

TASK ORDER SUMMARY

In 2013, based on feedback received by MAG member agencies on Transportation Alternatives (TA) funding priorities in the region, the MAG Transportation Safety Committee identified a funding set-aside for the priority of conducting Safe Routes to School (SRTS) framework studies. In addition, the 2015 Maricopa Association of Governments (“MAG”) Strategic Transportation Safety Plan established a regional goal to “promote and administer Safe Routes to School framework studies to identify school traffic issues through the MAG Transportation Alternatives (TA) non-infrastructure program”. This project will support the performance of [a] Safe Routes to School study[ies] at specific schools where local agencies have successfully secured TA SRTS funding through a competitive application process. The SRTS Studies project locations are indicated in the MAG Transportation Improvement Program listing for each project approved by the MAG Regional Council on [January 25, 2017]. The detailed scope of these studies outlined below has been developed by MAG in coordination with the requesting local agency (City/Town or Native Nation).

The performance of Safe Routes to School (SRTS) Studies will examine and assess the extent of potential road safety issues for school children walking and biking to school. The scope of these studies will include development and evaluation of options resulting in recommendations that involve the five E’s; Engineering, Education, Enforcement, Encouragement and Evaluation programs, to support new or existing Safe Routes to School programs. It will include data collection and safety assessment on school sites as well as in the public right-of-way for routes that school children walk or bike to school. There may be recommendations made to the City (Town or Native Nation) for roadway improvements, or to school districts for on-site improvements that can be made to improve the safety of K-8 students walking and biking to school. The recommendations can be used by both local agencies and school districts to prioritize and leverage future funding.

CONSULTANT name (the “CONSULTANT”) is responsible for performing all tasks that are listed under CONSULTANT’s Role as shown below. The Project Manager listed under the CONSULTANT’s team shall work in close coordination with the City (Town or Native Nation) of X Project Manager, Name, who will also serve as the Project Owner and Stakeholder Team Lead. Other roles to be played during the development of the SRTS Studies are also included in the Scope of Services to better describe the process. All communications between the CONSULTANT and the Project Owner or SRTS Stakeholders Team members must be copied to the MAG Project Manager.

The Scope of Services described below shall not be modified except at MAG’s request or with MAG’s concurrence. Any services rendered by the CONSULTANT that MAG considers to be outside the Scope of Services of this Task Order shall not be the responsibility of MAG.

TASK ORDER BUDGET

The total amount of this Task Order will not exceed \$XX,XXX.XX.

DISADVANTAGED BUSINESS ENTERPRISE (DBE)

DBE goal of 6.95% has been established on this On-Call Task Order. The CONSULTANT is encouraged to obtain DBE participation above and beyond the goal on this project.

SCOPE OF SERVICES

Engineering solutions is one category of strategies (The Five Es – Engineering, Education, Enforcement, Encouragement, and Evaluation) used to enable and encourage safe walking and bicycling to/from school by greater numbers of students. School-specific engineering studies, as proposed by the [Name of City, Town or Native Nation or local public agency] for [Name of school site(s)] elementary schools, are expected to yield customized recommendations for the consideration of design, implementation, operation, and maintenance of traffic control devices and complementary infrastructure.

Unless otherwise instructed by the MAG project manager, [CONSULTANT NAME] shall routinely use the following documents as resources/guidelines for the performance of SRTS studies:

- Safe Routes to School Guide, developed by the Pedestrian and Bicycle Information Center (PBIC) with support from the National Highway Traffic Safety Administration (NHTSA), Federal Highway Administration (FHWA), Centers for Disease Control and Prevention (CDC) and Institute of Transportation Engineers (ITE); February 2007
- Manual on Uniform Traffic Control Devices (MUTCD), Federal Highway Administration (FHWA); 2009
- Notice of Proposed Amendments to the MUTCD, Federal Highway Administration (FHWA); Federal Register, Current
- Arizona Supplement to the MUTCD; Current
- Traffic Safety for School Areas Guidelines, Arizona Department of Transportation (ADOT); December, 2006
- Safe Routes to School Toolkit, National Highway Traffic Safety Administration, September 2002, DOT HS 809 497
- MAG “Guardians of the Future” Crossing Guard Training Video, <http://srts.azmag.gov/video/video.asp>

