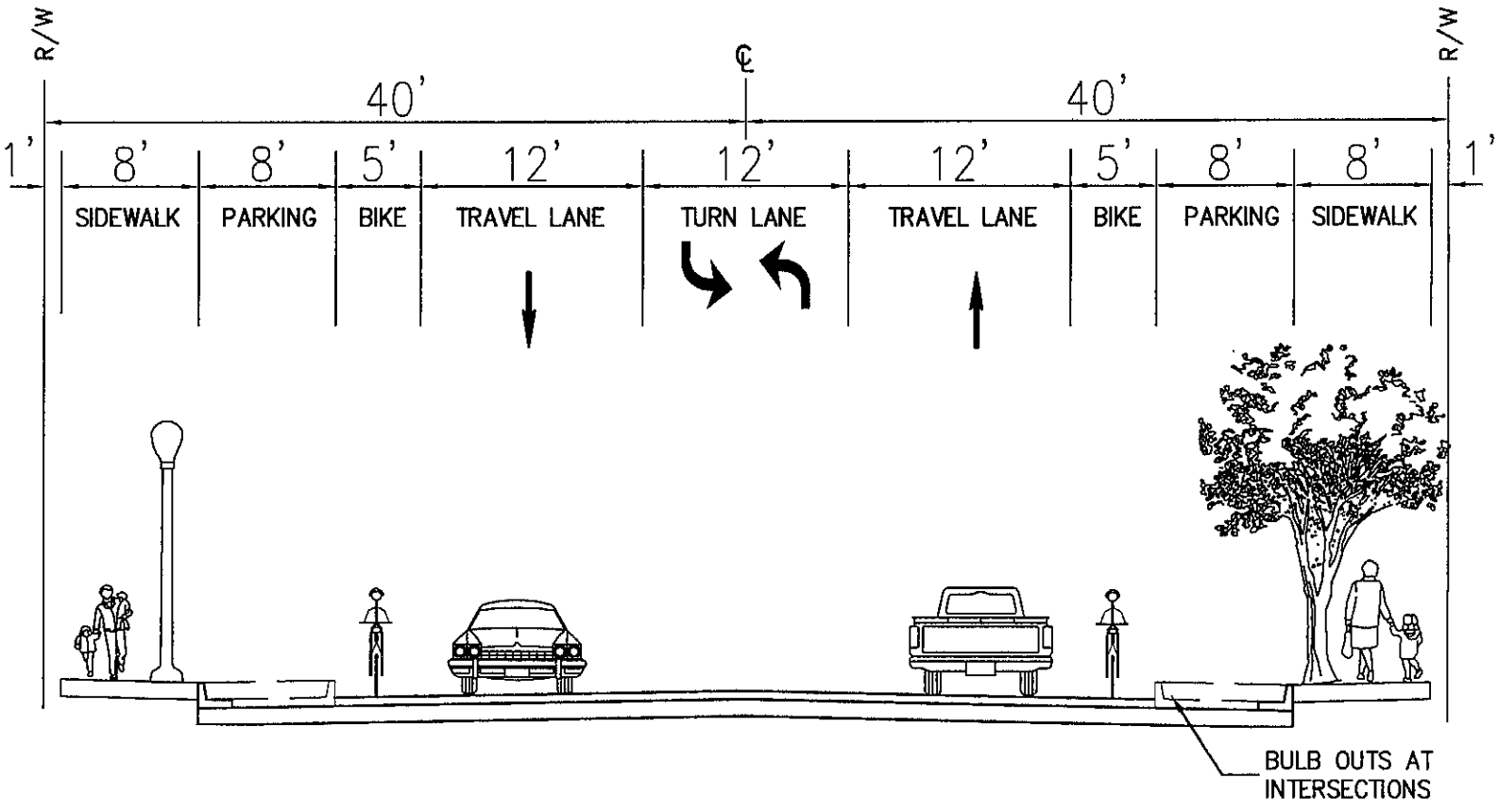
INYO AVE. STREET DIET

PRATT ST. to HOWARD ST.

(99' R/W)

TPG Consulting

Visalia Office
222 N. Garden Street, Suite 100
Visalia, California 93291
Telephone 559.739.8072
Fax 559.739.8377



INYO AVE. STREET DIET

HOWARD ST. to SACRAMENTO ST.

(80' R/W)

TPG Consulting

Visalia Office
222 N. Garden Street, Suite 100
Visalia, California 93291
Telephone 559.739.8072
Fax 559.739.8377

Healthy Community Assessment

The Healthy Community Assessment was created to serve as a tool to begin the critical thought processes necessary to planning and designing more livable and sustainable communities. In an environment where walking or riding a bicycle becomes a mode of choice because it feels safe, there are no obstructions, and the journey is pleasant, people will naturally choose to walk or bicycle for short trips in their neighborhoods. And, as more people choose to walk and bicycle, their health benefits and so does the health of their community. People who are out walking on the street create safer streets through natural surveillance. People who are out walking and riding their bikes begin to meet their neighbors and choose to socialize with them. Healthy communities encourage physical activity, safer streets, and create cleaner and friendlier neighborhoods for people to live, work and play in.

*Note that this is not an ADA assessment, which requires much more detail and measurement to meet legal requirements.

Instructions:

1. Define a study area of an appropriate size to include in the assessment and map your route in advance. Familiarize yourself with the checklist before starting. There are separate sets of questions that can be answered by walking and by bicycle. It is fun to do both assessments. Consider completing the assessment during daylight, evening and peak travel time periods to compare the experiences at different times of the day.

2. Be sure to bring a measuring tape or wheel, a clipboard, a pencil and a camera to measure and record your findings. A sun visor and a bottle of water are good to bring on very sunny days. Include an elderly person, a child, and someone in a wheelchair in your tour to improve your understanding of their mobility needs. Get your neighborhood involved in doing the tours together.

3. Answer all applicable questions and give each section a rating. At completion, add up the scores for each section to rate the entire study area. The rating system is purely subjective, but when the group's ratings and comments are combined, a pretty good picture develops to explain how people feel about their environment. From the assessment, a list of projects and code modifications can be developed to address the problem areas. The photographs can be added to the assessment report to document the problem areas found.

References:

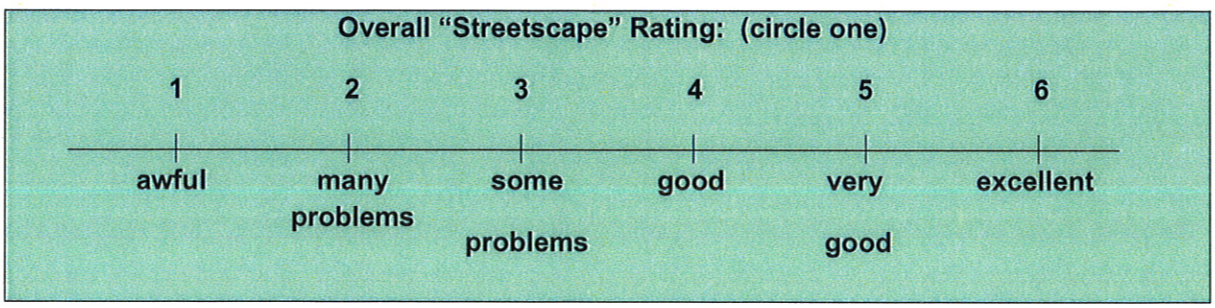
"Designing Walkable Urban Thoroughfares: A Context Sensitive Approach" PR-036A approved as a recommended practice of the Institute of Transportation Engineers (ITE).

Acknowledgement and thanks to Dan Burden for his pioneering work in conducting walkability assessments. See the Walkable Communities website by Dan Burden and Associates at: www.walkable.org/ for more ideas on walking tours.

FOR A TOUR THAT IS CONDUCTED ON FOOT:

STREETSCAPE

YES	NO	
☐	☐	Do all corners within the study area have ADA accessible ramps?
☐	☐	Are trees planted to provide shade along the walkways (every 15–30 feet recommended)?
☐	☐	Do curbs, swales, curb extensions, or other designs keep cars parked in correct locations (no rollover curbs)?
☐	☐	Is there a trail system for walking or biking in the study area?
☐	☐	Are pedestrian scale streetlights provided along pedestrian pathways?
☐	☐	Are there sidewalks/pathways connecting the streets and parking lots to the buildings?
☐	☐	Does the study area contain design elements to calm traffic such as narrow street lanes, curb extensions, mini-circles, parking chicanes, roundabouts, medians, raised street crossings or similar features?
		If YES please list: _____
☐	☐	Are there pedestrian crossing signals and/or mid-block crossing islands on arterial streets in the study area?
☐	☐	Does the study area contain pedestrian buffers, such as wide sidewalks, parkways or curb-side landscaping?
		If YES please list: _____
☐	☐	Was signage posted on all approaches to warn of school zones?



LAND USE

YES	NO	
☐	☐	Are there public places for people to interact within the study area (for example, plazas, parks or sidewalk cafes?) If YES please list: _____
☐	☐	Are there pedestrian links or pathway connections between developments?
☐	☐	Is there a variety of housing choices (apartments and single family at different price points?)
☐	☐	Are there locations for non-residential land uses that are integrated with and support the residential uses?
☐	☐	Are buildings and windows oriented to the pedestrian pathway?
☐	☐	Can children walk safely and comfortably to the school(s) without crossing busy intersections?
☐	☐	Do there seem to be too many large, mostly empty parking lots?
☐	☐	Are most parking lots public?

Comments: _____

Overall "Land Use" Rating: (circle one)

1	2	3	4	5	6
awful	many problems	some problems	good	very good	excellent

TRANSIT

☐	☐	Is public transportation available in the study area?
☐	☐	Does the nearest bus/train stop have a shelter?
☐	☐	Does the nearest bus/train stop have a bench and litter can?
☐	☐	Does the nearest bus/train stop have a posted transit map and schedule?
☐	☐	Are there signs indicating the bus route numbers and schedules?
☐	☐	Are the stops well lit?
☐	☐	Are the bus stops well maintained and free of vandalism?

Comments: _____

Overall "Transit" Rating: (circle one)

1	2	3	4	5	6
awful	many problems	some problems	good	very good	excellent

WALKABILITY

Did you have room to walk?

☐ Yes ☐ Some problems:

- ☐ Sidewalks are too narrow. Sidewalk width: _____
- ☐ Sidewalks or paths started and stopped
- ☐ Sidewalks were broken or cracked
- ☐ Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.
- ☐ No sidewalks, paths, or shoulders
- ☐ Bicycle riders on sidewalks
- ☐ Other problems: _____

Location of problems: _____

_____

Was it easy to cross streets?

☐ Yes ☐ Some problems:

- ☐ Road was too wide. Road width: _____
- ☐ Traffic signals made us wait too long or did not give us enough time to cross
- ☐ Needed striped crosswalks or traffic signals
- ☐ Can you cross the street in all directions?
- ☐ Parked cars blocked our view of traffic/blocked traffic being able to see us
- ☐ Trees or plants blocked our view of traffic
- ☐ Needed curb ramps or ramps needed repair
- ☐ Other problems: _____

Location of problems: _____

_____

Did drivers behave well?

☐ Yes ☐ Some problems: Drivers…

- ☐ Backed out of driveways without looking
- ☐ Did not yield to people crossing the street
- ☐ Turned into people crossing the street
- ☐ Drove too fast
- ☐ Sped up to make it through traffic lights or drove through traffic lights
- ☐ Other problems: _____

Location of problems: _____

_____

Was your walk pleasant?

☐ Yes ☐ Some unpleasant things:

- ☐ Needed more grass, flowers or shade trees
- ☐ "Scary" dogs
- ☐ "Scary" people
- ☐ Not well lit
- ☐ Dirty, lots of litter or trash
- ☐ Dirty air due to automobile exhaust
- ☐ No benches to sit and rest
- ☐ Other problems: _____

Location of problems: _____

_____

Overall "Walkability" Rating: (circle one)

1	2	3	4	5	6
awful	many problems	some problems	good	very good	excellent

BIKEABILITY

Are there designated bicycle facilities on the roadways in the study area?

☐ Yes ☐ Some problems (please note locations):

- ☐ No space for bicyclists to ride
- ☐ Bicycle lane or paved shoulder disappeared
- ☐ Heavy and/or fast-moving traffic
- ☐ Too many trucks or buses
- ☐ Poorly lighted roadways
- ☐ Too much on-street parking
- ☐ Other problems: _____

Location of problems: _____

_____

Is there access to an off-road path or trail, where motor vehicles were not allowed?

☐ Yes ☐ Some problems:

- ☐ Path ended abruptly
- ☐ Path didn't go where I wanted to go
- ☐ Path intersected with roads that were difficult to cross
- ☐ Path was crowded
- ☐ Path was unsafe because of sharp turns or dangerous downhills
- ☐ Path was uncomfortable because of too many hills
- ☐ Path was poorly lighted
- ☐ Trailhead had no parking
- ☐ Trailhead was not well lit
- ☐ Trailhead/path had no amenities (benches, trash cans, restrooms, etc.)
- ☐ Other problems: _____

Location of problems: _____

_____

ADD FOR A TOUR THAT IS CONDUCTED BY BICYCLE:

How was the surface that you rode on?

☐ Good ☐ Some problems, the road or path had:

- ☐ Potholes, cracked or broken pavement
- ☐ Debris (e.g., broken glass, sand, gravel, litter, etc.)
- ☐ Dangerous drain grates, utility covers, or metal plates
- ☐ Uneven surface or gaps
- ☐ Slippery surfaces when wet (e.g., bridge decks, construction plates, road markings)
- ☐ Bumpy or angled railroad tracks
- ☐ Rumble strips in the bike lane or bikeable shoulder
- ☐ Other problems: _____

  Location of problems: _____

  _____

How were the intersections you rode through?

☐ Good ☐ Some problems:

- ☐ Had to wait too long to cross intersection
- ☐ Couldn't see crossing traffic
- ☐ Signal didn't give me enough time to cross the road
- ☐ Signal didn't change for a bicycle
- ☐ Unsure where or how to ride through intersection
- ☐ Traffic couldn't see me
- ☐ Other problems: _____

  Location of problems: _____

  _____

Looking at the need for traffic calming or driver education…did drivers behave well?

☐ Yes ☐ Some problems, drivers:

- ☐ Drove too fast
- ☐ Passed me too close
- ☐ Did not signal
- ☐ Harassed me
- ☐ Cut me off
- ☐ Ran red lights or stop sign
- ☐ Other problems: _____

Location of problems: _____

_____

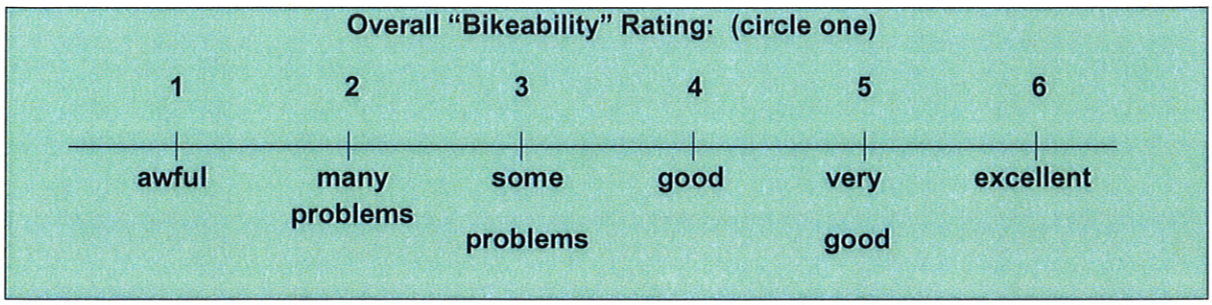
Was it easy for you to use your bike?

☐ Yes ☐ Some problems:

- ☐ No maps, signs, or road markings to help me find my way
- ☐ No safe or secure place to leave my bicycle at my destination
- ☐ No way to take my bicycle with me on the bus or train
- ☐ Scary dogs
- ☐ Hard to find a direct route I liked
- ☐ Route was too hilly
- ☐ Other problems: _____

Location of problems: _____

_____



How does your neighborhood stack up?

Add up your ratings and decide.

1. _____	26 – 30	Celebrate! You have a great neighborhood.
2. _____	21 – 25	Celebrate a little. Your neighborhood is pretty good.
3. _____	16 – 20	Okay, but it needs work.
4. _____	11 – 15	It needs a lot of work. You deserve better than that.
5. _____	5 – 10	It's a disaster!

Total: _____

¡Apunten las fechas!

"Community Open House"

Jueves
30 de Septiembre, 2010
6:30 pm

7am - 8:15 am
Miercoles 6 de Ocubre
"Dia para caminar a la escuela"

Se les invita a la entrada al público en la escuela Maple 30 de Septiembre 2010 para aprender sobre: "El plan de transportación para la comunidad en West Pine Avenue: El proyecto Rutas Seguras Para Llegar a la Escuela y Transporte No Motorizado" . El proyecto de 75 cuadras está centrado en la escuela Maple. El personal de la cuidad y consultores darán una presentación corta sobre el proyecto y como la comunidad puede tomar parte en desarrollar soluciones para hacer más seguro y agradable el caminar o llegar en bicicleta a la escuela.

Se les invita a todos los alumnos de la escuela primaria Maple, sus papas y los residentes del área del proyecto y comerciantes a participar en el evento del "Día para caminar a la escuela" 6 de octubre, 2010 que se llevara a cabo junto con el día internacional Día Para Caminar a la Escuela, de las 7:00 a.m. a las 8:15 a.m. Los "Autobuses caminando" serán organizados por parte de Tulare Western ASB y Link Crew Student Leaders! El evento del Día Para Caminar a La Escuela se enfoca en prácticas seguras para caminar. Se les pedirá a todos los participantes que llenen una "Encuesta para caminar" corta y a cambio recibirán una bolsita de regalo.

Esté pendiente para má
s cobertura en el periódico Tulare Voice y escuche a sus hijos para recibir más información.

Tulare Redevelopment Agency

Walk International in the Walk to School USA

Save the Dates!

"Community Open House"

Thursday
September 30, 2010
6:30 pm

"Walk to School Day"

7am - 8:15 am
Wednesday October 6, 2010

You're invited to a Community Open House September 30, 2010 to learn about: "West Pine Avenue Community Based Transportation Plan: Safe Routes to School & Non-Motorized Travel" Project. The 75-block Project area is centered on Maple School. Consultants and City staff will provide a short presentation about the project and how the community can be involved in developing solutions to make walking and bicycling to school a safer, more enjoyable experience.

All Maple Elementary School students, their parents and project area residents and merchants are invited to participate in the "Walk to School Day! " On October 6, 2010 event to be held in conjunction with the International Walk to School Day, from 7:00 AM until 8:15 AM! "Walking School Buses" will be organized by Tulare Western ASB and Link Crew Student Leaders! The Walk to School Day event is to focus on safe walking practices. All participants will be asked to complete a short "Walkability Survey" and in return will receive a goody-bag!

Watch for more coverage in the Tulare Voice newspaper and listen to your students for more information.

Tulare Redevelopment Agency

iwalk International Walk to School in the USA

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

Project No.: 10-1231

- Agenda Recap -

West Pine Project Steering Committee
Monday, September 20, 2010
Maple Elementary School Library
3:30 pm

A. Welcome & Introductions (see attached attendance roster)

B. Update of West Pine CBTP Activities Calendar

1. City Council Proclamation for October 6, 2010 Walk-to-School-Day, Tuesday, Sept. 21, 2010, 7:00 PM, New City Hall *(**Val Brown** will attend to receive Proclamation, all Steering Committee members are welcome to attend in support and be recognized)*
2. Student Transportation Counts: Tues., Wed., Thurs., Sept. 21st, 22nd, & 23rdth (Val *Brown noted the tally sheets had been distributed to all the teacher's mailboxes, and they had been instructed on conducting the counts.*
3. Community Open House & Project Kick-off, Thursday, Sept. 30, 2010, 6:30 PM, Maple Elementary Cafeteria *(Steering Committee members, TRDA, City staff are all invited to attend.*
    a. Review Draft Agenda *(Mary Beatie provided the agenda orally. It was suggested to have TWHS students present to indicate their role and review map and staging areas for the Walking School Buses. Also, have a sign-up sheet available for any parent or adult volunteers who want to help on Oct. 6.)*
    b. Refreshments *(**Mary** will coordinate with Betsy)*
    c. Set-up/Take Down *(will use the room set up with cafeteria tables. TPG will need projector screen, podium, and sound system, mic at podium and 1-2 cordless mics. TPG will provide laptop, projector, extension chords, display boards and easels, and handouts as needed.)*
    d. Audio-Visual *(**Mary** will coordinate with Val Brown, Mr. Cameron and/or TWHS ASB on audio/visual and other set-up needs—table for refreshments, sign-in, hand-outs, etc.)*
4. Hand out T-Shirts, Walk to School Day Run-Through, & Fill Goodie-Bags – Monday, Oct. 4, ~~6:30pm~~ Maple Elementary School…~~Cafeteria?~~

*- **Steering Committee and TWHS students** will meet at **10am** Monday, instead of 6:30pm*
*- As soon as **Val Brown** determines where we can meet, everyone will be advised.*
- Walk-to-School Day assignments will be reviewed first, then we'll do a run-through on the Walk-to-School Day logistics with the Students/Volunteers present.
*- Those who can stay will begin to stuff goodie-bags. If all the bags don't get filled by 1pm when the high school students need to get back to campus, a determination will be made, based on how many bags are left to be filled, whether to stay and finish, or return in the the evening or next day to finish. **If you cannot help that day but have donations for the bags***

please drop them off at the school with Val before Monday, the 4th at 10:00am.
*- If **Lynette** has T-shirts ready by Monday 10am they will be handed out at that time to the student and adult volunteers. Otherwise an alternate plan will be determined and everyone will be advised how/where they will get their t-shirts. .*