Project Boundaries

The project boundary consists of a one-mile radius around [each of] the school[s]. [Safe Routes to School studies will be completed for each specifically identified school.] An [separate] action plan and set of walking and biking route maps will be developed for [each] the school site. The schools addressed by this study are:

- School 1, School Address
- School 2, School Address
- School 3, School Address

Safe Routes to School Stakeholders Team

The City (Town, Native Nation Community) of X has established a SRTS Stakeholders Team for each school site in coordination with the City’s (Town or Native Nation) Project Manager. SRTS Stakeholders Team members identified by the City (Town or Native Nation) of X include the following representatives:

- Name, City, Town, or Native Nation Engineering Project Manager, Stakeholder Team Leader
- Name, Title, School District Administration
- Name, School District Transportation Supervisor
- Name, Title, School Administration, School Team Leader
- Name, Rank, of City, Town, County or Native Nation, Traffic Division of the Police Department
- Name, School Resource Officer
- Name, School Crossing Guard(s)
- Name, Interested PTA and/or community representatives
- Name, Partners (County Health Department, etc., if applicable.)

[The City/Town or Native Nation and school district(s) will discuss the importance of committing to participate in this process, including review of materials, attendance at meetings, etc. Potential members in the last three bullets can be general and/or optional]

Task 1: Project Management, Meetings & Progress Reports

Task 1a. Consultant kick-off meeting

The CONSULTANT will participate in a CONSULTANT kick-off meeting, Meeting #1, to be held within one week of notice to proceed. The meeting will be conducted via teleconference or in person, with the MAG Project Manager and City (Town or Native Nation) Project Manager. Key elements of coordination for each task will be discussed as well as schedule and clarification of locations for conducting counts, outstanding items and action items, and tentative dates for the SRTS Stakeholders Team meetings will be identified and discussed at this meeting. Meeting notes will be prepared and copies provided to the MAG Project Manager and City (Town or Native Nation) Project Manager.

Task 1b. SRTS Stakeholder Team kick-off meeting

The CONSULTANT will coordinate and schedule a kickoff meeting, Meeting #2, at each school site, send out the agenda, from a template provided by the MAG project manager, and conduct the meeting. Invitees will include the MAG Project Manager and the SRTS Stakeholders Team.

The purpose of this meeting would be to explain to SRTS Stakeholders Team, the goals and objectives of the study, how their commitment to participate will be critical to the success of the study, and address any questions they may have.

The following items must be included in the agenda to be distributed to attendees:

- Introduce the SRTS Stakeholders Team, including introduction of the SRTS Stakeholders Team Leader
- Present an overview of the SRTS study effort, including the purpose and benefits of SRTS, study tasks and timeline, and goals and the role of the SRTS Stakeholders Team.
- Review SRTS study application including specific issues and goals identified
- Discuss local issues and concerns
- Discuss specific tasks to be carried out by SRTS Stakeholder Team members
- Discuss strategy and timeline for distribution, collection and entry of surveys
- Set meeting schedule for the following three meetings
 - Task 3c-e – Site Inventories, Pick-up and Drop-off Observations, Walking/Biking Assessment, Meeting #3
 - Task 3f – School Community Meeting, Meeting #4
 - Task 4b – Draft SRTS Study document review, Meeting #5

Task 1c. Bi-Monthly progress meeting

The CONSULTANT will participate in bi-weekly progress meetings, via teleconference or in person, as needed with the MAG Project Manager and City (Town or Native Nation) Project Manager. All the project related issues including review of tasks, schedule and action items will be identified and discussed at this meeting. Meeting notes will be prepared and copies provided to the MAG Project Manager and City (Town or Native Nation) Project Manager.

The CONSULTANT will provide MAG monthly progress reports summarizing the status of the project, work completed during the reporting period, and hours expended on each project. Any issues that are adversely affecting the timely completion of the project and that need to be resolved shall be identified as soon as possible and shall also be identified in the progress reports. Monthly progress reports shall be attached to the monthly invoices and they shall meet MAG requirements.

Deliverables: CONSULTANT kick-off meeting minutes, SRTS Stakeholders Team meeting presentation for the meeting; meeting agenda; meeting minutes. Bi-monthly teleconference meeting notes and action items checklist, monthly progress report.

Task 2: Data Collection

All data collected under this task, by the CONSULTANT, should be scheduled during a regular weekday, during regular school ingress and egress times, avoiding school breaks and holidays. Locations for traffic counts [for each school site] must be based on recommendations provided by the City (Town or Native Nation) of X Project Manager and the School District Transportation Supervisor. The following locations are shown on school site maps in Appendix A:

1. Location One (Include details such as cross streets or School Ingress/Egress, etc.)
2. Location Two (Include details such as cross streets or School Ingress/Egress, etc.)
3. Location Three (Include details such as cross streets or School Ingress/Egress, etc.)
4. Location Four (Include details such as cross streets or School Ingress/Egress, etc.)

5. Location Five (Include details such as cross streets or School Ingress/Egress, etc.)

Traffic counts at these locations will be focused on vehicle ingress and egress to the school site as well as at school crossing locations, either adjacent to the school or at other locations in the neighborhood within the one-mile walking and biking boundary. Two count periods and durations shall be identified, one for school pick-up and one for school drop-off, in coordination with the school and City (Town or Native Nation) Traffic Engineer, for each of the following data elements:

- Bicyclist counts
- Pedestrian counts
- Vehicle Turning Movements

Deliverables: Prepare a print out and an Excel file for all data collected above for the SRTS Stakeholders Team to review. This information should be formatted in a series of graphs, diagrams and charts that can be easily understood by all SRTS Stakeholder Team members. This information will be included in the deliverable for the Task 3 – Existing Conditions Memo.

Task 3: Assessment of Issues and Barriers

Task 3a. Surveys & SRTS Tools

The CONSULTANT will prepare, distribute, collect, and summarize two surveys:

1. Parent Survey: Using the National Center for Safe Routes to School Parent Survey, the CONSULTANT will survey parents of children attending each school. Parents will be notified of the survey by the SRTS Stakeholders Team. The CONSULTANT will provide a paper version of the survey for those without internet access. The CONSULTANT will be responsible for entering the results of the survey in the National Center for Safe Routes to School Database.
2. Student Survey: Using the National Center for Safe Routes to School Student Travel Tally, the CONSULTANT will work with the SRTS Stakeholders Team to have teachers collect data in the classroom. Schools should complete student travel tallies in all grade levels, and results will be entered into the National Center for Safe Routes to School Database by the CONSULTANT.

The CONSULTANT will prepare a set of SRTS tools, based on the data compiled in this Task. These tools should be developed in consultation with the City and School with the goal of enabling meaningful use of the data to track, maintain and promote programs and projects that may result from the SRTS Study. These tools shall be developed as a resource specifically for the City (Town or Native Nation) and School.

Task 3b: Compile Existing Information

The CONSULTANT will work with the SRTS Stakeholders Team to collect, review and summarize all relevant existing data, materials, documents and reports that apply to SRTS existing conditions.