C. Steering Committee October 6 Walk-to-School Day Event Planning

1. Start Time 7:00 AM, End Time 8:15 AM
2. Save The Dates fliers handed out during Parent Teacher Conf. 9/7-9/10
3. Press Releases & Event Advertising – *Betsy* (*Julie Fernandez is providing coverage of the Sept. 30 and Oct. 6 events in the City Beat section of the Sept. 23 issue of the Tulare Voice, and listings in the Community Calendar Section. **Julie** will also be attending the Council meeting to cover the issuance of the Proclamation. **Julie** will also contact Stephen Amundson at TWHS regarding coverage of the TWHS Student Community Services role in the project for the Sept. 30 issue. **Betsy** will call other standard print audio media contacts and provide a press release for coverage of the Sept. 30 and Oct. 6 events. **Julie** will be invited to attend the Sept. 30 and Oct. 6 events to cover results of those events. Follow-up Food for Thought: What about a visit to Maple School by Kim & Kopie of Channel 30 Action News on Tuesday October 5th for a school wide "10-Day Forecast" shout out or "Pledge of Allegiance" , followed by a mention of the Walk to School Day event scheduled for the next day??*
4. Pre-event Maple Campus / West Pine Community Promotions – *Ross* (*TPG will create a ½ page "Reminder" flier, to be sent home with Maple Students ahead of each of the Sept. 30 and Oct. 6 events and **TWHS** will distribute same to households in the Study Area. **Betsy** mentioned she'd look into the possibility of a mailing…*
5. T-Shirts for Volunteers – *Lynette* (*Lynette received names of all sponsors, vendors and donators…names to be printed on the back side of T-shirts for free.)*
6. Goody Bags – *Susan & Roberta* (*Reported Tulare Community Health Clinic will provide the bags and that a nice variety of donors are committed to providing safe walking, biking, healthy living literature and related 'gifts' for bags; TPG will provide "Ride & Stride" silicon wrist bands. It was felt enough items have been lined up for the bags.*
7. List of Sponsors & Vendors to Lynette *Done*
8. Volunteers:
    a. 15 from School Dist. – *Val* (*Val needs to provide Mary her list of volunteers)*
    b. 15 from City – *Bonnie* (*Bonnie has provide Mary a list of City volunteers.)*
    c. 60 TWHS Students – *Ross* (*Arlene to provide Mary/Ross a list of the students' names)*

    *After-thought: **Mary** will provide a sign-up list at the Sept. 30 Open House for any parents/adults who might want to learn more about volunteering for the Walk-to-School-Day event, and who might be interested in being involved in potential future "Wednesday Walk to School Days Program".)*

9. Cross St. construction/detour update & sidewalk mile markers – *Mike (**Mike** will coordinate with contractor to not begin any construction work on Oct. 6 until after 8:15am. Chalk mile markers would be ok with City.*

D. October 6th Walk-to-School Day Logistics

1. Staging Locations for Walk Start – *Ross/TWHS (Arlene and Ross reviewed a draft map and strategy for the staging locations to start the walk along the perimeter of the study area, then proceeding to intermediate locations to "grow the bus" as it proceeds toward Maple School.*
2. Routes & Orchestration of Walking School Buses (supplies needed?) – *Ross/TWHS (Based upon feedback from the Steering Committee, **Mary and Ross** will meet to refine the starting locations and routes based upon preliminary work completed by TPG as to most likely suggested routes to school for the project. TPG will provide revised maps; students and adults will be assigned to their respective starting locations and respective routes to Maple. Assignments of starting locations will be given out via email or at the Monday, Oct. 4, 10am meeting. **TWHS students** will make Walking School Bus signs for Leaders to carry.)*
3. Volunteers to Assist with Construction Detours & Safe Crossing of Cross St. – *Police? (Given Mike Miller's indication that he will coordinate a suspension of construction until after the walk, detours are not expected to be an issue. **Officer Cardoza** suggested recommending to the Chief of Police Breckenridge that participation and involvement by the Department's Community-Based Police and P.O.P. (Problem Oriented Policing) program personnel would be important.)*
4. Staging for Walk End – Cafeteria? Or Outside? *(Weather permitting, all the Walk-to-School-Day activities will take place outside on the concrete pad areas north of and adjacent to the cafeteria.)*
    a. Station Table & Volunteer to hand out waters *(1 table and chair needed)*
    b. Survey Tables & chairs (est. how many?) *(15 tables with approximately 6-8 chairs per table will be needed. **TWHS students, Steering Committee and other adults Leaders** will be assigned to assist Maple students complete their Walkability Survey Forms. Surveys will be available in English and Spanish. A completed form will earn a goody bag.*
    c. Table Leaders – minimum 2 per table, and floaters *(As soon as all the volunteer names are know **TPG** will make assignments.)*
    d. Station Table, Collection Boxes & Volunteer to collect completed surveys *(**Betsy** has volunteered to collect completed surveys and help hand out goody bags.)*
    e. Station Table & Volunteers to hand out Goody Bags *(If **Susan and Roberta** are available, they are welcome to help distribute goody bags in exchange for completed surveys.)*

    *After-thought: **TWHS** will likely need a table or two for the face-painting and other planned activities. **Arlene,** unless ASB/LinkCrew cannot provide what you need, please let Mary know right away.*

E. Good of the Order

Calendar Reminders:

Sept. 21: City Council Proclamation, New Council Chambers, 7pm
Sept. 22: Turn in names of all Sponsors & Vendors to Lynette
Sept. 30: Community Wide Open House and Project Kick-off, Maple School, 6:30-7:30pm
Oct. 4: Walk-to-School-Day Prep Meeting, Maple School Cafeteria, 6:30pm - ?
Oct. 6: Walk-to-School Day!!, 7:00 AM – 8:15 AM

Note to All: Please advise if I've left anything out or mis-stated anything and I'll get a correction out right away… ☺

West Pine Avenue Community-Based Transportation Plan

	Name	Affiliate	Address	Phone	Email	September 20, 2010
Project Team	Betsy McGovern-Garcia	Tulare Redevelopment Agency	411 E. Kern Avenue, Tulare, CA 93274	559-684-4254	bmcgovern@ci.tulare.ca.us	☒
	Lynette Holguin	Tulare Redevelopment Agency	411 E. Kern Avenue, Tulare, CA 93274	559-684-4236	lholguin@ci.tulare.ca.us	☒
	Michael Miller	Tulare Engineering Dept.	411 E. Kern Avenue, Tulare, CA 93274	559-684-4269	mmiller@ci.tulare.ca.us	☒
	Laurel Barton	Tulare Engineering Dept.	411 E. Kern Avenue, Tulare, CA 93274	559-684-4317	LBarton@ci.tulare.ca.us	❑
	Bonnie Simoes	Planning Department	411 E. Kern Avenue, Tulare, CA 93274	559-684-4223	bsimoes@ci.tulare.ca.us	☒
	Charlie Clouse	TPG Consulting, Inc.	222 N. Garden Street, Suite 100, Visalia, CA	559-739-8072	cclouse@tpgconsulting.net	❑
	Mary Beatie	TPG Consulting, Inc.	222 N. Garden Street, Suite 100, Visalia, CA	559-739-8072	mbeatie@tpgconsulting.net	☒
	Ross Gentry	TPG Consulting, Inc.	222 N. Garden Street, Suite 100, Visalia, CA	559-739-8072	ross.gentry@tpgconsulting.net	☒
	Jill Gormley	TPG Consulting, Inc.	222 N. Garden Street, Suite 100, Visalia, CA	559-739-8072	jgormley@tpgconsulting.net	❑
	Marta Frausto	Caltrans, D6-Planning	1352 W. Olive, Fresno, CA 93778-2616	559.488.4168	marta_frausto@dot.ca.gov	❑
Steering Committee	Val Brown	Principal, Maple Elementary	640 W. Cross – 685-7270 / 685-7337 FAX	599-799-8641	vbrown@tcsd.k12.ca.us	☒
	Shawn Cardoza	Tulare P.D. Traffic Safety Team	260 South M Street, Tulare CA 93274	559-685-2300 x 2143	scardoza@ci.tulare.ca.us	☒
	June K Sexton	Tulare County Asthma Coalition			jnjs01@clearwire.net	☒
	Lana da Silva	Tulare Parks and Recreation	830 South Blackstone, Tulare CA 93274	559-684-4315	LDasilva@ci.tulare.ca.us	☒
	Susan Neves	Tulare Community Health Clinic	1201 N Cherry Street, Tulare CA 93274	559-684-4345	sneves@tchci.com	☒
	Roberta Lopez	Tulare Community Health Clinic	1201 N Cherry Street, Tulare CA 93274	559-685-4607	rlopez@tchci.com	☒
	Argelia Flores	United Way	1601 E. Prosperity, Ave. Tulare. 93274	559-685-1766	argelia@unitedwaytc.org	❑
	Genoveva Islas Hooker	CCROPP	1625 E. Shaw Ave., Suite 106, Fresno, CA 93710	559-228-2142	gislas@csufresno.edu	☒
Other Contacts	Lucy VanScyoc	Principal, Tulare Western HS	824 W. Maple Avenue, Tulare, CA 93274	559-686-8751		❑
	Stephen Amundson	Tulare Western High School ASB/Linkcrew Faculty Advisor	824 W. Maple Avenue, Tulare, CA 93274	559-686-8751	stephen.amundson@tulare.k12.ca.us	❑
	Francesca Giannandrea	Maple Kindergarten Teacher	640 W. Cross – / 685-7337 FAX	559-685-7270	fgiannandrea@tcsd.k12.ca.us	☒
	Cindy Perry	Maple School Librarian	640 W. Cross – / 685-7337 FAX	559-685-7270		❑
	Arlene Corral	Tulare Western ASB President	824 W. Maple Avenue, Tulare, CA 93274	559-802-6174		☒

Appendix

D

OPEN HOUSE EVENT

West Pine Avenue Community Based Transportation Plan

CITY BEAT

Redevelopment to Host Maple Open House

Residents of the Maple School neighborhood are invited to attend a community open house 6:30 p.m. on Thursday, Sept. 30, on the 640 West Cross Avenue campus to learn more about the plan to create safe routes to school for children who walk or ride bicycles.

The target area for the West Pine Avenue Community Based Transportation Plan includes 75 blocks around Maple. The evening will include a short presentation about the project and information on how to become involved with the "Walk to School" day that will be held from 7 to 8:15 a.m. on Wednesday, Oct. 6 in conjunction with International Walk to School Day.

All Maple students, their parents, other neighborhood residents and merchants are asked to participate in the event, which will focus on safe walking practices and conclude with a short survey on what participants observed as they walked to school.

Children who complete the survey will get "goody bags," organizers said.

Tonight's Agenda

1. Welcome, Opening Remarks & Introductions
2. Overview of Project (PowerPoint)
3. Presentation of Display Boards
4. Open House Activities
5. About the Walk to School Day
    a. TWHS Presentation
6. Community Feedback
7. What's Next
8. Closing

Adjourn to Neighborhood Meet/Greets & Refreshments

- PLEASE RETURN HOME SAFELY! -

Agenda de esta noche

1. Bienvenidos, comentarios de apertura he introducciones
2. Repaso del proyecto (PowerPoint)
3. Presentación de cartelones de exhibición
4. Actividades de Casa Abierta
5. Sobre el Día Para Caminar a la Escuela
    a. Presentación de TWHS
6. Comentarios de la comunidad
7. ¿Que sigue?
8. Clausura

Levantar la sesión para adquirir refrescos y conocer a las personas del vecindario

- ¡POR FAVOR REGRESE A CASA CON CUIDADO! -

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

SIGN-IN SHEET/ Oja de Firmas

(Please print clearly) (Con letra de Molde)

NAME / NOMBRE	HOME ADDRESS & CITY DOMICILIO, y Ciudad	Parent of a Maple School Student? ¿Padres de un alumno(a) de la escuela Maple? Yes/Si	No/No	PHONE TELEFONO
Gabriela Torres			✓ Interpreter	
Ashlee Noriega	126 S. Santa Clara		No	559 636 2131
Aurelia Rivera	212 S G St Apt 1		✓	6863691
Lazo Ramirez	212 S G St Apt 1		✓	686-3691
Meletza Sanchez	131 N. H St.	✓ aunt		687-7537
Eutrocina Torres	461 w. pleasant AVE	✓		920 4370
Veronica Ledesma	221 N. Los Angeles		✓	706 6091

TPG Consulting Incorporated

Project Kick-off Workshop and Open House
Thursday, September 30, 2010, 6:30 pm
Maple School Cafeteria/Multi-Purpose Room

Proyecto de taller de inicio y casa abierta
Jueves, 30 de Septiembre, 2010 6:30 p.m.
En la cafeteria de la escuela Maple

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

SIGN-IN SHEET/ Oja de Firmas

(Please print clearly) (Con letra de Molde)

NAME / NOMBRE	HOME ADDRESS & CITY DOMICILIO, y Ciudad	Maple School Parent? Es padre o madre de un alumno(a) de la escuela Maple? Yes/Si	No/No	PHONE TELEFONO
Carmen Duran	806 N H St	✓		559)697-4190
Ross Gentry	125 E. ESTATE TULARE		✓	331-4022
Kristie Enriquez	228 n. A street	✓		679-5603
Leticia G. Zepeda	1020 w. King	✓		(559) 688 7505
Stacy Hernandez	236 N. Sacramento	✓		3295945
VILLARREAL, ESTELA	352 N. SACRAMENTO	✓		697-8530
Alma Camillo	992 w westfield Ave	✓		723-9914

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TPG Consulting Incorporated

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West Pine Avenue Community Based Transportation Plan

SIGN-IN SHEET/ Oja de Firmas

(Please print clearly) (Con letra de Molde)

NAME / NOMBRE	HOME ADDRESS & CITY DOMICILIO, y Ciudad	Maple School Parent? Es padre o madre de un alumno(a) de la escuela Maple? Yes/Si	No/No	PHONE TELEFONO
Maribel Briones	2137 Arkansas ct.	✓		684-8750
Emma Nunez	307 N. "G" St	✓		723-9184
Maria Garcia	121 w San Joaquin Ave.	✓		6858437
Naomi Ruiz	833 N. I St.	✓		799-7401
Hermelinda Bautista	333 N I st Apt B	✓		685 8479
Maria E Murillo	245 N Santa Clara	✓		6236348
Antonio solorzano m.	249 N G St APT #2	✓		559-759-1636

TPG Consulting incorporated

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West Pine Avenue Community Based Transportation Plan

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(Please print clearly) (Con letra de Molde)

NAME / NOMBRE	HOME ADDRESS & CITY DOMICILIO, y Ciudad	Maple School Parent? Es padre o madre de un alumno(a) de la escuela Maple? Yes/Si	No/No	PHONE TELEFONO
Guadalupe Ramirez	151 S I St Tulare CA	✓		684-14-59
Anabel Delgado	1239 W. Tulare St	✓		686-0291
Otan Bailey	323 N F St	✓		686-8874
Margarita Sacher	217 S sacramento ST	✓		688-7429
ERICA TAVIRA	735 North I street	✓		685-12-29
Rocio mayo	908 W TULARE AVE	✓		686-2932

9 June Sexton, Asthma Coalition, Steering Cmte Member

TPG Consulting Incorporated

Project Kick-off Workshop and Open House
Thursday, September 30, 2010, 6:30 pm
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Jueves, 30 de Septiembre, 2010 6:30 p.m.
En la cafeteria de la escuela Maple

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

SIGN-IN SHEET/ Oja de Firmas

(Please print clearly) (Con letra de Molde)

NAME / NOMBRE	HOME ADDRESS & CITY DOMICILIO, y Ciudad	Parent of a Maple School Student? ¿Padres de un alumno(a) de la escuela Maple? Yes/Si	No/No	PHONE TELEFONO
Teresa Spicer	UC Coop. Ext.			684-3323
Francisco Leal	332 N. F S. Tulare	X		6869548
Angelica Olvera	332 N. FS Tulare	+		6869548
Yolanda Mayo	908 W. Tulare	X		331 ~~78~~ ~~57~~
[redacted] Argelia Florez - Steering Cmte Member, United Way				
Mary Beatie Consultant				
Betsy McGovern Staff				
Lynette Holguin Staff				
Art Cabello, RDA Bd. Member				
Val Brown + 3 teachers				

13 5 TWHS Students

+ kids - unknown no. - but @ least one w each parent x 24

TPG Consulting Incorporated

Project Kick-off workshop and Open House
Thursday, September 30, 2010, 6:30 pm
Maple School Cafeteria/Multi-Purpose Room

Proyecto de taller de inicio y casa abierta
Jueves, 30 de Septiembre, 2010 6:30 p.m.
En la cafeteria de la escuela Maple

Tonight's Agenda (Annotated)

1. (Betsy) Welcome & Opening Remarks & Introductions…
    a. (Betsy) Project Sponsor City of Tulare Redevelopment Agency, other City partners, and Steering Committee:
    b. (Mary):Partner providing funding Caltrans: Marta Frausto, Caltrans Project Manager and Environmental Justice Coordinator…)
    c. (Mary):Maple School & TWHS & ASB and Link Crew Club Partners:
    d. (Mary)TPG Consulting Project Team:
        i. Ross Gentry, Senior Community Coordinator,
        ii. Gabriela Torres, Language Solutions, State Certified Interpreter
        iii. Not with us tonight: Jill Gormley, Traffic Engineer
        Charles Clouse: Company Principal
        iv. Mary, Sr. Planner, Vice President, & PM

2. (Mary):Overview of Project (PowerPoint)
3. (Mary):Presentation of Display Boards
4. (Mary):Open House Activities
5. (Mary):About the Walk to School Day
    a. (Ross: Introduce ASB/LinkCrew Program & Students, and Mr. Amundson if he's attending):TWHS Presentation
6. (Mary):Community Feedback
7. (Mary):What's Next
8. (Mary):Closing…Adjourn to Neighborhood Meet/Greets & Refreshments

West Pine Avenue Community Based Transportation Plan:

Suggested Routes to School & Non-Motorized Transit

Welcome!

Project Kick-Off & Community Open House

September 30, 2010, 6:30 pm

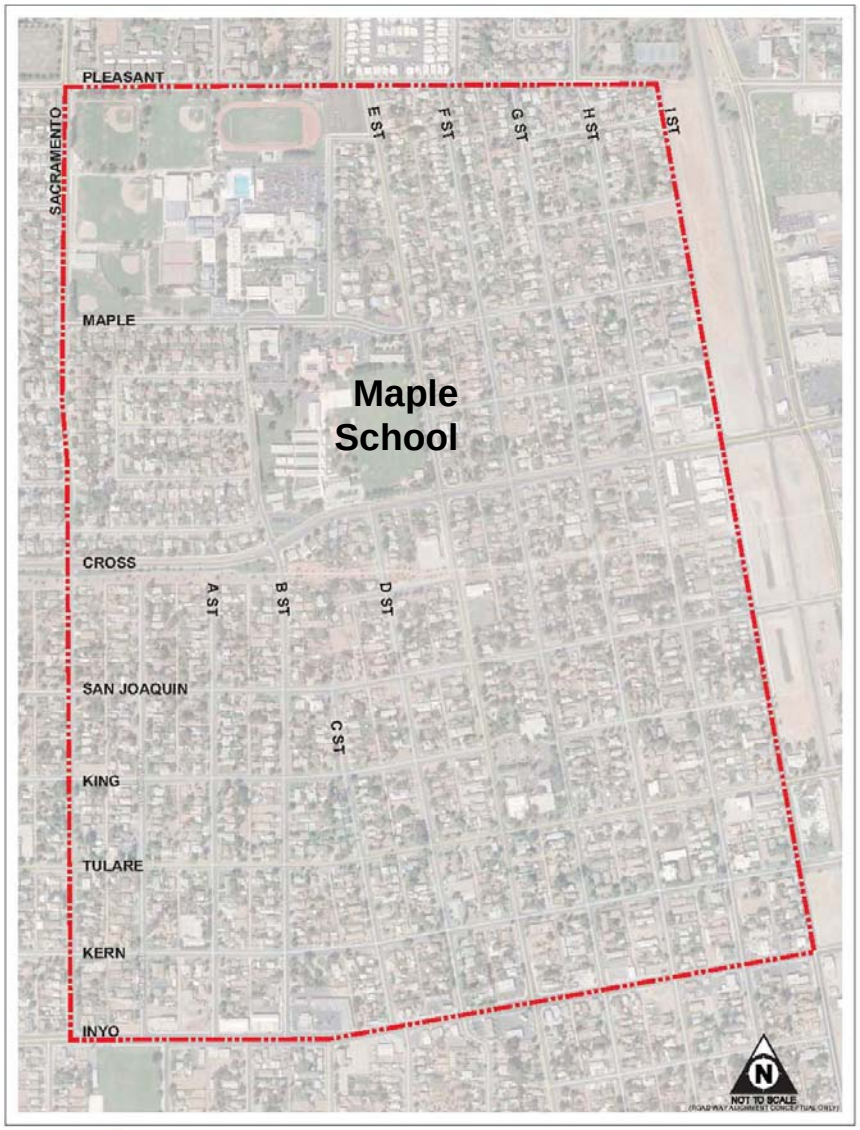
Maple School

Tonight's Agenda

- Introductions
- Overview of Project
- Review of Walk to School Day Event
- Review of Project Displays & Activities
- Community Meet & Greets/Refreshments

Introductions

- City of Tulare & Redevelopment Agency Staff
- Caltrans Staff
- Maple School Staff
- West Pine Avenue Steering Committee
- TPG Consulting & Language Solutions



Project Location

- West Pine Avenue Study Area
  - Bounded by:

North: Pleasant Avenue

West: Sacramento Street

South: Inyo Avenue

East: "I" Street

Overview of Project

- Caltrans Transportation Planning Grant: Five K“E”YS to Success
  - Engagement: Community-Based Participation
  - Engineering: Non-Motorized
  - Environment: Context Sensitive
  - Education: Safety
  - Enjoyment: Healthy Living

Overview of Project, Cont'd

- Engagement: Community-Based Participation
  - This Project Kick-Off & Open House
  - Welcome your Concerns, Ideas, Questions
  - Volunteer in your Community
    - Walk to School Day, October 6, 2010, 7:00am
    - Wednesday Walking School Buses
    - Other Community Health & Fitness Events
  - Be an Extension of Classroom Safety Education
    - Model Safe Walking & Bicycling Practices
    - Model Driver Awareness of Pedestrians & Cyclists

Overview of Project, Cont'd

- Engineering
  - Assess Suitabilty for Walking
    - Field Audit
    - Student/Parent Survey
  - Assess Suitabilty for Bicycling
    - Field Audit
    - City Bike Plan
  - Traffic Calming: Inyo Avenue Road Diet
    - Wide Sidewalks
    - Enhanced Crosswalks
    - Bulb-Outs (Curb Extensions)
  - Cost Estimates for Recommended Improvements
  - Funding Sources & Prioritized Implementation Action Plan

Overview of Project, Cont'd

- Environment: Context Sensitive
  - What's really needed for this neighborhood?
  - What makes for a safer walk in the neighborhood?
  - What makes for a safer bike ride in the neighborhood?
  - What are ways to "calm" traffic?

Overview of Project, Cont'd

- Education: Safety, Math, Geography, Art, Health Science/P.E., Writing
  - Walk facing on-coming traffic
  - Bicycle with the flow of traffic
  - How far do you walk to school?
  - Can you find your home on an aerial?
  - Which way is north?
  - Health & safety poster contests
  - Choosing healthy foods and behaviors
  - What words describe your route to school?

Overview of Project, Cont'd

- Enjoyment: Healthy Living
  - Brisk walking is good aerobic exercise
  - Walking helps reduce stress
  - Allows sharing time with family, friends
  - Develops life-long healthy living habits
  - Develops strong legs & core

Tonight's Activities

- Display Boards
- Inyo Road Diet – Becoming a "Complete Street"
- About Walk-to-School Day
  - A few precautions
- Walking School Bus Skit
- Your Ideas, Concerns,& Questions

Display Boards

- Existing Conditions
  - Sidewalks & Curb Ramps
  - Bicycle Lanes & related Signage & Storage
  - Crosswalks & School Signage
- Inyo Road Diet
- Walk to School Day Start Locations & Routes

Handouts

- Comment Sheets
- Sign-up to Volunteer for Walk to School Day
- Sign-up to learn more about & helping with “Wednesday Walk to School Days”

About Walk to School Day

- Wednesday, October 6, 2010
  - Start 7:00am
  - End 8:15am school bell
- International Walk to School Day
- No change in school breakfast program
- Review of Walk to School Day Program & Routes
  - We want your students to be safe
  - Suggested precautions

Ideas, Concerns, Questions?

- Open dialog
- Submit your comment sheets

What's Next?

- Walk to School Day: Wednesday, October 6, 2010
- Prepare Education & Marketing Plan: October
- Develop sketch level roadway concepts & cost estimates: October
- Prepare Draft Pedestrian Circulation and Suggested Routes to School Study: Oct.-November
- Review Draft Study with Steering Committee & Community Stakeholders: December
- Prepare Final Study: January

Closing

- Thank you for attending!
- Please help yourself to refreshments!

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

Project Kick-off & Community Open House
Thursday, September 30, 2010, 6:30 PM
Maple Elementary School Cafeteria

Please Tell Us Your Concerns, Ideas & Questions Below

Please leave completed form on the table tonight, or return by Friday, October 8, 2010, to:

TPG Consulting, Inc.
222 N. Garden St., Suite 100
Visalia, CA 93291
Attn : Mary Beatie, Sr. Planner

or

Tulare Redevelopment Agency
411 E. Kern Avenue
Tulare, CA 93274
Attn: Lynette Holguin, Redevelopment Specialist

Put Speed bumps
Put a crossing Guard

TPG Consulting

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

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Tulare Redevelopment Agency
411 E. Kern Avenue
Tulare, CA 93274
Attn: Lynette Holguin, Redevelopment Specialist

(1) Better Street Crossing for D ST to School Historic Main Crossing

(2) Trail Crossing on E ST Very Dangerous. East side Crossing sign blocked by Tree also B ST has simular issue of being a busy street and a lot of traffic in the morning

TPG Consulting

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

Maple School's & International Walk-to-School Day
Wednesday, October 6, 2010, 7:00am – 8:15am

Please Tell Us Your Concerns, Ideas & Questions Below

Please leave completed form on the table tonight, or return by Friday, October 8, 2010, to:

TPG Consulting, Inc.
222 N. Garden St., Suite 100
Visalia, CA 93291
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411 E. Kern Avenue
Tulare, CA 93274
Attn: Lynette Holguin, Redevelopment Specialist

Laura Ramos

TPG Consulting

Tulare Redevelopment Agency

TPG Consulting

Plan de transportación comunitario West Pine Avenue

Encuesta de caminar y andar en bicicleta

1. ¿Como llegaste a la escuela hoy?

☑ Caminando ☐ Bicicleta ☐ Carro ☐ Autobús ☐ Otro _____

2. ¿Como llegas normalmente a la escuela?

☑ Caminando ☐ Bicicleta ☑ Carro ☐ Autobús ☐ Otro _____

3 ¿Como llegas normalmente a tu casa de la escuela?

☐ Caminando ☐ Bicicleta ☑ Carro ☐ Autobús ☐ Otro _____

4. ¿Es fácil caminar por tu vecindario?

☐ Si ☐ No

Si no, cuales son algunas de las razones (escoge los que aplican)

☐ No hay banquetas ☐ Hay demasiado trafico ☑ Los carros pasan muy rápido ☐ Es difícil cruzar las calles

☐ Mucha basura ☐ Perros que dan miedo ☐ Gente que da miedo ☐ Otro hay espacios sin banqueta

5. ¿Es fácil andar en bicicleta por tu vecindad?

☑ Si ☐ No

Si no, cuales son algunas de las razones (escoge los que aplican)

☐ No hay lugar para andar en bicicleta ☐ Hay demasiado trafico ☑ Los carros pasan muy rápido ☐ Es difícil cruzar las calles

☐ Mucha basura ☐ Perros que dan miedo ☐ Gente que da miedo ☐ No hay donde aseguarar las bicicletas

☐ Otro _____

6. Cuando caminas: (escoge todos los que aplican)

☑ Caminas por la banqueta ☐ Caminar por la orilla de la calle hacia el trafico ☑ Cumples con las luces y letreros de trafico

☑ Te detienes y vez de izquierda a derecha y de nuevo otra vez, antes de cruzar la calle

☐ Cruzas por la raya o en las esquinas de la calle ☐ Compartes el área para caminar con otros que caminan, andan en bicicleta, patineta, carros

☑ Camine con cualquier persona (padre, abuelo, hermano o hermana, amiga, tía o tío, etc)

7. Cuando andas en bicicleta: (escoge todos los que aplican)

☐ Usas casco para bicicletas ☐ Cumples con todas las luces y letreros de trafico ☐ Señalas para voltear

☐ Manejas en fila derecho (no de un lado a otro) ☐ Manejas por el lado derecho de la calle

☐ Usas luces si manejas de noche ☐ Usas ropa reflectiva o brillosa

☐ Compartes el área de bicicletas con otros que caminan, andan en bicicleta, patineta, carros

8. ¿Que haría ir a la escuela en bicicleta o caminando mas fácil para ti?

☑ Mas banquetas ☐ Mas lugares para andar en bicicleta ☑ Mas pasto, flores, arboles

☑ Un mejor clima ☐ Si viviera mas cerca de la escuela ☑ Si mis amigos(a) caminaran o andarían en bicicleta

☐ Menos carros ☐ Carros que van mas despacio ☐ Que un adulto venga conmigo

☐ Otro _____

9. ¿Te divertiste caminando o ir en bicicleta a la escuela hoy? ☑ Si ☐ No

¿Caminarás o iras en bicicleta a la escuela mas seguido? ☐ Si ☐ No

10 Eres:

☐ Estudiante en Maple Elementary Grado_____

☑ Padres/abuelos de un estudiante de Maple Elementary Grado del estudiante K

☐ Otro _____

Tulare Redevelopment Agency

TPG Consulting

Plan de transportación comunitario West Pine Avenue

Encuesta de caminar y andar en bicicleta

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☐ Mucha basura ☑ Perros que dan miedo ☐ Gente que da miedo ☐ Otro _____

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☐ Menos carros ☐ Carros que van mas despacio ☐ Que un adulto venga conmigo

☐ Otro _____

9. ¿Te divertiste caminando o ir en bicicleta a la escuela hoy? ☐ Si ☑ No

¿Caminarás o iras en bicicleta a la escuela mas seguido? ☐ Si ☑ No

10 Eres:

☑ Estudiante en Maple Elementary Grado 5°

☐ Padres/abuelos de un estudiante de Maple Elementary Grado del estudiante _____

☐ Otro _____

Tulare Redevelopment Agency

TPG Consulting

Plan de transportación comunitario West Pine Avenue

Encuesta de caminar y andar en bicicleta

1. ¿Como llegaste a la escuela hoy?

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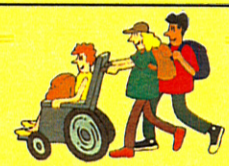

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☐ Otro _____

9. ¿Te divertiste caminando o ir en bicicleta a la escuela hoy? ☒ Si ☐ No

¿Caminarás o iras en bicicleta a la escuela mas seguido? ☐ Si ☐ No

10 Eres:

☐ Estudiante en Maple Elementary Grado 1

☐ Padres/abuelos de un estudiante de Maple Elementary Grado del estudiante _____

☐ Otro _____

Tulare Redevelopment Agency

TPG Consulting

Plan de transportación comunitario West Pine Avenue

Encuesta de caminar y andar en bicicleta

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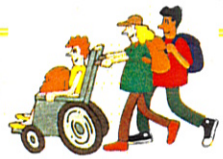

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☑ Camine con cualquier persona (padre, abuelo, hermano o hermana, amiga, tía o tío, etc)

7. Cuando andas en bicicleta: (escoge todos los que aplican) NO USO bicicleta

☐ Usas casco para bicicletas ☐ Cumples con todas las luces y letreros de trafico ☐ Señalas para voltear

☐ Manejas en fila derecho (no de un lado a otro) ☐ Manejas por el lado derecho de la calle

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☐ Otro _____

9. ¿Te divertiste caminando o ir en bicicleta a la escuela hoy? ☑ Si ☐ No

¿Caminarás o iras en bicicleta a la escuela mas seguido? ☑ Si ☐ No

10 Eres:

☑ Estudiante en Maple Elementary Grado 4rd

☐ Padres/abuelos de un estudiante de Maple Elementary Grado del estudiante _____

☐ Otro _____

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

I would like to learn about becoming a "Wednesday Walking School Bus Volunteer"

PLEASE PRINT CLEARLY

Name	Parent of Maple School Student? Yes	No	Home Address	Contact Info: Phone or email
Andrea Ramos	✓		327 N. "B" St, Tulare	741-3845 cell 686-4743 hm
Kristie Enriquez	✓		228 n. A street	679-5603
Brandon Carney	✓		3179 W. Sacramento Ave	380-9667
Maria Avitia	✓		304 N. E St	667-1485
Maria Landeros.	✓		650 W. San Joaquin ave	6872874
Maria Luisa Gutierrez	✓		432 W Meadow Dr Apt C	687-0618
Adelfa Salas	✓		165 S. Santa Clara	300-0961
Camila Jacobo	✓		121 N D ST	352 4233

TPG Consulting

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

I would like to learn about becoming a "Wednesday Walking School Bus Volunteer"

PLEASE PRINT CLEARLY

Name	Parent of Maple School Student?		Home Address	Contact Info: Phone or email
	Yes	No		
Margaret Valdez Perez	✓		425 W. San Joaquin Ave.	723-9558 cell

TPG Consulting

Tulare Redevelopment Agency

West Pine Avenue Community Based Transportation Plan

Me gustaría aprender sobre cómo ser "voluntario para el autobús andando el Miércoles"

POR FAVOR ESCRIBA CLARAMENTE

Nombre	¿Es usted padre de un alumno de la escuela Maple?		Dirección	No. de teléfono o correo electrónico (email)
	Si	No		
Angelica. Olvera	✓		332 .No "F" Street	(559) 686-9548
Francisco. Serna	✓		332 .No "F" Street	"

TPG Consulting

Appendix

WALK TO SCHOOL DAY EVENT

West Pine Avenue Community Based Transportation Plan

Save the Dates!

"Community Open House"

Thursday
September 30, 2010
6:30 pm

"Walk to School Day"

7am - 8:15 am
Wednesday October 6, 2010

You're invited to a Community Open House September 30, 2010 to learn about: "West Pine Avenue Community Based Transportation Plan: Safe Routes to School & Non-Motorized Travel" Project. The 75-block Project area is centered on Maple School. Consultants and City staff will provide a short presentation about the project and how the community can be involved in developing solutions to make walking and bicycling to school a safer, more enjoyable experience.

All Maple Elementary School students, their parents and project area residents and merchants are invited to participate in the "Walk to School Day! " On October 6, 2010 event to be held in conjunction with the International Walk to School Day, from 7:00 AM until 8:15 AM! "Walking School Buses" will be organized by Tulare Western ASB and Link Crew Student Leaders! The Walk to School Day event is to focus on safe walking practices. All participants will be asked to complete a short "Walkability Survey" and in return will receive a goody-bag!

Watch for more coverage in the Tulare Voice newspaper and listen to your students for more information.

Tulare Redevelopment Agency

iwalk International Walk to School in the USA

¡Apunten las fechas!

"Community Open House"

Jueves
30 de Septiembre, 2010
6:30 pm

7am - 8:15 am
Miercoles 6 de Ocubre
"Dia para caminar a la escuela"

Se les invita a la entrada al público en la escuela Maple 30 de Septiembre 2010 para aprender sobre: "El plan de transportación para la comunidad en West Pine Avenue: El proyecto Rutas Seguras Para Llegar a la Escuela y Transporte No Motorizado" . El proyecto de 75 cuadras está centrado en la escuela Maple. El personal de la cuidad y consultores darán una presentación corta sobre el proyecto y como la comunidad puede tomar parte en desarrollar soluciones para hacer más seguro y agradable el caminar o llegar en bicicleta a la escuela.

Se les invita a todos los alumnos de la escuela primaria Maple, sus papas y los residentes del área del proyecto y comerciantes a participar en el evento del "Día para caminar a la escuela" 6 de octubre, 2010 que se llevara a cabo junto con el día internacional Día Para Caminar a la Escuela, de las 7:00 a.m. a las 8:15 a.m. Los "Autobuses caminando" serán organizados por parte de Tulare Western ASB y Link Crew Student Leaders! El evento del Día Para Caminar a La Escuela se enfoca en prácticas seguras para caminar. Se les pedirá a todos los participantes que llenen una "Encuesta para caminar" corta y a cambio recibirán una bolsita de regalo.

Esté pendiente para má
s cobertura en el periódico Tulare Voice y escuche a sus hijos para recibir más información.

Tulare Redevelopment Agency

Walk International in the Walk to School USA

West Pine Avenue Walk to School Day Proclamation

City Council Meeting of: September 21, 2010

Contact: Bob Nance, Tulare Redevelopment Agency

Whereas, hundreds of children could be saved each year if communities take steps to make pedestrian safety a priority.

Whereas, a lack of physical activity plays a leading role in rising rates of obesity, diabetes and other health problems among children and being able to walk or bicycle to school offers an opportunity to build activity into daily routine.

Whereas, driving students to school by private vehicle contributes to traffic congestion and air pollution.

Whereas, an important role for parents and caregivers is to teach children about pedestrian safety and become aware of the difficulties and dangers that children face on their trip to school each day and the health and environmental risks related to physical inactivity and air pollution.

Whereas, community leaders and parents can determine the "walkability" of their community by using a walkability checklist.

Whereas, community members and leaders should make a plan to make immediate changes to enable children to safely walk and bicycle in our communities and develop a list of suggestions for improvements that can be done over time.

Whereas, children, parents and community leaders around the world are joining together to walk to school and evaluate walking and bicycling conditions in their communities.

Whereas, the Tulare Redevelopment Agency and Maple School have partnered together to evaluate walking and bicycling conditions in west Tulare around Maple School, and are working together to promote healthier lifestyle choices by the students and residents of the City of Tulare.

Now Therefore, Be It Resolved that I, Mayor Craig Vejvoda, proclaim October 6, 2010 "West Pine Avenue Walk to School Day" and encourage everyone to consider the safety and health of children today and everyday.

FOR IMMEDIATE RELEASE

CONTACT:
Betsy McGovern-Garcia
City of Tulare
(559) 684-4254

Val Brown
Principal Maple School
(559) 685-7270

Over 800 children, parents, and others expected to celebrate International Walk to School Day on October 6, 2010 in Tulare

Maple School in Tulare will be joining schools from around the world to celebrate International Walk to School Day on **Wednesday, October 6, 2010.**

Organizers expect 800 students, parents and teachers from Maple School, along with City and School District dignitaries and staff, and Tulare Western High School Student Leaders to walk to school on Wednesday, October 6, from 7:00 am to 8:15 am. Tulare City Council member Rich Ortega and City Manager Darrel Pyle and principals Val Brown from Maple School and Lucy VanScyoc from Tulare Western High School will also be participating with the Maple School students.

The event will begin at 7:00 am with kids, parents and community leaders walking from their homes to Maple School. The City of Tulare is partnering with Tulare Western High School's Link Crew & ASB leadership clubs on the event, and the high school students will lead "walking school buses" from assigned locations within the community. The walk will end in the Maple School courtyard, where walkers will have the opportunity to fill in a "Walkability Survey" rating their walk to school. Students who complete the survey will receive a goody-bag containing walking, bicycling, nutritional and healthy living information and prizes donated by a variety of event sponsors. Bottled water will be provided by donation from the United Way. Walking School Bus leaders will be recognizable in the community that morning wearing bright yellow "Ride & Stride" t-shirts.

In the U.S., International Walk to School Day is expected to include 5,000 schools from all 50 states. Walkers from the U.S. are also expected to join children and adults in 40 countries around the world.

Walk to School events work to create safer routes for walking and bicycling and emphasize the importance of issues such as increasing physical activity among children, pedestrian safety, traffic congestion, concern for the environment and building connections between families, schools and the broader community.

The event is being organized by the Tulare Redevelopment Agency, in cooperation with Maple School and Tulare Western High School and volunteers from throughout the community, and is one key community event being held in conjunction with the "West Pine Avenue Community Based Transportation Plan to be prepared by the

Redevelopment Agency's consultant partner, TPG Consulting, Inc. of Visalia Among other technical data and analysis, the results of the walkability surveys will be used to identify improvements needed to neighborhood streets to make walking and biking to school safe and pleasant. The West Pine Avenue Community Based Transportation Plan project is being sponsored by a grant from the California Department of Transportation (Caltrans).

For additional information about the West Pine Avenue Community Based Transportation Plan project and to learn additional details and logistics for the Walk to School Day event please attend the Community Project Kick-off and Open House at the Maple School Cafeteria on September 30, 2010, at 6:30pm.

For additional information, please contact Betsy McGovern-Garcia at bmcgovern@ci.tulare.ca.us or (559) 684-4254.

For additional information, please visit these Web sites:

California Walk to School	www.cawalktoschool.com
International Walk to School in the USA	www.walktoschool.org
International Walk to School	www.iwalktoschool.org
CA Department of Transportation Grants	http://www.dot.ca.gov/hq/tpp/grants.html

###

About International Walk to School Day

- Since 1997, communities around the U.S. have been celebrating Walk to School Day. Around the globe, International Walk to School Month brings together more than 40 countries in recognition of the common interest in walking to school.
- In its thirteenth year, U.S. participation reached a record high with more than 3,300 events from all fifty states and the District of Columbia registering in 2009. Many more communities held events but did not register.
- In 2006, world-wide interest led the International Walk to School Committee to establish International Walk to School Month – countries pick a day, week or use the entire month of October to promote walking to school.
- The event was established as "International" in 2000, when Canada and the UK joined with the U.S. to celebrate.
- The Partnership for a Walkable America sponsored the first National Walk Our Children to School Day in Chicago in 1997, modeled after the United Kingdom's walk to school events.
- More than one-half of Walk to School events are part of ongoing activities to promote walking and bicycling throughout the year.
- In August 2005, federal legislation established a National Safe Routes to School Program that provided $612 million towards Safe Routes to School from 2005 to 2010.
- More than 4,500 schools in all 50 states and the District of Columbia have been awarded federal funds for Safe Routes to School activities during the school year.

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VOICE
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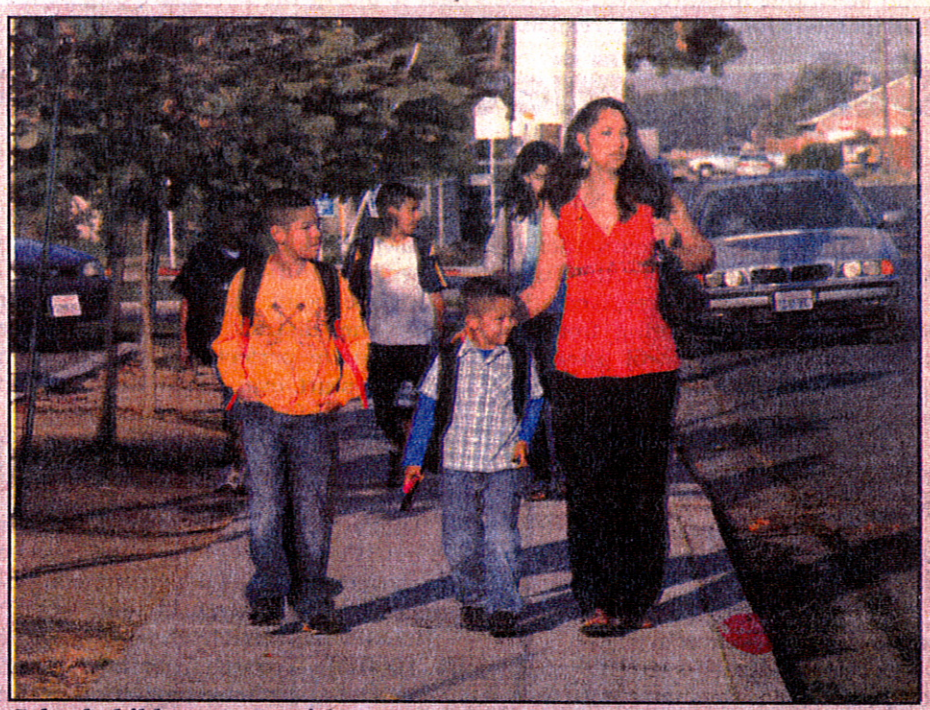


School children, some with parents, walk safely on sidewalks to Roosevelt and Mulcahy Schools on Friday morning.

Maple Area Could Get Sidewalks Next

Tulare Voice 9/30/10

The Tulare Redevelopment Agency has rolled out more than 24,000 square feet of new sidewalks and other improvements in the Roosevelt Elementary and Mulcahy Middle school area over the past two years and now the focus is shifting to the Maple School neighborhood.

The agency has contracted with TPG Consulting in Visalia to study the 75-block area surrounding the West Cross Avenue campus with an eye toward developing a plan to create safer routes to walk or bicycle to the school. The agency then will search for money to make the improvements.

Organizers of next Wednesday's Walk to School Day hope the success of the earlier effort, which is in its third phase in the Roosevelt/Mulcahy area, will prompt Maple neighborhoods to participate in the event, which will coincide with the International Walk to School Day.

Those who work and live in Roosevelt/Mulcahy neighborhoods say the newly constructed sidewalks have made a big difference in that neighborhood.

"I have seen not only more kids walking to school, I've seen more parents as well," said Roosevelt School Principal Ira Porchia. "I've even seen parents exercising on it, walking around the Mulcahy School campus."