- Existing School policies and programs related to SRTS (District/School)
- School site plans (District)
- School arrival and dismissal times (School, District)
- Locations of building entrances and exits (School) for; pick-up and drop-off, students walking, and students biking (bike rack locations)
- Walking/Bicycling boundaries (District, School)
- Number of buses picking up or dropping off students and locations of loading/unloading zones
- Number, locations, and duration of school crossing guards (School)
- Existing School Crossing Agreement (City/Town or Native Nation Traffic Engineer, School District)
- Established parking regulations and pick-up/drop-off procedures (City/Town or Native Nation, School Administration)
- Pedestrian/vehicle and bicycle/vehicle crash data, if available (City/Town or Native Nation)

The SRTS Stakeholders Team, with the Team Leader as point of contact, will be responsible for collecting information on the school enrollment boundaries, school bus routes and school bus

policies and provide student addresses for the purposes of assessing density of students within a one-mile radius of the school. The CONSULTANT will be responsible for obtaining from the City (Town or Native Nation) crash data for the walking and biking boundary, including school bus route stop areas, the traffic count data collected in Task 3, and speed limit data. This data will be summarized in the Existing Conditions Memo.

Task 3c: School Site Inventories

The CONSULTANT will complete an inventory of existing conditions relevant to the encouragement of safe walking and biking to school. The inventory should include the following at a minimum:

- Location, capacity, and security of bicycle storage areas
- Locations of site access points for walking and bicycling students
- Vehicle/pedestrian and vehicle/bicycle conflict points
- Marked crossing locations and controls
- On- and off-site traffic control (permanent/portable signing, pavement markings, marked crossing locations, intersection controls, etc.)
- Presence of bike paths/lanes and their widths, continuity, barriers/obstructions, lighting, visibility, etc.
- Presence of sidewalks (or other walking paths) and their widths, continuity, barriers/obstructions, lighting, visibility, etc.,
- Measurement/calculation of sight distances for crossings, driveways, and intersections,
- Existing land uses near the school.

Task 3d: Pick-up and Drop-off Site Observations

The goal of the observations is to assess the safety function in terms of the interaction and behaviors of the driver, pedestrian, and bicyclist, both on the school site and in the public right-of-way, specifically during the pick-up and drop-off events. The CONSULTANT will coordinate and schedule observations to be conducted during one regular pick-up and one regular drop-off event [for each school site, scheduled on separate days]. The pick-up and drop-off observations will be conducted by members of the CONSULTANT team and staff from the City/Town or Native Nation. One day prior to conducting the observations, the CONSULTANT will notify the school official and then sign in at the administration office the day of the observation. The CONSULTANT will assign staff for each location listed below in order complete observations of all functions, including for vehicles, parking, pedestrians, bicycles, number of school staff assigned to tasks, traffic signal operations, crossing guard operations, etc., as appropriate. The locations for these observations shall include the following:

- On-site vantage point to observe all pick-up and drop-off functions,
- Off-site vantage point, adjacent to school, to observe all pick-up and drop-off functions,
- Observe all crossing functions at all white or yellow school crossing locations operated by crossing guards.

The CONSULTANT shall take detailed notes with diagrams to include information gathered in Task 3b, to describe observations for each location and each pick-up and drop-off event. Detailed notes should include, but not limited to:

- Total duration of time for each event
- Vehicle queuing encroachment in crosswalks
- Instances of vehicle contraflow in parking lots, etc.
- Instances of parking in areas where prohibited
- Adequacy of signing and marking
- Number of staff assigned to tasks
- Compliance with school pick-up and drop-off procedures
- Good, or needs for improved, crossing guard procedures
- Vehicle compliance to crossing guard functions
- Pedestrian and bicycle compliance with safe crossing procedures based on MAG Guidelines

Task 3e: Walking/Biking Assessment

The CONSULTANT will prepare for and assist in conducting a walking/bicycling assessment (Meeting #2) on the date and time identified during the Task 1a kick-off meeting [for each school and scheduled on separate days]. Transportation routes within the study boundary around the school will be assessed for walking/bicycling friendliness. Template assessment forms available for download on the Pedestrian and Bicycle Information Center (PBIC) webpage can be used for the assessment. The assessment may include areas where students are required to be bussed due to existence of infrastructure such as railroad crossings, etc., within the area. The SRTS Stakeholders Team Leader, in coordination with the School Team Leader, will be responsible for recruiting and assembling participants for the assessment team. Participants can be members of the SRTS Stakeholders Team, the CONSULTANT team, City staff, or teachers. There should be enough participants to accommodate four teams of two people minimum, to cover the assessment area within a two hour timeframe. The CONSULTANT will prepare four (4) copies of an aerial map of the walking/biking assessment area with streets and other landmarks labeled. One copy should be provided for each assessment participant team. The CONSULTANT will lead a meeting prior to conducting the assessment with the purpose of 1) providing the template assessment forms, 2) provide examples of walking and biking impediments to record, 3) provide a safety briefing 4) review the meeting time and place established for meeting after the assessment and 5) distribute safety vests.