Porchia was among the more than 800 students, parents, teachers, administrators and community leaders who participated in the 2008 Walk to School event and provided the feedback that led to an action plan.

The walk was "eye opening" to Mayor Craig Vejvoda, who made the walk with Councilman Richard Ortega and City Manager Darrel Pyle. "I don't walk those streets and the lack of sidewalks was a real concern and I'm glad we've made improvements."

See WALK TO SCHOOL page 5

Charles Clouse

From: Mary Beatie [mbeatie@tpgconsulting.net]
Sent: Monday, October 04, 2010 2:41 PM
To: 'Al Soto'; 'Argelia Flores'; Betsy McGovern-Garcia; 'Bonnie Simoes'; 'Charles Clouse'; 'Francesca Giannandrea'; 'Jill Gormley'; 'June Sexton'; 'Lana da Silva'; 'Laurel Barton'; Lynette Holguin; 'Marta Frausto'; 'Mary Beatie'; Mike Miller; 'Roberta Lopez'; Ross Gentry ; 'Shawn Cardoza'; 'Stephen Amundson '; 'Susan Neves'; Valerie Brown ; 'Veva Islas Hooker (CCROPP)'
Subject: Maple School Walk to School Day
Attachments: Walking School Bus Routes-2.pdf; WALK TO SCHOOL DAY Assignments.doc

Hello All,

You are receiving this email because you are either a Project Steering Committee member, City, School District or Caltrans staff or have otherwise volunteered to help us meet and guide Maple School children who will be participating in "Walking School Buses" this coming Wednesday.

Attached is a map showing 13 red stars on it. Also attached is a list showing the star location at which you have been assigned to be stationed this coming Wednesday morning at 7:00am to intercept and join the walking school buses on their routes back to Maple School (blue arrows.)

Please reply to this message ASAP if you are not able to make it Wednesday so I can plan for your replacement.

Your role is to help us by keep an eye out for early birds or stragglers who may be hurrying from nearby neighborhoods to catch (up to) the buses and to help keep the kids safe on their walk. They will be looking for you in your yellow
"Ride & Stride"* T-shirt.** ***(If do not have your yellow T-shirt already or have not receive one yet from Val Brown (Maple School Principal) or Betsy McGovern (City Redevelopment Agency staff), please call Val (if you're with the TCSD) or Betsy or Lynette Holguin at the City to make arrangements. **(Marta: I have yours. I will be at the school Wed. at 6:30am if you would like to meet me there and pick it up.) You must be wearing this yellow Ride & Stride T-shirt on Wed. because the Maple School students have been told to only walk with someone wearing that shirt.**

Tulare Western High School ASB and Link Crew student leaders will start the Walking School Buses at the locations marked with dashed circles. They will all be in communication with each other via cell phones.

Of course, we appreciate you being models of good pedestrian behavior for the students: stopping at every street crossing, looking Left-Right-Left again for on-coming traffic; proceeding only when clear, not running (in case of tripping or falling down), being aware (watching and listening) for cars that may be backing out of driveways, and most important: *Where there are no sidewalks, you should walk on the side of the street FACING on-coming traffic.*

Thank you all *very* much. Have a fun and safe time! Call or email me if you have any questions or concerns.

Miscellaneous items:

1.) **Bottled water donated by United Way will be available at the school as you enter the school gates.**
2.) **All parents, students, and other adults who participate in the Walk to School Day will be asked to complete a quick 10-Question survey. Students who complete the survey will get a "goody-bag".**
3.) **Children who normally eat breakfast at the school should be directed to the cafeteria first, *before* they take their survey; we don't want them to miss their breakfast.**
4.) **TWHS will have some activities planned for the kids who finish their surveys to help fill the time before the 8:15 bell rings and children go their classrooms.**

Regards,

Mary E. Beatie, Sr. Planner
TPG Consulting, Inc.
222 N. Garden Street, Suite 100
Visalia, CA 93291
P: 559-739-8072
F: 559-739-8377
mbeatie@tpgconsulting.net
www.tpgconsulting.net

Wednesday, October 6, 2010
WALK TO SCHOOL DAY
Start time: 7:00am

Assignments for "STAR" Locations

1. Mike Miller, City Engineering
   Mike Milanesi, TCSD

2. Darrel Pyle, City Manager
   Lucy Van Scyoc/Steve Amundson, TWHS

3. Susan Simon, City Planning
   Vicki Stewart, TCSD

4. Ross Gentry, TPG
   Marta Frausto, Caltrans

5. Francesca Giannandrea, MS
   Debbie Mullowney, TCSD

6. Tahnee Maness, MS
   June Sexton, Asthma Coalition

7. Connie Munoz, MS
   Susan Neves, Tulare Community Health Clinic

8. Richard Ortega, City Council
   Jill Gormley, TPG

9. Lynette Holguin, City Redevelopment
   Susan Schonauer, MS

10. Olan Bailey, Tulare Redevelopment Board
    Teresa Sharley, TCSD

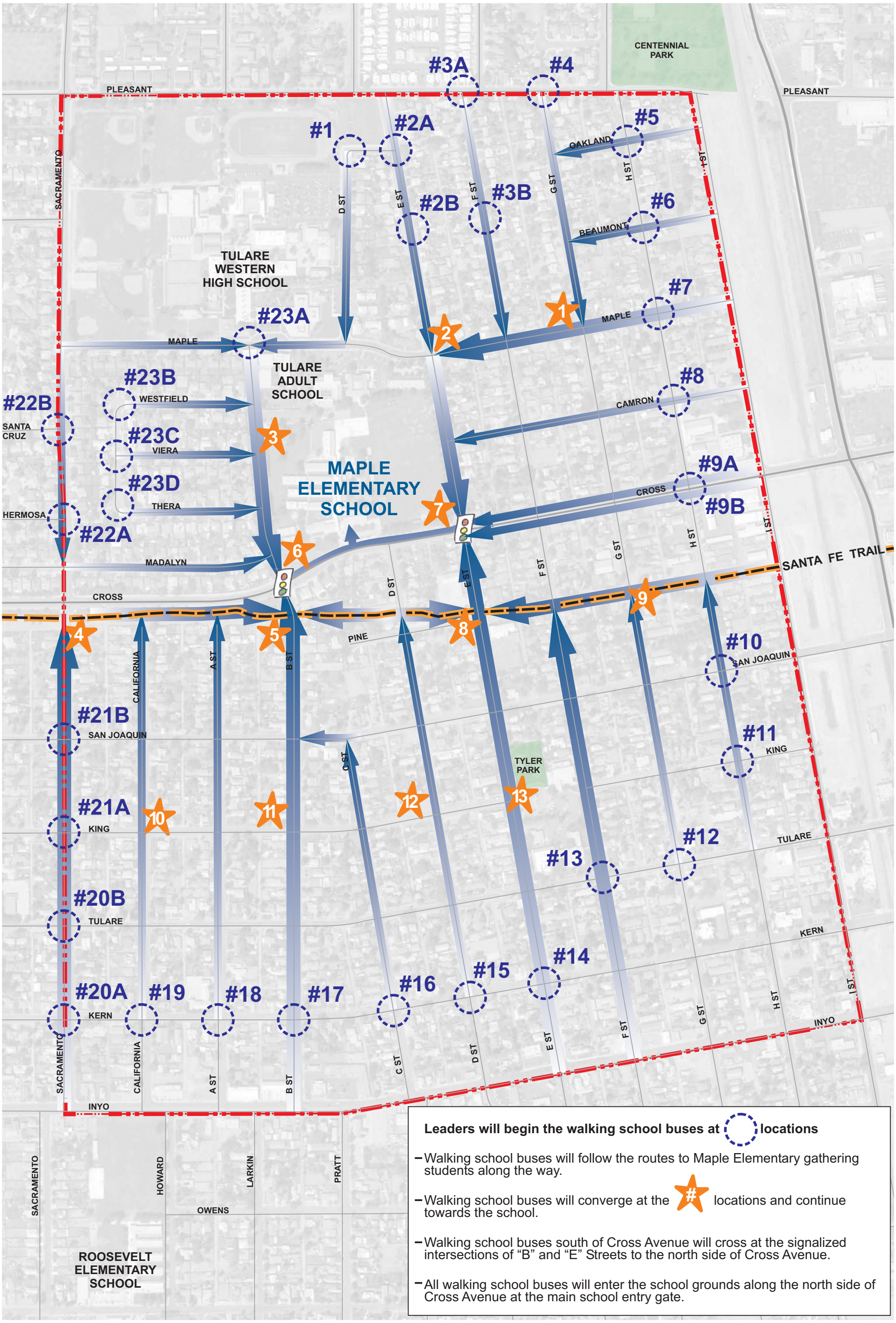
11. Capt. Morales, City PD
    Roberta Lopez, Tulare Community Health Clinic

12. Mike Whitlock, City Engineer
    Charley Clouse, TPG

13. Bonnie Simoes, City Planning
    Martha Gomes, MS

At Maple School Site:

Val Brown	Betsy McGovern	Mary Beatie	TWHS ASB/Link Crew (10)
Argelia Flores	Lana da Silva	Linda Duke	Genoveva Islas Hooker



TPG Consulting Incorporated

OCTOBER 6, 2010
INTERNATIONAL WALK TO SCHOOL DAY
WALKING SCHOOL BUS ROUTES TO MAPLE SCHOOL

West Pine Avenue
Tulare, CA

Figure 1

10-1231

West Pine Avenue Community Based Transportation Plan

Walking & Biking Audit

1. How did you get to school today?

☐ Walk ☐ Bike ☐ Car ☐ Bus ☐ Other _____

2. How do you usually get to school?

☐ Walk ☐ Bike ☐ Car ☐ Bus ☐ Other _____

3. How do you usually get home from school?

☐ Walk ☐ Bike ☐ Car ☐ Bus ☐ Other _____

4. Is it easy to walk in your neighborhood?

☐ Yes ☐ No

If no, what are some of the reasons (choose all that apply)

☐ No sidewalks ☐ Too much traffic ☐ Cars drive too fast ☐ Hard to cross streets

☐ Lots of trash ☐ Scary dogs ☐ Scary people ☐ Other _____

5. Is it easy to ride a bike in your neighborhood?

☐ Yes ☐ No

If no, what are some of the reasons (choose all that apply)

☐ No place to ride ☐ Too much traffic ☐ Cars drive too fast ☐ Hard to cross streets

☐ Lots of trash ☐ Scary dogs ☐ Scary people ☐ No bike rack

☐ Other _____

6. When you walk do you: (choose all that apply)

☐ Walk on the sidewalks ☐ Walk on the shoulders facing traffic ☐ Obey traffic signals and signs

☐ Stop and look left, right and then left again before crossing the street

☐ Cross at crosswalks or corners ☐ Share the walking area with other walkers, biker riders, skaters, cars

☐ Walk with anyone (parent, grandparent, brother or sister, friend, aunt or uncle, etc.)

7. When you ride your bike do you: (choose all that apply)

☐ Wear a bicycle helmet ☐ Obey traffic signals and signs ☐ Signal turns

☐ Ride in a straight line (no weaving) ☐ Ride on the right side of the road

☐ Use lights if riding at night ☐ Wear reflective and/or bright clothing

☐ Share the biking area with other biker riders, walkers, skaters, cars

8. What would make it easier for you to walk or ride your bike to school?

☐ More sidewalks ☐ More places to ride bikes ☐ More grass, flowers, trees

☐ Better weather ☐ If I lived closer to school ☐ If my friends walked or rode bike

☐ Fewer cars ☐ Slower cars ☐ Having an adult come with me

☐ Other _____

9. Did you have fun walking or riding your bike to school today? ☐ Yes ☐ No

Will you walk or ride your bike to school more often? ☐ Yes ☐ No

10 Are you:

☐ Maple Elementary Student Grade_____

☐ Parent/Grandparent of a Maple Elementary Student Grade of student _____

☐ Other _____

Plan de transportación comunitario West Pine Avenue

Encuesta de caminar y andar en bicicleta

1. ¿Como llegaste a la escuela hoy?

☐ Caminando ☐ Bicicleta ☐ Carro ☐ Autobús ☐ Otro _____

2. ¿Como llegas normalmente a la escuela?

☐ Caminando ☐ Bicicleta ☐ Carro ☐ Autobús ☐ Otro _____

3 ¿Como llegas normalmente a tu casa de la escuela?

☐ Caminando ☐ Bicicleta ☐ Carro ☐ Autobús ☐ Otro _____

4. ¿Es fácil caminar por tu vecindario?

☐ Si ☐ No

Si no, cuales son algunas de las razones (escoge los que aplican)

☐ No hay banquetas ☐ Hay demasiado trafico ☐ Los carros pasan muy rápido ☐ Es difícil cruzar las calles

☐ Mucha basura ☐ Perros que dan miedo ☐ Gente que da miedo ☐ Otro _____

5. ¿Es fácil andar en bicicleta por tu vecindad?

☐ Si ☐ No

Si no, cuales son algunas de las razones (escoge los que aplican)

☐ No hay lugar para andar en bicicleta ☐ Hay demasiado trafico ☐ Los carros pasan muy rápido ☐ Es difícil cruzar las calles

☐ Mucha basura ☐ Perros que dan miedo ☐ Gente que da miedo ☐ No hay donde aseguarar las bicicletas

☐ Otro _____

6. Cuando caminas: (escoge todos los que aplican)

☐ Caminas por la banqueta ☐ Caminar por la orilla de la calle hacia el trafico ☐ Cumples con las luces y letreros de trafico

☐ Te detienes y vez de izquierda a derecha y de nuevo otra vez, antes de cruzar la calle

☐ Cruzas por la raya o en las esquinas de la calle ☐ Compartes el área para caminar con otros que caminan, andan en bicicleta, patineta, carros

☐ Camine con cualquier persona (padre, abuelo, hermano o hermana, amiga, tía o tío, etc)

7. Cuando andas en bicicleta: (escoge todos los que aplican)

☐ Usas casco para bicicletas ☐ Cumples con todas las luces y letreros de trafico ☐ Señalas para voltear

☐ Manejas en fila derecho (no de un lado a otro) ☐ Manejas por el lado derecho de la calle

☐ Usas luces si manejas de noche ☐ Usas ropa reflectiva o brillosa

☐ Compartes el área de bicicletas con otros que caminan, andan en bicicleta, patineta, carros

8. ¿Que haría ir a la escuela en bicicleta o caminando mas fácil para ti?

☐ Mas banquetas ☐ Mas lugares para andar en bicicleta ☐ Mas pasto, flores, arboles

☐ Un mejor clima ☐ Si viviera mas cerca de la escuela ☐ Si mis amigos(a) caminaran o andarían en bicicleta

☐ Menos carros ☐ Carros que van mas despacio ☐ Que un adulto venga conmigo

☐ Otro _____

9. ¿Te divertiste caminando o ir en bicicleta a la escuela hoy? ☐ Si ☐ No

¿Caminarás o iras en bicicleta a la escuela mas seguido? ☐ Si ☐ No

10 Eres:

☐ Estudiante en Maple Elementary Grado_____

☐ Padres/abuelos de un estudiante de Maple Elementary Grado del estudiante _____

☐ Otro _____

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RIDE 'N' STRIDE

2010

PEDALEAR 'Y' CAMINAR

Special Thanks

T-SHIRT Backs

to our Project Partners:

Tulare Western High School ASB & Link Crew

City of Tulare • Tulare Redevelopment Agency

UC Cooperative Extension • Tulare County

Asthma Coalition • Tulare Community Health Clinic

Central Valley Health Network • Project Lean

United Way • Central California Regional Obesity

Prevention Program • TPG Consulting, Inc.

I walked to school today
with kids across the globe!
iwalk International Walk to School

VISALIA TIMES-DELTA
Tulare Advance-Register

Tulare students walk to raise health and safety awareness

BY ERIC WOOMER • ewoomer@visalia.gannett.com • October 7, 2010

More than 900 Maple School students, parents, teachers and volunteers walked to school Wednesday in hopes of raising awareness about the dangers of obesity and encouraging street safety.

The "Walking School Buses" led by Tulare Western High School students were part of International Walk to School Day. More than 5,000 schools in all 50 states participated in the event.

"I think it's really fun, because I usually don't get to walk to school because it's scary," said Maple fourth-grader Destiny Magana. "I like walking with my friends and want to walk to school."

There is no bus service at the school.

When students arrived on campus they were treated with bottles of water and goodie bags and enjoyed dancing and face painting. Students and parents were asked to fill out a survey to help city officials determine how to increase the number of students who walk to school.

More than 900 surveys were completed Wednesday.

The surveys will be processed by TPG Consulting. The Tulare Redevelopment Agency will use the results to seek grant money for roads and sidewalks.

Since 2008, when Tulare schools began participating in the international event, Caltrans has given out enough money to lay more than 25,000 square feet of sidewalk.

"It's not only about the sidewalks and reducing traffic, it's about promoting exercise and teaching students the risks of obesity," said Tulare Redevelopment Agency's Betsy McGovern-Garcia. " We want the kids to know how cool it is to walk to school."

Students walk to Maple Elementary School Wednesday during International Walk to School Day. (Eric Woomer)

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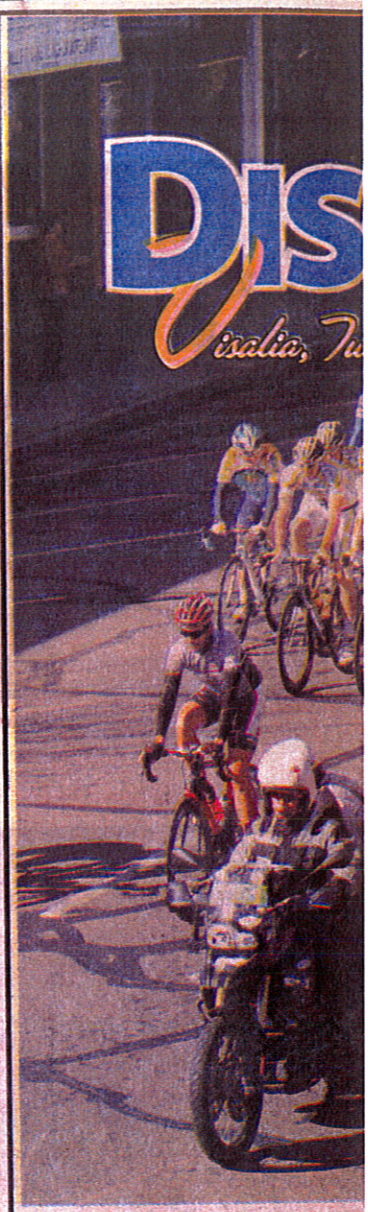
Valley Voice 10-21-10

Walk-to-School Day

About 60 Tulare Western High school students assisted with nearby Maple School's Walk-to-School Day Oct. 6, serving as walking school buses for children and helping parents and students complete a survey regarding their experience walking from home. Even the school's mascot, right, was on hand to greet students as they entered the campus. Organizers reported more than 914 people walked through the school gates, which is about 200 more than the school's enrollment. The surveys will help the Tulare Redevelopment Agency devise a plan to improve the walking routes to school. Photos submitted.



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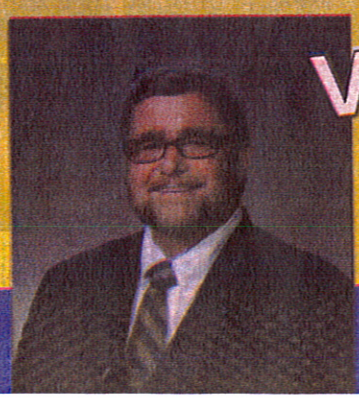

"Put
VOTE
SKIP BA
Tulare City

10/6/10 Walk to School Day

Survey Dates = Wednesday, October 6, 2010
Surveys Returned = 676 (626 English; 50 Spanish)

1) How did you get to school today?

	Total Responses =	665
Walk		83%
Bike		3%
Car		13%
Bus		2%
Other		0%

2) How do you usually get to school?

	Total Responses =	671
Walk		48%
Bike		3%
Car		46%
Bus		3%
Other		0%

3) How do you usually get home from school?

	Total Responses =	671
Walk		45%
Bike		2%
Car		49%
Bus		3%
Other		0%

4) Is it easy to walk in your neighborhood?

	Total Responses (multiple responses allowed) =	663
Yes		45%
No		23%
No sidewalks		4%
Too much traffic		6%
Cars drive too fast		7%
Hard to cross streets		5%
Lots of trash		1%
Scary Dogs		6%
Scary People		1%
Other		

5) Is it easy to ride a bike in your neighborhood?

	Total Responses (multiple responses allowed) =	653
Yes		40%
No		25%
No place to ride		5%
Too much traffic		7%
Cars drive too fast		8%
Hard to cross streets		4%
Lots of trash		1%
Scary Dogs		5%
Scary People		3%
No bike rack		2%
Other		1%

6) When you walk do you:

Total Responses (multiple responses allowed) =	2044
Walk on the sidewalks	26%
Walk on the shoulders facing traffic	6%
Obey traffic signals & signs	14%
Stop & look left, right & then left again before crossing the street	17%
Cross at crosswalks or corners	14%
Share the walking area with other walkers, bike riders, skaters, car	10%
Walk with anyone (parent, grandparent, brother or sister, friend, aunt or uncle, etc.)	14%

7) When you ride your bike do you:

Total Responses (multiple responses allowed) =	1611
Wear a bicycle helmet	25%
Obey traffic signals & signs	16%
Signal turns	6%
Ride in a straight line (no weaving)	13%
Riad on the right side of the road	10%
Use lights if riding at night	8%
Wear reflective &/or bright clothing	10%
Share the biking area with other bike riders, walkers, skaters, cars	11%

8) What would make it easier for you to walk or ride your bike to school?

Total Responses (multiple responses allowed) =	1450
More sidewalks	23%
More places to ride bikes	10%
More grass, flowers, trees	6%
Better weather	10%
If I lived closer to school	10%
If my friends walked or rode bike	8%
Fewer cars	11%
Slower cars	10%
Having and adult come with me	10%
Other	1%

9) Did you have fun walking or riding your bike to school today?

Total Responses =	592
Yes	95%
No	5%

Will you walk or ride your bike to school more often?