After the assessment is complete, the CONSULTANT will convene with the assessment team to discuss and compile findings from each area assessed. The CONSULTANT will collect assessment forms from participants.

Task 3f: School Community Meeting

A School Community meeting will be held at the school during evening hours on the date identified during the Kick-off meeting as part of Task 2b. This meeting will be held to solicit input on from a larger audience.

The CONSULTANT will draft an invitation letter to be distributed to the School Community by the SRTS Stakeholder Team Lead. The invitation will include; 1) a brief description of the SRTS Study, 2) purpose of the meeting, 3) meeting date, time, and location details, 4) City e-mail address for providing input.

The first part of the School Community meeting will include a presentation by the CONSULTANT about the project background, including the purpose and goals of SRTS, and background information from the Assessment and Surveys. The CONSULTANT should give a brief summary of observations from the walking/biking assessment completed prior to the meeting.

The second part of the meeting should be designed to gather comments and identify local opportunities and assets. The CONSULTANT will note ideas, concerns, barriers and opportunities identified by the participants related to walking/bicycling to school. Notes from these meetings will be compiled and shared with the SRTS Stakeholders Team.

OR

Task 3f: School Community Communication

The CONSULTANT will develop a newsletter to be distributed to the community by the SRTS Stakeholder Team Lead. The newsletter will include; 1) a brief description and project background, including the purpose and goals of SRTS, 2) background information from the Assessment and Surveys, 3) a brief summary of observations from the walking/biking assessment completed, 4) request for two to three specific areas of input 5) City e-mail for providing input with a deadline for response. The deadline should accommodate the ability to include all input provided into the Existing Conditions section of the Draft Study document.

Deliverables:

Task 3a. Parent and student survey results submitted through the National Center for Safe Routes to School online database. SRTS data tools will be prepared and provided to the City (Town or Native Nation) of X School(s) for their future use.

Task 3c: Tabular summary of school site inventories.

Task 3d: Notes and diagrams from all participants on the pick-up and drop-off observations.

Task 3e: Assessment forms using templates from the Pedestrian and Bicyclist Information Center (PBIC). An annotated aerial photo of the school walking/biking boundary to include the following: walking and bicycling facilities, landmarks, destinations, street system for the walking/biking boundary around the school. Meeting #2 minutes.

Task 3f: Draft invitation letter for the School Community meeting, a **project fact sheet brochure** as a basis for the Task 4a. School Community Meeting presentation, summary of comments [**and school community input**] collected [**in the school community meeting**]. Existing Conditions Memo outlining Task 3a-f findings including school community input.