Total Responses =	502
Yes	84%
No	16%

10) Are you

Total Responses =	670
Maple Elementary Student	613
Grade	
Parent/Grandparent of a Maple Elementary Student	49
Grade	
Other	8

Appendix

SAMPLE LESSON PLANS & EDUCATIONAL MARKETING COMPONENTS

West Pine Avenue Community Based Transportation Plan

Month	Instruction	Events	Other
January	• Hygiene lessons*	• "Safety Week" poster contest	•
February	• Exercise lessons*	•	• PE and recess prep for State Fitness testing in April
March	• Healthy Teeth lessons*	• Max Choboian Road Race	• Establish TWHS student volunteer "coaches" for Maple students.
April	[State Testing Window]	• Tulare Schools Track Meet	•
May	• Air Pollution lessons	• Bicycle and Skateboard Safety	•
June	•	•	• Plan with TWHS student leadership group for 2011-2012 collaboration.
July	•	•	• Organize parent-led Walking School Bus program
August	• Get to Know Tulare – map lessons	• "Healthy School" student art contest	• Begin planning for Walk to School Day
September	• Pedestrian and bicycle safety presentations by Police Department	• "Healthy School" student art contest	• Begin Walk to School Day awareness campaign
October	• Healthy Choices lessons*	• International Walk to School Day	• Walk to School Day publicity
November	• Nutrition lessons*	• "Turkey Trot" schoolwide walk/run event.	•
December	• Hand Washing lessons*	•	•

* Lesson plans based on The Children's Health Fund curriculum and materials.

West Pine Avenue Community-Based Transportation Plan

Project Team and Steering Committee Roster

	Name	Affiliate	Address	Phone	Email
Project Team	Betsy McGovern-Garcia	Tulare Redevelopment Agency	411 Kern Avenue, Tulare, CA 93274	559-684-4254	bmcgovern@ci.tulare.ca.us
	Lynette Holguin	Tulare Redevelopment Agency	411 Kern Avenue, Tulare, CA 93274	559-684-4236	lholguin@ci.tulare.ca.us
	Michael Miller	Tulare Public Works Dept.	411 Kern Avenue, Tulare, CA 93274	559-684-4269	mmiller@ci.tulare.ca.us
	Laurel Barton	Tulare Public Works Dept.	411 East Kern Avenue, Tulare, CA 93274	559-684-4317	LBarton@ci.tulare.ca.us
	Charlie Clouse	TPG Consulting, Inc.	222 N. Garden Street	559-739-8072	cclouse@tpgconsulting.net
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	Jill Gormley	TPG Consulting, Inc.	222 N. Garden Street	559-739-8072	jgormley@tpgconsulting.net
	Marta Frausto	Caltrans, Dist. 6, Planning	1352 W. Olive, Fresno, CA 93778	559.488.4168	marta_frausto@dot.ca.gov
Steering Committee	Val Brown	Principal, Maple Elementary	640 W. CROSS – 685-7270 / 685-7337 FAX	599-799-8641	vbrown@tcsd.k12.ca.us
	Shawn Cardoza	Tulare P.D. Traffic Safety Team	260 South M Street, Tulare CA 93274	559-358-6299	scardoza@ci.tulare.ca.us
	June K Sexton	Tulare County Asthma Coalition	16723 Ave 328, Visalia, Ca 93292	559-798-1287	asthma.tcac@yahoo.com
	Lana da Silva	Tulare Parks and Recreation	830 South Blackstone, Tulare CA 93274	559-685-2330	LDasilva@ci.tulare.ca.us
	Susan Neves Roberta Lopez	Tulare Community Health Clinic	1201 N Cherry Street, Tulare CA 93274	559-684-4345 559-685-4607	sneves@tchci.com rlopez@tchci.com
	Argelia Flores	United Way	1601 E. Prosperity Ave., Tulare, 93274	559-685-1766	argelia@unitedwaytc.org
	Veva Islas Hooker	CCROPP (Central California Region Obesity Prevention Program)	1625 E. Shaw Ave., Suite 106, Fresno, CA 93710	W: 559-228-2142 C: 661-319-8029	gislas@csufresno.edu
Other Contacts	Lucy VanScyoc	Tulare Wester High School, Principal	824 W. Maple Avenue, Tulare, CA 93274	559-686-8751	
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	Cindy Perry	Maple School Librarian	640 W. Cross Street, Tulare CA 93274	559-686-8751	
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High School Student Support for "Ride and Stride" Program

Tulare Western Student Leadership programs, under the supervision of Stephen Amundson, is actively seeking community service involvement for students and is prepared to commit significant support for the Walk to School Day and other events and activities. Prior to meeting with Steve, I asked for and received the support of high school district and Tulare Western administration. Following is an outline of our conversation.

General

- ✓ Tulare Western can provide as many as 60 volunteers for events and ongoing activities from two leadership programs, ASB and Link Crew which is a freshman orientation and student-to-student mentoring program.
- ✓ The ASB works with all student clubs including two student service clubs, Key Club and S Club, which have strong affiliation with Tulare Kiawanis and Soroptomist clubs respectively.
- ✓ Mr. Amundson also works with the Tulare Western Athletic Department.

Walk to School Day Event

October 6th

- ✓ As many as 60 students, half available until 7:45, the rest available until 9:45. We need to provide the start time.
- ✓ Lead (with adults as available) the "walking school bus" to school.
- ✓ Help with survey as needed.
- ✓ Photograph and video record event for possible publicity and instructional uses.
- ✓ Provide a P.A. system if needed for announcements and music during event.
- ✓ Face painting for Maple students.

Prior to October 6th

- ✓ Create and implement a marketing plan for this event
- ✓ Organize "walking school bus" in neighborhoods (visit homes, speak with parents, etc.)
- ✓ Speak to classes at Maple School to encourage walking on October 6th
- ✓ Create butcher paper signs for Maple School to advertise the event

Other activities and events

Fitness

- ✓ Using high school athletic team members, create a series of "how-to" clinics for Maple School students.

Adopt a Classroom

- ✓ Two high school students are available to work with each Maple School teacher to assist in keeping a high profile for the Ride and Stride program throughout the year.

Planning Involvement

- ✓ Provide an opportunity for high school students to be involved in the development of Ride and Stride marketing and sustainability plans and documents.

August 24, 2010

TULARE WESTERN STUDENT SUPPORT FOR MAPLE SCHOOL "RIDE & STRIDE" EVENT

DATES	EVENT	NOTES	TIME	LOCATION
September 20	Steering Committee meeting	2 students and advisor	3:30 pm to 5:00 pm	Maple School Library
September 21	City Council - Walk to School Proclamation	2 students and advisor	7:00 pm to ?	Tulare City Library
September 30	Community Open House and Project Kick-off	60 students and advisor	5:00 pm to 7:00 pm	Maple School Cafeteria/Multi-purpose Room
October 4	Steering Committee meeting and event preparation	60 students and advisor	6:00 pm to 7:30 pm	Maple School Cafeteria/Multi-purpose Room
Before October 5	Planning	1) Develop "walking school bus" plan 2) Teams of 2 hs students speak to Maple School classes about event 3) Make day of event signs		
October 6	International Walk to School Day	1) Lead walking school buses 2) Help students complete survey 3) Video, photo and PA system 4) Face Painting (expect high demand)	6:30 am* to 9:00 am**	

* Set up for some and meet with students in neighborhoods for others.

** Maple School students will go to class by 8:15 am. Cleanup by 9:00 am.

FOR IMMEDIATE RELEASE

CONTACT:
Betsy McGovern-Garcia
City of Tulare
(559) 684-4254

Val Brown
Principal Maple School
(559) 685-7270

Over 800 children celebrate International Walk to School Day on October 6, 2010 in Tulare

Maple School in Tulare will be joining schools from around the world to celebrate International Walk to School Day on **Wednesday, October 6, 2010.**

Organizers expect over 800 students from Maple School to walk and bike to school on Wednesday along with parents, teachers and community leaders. Tulare City Council member Rich Ortega and City Manager Darrel Pyle, along with both school's principals, will be walking with the students.

The event will begin at 7:00 am with kids, parents and community leaders walking and biking from their homes to Maple School. The City of Tulare is partnering with Tulare Western's Link Crew & ASB leadership club on the event, and the high school students will lead "walking school buses" from assigned locations within the community. The walk will end in the Maple School courtyard, where walkers will have the opportunity to fill in a "Walkability Survey" rating their walk to school.

In the U.S., International Walk to School Day is expected to include 5,000 schools from all 50 states. Walkers from the U.S. will join children and adults in 40 countries around the world.

Walk to School events work to create safer routes for walking and bicycling and emphasize the importance of issues such as increasing physical activity among children, pedestrian safety, traffic congestion, concern for the environment and building connections between families, schools and the broader community.

The event is being organized by the Tulare Redevelopment Agency, in cooperation with Maple School and volunteers from throughout the community. The Redevelopment Agency's partner, TPG Consulting, will use the results of the walkability surveys to identify needed improvements to neighborhood streets to make walking and biking to school safer and more pleasant. The project is being sponsored by a grant from the California Department of Transportation (Caltrans).

For additional information, please contact Betsy McGovern-Garcia at bmcgovern@ci.tulare.ca.us or (559) 684-4254.

For additional information, please visit these Web sites:

California Walk to School	www.cawalktoschool.com
International Walk to School in the USA	www.walktoschool.org
International Walk to School	www.iwalktoschool.org
CA Department of Transportation Grants	http://www.dot.ca.gov/hq/tpp/grants.html

###

About International Walk to School Day

- Since 1997, communities around the U.S. have been celebrating Walk to School Day. Around the globe, International Walk to School Month brings together more than 40 countries in recognition of the common interest in walking to school.

- In its thirteenth year, U.S. participation reached a record high with more than 3,300 events from all fifty states and the District of Columbia registering in 2009. Many more communities held events but did not register.

- In 2006, world-wide interest led the International Walk to School Committee to establish International Walk to School Month – countries pick a day, week or use the entire month of October to promote walking to school.

- The event was established as "International" in 2000, when Canada and the UK joined with the U.S. to celebrate.

- The Partnership for a Walkable America sponsored the first National Walk Our Children to School Day in Chicago in 1997, modeled after the United Kingdom's walk to school events.

- More than one-half of Walk to School events are part of ongoing activities to promote walking and bicycling throughout the year.

- In August 2005, federal legislation established a National Safe Routes to School Program that provided $612 million towards Safe Routes to School from 2005 to 2010.

- More than 4,500 schools in all 50 states and the District of Columbia have been awarded federal funds for Safe Routes to School activities during the school year.

###

Getting to Know Tulare

Summary

A unit to introduce basic map skills to fourth graders.

Objectives

In this unit, using a simplified map of the Maple School neighborhood, students develop a basic orientation to map skills. A series of cooperative enrichment activities reinforces skills.

Basic Skills include:

- following directions
- identifying specific locations
- using map symbols
- developing awareness of map scale
- becoming acquainted (experientially) with distance

Enrichment activities include:

- creating map symbols
- using specific places in creative writing
- developing a safe ways to walk to school from home map

Desired Outcomes

- Students will become familiar with and able to read campus and neighborhood maps.
- Students will be able to plot a route on a neighborhood map.
- Students will be able to use scale to determine locations one-half and one mile away from the school.
- Students will be able to construct a map of their own.

Introduction Procedures

1. Enlarge and laminate (or project electronic display) a simplified Maple School neighborhood map and place it on the bulletin board.
2. Students and teacher discuss the names of important places and write on map with nonpermanent marker (or use electronic markers). The bulletin board map is a practice map for the following activities.
3. When more familiar with the bulletin-board neighborhood map, students are asked to find a particular road or place on individual smaller-scale maps and then mark it with a specific color. Teacher follows example on bulletin-board version.
4. Teacher introduces and discusses map symbols, the class then creates a symbol key on the bulletin-board map of the Maple School neighborhood.
5. Teacher distributes a city map with a list of ten specific places to each student. Students assign an appropriate symbol and color for each place then draw and color it next to the name.

Getting to Know Tulare

Enrichment Activities

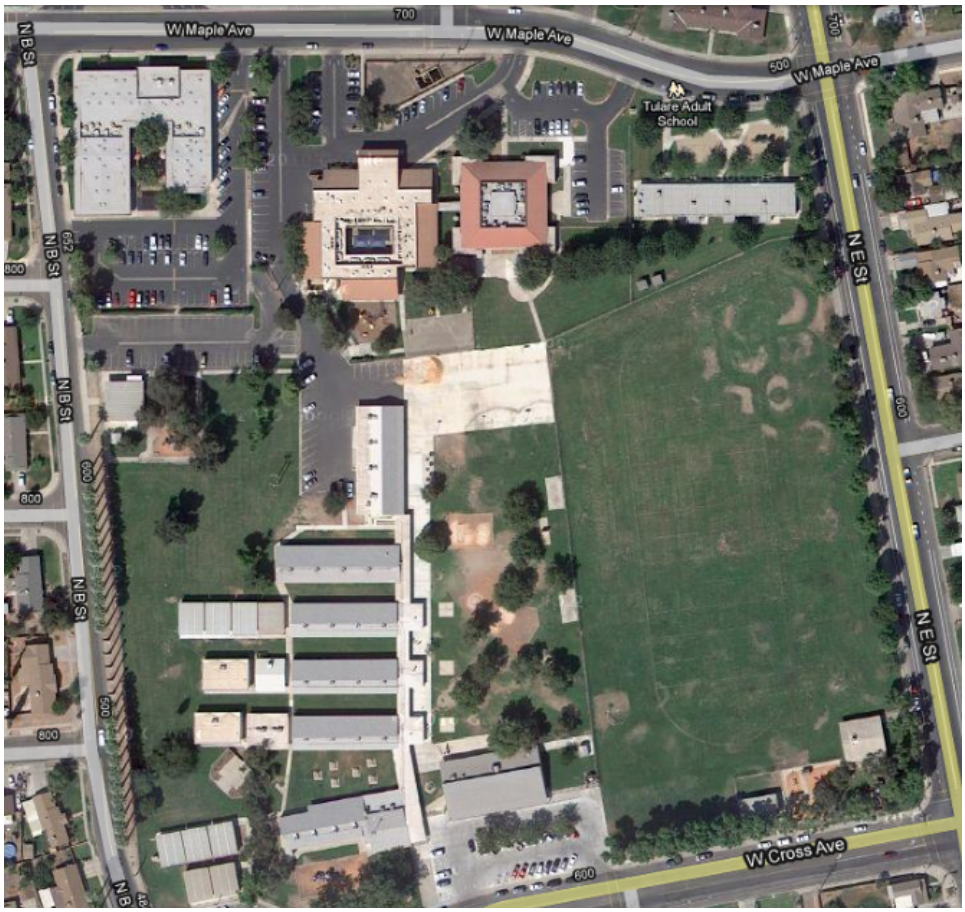
- ✓ **The "Where Am I?" activity. [Following directions]**
  After reviewing directions, teacher divides class into 4 teams of students. Each team comes up to the bulletin-board city map and teacher gives members a "Where am I?" question, (for example, starting at Maple School, go west on W. Cross Street, turn north on North B, answer this question – "What is the name of the first street that come out onto North B Street?".Each group receives a different question – (eg. "What is the name of the second street that comes out onto North B Street?" After all groups have had a turn, the teacher gives each group an activity sheet listing ten "Where and I?" questions along with a city map and list of symbols. Students work in teams and enter symbols on map to indicate their answers.

- ✓ **Creative Writing Enrichment session. [English]**
  As a group, class brainstorms different reasons for spending a day in the neighborhood (shopping, walking to school and back home, playing at the park, etc.) Teacher lists the responses on the board as they are being given. Students select a situation from the board list to write a story about a hypothetical day in town. They need to incorporate a certain number of places in their story, for instance, five buildings and five streets.

- ✓ **Scale of miles. [Math]**
  Teacher introduces this skill and students, practice with an activity sheet and a map of the neighborhood with an appropriate distance scale included. Using the school as the starting point, students work with a partner to find places that are a half mile, one mile, and two miles away. They must do this activity as if they are walking or riding a bicycle on streets instead of "as the crow flies". Then the class meets as a whole and compiles a master list of the places each pair found.

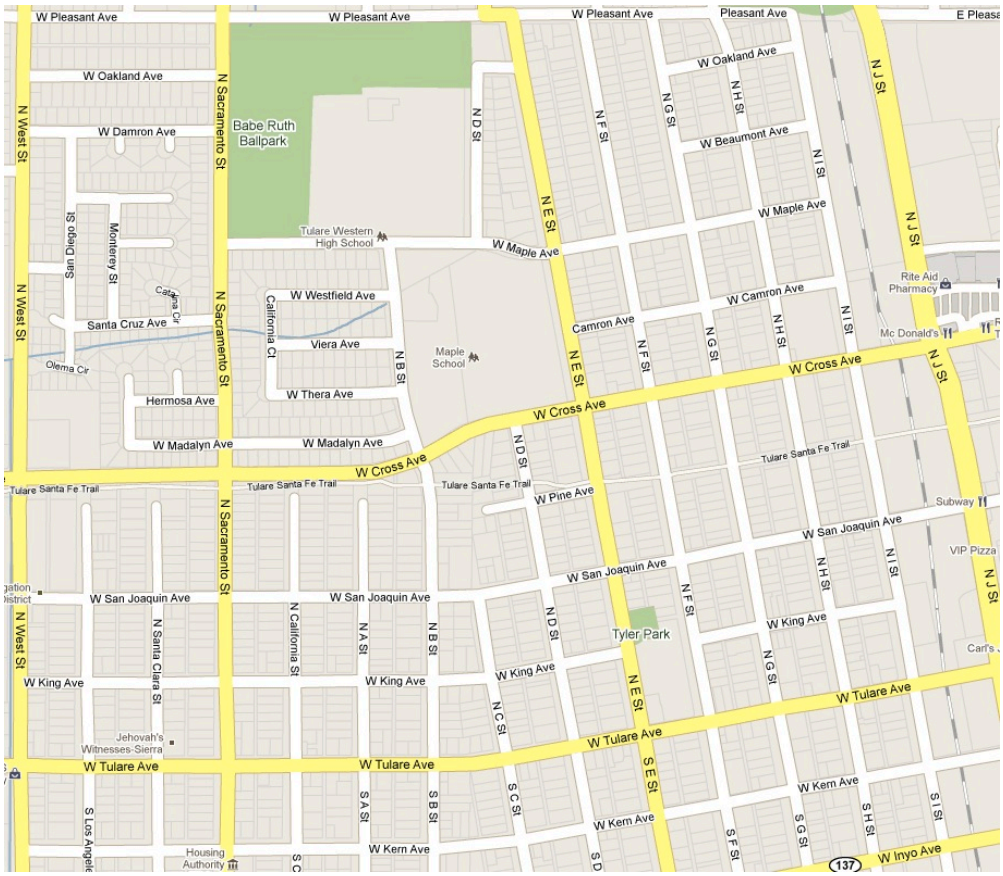
- ✓ **How far is a mile? [Health and Physical Education]**
  Most fourth-grade students have little concept of how long a mile really is. For this activity, teacher and students select one of the one-mile sites from the Scale of Miles activity and walk there as a group. To add interest during the walk, the teacher may distribute inexpensive pedometers to measure distances and mark them on maps. Data gathered in this activity can be used in follow up math work back in the classroom.

- ✓ **Develop "My Safe Way to Walk to School" map**
  Using a blank Maple School neighborhood map, each student will draw a map from their home address to school with notes and symbols indicating any part of the route that requires special care for safety (crossing streets, no sidewalks, dogs, etc.). Students will share their plans in small groups or to the whole class.



Maple School
Google Maps
Satellite Photo

Maple School Area
Google Maps
Street Map



THE Children's Health FUND

Healthy B.A.S.I.C.S. Lesson Plan

Kids Need EXERCISE for Good Health

OBJECTIVES:

- Students will define exercise.
- Students will list two (2) benefits of exercise.
- Students will describe three (3) fun examples of exercise.

TIME FRAME:

- 30 minutes, longer with use of optional activities.
- Time frame will vary with number and age of students.

GRADE LEVEL:

- Elementary

SUGGESTED MATERIALS:

- Healthy B.A.S.I.C.S. brochure, Kids Need EXERCISE for Good Health (3rd grade reading level)
- Paper and crayons or sidewalk chalk (for optional activities)
- Ball or jump rope (for optional activities)

LEARNING ACTIVITIES:

- Read the Healthy B.A.S.I.C.S. brochure, Kids Need EXERCISE for Good Health, to the group. Relate the following questions: What is exercise? Why is it important? How does it help you? How does exercise make you feel? What types of exercise are fun? How does someone exercise safely? (10 minutes)
- Make moving (exercise) fun! Read this poem and have the students act it out. (10 minutes)

Jump to the right and stand if you please,
Touch your elbows and now your knees.
Touch both heels, now your nose,
Hands on your hips, and now on your toes.
Hands on shoulders, and on your shoes,
Turn to the left and read the news.
Hands on heads, also on hair,
Hands on hips, now in the air.
Touch your face, now your feet,
Clap your hands and take your seat. *(Author Unknown)*

(over)

Made possible by a grant from **MetLife Foundation**

- With the students, develop a list of enjoyable activities that promote exercise. Consider practical examples for the students within their environment. Discuss safety issues, helmets and equipment, street and neighborhood safety, adequate fluid intake and adult supervision. (10 minutes)

OPTIONAL ACTIVITIES:

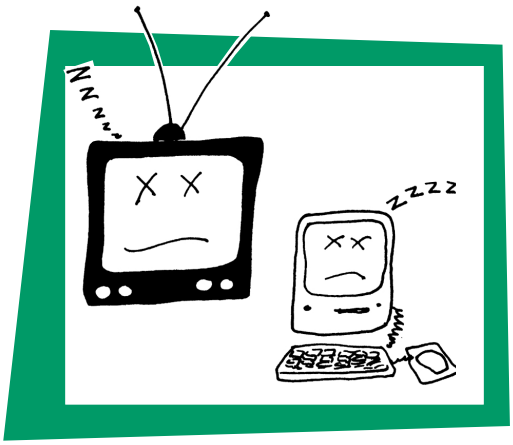
- With large pieces of paper and crayons, trace the outline of the students bodies. Have the students label body parts that benefit from exercise. If paper supplies are not available, have the students point to body parts. This activity can also be done outside with chalk outlines on a playground area.
- Teach physically active games which require little or no equipment.
  Examples: tag, relays, hopscotch, hide and seek, jump rope or kick ball.
- Have the students develop and record their own exercise activities on a calendar or in a journal and report to the class.

FOLLOW UP:

- Distribute the Healthy B.A.S.I.C.S. brochure, Kids Need EXERCISE for Good Health, to the students to take home and share with families. *Note: The brochure is also available in Spanish.*
- Provide opportunity for students to share exercise journals.
- Encourage students to participate in active games during free time at school and home. Support physical education for students in school.