Task 4: Develop the SRTS Study Report and Walking/Biking Route Maps

Task 4a. Executive Summary and Draft SRTS Study Report

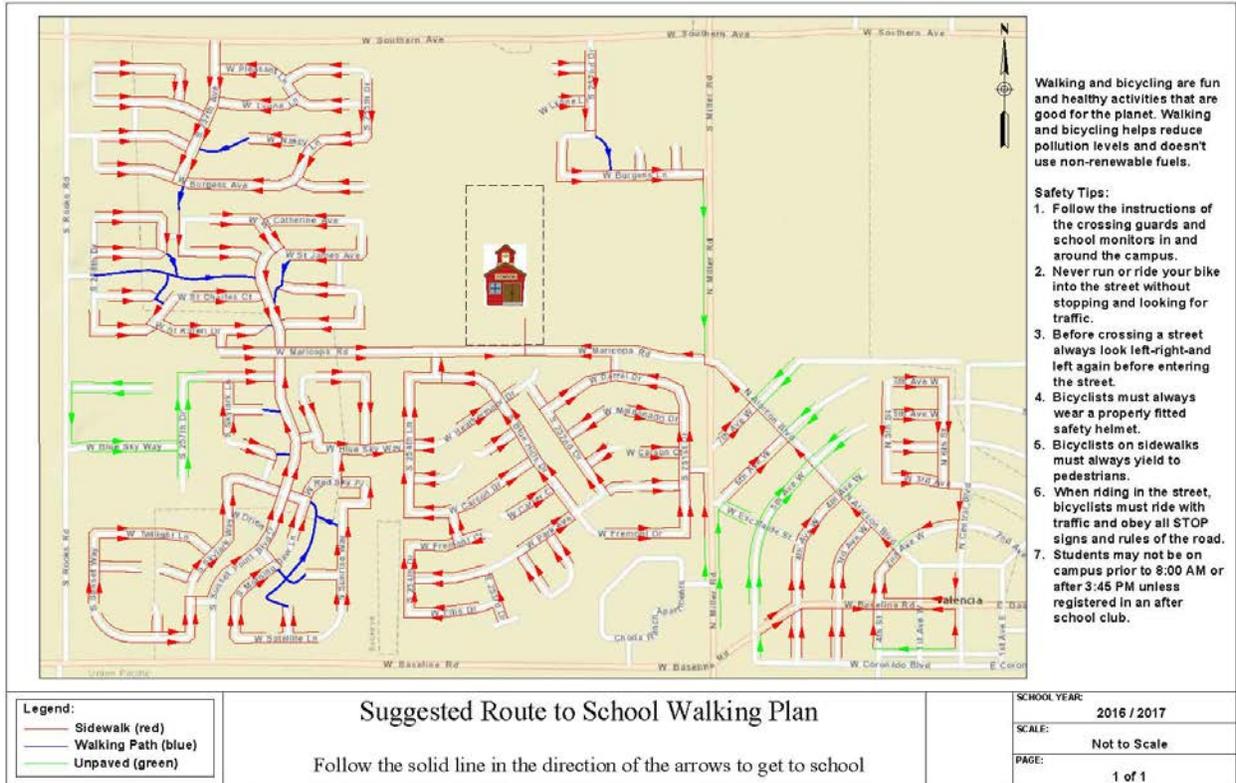
The CONSULTANT will develop an Executive Summary that will be a concise overview of the elements of the study process and key findings to include the why, where, when and how. The Executive Summary will include:

1. Introduction: what is SRTS, why is it important, background on school and community, SRTS Team, status of state and federal support for SRTS, (Why)
2. Existing Conditions: survey results, site observations, walking/biking assessment results, school community (public) input, (Why and Where)
3. Action Plan Overview: what the action plan will consist of and how it can be used as a resources for implementation. (When and How)

Based on the findings of Task 3, the CONSULTANT will identify strategies to increase the number of children who walk and bicycle to school. The CONSULTANT will develop an Action Plan, to include strategies identified for each issue, including both long term and short-term steps that cover engineering, education, encouragement, enforcement and evaluation, as appropriate. The Action Plan will also include a timeline and lead agencies or individuals to implement the Action Plan, and an Evaluation Plan to monitor and evaluate the progress and effectiveness of the recommended actions.

Last Updated: 8/15/2019

The CONSULTANT study team will prepare a school walking and biking route map [for each school]. These route maps will provide parents and students with information on the most convenient and complete routes to/from school. A route map from a recent CONSULTANT SRTS project is provided here as an example.



The CONSULTANT will develop a Draft Study Report that is consistent with best practices in SRTS that reflects input gathered throughout the study process and the needs of the local community.

Study Report Outline

1. Executive Summary
2. SRTS Study Process; brief descriptions of each task and key findings from each
3. SRTS funding resources and application timelines
4. Action Plan
5. Walking/Biking Route Map
6. Appendices: maps, survey results, assessment data, meeting agendas and minutes.