ADDITIONAL RESOURCES:

- **American Heart Association**
  7272 Greenville Avenue
  Dallas, TX 75231-4596
  (800) 242-8721 www.americanheart.org
- **President's Council on Physical Fitness and Sports**
  200 Independence Avenue, SW Room 738-H
  Washington, DC 20201
  (202) 690-9000
- Local library for books on active games for children
- Additional Healthy B.A.S.I.C.S. brochures and lesson plans are available in ready to use format from: www.childrenshealthfund.org or by contacting:
  The Children's Health Fund
  317 E. 64th Street
  New York, NY 10021
  (212) 535-9400



Healthy B.A.S.I.C.S. (Building Active Strategies to Inform Children in School) is a project devoted to bringing simple, engaging and culturally relevant health materials to elementary and middle school children.
The lesson plans and the English and Spanish brochures were created by clinicians of the National Children's Health Project Network of The Children's Health Fund.
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THE Children's Health FUND

Healthy B.A.S.I.C.S. Lesson Plan
Cool Kids Eating Healthy Food

OBJECTIVES:

- Students will list two (2) reasons for eating healthy food.
- Students will identify two (2) types of healthy food.
- Students will describe three (3) ways to eat healthy and smart.
- Students will discuss two (2) reasons why children are different sizes.

TIME FRAME:

- 30 minutes, longer with use of optional activities.
- Time frame will vary with number and age of students.

GRADE LEVEL:

- Elementary

SUGGESTED MATERIALS:

- Healthy B.A.S.I.C.S. brochure, Cool Kids Eating Healthy Food (2nd grade reading level)
- Healthy B.A.S.I.C.S. Cool Kids Eating Healthy Food Activity Sheet
- Paper, pencils, crayons, scissors
- Pictures of food from magazines, store flyers
- Text for optional activities: Carlson, N. (1998). I Like Me! [¡Me Gusto Como Soy!] Viking Children's Books.

LEARNING ACTIVITIES:

- Look at the Healthy B.A.S.I.C.S. brochure, Cool Kids Eating Healthy Food and discuss the questions listed within. Emphasize health is determined by genetics, activity level, lifestyle choices and food intake. Body size is not equivalent to health. Discourage teasing or bullying related to appearance and body size.
- Discuss the Food Guide Pyramid shown in the brochure. This Pyramid was developed by the U.S. Department of Agriculture to help us choose foods for a balanced diet. Encourage five (5) servings of fruits and vegetables a day as these are often lacking in children's diets.
- Choose a Food Guide Pyramid activity from the list below. Instructions and a blank Food Guide Pyramid are found on the Nutrition Lesson Plan Activity Sheet.
  - Build a Food Guide Pyramid
  - Make a healthy food place mat
  - Build-A-Pyramid Game
  - Build a personal Food Guide Pyramid
  - Make a healthy food mobile
- Use cooking and food to promote healthy eating. Instructions and sample recipes are found on the Healthy B.A.S.I.C.S. Cool Kids Eating Healthy Food Activity Sheet.
  - Make friendship salad or snack kabobs
  - Perform blindfolded milk taste test comparing 2 % milk and whole milk
  - Make Trail Mix

(over)

Made possible by a grant from MetLife Foundation

OPTIONAL ACTIVITIES:

- Read I Like Me! to the class. Discuss why the main character feels good about herself.
- Have the students draw a picture of their bodies and discuss:
  - What they like about themselves
  - What their bodies help them do well
  - How to take care of their bodies

  Emphasize students can feel good about themselves regardless of size and shape

FOLLOW UP:

- Distribute Healthy B.A.S.I.C.S. brochure Cool Kids Eating Healthy Food to each student to take home and share with family. *Note: This brochure is available in Spanish.*
- Make a classroom display with the Food Guide Pyramid activities.

REFERENCES AND ADDITIONAL RESOURCES:

For additional Food Guide Pyramid information:

- U.S. Department of Agriculture
  Center for Nutrition Policy and Promotion
  14th & Independence Ave., SW
  Washington, D.C. 20250
  (202) 720-2791 www.usda.gov/cnpp

For culturally specific Food Guide Pyramids:

- Food and Nutrition Information Center
  (301) 504-5719 www.nal.usda.gov/fnic/Fpyr/pyramid.html

To encourage the daily consumption of 5 servings of fruits and vegetables:

- 5 a Day for Better Health Program
  Produce for Better Health Foundation
  5301 Limestone Road, Suite 101
  Wilmington, DE 19808-1249
  (302) 235-ADAY www.5aday.com

For additional nutrition activities in English and Spanish:

- Go, Glow, Grow-Foods for You (Alimentos Para Ayudarte a Corer, Brillar y Crecer). This and other resources are available from National Food, Service Management Institute.
  (800) 321-3054 www.olemiss.edu/depts/nfsmi
- Healthy Choices for Kids nutrition education program created by The Growers of Washington State Apples. (509)-925-2202 www.healthychoices.org
- Additional Healthy B.A.S.I.C.S. brochures and lesson plans are available in ready to use format from: **www.childrenshealthfund.org** or by contacting:
  The Children's Health Fund, 317 E. 64th Street, New York, NY 10021, (212) 535-9400

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Healthy B.A.S.I.C.S. Lesson Plan
Cool Kids Eating Healthy Food
Activity Sheet

FOOD GUIDE PYRAMID ACTIVITIES

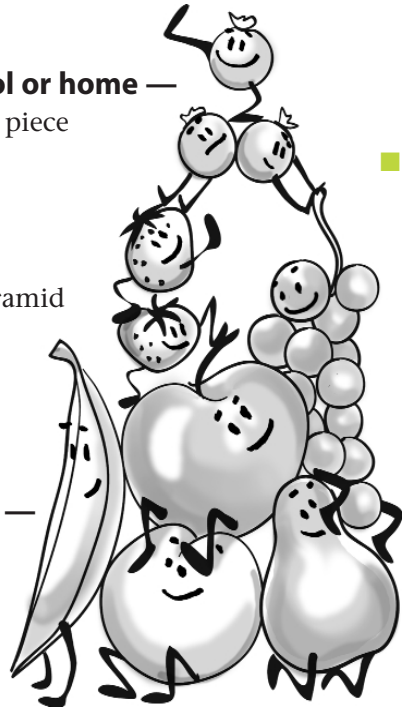
- **Build a Food Guide Pyramid —**
  In a group or individually, cut and glue food pictures into the correct food groups. Use pictures from magazines and store flyers or from the other side of this activity sheet. Discuss recommended servings for each group.

- **Build a personal Food Guide Pyramid —**
  Have each student draw, write or use pictures to record foods eaten for a 24 hour day. Compare with recommended servings for food groups.

- **Make a healthy food place mat for school or home —**
  Create a collage of healthy foods on a heavy piece of plain paper or on a drawing of a plate. Laminate if possible.

- **Make a healthy food mobile —**
  Cut out the food groups of a Food Guide Pyramid completed with drawings or pictures. Punch a hole in each food group and string a pyramid shaped mobile. Reinforce the food groups and recommended servings.

- **Play Build A Food Guide Pyramid game —**
  Mark the corners of a pyramid on the floor/ground. Assign a food to each student. Direct the students to work together to determine where each student (food) belongs in the Food Guide Pyramid. Reinforces food groups and provides moving activity.



RECIPE AND FOOD-RELATED ACTIVITIES

(Emphasize good hand washing before any food preparation or eating. Also check for food allergies before serving).

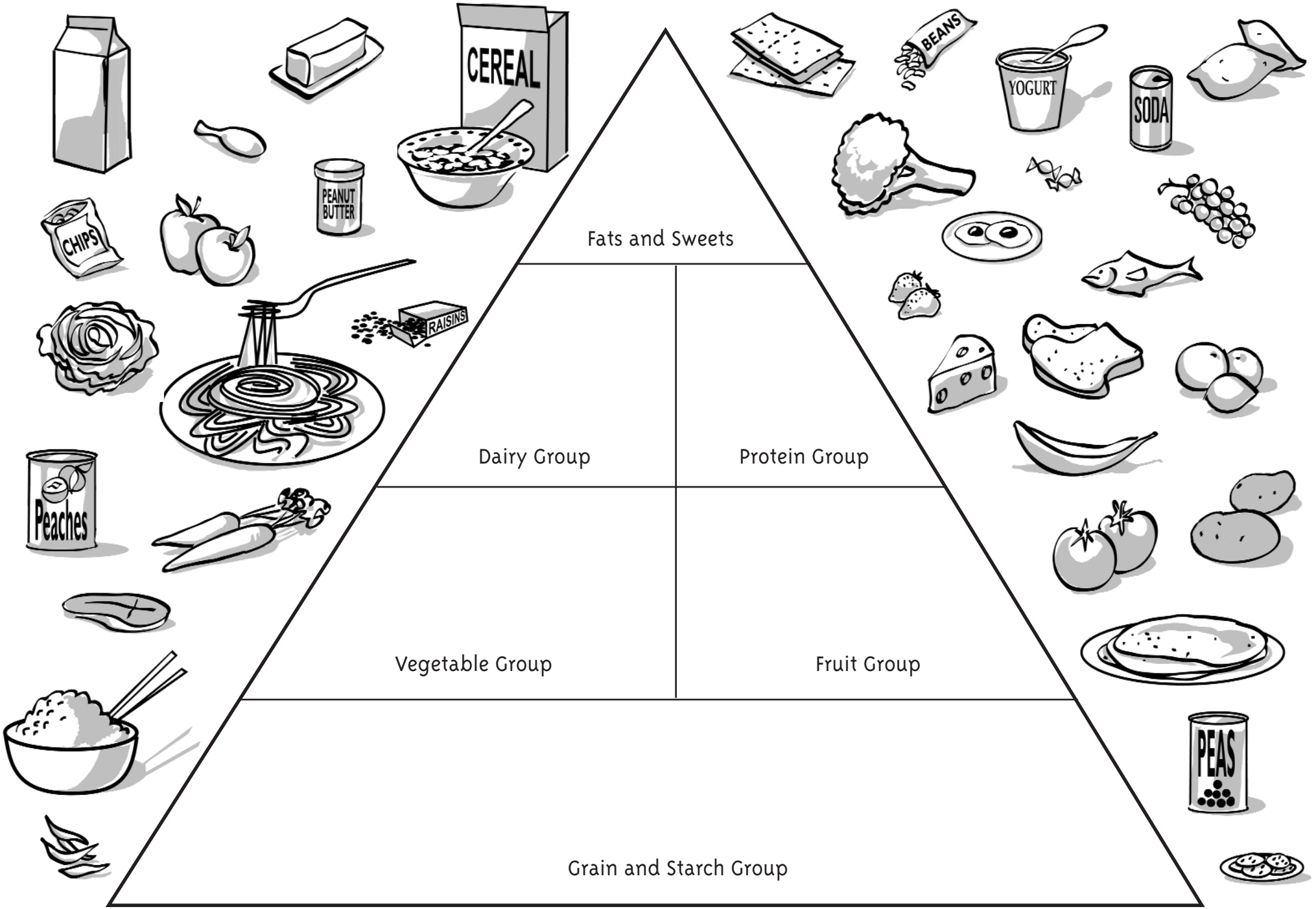
- **Make a friendship salad or snack kabobs —**
  Mix bite-sized pieces of fresh fruit or vegetables and serve in cups or on toothpicks. Have students contribute items if possible. If using vegetables, try dressing as a dip. Introduces fruits or vegetables for snack and mealtimes.

- **Perform milk taste test —**
  Ask the school food service for samples of different kinds of chilled milk (2% and whole). Have students taste test while wearing sunglasses or blindfolds. Discuss the taste test results and health benefits of reducing fat intake.

- **Create "Terrific Trail Mix"***
  Have students mix together:
  3 cups of all or some of these "grains":
  pretzels, gold fish, granola cereal, low-sugar breakfast cereal
  1 cup of "fruits":
  dried fruits like raisins, apricots, cranberries, apples
  1 cup of "proteins":
  shelled pumpkin or sunflower seeds, nuts or peanuts
  1/2 cup of any of the following "sweets":
  small candies, mini marshmallows, candy coated raisins
  Serve snack in paper cups to students.
  Discuss how this recipe follows the recommended servings from the Food Guide Pyramid (bulk of the ingredients come from the bottom of the pyramid, and a small amount from the "sweets" section).

**Adapted from Evers, C. (1998). How To Teach Nutrition to Kids: Leader/Activity Guide. Gigard, OR: 24 Carrots Press.*

Made possible by a grant from MetLife Foundation



Based on the U.S. Department of Agriculture Food Guide Pyramid

Eating Healthy Foods

SUMMARY

OBJECTIVES

- ★ Students will list two reasons for eating healthy food.
- ★ Students will identify two types of healthy food.
- ★ Students will describe three ways to eat healthy and smart.
- ★ Students will discuss two reasons why children are different sizes.

GRADE LEVELS

Elementary

TIME FRAME

- ★ 30 minutes for basic learning activities, more for optional activities and follow up.
- ★ Time may vary with age and number of children.

SUGGESTED MATERIALS

- ★ Cool Kids Eating Healthy Food brochure one copy for each student (second grade reading level)
- ★ Cool Kids Eating Healthy Food Activity Sheet
- ★ Paper, pencils, crayons and scissors
- ★ Pictures of food from magazines, store advertisements, online, etc.
- ★ Brochures and activity sheets can be printed from files included on Curriculum CD provided.

Learning Activities

1. Cool Kids Eating Healthy Foods - Overview

Introduce the topic of eating healthy foods using the following points of emphasis:

✳ Health is determined by genetics, activity level, lifestyle choices and food intake

✳ Body size is not equivalent to health.

✳ Discourage teasing or bullying related to appearance and body size.

2. The Food Guide Pyramid

The brochure includes a copy of the Good Guide Pyramid which was developed by the U.S. Department of Agriculture to encourage a balanced, healthy diet.

✳ Guidelines encourage five servings of fruits and vegetables a day.

✳ Sufficient fruits and vegetables are often lacking in children's diets.

✳ Lead exercises to develop lists of students' favorite fruits and vegetables.

✳ Older students can be asked to keep a list of fruits and vegetables eaten.

3. The School Cafeteria

Ask cafeteria staff or district nutritionist for a list of breakfast and lunch menus for a single week.

✳ Using the menus, ask students to identify how to meet the five servings of fruits and vegetables goal.

✳ Ask district nutritionist for state nutrition guidelines that are used to plan breakfast and lunch menus. These guidelines can provide additional nutritional information for classroom discussion.

4. Body Image

Emphasis here is to help students feel good about themselves regardless of size and shape. Have students draw a picture of their bodies and discuss:

✳ What they like about themselves.

✳ What their bodies help them do well.

✳ How to take care of their bodies (especially healthy eating).

5. Classroom Display

Using the U.S. Department of Agriculture Food Guide Pyramid design, lead students in developing lists of foods that their families eat and where they fit on the pyramid.

✳ The Food and Nutrition Center provides examples of culturally specific Food Guide Pyramids at www.nal.usda.gov/fnic/Fpyr/pyramid.html.

Additional resources are available at:

www.5aday.com

www.usda.gov/cnpp

www.healthychoices.org

- Provide Healthy B.A.S.I.C.S. Hand Washing coloring pages and crayons for the students who are waiting for a turn to practice hand washing. These enlarged pictures from the brochure may be used for flash cards for the class discussion. Post completed coloring pages for classroom display. (10 minutes).
- Conduct a hand washing demonstration by an adult with a return demonstration by students. (10 minutes)
  - Wet hands with water.
  - Put soap on hands, create lather.
  - Rub hands together while counting slowly to 10. (20 seconds).
    Make sure to get the back of the hands, wrists, fingers and fingernails.
  - Rinse off soap in water.
  - Dry hands with towel. If using running water, turn off faucet with towel.

OPTIONAL ACTIVITIES:

- Germ Experiment. Premix 1/2 cup cooking oil and 1 teaspoon cinnamon in a squeeze bottle. Squirt small amount of mixture on the hands to simulate germs. Compare the difference between unwashed hands, hands washed quickly in water, and hands washed with soap and water for 20 seconds. This can be used with volunteers in front of the class or in small groups. (10 minutes)
- As an alternative to the cooking oil and cinnamon mix on the hands, use a fluorescent powder or liquid preparation before washing hands. The remaining "germs" fluoresce under the UV light.

FOLLOW UP:

- Distribute Healthy B.A.S.I.C.S. Hand Washing brochure to each student to take home and share with family. *Note: The brochure is also available in Spanish.*
- Review when and how to wash hands with the students.
- Post the brochure over sinks in bathroom at school to reinforce the importance of hand washing.

ADDITIONAL RESOURCES:

- Reference: Center for Disease Control (CDC), 1600 Clifton Road NE, Atlanta, GA 30333 (404) 639-7000, www.cdc.gov
- Fluorescent materials and UV lights are available from health education vendors. [Brevis – (800) 383-3377; HEALTH EDCO – (800) 299-3366; NASCO – (800) 558-9595)]
- Additional Healthy B.A.S.I.C.S. brochures and lesson plans are available in ready to use format from: www.childrenshealthfund.org or by contacting:
  The Children's Health Fund, 317 E. 64th Street, New York, NY 10021. (212) 535-9400

Healthy B.A.S.I.C.S. (Building Active Strategies to Inform Children in School) is a project devoted to bringing simple, engaging and culturally relevant health materials to elementary and middle school children.
The lesson plans and the English and Spanish brochures were created by clinicians of the National Children's Health Project Network of The Children's Health Fund.
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Healthy B.A.S.I.C.S. Lesson Plan

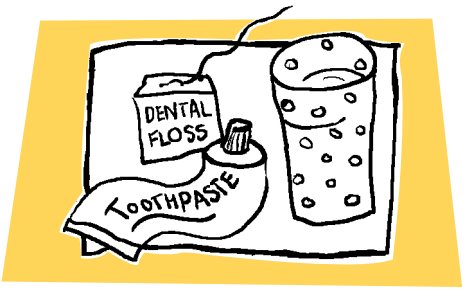
Healthy Teeth Bright Smiles

OBJECTIVES:

- Students will list two (2) reasons why dental hygiene is important.
- Students will list two (2) items needed for good dental hygiene.
- Students will describe correct technique for brushing and flossing teeth.
- Students will identify three (3) healthy snacks (with optional activity).
- Students will identify two (2) parts of a typical visit to a dentist (with optional activity).

TIME FRAME:

- 40 minutes, longer with use of optional activities.
- Time will vary with number and age of students.



GRADE LEVEL:

- Elementary
- Suitable for pre-readers

SUGGESTED MATERIALS:

- Healthy B.A.S.I.C.S. brochure, Healthy Teeth, Bright Smiles (1st grade reading level)
- *Text:* Showers, P. (1991). How Many Teeth? New York, NY: HarperCollins Publishers
- Egg cartons, toothbrushes, toothpaste and floss
- Dental teaching materials and supplies from local dental society (brushes, paste, models, pictures)
- *Text for optional activity:* Mayer, M. (1990) Just Going to the Dentist. New York, NY: Golden Books Publishing Company.

LEARNING ACTIVITIES:

- Using the Healthy B.A.S.I.C.S. brochure, Healthy, Teeth Bright Smiles, discuss the benefits of good dental hygiene, when to brush teeth and the supplies needed. (10 minutes)

(over)

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■ Read suggested text, How Many Teeth? Relate how teeth change over our lifetime and how we care for our teeth. (10 minutes)

■ Demonstrate the correct technique for brushing and flossing teeth. (If a tooth model is not available, an empty egg carton is an excellent alternative). Involve the students in the demonstration and break into groups for a practice session. Points to highlight: Using a soft bristle brush and a pea-sized amount of fluoride toothpaste gently brush all sides of the teeth. Also brush at the gum lines and the tongue. Rinse. With 12 to 18 inches (measure finger tip to elbow) of floss wrapped around index fingers, floss gently between teeth. Rinse well by swishing water in the mouth and spit out. Emphasize brushing teeth at least twice a day and after snacks, if possible, and to get assistance from an adult. Remind students not to share toothbrushes to avoid transmission of germs. (15 minutes)

OPTIONAL ACTIVITIES:

- Refer to the American Dental Association information for more details on optional activities.
- If available, study a photo of poor oral hygiene. Ask, "Do you want your teeth to look like this?" Discuss results of poor oral care. (5 minutes)
- Discuss snacks that are better for teeth. Draw or cut out pictures of healthy and unhealthy foods from magazines. Post displays in classroom. (15 minutes)
- Discuss ways to protect teeth and mouth with protective gear in sports. Also discuss actions to take in dental emergencies. (10 minutes).
- Read suggested text, Just Going to the Dentist. Discuss a visit to a dentist. Why, when, what happens? (15 minutes)

FOLLOW UP:

- Distribute Healthy B.A.S.I.C.S. brochure, Healthy Teeth, Bright Smiles, to each child to take home and share with parents. *Note: The brochure is also available in Spanish.*
- If available, distribute a toothbrush, fluoride toothpaste and floss to each child.
- Post the Healthy B.A.S.I.C.S. brochure, Healthy Teeth, Bright Smiles, to remind students of how and when to brush teeth correctly.
- Review correct brushing and flossing techniques with the students.
- Visit a dental office for a class field trip.

ADDITIONAL RESOURCES:

- American Dental Association, 211 E. Chicago Ave., Chicago, IL 60611 (312) 440-2500 www.ada.org
- Local dental society
- Additional Healthy B.A.S.I.C.S. brochures and lesson plans are available in ready to use format from: www.childrenshealthfund.org or by contacting: The Children's Health Fund, 317 E. 64th Street, New York, NY 10021. (212) 535-9400

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HEALTHY **B.A.S.I.C.S.**

(**B**uilding **A**ctive **S**trategies to **I**nform **C**hildren in **S**chool)

is a project devoted to bringing simple, engaging and culturally relevant health materials to elementary and middle school children.

For additional information, contact:

Children's Health Fund

Healthy B.A.S.I.C.S.
215 West 125th Street, Suite 301
New York, NY 10027
www.ChildrensHealthFund.org

The Children's Health Fund (CHF) produces low-literacy, culturally relevant health education booklets and brochures to simplify complex medical issues affecting families and children. The materials make vital health information accessible to children, teenagers, parents and other care givers. They are created by clinicians within CHF's national network and undergo an extensive review process, which includes external topic experts and cultural anthropologists. English and Spanish materials adhere to low-literacy writing and design conventions and are tested for appropriate reading levels.

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Children's Health Fund

HEALTHY **B.A.S.I.C.S.**

HEALTHY TEETH BRIGHT SMILES

Brush teeth twice a day every day

Use toothpaste, floss and rinse with water

Get help from a grown-up

HOW DO I KEEP MY TEETH AND MOUTH CLEAN AND SAFE?

Eat and drink healthy meals and snacks

Avoid sticky and sweet snacks

Visit a dentist!