Task 4b: Draft SRTS Study Report Review

The CONSULTANT will attend Meeting #5 with the SRTS Stakeholders Team for discussion and finalization of the SRTS Study. This meeting will be coordinated by the City Project Manager. The SRTS Study document review team will be requested to bring feedback on the Action Plan and Walking/Biking Route maps. The CONSULTANT will assemble all comments on the Draft Study Report and solicit final feedback in writing from the SRTS Study document review team to be provided within one week of Meeting #5.

Task 4c: Finalize SRTS Study Document

The CONSULTANT will finalize the SRTS Study Report based on feedback from the SRTS Study document review team, Meeting #5. The CONSULTANT will provide the SRTS Team with one editable file, one copy-ready PDF file, and one hard copy of the Study document and related documents with the City, School and School District logos.

Deliverables:

Task 4a: Draft Executive Summary in Microsoft Word format, draft Action Plan in Microsoft Excel format, draft Walking/Biking route maps in PDF format, draft SRTS Study Report in Microsoft Word format.

Task 4b: Meeting #5 minutes. Written summary of comments on draft materials.

Task 4c: Three hard copies of the final SRTS Study Report bound in a reproducible manner, one digital PDF and one Microsoft Word format Final SRTS Study, one digital file format (AutoCAD, etc.), consistent with the City(Town or Native Nation) X file format needs, of the Walking/Biking Route Maps. Two thumb drives containing all files, data, photos, etc., produced and compiled for the SRTS study. All final deliverables shall be submitted to the MAG project manager for distribution to the City(Town, or Native Nation), school and school district.

Last Updated: 8/15/2019

TASK ORDER SCHEDULE (This must also be submitted to MAG in Excel)

Anticipated NTP: (9/9/2019)	Months From NTP																								
	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20															
School Breaks/Starts/Ends	■	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕
Task 1: Project Management Meetings & Progress Reports	■																								
Task 1a: Consultant Kick-off meeting (#1)	M																								
Task 1b: SRTS Stakeholders Group meeting (#2)		M																							
Task 1c: Bi-monthly progress meetings		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Task 2: Data Collection																									
Task 3: Assessment of Issues and Barriers	■																								
Task 3a: Surveys & SRTS Tools			D	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Task 3b: Compile Existing Information	■																								
Task 3c: School Site Inventories	■																								
Task 3d: Pick-up and Drop-off Site Observations	■																								
Task 3e: Walking/Biking Assessment (Meeting #3)					M	M	M		M	M	M	M													
Task 3f: School Community Meeting (#4)											D	M	M	M	M	M	M								
Task 4: Develop the SRTS Study Report and Walking/Biking Routes Maps	■																								
Task 4a: Executive Summary, and Draft SRTS Study Report																		D	D	D	D				
Task 4b: Draft SRTS Study Report Review																		R	R	R	R	R	M		
Task 4c: Final SRTS Study Report																									F

- - Notice to Proceed
- d – Deliver data
- M – Meeting
- P – Progress Report and Invoice due to MAG, Progress teleconference
- R – Review by MAG PM or Team
- D – Draft deliverable
- F – Final deliverable
- S - Distribute and deliver Surveys
- ✕ - Full week break
- ✕ - Monday or Friday Holiday
- - Work by Consultant or School/Local Agency

Last Updated: 8/15/2019

TASK ORDER PROJECT TEAM

Name – Project Manager
Name – Project Engineer
Name – Data Collection
Name – Data Collection

TASK ORDER LEVEL OF EFFORT AND BUDGET

The CONSULTANT Budget is attached.

APPENDIX A: MAP OF COUNT LOCATIONS

The MAP OF COUNT LOCATIONS is attached.

APPENDIX B: SCHOOL DISTRICT CALENDAR(S)

The SCHOOL DISTRICT ACEDMIC CALENDAR is attached.

SAMPLE