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Healthy B.A.S.I.C.S. Lesson Plan

HAND WASHING

OBJECTIVES:

- Students will list two (2) reasons why hand washing is important.
- Students will list at least three (3) occasions to wash hands.
- Students will demonstrate correct hand washing technique.

TIME FRAME:

- 40 minutes, longer with use of optional activities.
- Time frame will vary with number and age of students.

GRADE LEVEL:

- Elementary
- Suitable for pre-readers

SUGGESTED MATERIALS:

- Healthy B.A.S.I.C.S. brochure, Hand Washing (1st grade reading level)
- *Text:* Berger, M. (1995). Germs Make Me Sick! New York, NY: HarperCollins Publishers.
- Healthy B.A.S.I.C.S., Hand Washing flash cards/coloring pages
- Crayons or markers
- 1/4 cup vegetable oil, 1/8 teaspoon cinnamon and squeeze bottle (for optional activity)
- Fluorescent powder or liquid preparation and a UV (black) light (for optional activity)

LEARNING ACTIVITIES:

- Using the Healthy B.A.S.I.C.S. brochure, Hand Washing, as a visual aid, highlight reasons to wash hands and important times to wash hands. Discuss the following questions: Why do we wash our hands? When do we need to wash our hands? How do we wash our hands? Review steps for correct hand washing technique. (10 minutes)
- Read suggested text, Germs Make Me Sick! Relate how germs cause illness and how we can fight transmission of germs (i.e. cover mouth when coughing; don't share straws, beverages, eating utensils, toothbrushes; AND good hand washing). (10 minutes).

(over)

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Appendix

G

HEALTHY COMMUNITY ASSESSMENT

West Pine Avenue Community Based Transportation Plan

Healthy Community Assessment

The Healthy Community Assessment was created to serve as a tool to begin the critical thought processes necessary to planning and designing more livable and sustainable communities. In an environment where walking or riding a bicycle becomes a mode of choice because it feels safe, there are no obstructions, and the journey is pleasant, people will naturally choose to walk or bicycle for short trips in their neighborhoods. And, as more people choose to walk and bicycle, their health benefits and so does the health of their community. People who are out walking on the street create safer streets through natural surveillance. People who are out walking and riding their bikes begin to meet their neighbors and choose to socialize with them. Healthy communities encourage physical activity, safer streets, and create cleaner and friendlier neighborhoods for people to live, work and play in.

*Note that this is not an ADA assessment, which requires much more detail and measurement to meet legal requirements.

Instructions:

1. Define a study area of an appropriate size to include in the assessment and map your route in advance. Familiarize yourself with the checklist before starting. There are separate sets of questions that can be answered by walking and by bicycle. It is fun to do both assessments. Consider completing the assessment during daylight, evening and peak travel time periods to compare the experiences at different times of the day.

2. Be sure to bring a measuring tape or wheel, a clipboard, a pencil and a camera to measure and record your findings. A sun visor and a bottle of water are good to bring on very sunny days. Include an elderly person, a child, and someone in a wheelchair in your tour to improve your understanding of their mobility needs. Get your neighborhood involved in doing the tours together.

3. Answer all applicable questions and give each section a rating. At completion, add up the scores for each section to rate the entire study area. The rating system is purely subjective, but when the group's ratings and comments are combined, a pretty good picture develops to explain how people feel about their environment. From the assessment, a list of projects and code modifications can be developed to address the problem areas. The photographs can be added to the assessment report to document the problem areas found.

References:

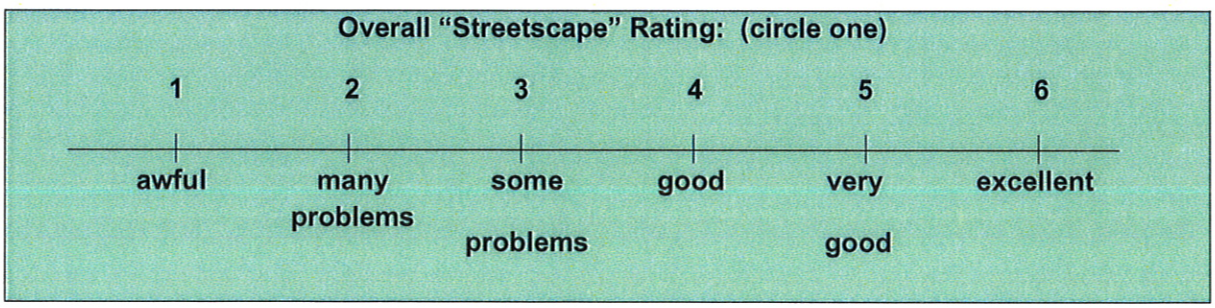
"Designing Walkable Urban Thoroughfares: A Context Sensitive Approach" PR-036A approved as a recommended practice of the Institute of Transportation Engineers (ITE).

Acknowledgement and thanks to Dan Burden for his pioneering work in conducting walkability assessments. See the Walkable Communities website by Dan Burden and Associates at: www.walkable.org/ for more ideas on walking tours.

FOR A TOUR THAT IS CONDUCTED ON FOOT:

STREETSCAPE

YES	NO	
☐	☐	Do all corners within the study area have ADA accessible ramps?
☐	☐	Are trees planted to provide shade along the walkways (every 15–30 feet recommended)?
☐	☐	Do curbs, swales, curb extensions, or other designs keep cars parked in correct locations (no rollover curbs)?
☐	☐	Is there a trail system for walking or biking in the study area?
☐	☐	Are pedestrian scale streetlights provided along pedestrian pathways?
☐	☐	Are there sidewalks/pathways connecting the streets and parking lots to the buildings?
☐	☐	Does the study area contain design elements to calm traffic such as narrow street lanes, curb extensions, mini-circles, parking chicanes, roundabouts, medians, raised street crossings or similar features?
		If YES please list: _____
☐	☐	Are there pedestrian crossing signals and/or mid-block crossing islands on arterial streets in the study area?
☐	☐	Does the study area contain pedestrian buffers, such as wide sidewalks, parkways or curb-side landscaping?
		If YES please list: _____
☐	☐	Was signage posted on all approaches to warn of school zones?



LAND USE

YES	NO	
☐	☐	Are there public places for people to interact within the study area (for example, plazas, parks or sidewalk cafes?) If YES please list: _____
☐	☐	Are there pedestrian links or pathway connections between developments?
☐	☐	Is there a variety of housing choices (apartments and single family at different price points?)
☐	☐	Are there locations for non-residential land uses that are integrated with and support the residential uses?
☐	☐	Are buildings and windows oriented to the pedestrian pathway?
☐	☐	Can children walk safely and comfortably to the school(s) without crossing busy intersections?
☐	☐	Do there seem to be too many large, mostly empty parking lots?
☐	☐	Are most parking lots public?

Comments: _____

Overall "Land Use" Rating: (circle one)

1	2	3	4	5	6
awful	many problems	some problems	good	very good	excellent

TRANSIT

☐	☐	Is public transportation available in the study area?
☐	☐	Does the nearest bus/train stop have a shelter?
☐	☐	Does the nearest bus/train stop have a bench and litter can?
☐	☐	Does the nearest bus/train stop have a posted transit map and schedule?
☐	☐	Are there signs indicating the bus route numbers and schedules?
☐	☐	Are the stops well lit?
☐	☐	Are the bus stops well maintained and free of vandalism?

Comments: _____

Overall "Transit" Rating: (circle one)

1	2	3	4	5	6
awful	many problems	some problems	good	very good	excellent

WALKABILITY

Did you have room to walk?

☐ Yes ☐ Some problems:

- ☐ Sidewalks are too narrow. Sidewalk width: _____
- ☐ Sidewalks or paths started and stopped
- ☐ Sidewalks were broken or cracked
- ☐ Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.
- ☐ No sidewalks, paths, or shoulders
- ☐ Bicycle riders on sidewalks
- ☐ Other problems: _____

Location of problems: _____

_____

Was it easy to cross streets?

☐ Yes ☐ Some problems:

- ☐ Road was too wide. Road width: _____
- ☐ Traffic signals made us wait too long or did not give us enough time to cross
- ☐ Needed striped crosswalks or traffic signals
- ☐ Can you cross the street in all directions?
- ☐ Parked cars blocked our view of traffic/blocked traffic being able to see us
- ☐ Trees or plants blocked our view of traffic
- ☐ Needed curb ramps or ramps needed repair
- ☐ Other problems: _____

Location of problems: _____

_____

Did drivers behave well?

☐ Yes ☐ Some problems: Drivers…

- ☐ Backed out of driveways without looking
- ☐ Did not yield to people crossing the street
- ☐ Turned into people crossing the street
- ☐ Drove too fast
- ☐ Sped up to make it through traffic lights or drove through traffic lights
- ☐ Other problems: _____

Location of problems: _____

_____

Was your walk pleasant?

☐ Yes ☐ Some unpleasant things:

- ☐ Needed more grass, flowers or shade trees
- ☐ "Scary" dogs
- ☐ "Scary" people
- ☐ Not well lit
- ☐ Dirty, lots of litter or trash
- ☐ Dirty air due to automobile exhaust
- ☐ No benches to sit and rest
- ☐ Other problems: _____

Location of problems: _____

_____

Overall "Walkability" Rating: (circle one)

1	2	3	4	5	6
awful	many problems	some problems	good	very good	excellent

BIKEABILITY

Are there designated bicycle facilities on the roadways in the study area?

☐ Yes ☐ Some problems (please note locations):

- ☐ No space for bicyclists to ride
- ☐ Bicycle lane or paved shoulder disappeared
- ☐ Heavy and/or fast-moving traffic
- ☐ Too many trucks or buses
- ☐ Poorly lighted roadways
- ☐ Too much on-street parking
- ☐ Other problems: _____

Location of problems: _____

_____

Is there access to an off-road path or trail, where motor vehicles were not allowed?

☐ Yes ☐ Some problems:

- ☐ Path ended abruptly
- ☐ Path didn't go where I wanted to go
- ☐ Path intersected with roads that were difficult to cross
- ☐ Path was crowded
- ☐ Path was unsafe because of sharp turns or dangerous downhills
- ☐ Path was uncomfortable because of too many hills
- ☐ Path was poorly lighted
- ☐ Trailhead had no parking
- ☐ Trailhead was not well lit
- ☐ Trailhead/path had no amenities (benches, trash cans, restrooms, etc.)
- ☐ Other problems: _____

Location of problems: _____

_____

ADD FOR A TOUR THAT IS CONDUCTED BY BICYCLE:

How was the surface that you rode on?

☐ Good ☐ Some problems, the road or path had:

- ☐ Potholes, cracked or broken pavement
- ☐ Debris (e.g., broken glass, sand, gravel, litter, etc.)
- ☐ Dangerous drain grates, utility covers, or metal plates
- ☐ Uneven surface or gaps
- ☐ Slippery surfaces when wet (e.g., bridge decks, construction plates, road markings)
- ☐ Bumpy or angled railroad tracks
- ☐ Rumble strips in the bike lane or bikeable shoulder
- ☐ Other problems: _____

  Location of problems: _____

  _____

How were the intersections you rode through?

☐ Good ☐ Some problems:

- ☐ Had to wait too long to cross intersection
- ☐ Couldn't see crossing traffic
- ☐ Signal didn't give me enough time to cross the road
- ☐ Signal didn't change for a bicycle
- ☐ Unsure where or how to ride through intersection
- ☐ Traffic couldn't see me
- ☐ Other problems: _____

  Location of problems: _____

  _____

Looking at the need for traffic calming or driver education…did drivers behave well?

☐ Yes ☐ Some problems, drivers:

- ☐ Drove too fast
- ☐ Passed me too close
- ☐ Did not signal
- ☐ Harassed me
- ☐ Cut me off
- ☐ Ran red lights or stop sign
- ☐ Other problems: _____

Location of problems: _____

_____

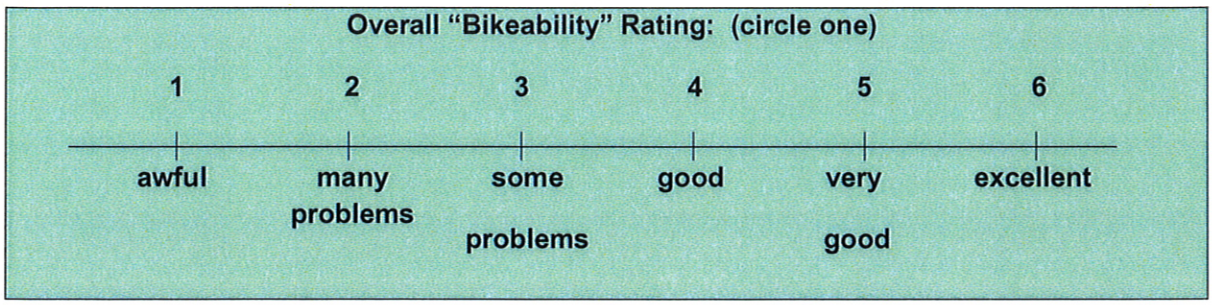
Was it easy for you to use your bike?

☐ Yes ☐ Some problems:

- ☐ No maps, signs, or road markings to help me find my way
- ☐ No safe or secure place to leave my bicycle at my destination
- ☐ No way to take my bicycle with me on the bus or train
- ☐ Scary dogs
- ☐ Hard to find a direct route I liked
- ☐ Route was too hilly
- ☐ Other problems: _____

Location of problems: _____

_____



How does your neighborhood stack up?

Add up your ratings and decide.

1. _____	26 – 30	Celebrate! You have a great neighborhood.
2. _____	21 – 25	Celebrate a little. Your neighborhood is pretty good.
3. _____	16 – 20	Okay, but it needs work.
4. _____	11 – 15	It needs a lot of work. You deserve better than that.
5. _____	5 – 10	It's a disaster!

Total: _____

Appendix

H

LEVEL OF SERVICE & METHODOLOGIES

West Pine Avenue Community Based Transportation Plan

METHODOLOGY

Sources

In order to prepare the level of service analysis for the SR 137 / Inyo Avenue at "E" Street intersection, a variety of data and technical assumptions had to be developed. This section describes the various sources, data and technical assumptions used in this evaluation.

This report was prepared using information taken from the following sources:

- *2000 Highway Capacity Manual* (HCM 2000), Transportation Research Board, 2000.
- *Guide for the Preparation of Traffic Impact Studies*, State of California Department of Transportation, December, 2002.
- *Synchro 7.0*, Trafficware, 2007.
- *Traffic Impact Analysis for Site Development*, A Recommended Practice, ITE, Transportation Planners Council Task Force on Traffic Access/Impact Studies, 2006.
- *Tulare County Traffic Model*, Tulare County Association of Governments, March 2004.

Analysis Time Periods

According to *Traffic Impact Analyses for Site Development*, the overall purpose of a traffic impact study is to determine the project impacts that are likely to occur to the surrounding street system. In order to accomplish this purpose you need to determine what occurs when the peak of the project generated traffic overlays the peak of the street traffic. *Traffic Impact Analyses for Site Development* states "the peak periods [of the adjacent street and highway system] are generally the weekday morning (7-9 a.m.) and evening (4-6 p.m.) peak hours, although local area characteristics occasionally result in other peaks (e.g., at major shopping or recreational centers)". The peak hours analyzed in this evaluation were:

- 7:00 to 9:00 AM
- 4:00 to 6:00 PM

These are the standard peak hours of the street typically used for study by Caltrans and in the City of Tulare.

Traffic Counts

According to the Caltrans *Guide for the Preparation of Traffic Impact Studies*, one of the common rules for counting vehicular traffic is:

> "Vehicle counts should be conducted on Tuesdays, Wednesdays, or Thursdays during weeks not containing a holiday and conducted in favorable weather conditions."[1]

[1] *Guide for the Preparation of Traffic Impact Studies*, State of California Department of Transportation, December 2002, page 4.

Table A-1 shows the date and day the Existing intersection count was taken. Prior to conducting these counts it was verified that these were non-holiday weeks.

TABLE A-1:
EXISTING INTERSECTION COUNTS
DATES AND DAYS COUNTED

Intersections	AM Peak Hour		PM Peak Hour	
	Day	Date	Day	Date
SR 137 / Inyo Avenue at "E" Street	Thursday	08/26/10	Wednesday	08/25/10

As shown in Table A-1, all intersection counts were conducted on days that were appropriate to count.

Tulare County Traffic Model

Tulare County Association of Governments (TCAG) is a State Regional Transportation Planning Agency for Tulare County. As a transportation planning agency, TCAG is responsible for developing and maintaining a microcomputer-based traffic simulation model that represents Tulare County.

The current Model was developed to analyze proposed land uses, circulation systems, and air quality. This Model covers the entire Tulare County area, and meets or exceeds all State and Federal modeling requirements and is constantly being updated to insure incorporation of the latest planning assumptions.

The Model was used in this study to develop three pieces of information:

- 2035 background growth increments

The 2010 and 2035 model years were used to create the 2035 background growth increments.

Intersection Analysis & Level of Service Analysis Methods

Intersection heavy vehicle percentages were developed from the Existing conditions count data. Signal timings were based on the existing signal timing plans provided by Caltrans.

The signalized intersection analyses were completed using *Synchro 7.0*, which incorporates the *HCM 2000* methodologies. *Synchro 7.0* allows for optimization of signals to provide for the greatest reduction in overall intersection delay. This optimization process can result in different signal cycle lengths for both the AM and PM peak hours of a given scenario and across all scenarios. The changing of the signal cycle length somewhat reflects the agency process whereby the agency will adjust intersection signal cycle lengths for differing traffic conditions based on current count data.

Level of Service

For analysis purposes, the *HCM 2000* defines six levels of service for various facility types. The six levels are given letter designations ranging from "A" to "F", with "A" representing the best operating conditions and "F" the worst. Quantifiable measures of effectiveness that best describe the quality of operation on the subject facility type are used to determine the facilities level of service. For

signalized and unsignalized intersections, the quantifiable measure of effectiveness is average control delay.[2]

For signalized intersections, "the average control delay per vehicle is estimated for each lane group and aggregated for each approach and for the intersections as a whole".[3] Level of service for the signalized intersection is then based on the aggregated intersection delay.

Table A-2 shows the six levels of service and their corresponding ranges of average control delay for both signalized and unsignalized intersections.

TABLE A-2: INTERSECTION LEVEL OF SERVICE DESCRIPTION			**Intersections**	
			Signalized	**Unsignalized[1]**
Level of Service	**Conditions**	**Signalized Intersection Description**	**Delay (sec/veh)**	**Delay (sec/veh)**
"A"	Free Flow	*Users experience very low delay. Progression is favorable and most vehicles do not stop at all.*	≤10.0	≤10.0
"B"	Stable Operations	*Vehicles travel with good progression. Some vehicles stop, causing slight delay.*	>10.0 – 20.0	>10.0 – 15.0
"C"	Stable Operations	*Higher delays result from fair progression. A significant number of vehicles stop, although many continue to pass through the intersection without stopping.*	>20.0 to 35.0	>15.0 – 25.0
"D"	Approaching Unstable	*Congestion is noticeable. Progression is unfavorable, with more vehicles stopping rather than passing through the intersection.*	>35.0 – 55.0	>25.0 – 35.0
"E"	Unstable Operations	*Traffic volumes are at capacity. Users experience poor progression and long delays.*	>55.0 – 80.0	>35.0 – 50.0
"F"	Forced Flow	*Intersection's capacity is oversaturated, causing poor progression and unusually long delays.*	>80.0	>50.0

Source: 2000 Highway Capacity Manual, Transportation Research Board.
[1] Unsignalized intersections include TWSC and AWSC

Level of Service Standards

"Caltrans endeavors to maintain a target LOS at the transition between LOS "C" and LOS "D" on State highway facilities, however, Caltrans acknowledges that this may not always be feasible and recommends that the lead agency consult with Caltrans to determine the appropriate target LOS. If an existing State highway facility is operating at less than the appropriate target LOS, the existing measures of effectiveness should be maintained."[4]

[2] Control delay, according to the *2000 Highway Capacity Manual*, page 16-1, includes initial acceleration delay, queue move-up time, stopped delay, and final acceleration delay.
[3] *2000 HCM*, page 16-2.
[4] *Guide for the Preparation of Traffic Impact Studies*, State of California Department of Transportation, December, 2002.

3: Inyo Avenue/SR 137 & E Street
2035 AM Peak Hour (3 Lane Inyo)

Movement	EBL	EBT	EBR	WBL	WBT	WBR	NBL	NBT	NBR	SBL	SBT	SBR
Lane Configurations												
Volume (vph)	30	317	28	43	233	21	19	164	37	30	109	31
Ideal Flow (vphpl)	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900
Total Lost time (s)	3.7	4.6		3.7	4.6		3.7	4.6		3.7	4.6	
Lane Util. Factor	1.00	1.00		1.00	1.00		1.00	1.00		1.00	1.00	
Frt	1.00	0.99		1.00	0.99		1.00	0.97		1.00	0.97	
Flt Protected	0.95	1.00		0.95	1.00		0.95	1.00		0.95	1.00	
Satd. Flow (prot)	1770	1840		1752	1822		1752	1794		1770	1801	
Flt Permitted	0.95	1.00		0.95	1.00		0.95	1.00		0.95	1.00	
Satd. Flow (perm)	1770	1840		1752	1822		1752	1794		1770	1801	
Peak-hour factor, PHF	0.73	0.73	0.73	0.77	0.77	0.77	0.77	0.77	0.77	0.91	0.91	0.91
Adj. Flow (vph)	41	434	38	56	303	27	25	213	48	33	120	34
RTOR Reduction (vph)	0	4	0	0	3	0	0	12	0	0	15	0
Lane Group Flow (vph)	41	468	0	56	327	0	25	249	0	33	139	0
Heavy Vehicles (%)	2%	2%	2%	3%	3%	3%	3%	3%	3%	2%	2%	2%
Turn Type	Prot			Prot			Prot			Prot		
Protected Phases	5	2		1	6		3	8		7	4	
Permitted Phases												
Actuated Green, G (s)	2.0	25.3		3.3	26.6		2.0	15.2		2.0	15.2	
Effective Green, g (s)	2.0	25.3		3.3	26.6		2.0	15.2		2.0	15.2	
Actuated g/C Ratio	0.03	0.41		0.05	0.43		0.03	0.24		0.03	0.24	
Clearance Time (s)	3.7	4.6		3.7	4.6		3.7	4.6		3.7	4.6	
Vehicle Extension (s)	2.0	4.9		2.0	4.9		2.0	4.9		2.0	4.9	
Lane Grp Cap (vph)	57	746		93	777		56	437		57	439	
v/s Ratio Prot	0.02	c0.25		c0.03	0.18		0.01	c0.14		c0.02	0.08	
v/s Ratio Perm												
v/c Ratio	0.72	0.63		0.60	0.42		0.45	0.57		0.58	0.32	
Uniform Delay, d1	29.9	14.8		28.9	12.5		29.7	20.7		29.8	19.3	
Progression Factor	1.00	1.00		1.00	1.00		1.00	1.00		1.00	1.00	
Incremental Delay, d2	30.1	4.0		7.3	1.7		2.1	2.7		8.6	0.8	
Delay (s)	60.0	18.8		36.2	14.2		31.7	23.4		38.3	20.2	
Level of Service	E	B		D	B		C	C		D	C	
Approach Delay (s)		22.1			17.4			24.2			23.4	
Approach LOS		C			B			C			C	

Intersection Summary			
HCM Average Control Delay	21.4	HCM Level of Service	C
HCM Volume to Capacity ratio	0.60		
Actuated Cycle Length (s)	62.4	Sum of lost time (s)	16.6
Intersection Capacity Utilization	53.6%	ICU Level of Service	A
Analysis Period (min)	15		

c Critical Lane Group

3: Inyo Avenue/SR 137 & E Street
2035 PM Peak Hour (3 Lane Inyo)

Movement	EBL	EBT	EBR	WBL	WBT	WBR	NBL	NBT	NBR	SBL	SBT	SBR
Lane Configurations												
Volume (vph)	28	340	66	73	343	24	42	109	51	28	108	52
Ideal Flow (vphpl)	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900	1900
Total Lost time (s)	3.7	4.6		3.7	4.6		3.7	4.6		3.7	4.6	
Lane Util. Factor	1.00	1.00		1.00	1.00		1.00	1.00		1.00	1.00	
Frt	1.00	0.98		1.00	0.99		1.00	0.95		1.00	0.95	
Flt Protected	0.95	1.00		0.95	1.00		0.95	1.00		0.95	1.00	
Satd. Flow (prot)	1752	1800		1752	1827		1770	1774		1752	1755	
Flt Permitted	0.95	1.00		0.95	1.00		0.95	1.00		0.95	1.00	
Satd. Flow (perm)	1752	1800		1752	1827		1770	1774		1752	1755	
Peak-hour factor, PHF	0.73	0.73	0.73	0.77	0.77	0.77	0.77	0.77	0.77	0.91	0.91	0.91
Adj. Flow (vph)	38	466	90	95	445	31	55	142	66	31	119	57
RTOR Reduction (vph)	0	7	0	0	3	0	0	22	0	0	24	0
Lane Group Flow (vph)	38	549	0	95	473	0	55	186	0	31	152	0
Heavy Vehicles (%)	3%	3%	3%	3%	3%	3%	2%	2%	2%	3%	3%	3%
Turn Type	Prot			Prot			Prot			Prot		
Protected Phases	5	2		1	6		3	8		7	4	
Permitted Phases												
Actuated Green, G (s)	2.2	31.0		4.8	33.6		3.4	16.0		2.2	14.8	
Effective Green, g (s)	2.2	31.0		4.8	33.6		3.4	16.0		2.2	14.8	
Actuated g/C Ratio	0.03	0.44		0.07	0.48		0.05	0.23		0.03	0.21	
Clearance Time (s)	3.7	4.6		3.7	4.6		3.7	4.6		3.7	4.6	
Vehicle Extension (s)	2.0	4.9		2.0	4.9		2.0	4.9		2.0	4.9	
Lane Grp Cap (vph)	55	790		119	870		85	402		55	368	
v/s Ratio Prot	0.02	c0.30		c0.05	c0.26		c0.03	c0.10		0.02	0.09	
v/s Ratio Perm												
v/c Ratio	0.69	0.69		0.80	0.54		0.65	0.46		0.56	0.41	
Uniform Delay, d1	33.9	16.0		32.4	13.1		33.0	23.6		33.7	24.1	
Progression Factor	1.00	1.00		1.00	1.00		1.00	1.00		1.00	1.00	
Incremental Delay, d2	26.0	5.0		28.3	2.4		12.0	1.7		7.6	1.5	
Delay (s)	59.9	21.0		60.7	15.5		45.0	25.3		41.4	25.7	
Level of Service	E	C		E	B		D	C		D	C	
Approach Delay (s)		23.5			23.0			29.4			28.0	
Approach LOS		C			C			C			C	

Intersection Summary

HCM Average Control Delay	24.8	HCM Level of Service	C
HCM Volume to Capacity ratio	0.63		
Actuated Cycle Length (s)	70.6	Sum of lost time (s)	16.6
Intersection Capacity Utilization	55.1%	ICU Level of Service	B
Analysis Period (min)	15		

c Critical Lane Group

Appendix

CALIFORNIA MUTCD CHAPTER 7

West Pine Avenue Community Based Transportation Plan

California
Manual on Uniform
Traffic Control Devices
for Streets and Highways
**(FHWA's MUTCD 2003 Edition
including Revisions 1 and 2,
as amended for use in California)**

PART 7
Traffic Controls
for School Areas

STATE OF CALIFORNIA
BUSINESS, TRANSPORTATION AND HOUSING AGENCY
DEPARTMENT OF TRANSPORTATION

PART 7. TRAFFIC CONTROLS FOR SCHOOL AREAS

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CHAPTER 7A. GENERAL

Section 7A.01 Need for Standards

Support:

It is important to stress that regardless of the school location, the best way to achieve reasonably safe and effective traffic control is through the uniform application of realistic policies, practices, and standards developed through engineering judgment.

Pedestrian safety depends upon public understanding of accepted methods for efficient traffic control. This principle is especially important in the control of pedestrians, bicycles, and other vehicles in the vicinity of schools. Neither pedestrians on their way to or from school nor road users can be expected to move safely in school areas unless they understand both the need for traffic controls and how these controls function for their benefit.

Procedures and devices that are not uniform might cause confusion among pedestrians and road users, prompt wrong decisions, and contribute to crashes. To achieve uniformity of traffic control in school areas, comparable traffic situations need to be treated in a consistent manner. Each traffic control device and control method described in Part 7 fulfills a specific function related to specific traffic conditions.

A uniform approach to school area traffic controls assures the use of similar controls for similar situations (which promotes uniform behavior on the part of motorists, pedestrians, and bicyclists).

A school traffic control plan permits the orderly review of school area traffic control needs, and the coordination of school/pedestrian safety education and engineering activities.

Guidance:

A school route plan for each school serving elementary ~~to high school~~ students should be prepared in order to develop uniformity in the use of school area traffic controls and to serve as the basis for a school traffic control plan for each school.

Option:

A school route plan for each school serving middle school or high school students may be prepared.

Guidance:

The school route plan, developed in a systematic manner by the school, law enforcement, and traffic officials responsible for school pedestrian safety, should consist of a map (see Figure 7A-1) showing streets, the school, existing traffic controls, established school walk routes, and established school crossings.

The type(s) of school area traffic control devices used, either warning or regulatory, should be related to the volume and speed of vehicular traffic, street width, and the number and age of the students using the crossing.

School area traffic control devices should be included in a school traffic control plan.

Support:

Reduced speed limit signs for school areas and crossings are included in this Manual solely for the purpose of standardizing signing for these zones and not as an endorsement of mandatory reduced speed zones.

Parents, school administrators, traffic officials, civic leaders, and vehicle drivers share the responsibility of educating school pedestrians on the use of traffic control devices. Programs in the home and school to train the child as a responsible pedestrian are an important factor in improving their understanding of traffic control devices.

The words "School Pedestrians", "Children", and "Students" are used interchangeably and could include student bicyclists for the purpose of determining appropriate cross protection measures.

Section 7A.02 School Routes and Established School Crossings

Support:

The planning criterion for school walk routes might make it necessary for children to walk an indirect route to an established school crossing located where there is existing traffic control and to avoid the use of a direct crossing where there is no existing traffic control.

Guidance:

School walk routes should be planned to take advantage of existing traffic controls.

The following factors should be considered when determining the feasibility of requiring children to walk a longer distance to a crossing with existing traffic control:

A. The availability of adequate sidewalks or off-roadway sidewalk areas to and from the location with existing control;
B. The number of students using the crossing;
C. The age levels of the students using the crossing; and
D. The total extra walking distance.

Support:

There is a need in each school district to establish an organization concerned with students enroute to and from school. Through such an organization, the school district can be responsibly involved in processing requests for traffic safety controls and for safety programs and can coordinate activities within and between the community and public agencies.

In order to provide a responsible administrative structure for the school area, each school district is encouraged to:

1. Assign student pedestrian responsibilities to a competent staff member and/or
2. Organize a school student pedestrian advisory committee to serve the needs of each public and private school.

Guidance:

When the advisory committee structure is used, the committee should include governmental and school district staff who has the responsibility and authority to initiate and provide programs and projects.

Representatives from the city and/or county superintendent of schools office should be the official members. Advisors should include representatives of the local area Safety Council, traffic engineers, police authorities, the Parent-Teachers Association, Automobile Clubs (AAA), plus others as needed.

Staff and Committee Responsibility:

Guidance:

The duties of staff members and/or each committee should be to guide and coordinate all activities connected with the school traffic safety program, such as:

1. Establish traffic safety policies and procedures.
2. Recommend priorities for proposed improvement projects.
3. Notify the responsible agencies of school-pedestrian-traffic related issues.
4. Review and approve the various phases of the school student traffic safety program.
5. Review and process requests and complaints.
6. Promote good public relations.

The County Superintendent of School's office should coordinate all student pedestrian committees' actions in establishing and promoting uniform practices for school pedestrian safety throughout the county.

School Responsibility:

Guidance:

Traffic related issues about school pedestrians on the approaches to the school should be referred to the school district or local school principal for review and transmission to the appropriate staff person or to the school student pedestrian advisory committee.

Support:

Refer to CVC 21373 for school board request for traffic control devices.

Government Traffic Agency Responsibility:

Standard:

Upon request of the local school district, responsible traffic authorities shall investigate all locations along the school route and recommend appropriate traffic control measures. Refer to CVC 21373.

Section 7A.03 School Crossing Control Criteria

Support:

Alternate gaps and blockades are inherent in the traffic stream and are different at each crossing location. For safety, students need to wait for a gap in traffic that is of sufficient duration to permit reasonably safe crossing. When the delay between the occurrence of adequate gaps becomes excessive, students might become impatient and endanger themselves by attempting to cross the street during an inadequate gap.

A recommended method for determining the frequency and adequacy of gaps in the traffic stream is given in the Institute of Transportation Engineers' publication, "School Trip Safety Program Guidelines" (see Section 1A.11).

Support:

Properly conducted engineering and traffic studies will determine the appropriate measures to be developed at school crossings. Types of school pedestrian measures that can be considered can include:

1. Warning signs and markings.
2. Variable speed limits.
3. Intersection stop signs.
4. Flashing yellow beacons.
5. Traffic signals.
6. Remove visibility obstructions.
7. School Safety Patrol.
8. Adult Crossing Guard.
9. Pedestrian separation structures.
10. Pedestrian walkways along the roadway.
11. Pedestrian walkways separated from the roadway.
12. Parking controls and curb-use zones.
13. Bus transportation.

Section 7A.04 Scope

Standard:

Part 7 sets forth basic principles and prescribes standards that shall be followed in the design, application, installation, and maintenance of all traffic control devices (including signs, signals, and markings) and other controls (including adult crossing guards, student patrols, and grade-separated crossings) required for the special pedestrian conditions in school areas.

Option:

In-roadway signs for school traffic control areas may be used consistent with the requirements of Sections 2B.12, 7B.08, and 7B.09.

Support:

Requirements discussed in Chapter 2A and Section 2B.05 are applicable in school areas.

Section 7A.05 Application of Standards

Support:

Sections 1A.02 and 1A.07 contain information regarding the application of standards.

Section 7A.06 Engineering Study Required

Support:

Section 1A.09 contains information regarding engineering studies.

Section 7A.07 Maintenance of Traffic Control Devices

Support:

Section 1A.05 contains information regarding the maintenance of traffic control devices.

Section 7A.08 Placement Authority

Support:

Section 1A.08 contains information regarding placement authority for traffic control devices.

The following references from the California Vehicle Code relate to traffic controls for school areas:

1. Section 377 – Limit Line.
2. Section 627 – Engineering and Traffic Survey.
3. Section 21102 – Local Authority to Close Streets.
4. Section 21368 – Crosswalks Near Schools.

5. Section 21372 – Guidelines for Traffic Control Devices Near Schools.
6. Section 21373 – School Board Request for Traffic Control Devices.
7. Section 21458 – Curb Markings.
8. Section 21949 through 21971 – Pedestrians' Rights and Duties.
9. Section 22350 – Basic Speed Law.
10. Section 22352 – Prima Facie Speed Limits.
11. Section 22358.4 – Decrease of Local Limits Near Schools or Senior Centers.
12. Section 22504 – Unincorporated Area Parking; School Bus Stops.
13. Section 40802 – Speed Traps.
14. Section 42200 – Disposition by Cities and Other Local Entities.
15. Section 42201 – Disposition by County.
16. Section 42011 – Fine Enhancement; Passing a School.

Section 7A.09 Unauthorized Devices and Messages

Support:

Sections 1A.01 and 1A.08 contain information regarding unauthorized devices and messages.

Section 7A.10 Meaning of Standard, Guidance, Option, and Support

Support:

The introduction to this Manual contains information regarding the meaning of the headings Standard, Guidance, Option, and Support, and the use of the words shall, should, and may.

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Figure 7A-1. Example of School Route Plan Map

Appendix

C

COST ESTIMATE WORKSHEETS

West Pine Avenue Community Based Transportation Plan

PRELIMINARY ORDER OF MAGNITUDE OPINION OF PROBABLE CONSTRUCTION COSTS

West Pine Avenue Community Based Transportation Plan

CITY OF TULARE REDEVELOPMENT AGENCY

PREPARED BY:A.S. DATE: 9/29/2010

PROJECT NO. 10-1231

ITEM NUMBER	STREET NAME (DESCRIPTION)	UNIT	QTY	UNIT COST	TOTAL COST
1	**SACRAMENTO STREET**				
	PREPWORK (CLEARING/GRADING)	SF	18,765	$2.00	$37,530.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	18,765	$7.00	$131,355.00
2	**CALIFORNIA STREET**				
	PREPWORK (CLEARING/GRADING)	SF	17104	$2.00	$34,208.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	17104	$7.00	$119,728.00
3	**"A" STREET**				
	PREPWORK (CLEARING/GRADING)	SF	10638	$2.00	$21,276.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	10638	$7.00	$74,466.00
4	**"B" STREET**				
	PREPWORK (CLEARING/GRADING)	SF	14891	$2.00	$29,782.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	14891	$7.00	$104,237.00
5	**"C" STREET**				
	PREPWORK (CLEARING/GRADING)	SF	6588	$2.00	$13,176.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	6588	$7.00	$46,116.00
6	**"D" STREET**				
	PREPWORK (CLEARING/GRADING)	SF	7060	$2.00	$14,120.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	7060	$7.00	$49,420.00
7	**"E" STREET**				
	PREPWORK (CLEARING/GRADING)	SF	11272	$2.00	$22,544.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	11272	$7.00	$78,904.00
8	**"F" STREET**				
	PREPWORK (CLEARING/GRADING)	SF	20318	$2.00	$40,636.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	20318	$7.00	$142,226.00
9	**"G" STREET**				
	PREPWORK (CLEARING/GRADING)	SF	13500	$2.00	$27,000.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	13500	$7.00	$94,500.00
10	**"H" STREET**				
	PREPWORK (CLEARING/GRADING)	SF	12420	$2.00	$24,840.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	12420	$7.00	$86,940.00
11	**"I" STREET**				
	PREPWORK (CLEARING/GRADING)	SF	6953	$2.00	$13,906.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	6953	$7.00	$48,671.00
12	**PLEASANT AVENUE**				
	PREPWORK (CLEARING/GRADING)	SF	12465	$2.00	$24,930.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	12465	$7.00	$87,255.00
13	**OAKLAND AVENUE**				
	PREPWORK (CLEARING/GRADING)	SF	4050	$2.00	$8,100.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	4050	$7.00	$28,350.00
14	**MAPLE AVENUE**				
	PREPWORK (CLEARING/GRADING)	SF	5670	$2.00	$11,340.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	5670	$7.00	$39,690.00
15	**CAMRON AVENUE**				
	PREPWORK (CLEARING/GRADING)	SF	6075	$2.00	$12,150.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	6075	$7.00	$42,525.00
16	**CROSS AVENUE**				
	PREPWORK (CLEARING/GRADING)	SF	9788	$2.00	$19,576.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	9788	$7.00	$68,516.00
17	**PINE STREET**				
	PREPWORK (CLEARING/GRADING)	SF	3308	$2.00	$6,616.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	3308	$7.00	$23,156.00
18	**SAN JOAQUIN**				
	PREPWORK (CLEARING/GRADING)	SF	4310	$2.00	$8,620.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	4310	$7.00	$30,170.00
19	**TULARE AVENUE**				
	PREPWORK (CLEARING/GRADING)	SF	5265	$2.00	$10,530.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	5265	$7.00	$36,855.00
20	**KERN AVENUE**				
	PREPWORK (CLEARING/GRADING)	SF	6615	$2.00	$13,230.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	SF	6615	$7.00	$46,305.00

SUBTOTAL CONSTRUCTION COST	$1,773,495.00
CONTINGENCIES (10%)	$177,349.50
CONSTRUCTION ENGINEERING (5%)	$88,674.75
PLANS, SPECIFICATIONS, & ENGINEERING (10%)	
GRAND TOTAL	**$2,039,519.25**

ALL COSTS REFLECT CURRENT RATES/ESTIMATES
FUTURE COSTS MAY DIFFER

CITY OF TULARE REDEVELOPMENT AGENCY
OPINION OF PROBABLE CONSTRUCTION ESTIMATE

PREPARED BY: Al Soto DATE: 8/30/2010
PROJECT No. 10-1231

	ITEM NAME (DESCRIPTION)	UNIT	QTY	UNIT COST	TOTAL COST
Inyo Avenue (West of "J" Street to Intersection of West Street)					
1	Mobilization	LS	1	10,000.00	$10,000
2	Traffic Control	LS	1	20,000.00	$20,000
3	Sawcut Existing Concrete	LF	212	2.75	$583
4	AC Removal	CY	2,180	30.00	$65,400
5	Curb, Gutter & Sidewalk Demolition	SF	45220	2.70	$122,094
6	Sawcut Existing Paving	SF	19615	5.00	$98,075
8	Erosion Control - SWIPP	LS	1	2,500.00	$2,500
9	Bus Shelters with Solar Lighting	EA	7	15,000.00	$105,000
10	Curb and Gutter	LF	11304	17.00	$192,168
11	New Sidewalk	SF	131309	7.00	$919,163
13	HC Ramps	EA	53	500.00	$26,500
14	Asphalt 6" AC	Ton	735	100.00	$73,500
15	Asphalt 12" AB	CY	686	65.00	$44,590
16	Catch Basins	EA	12	3,500.00	$42,000
17	Relocate Fire Hydrants	EA	10	2,500.00	$25,000
18	12" RCP Storm Drain Pipe	LF	96	55.00	$5,280
19	18" RCP Storm Drain Pipe	LF	96	60.00	$5,760
20	Relocate Two Street Traffic Lights	EA	2	3,500.00	$7,000
21	New Street Lights	EA	26	2,500.00	$65,000
22	Solar Panels for each street light	EA	26	4,000.00	$104,000
23	Relocate Pedestrian Crossing Warning Lights	EA	2	2,500.00	$5,000
24	Striping (Street & Crosswalks)	LS	1	25,000.00	$25,000
25	Striping (Bike Lane)	LS	1	12,000.00	$12,000
26	New Irrigation Heads	EA	153	100.00	$15,300
27	SR 137 Decorative Intersections Treatment (3)	SF	5115	9.00	$46,035
28	Monument Sign	EA	2	25,000.00	$50,000
29	Trees	EA	153	200.00	$30,600
30	Tree Grates	EA	153	1,100.00	$168,300
31	Install new irrigation lines	LF	8,495	20.00	$169,900

	Total Cost	**$2,455,748**
	Contingencies (10%)	$245,575
	Design and construction engineering (15%)	$368,362
32	**TOTAL COST**	**$3,069,685**
33	**Rounded Cost**	**$3,069,700**

PRELIMINARY ORDER OF MAGNITUDE OPINION OF PROBABLE CONSTRUCTION COSTS

West Pine Avenue Community Based Transportation Plan

CITY OF TULARE REDEVELOPMENT AGENCY

PREPARED BY:A.S. DATE: 11/15/2010

PROJECT NO. 10-1231

ITEM NUMBER	STREET NAME PHASE-1 THRU 3	UNIT		TOTAL COST
1	**INYO PHASE I**			
	From Sacramento Street to "I" Street	LS	**TOTAL**	**$1,652,211.00**
2	**NEW SIDEWALK PHASE I**			
	PREPWORK (CLEARING/GRADING)	LS		$144,340.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	LS		$505,190.00
			TOTAL	**$649,530.00**
3	**NEW SIDEWALKS PHASE II**			
	PREPWORK (CLEARING/GRADING)	LS		$121,638.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	LS		$425,733.00
			TOTAL	**$547,371.00**
4	**NEW SIDEWALK PHASE III**			
	PREPWORK (CLEARING/GRADING)	LS		$114,208.00
	NEW SIDEWALK INSTALLATION (4.5' WIDE)	LS		$399,728.00
			TOTAL	**$513,936.00**
			SUB TOTAL	**$1,710,837.00**

SUBTOTAL CONSTRUCTION COST	**$3,363,048.00**
CONTINGENCIES (10%)	$336,304.80
CONSTRUCTION ENGINEERING (5%)	$168,152.40
GRAND TOTAL	**$3,867,505.20**

*****ALL COSTS REFLECT CURRENT RATES/ESTIMATES*****
*****FUTURE COSTS MAY DIFFER*****

CITY OF TULARE REDEVELOPMENT AGENCY
OPINION OF PROBABLE CONSTRUCTION ESTIMATE

PREPARED BY: Al Soto DATE: 11/12/2010
PROJECT No. 10-1231

	ITEM NAME (DESCRIPTION)	UNIT	QTY	UNIT COST	TOTAL COST
Inyo Avenue (West of "J" Street to Intersection of West Street)					
1	Mobilization	LS	1	10,000.00	$10,000
2	Traffic Control	LS	1	20,000.00	$20,000
3	Sawcut Existing Concrete	LF	212	2.75	$583
4	AC Removal	CY	2,180	30.00	$65,400
5	Curb, Gutter & Sidewalk Demolition	SF	45220	2.70	$122,094
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