

# The Development *of a* Safe Routes to School Program

## Phase 1



*submitted to*  
New Jersey Department  
of Transportation

*submitted by*

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*in association with*  
Eng-Wong, Taub & Associates

January 2004

## ACKNOWLEDGEMENTS

The RBA Group in association with Eng-Wong, Taub & Associates prepared this report for the New Jersey Department of Transportation. Elise Bremer- Nei from the NJDOT Office of Bicycle and Pedestrian Programs served as the Project Manager. The preparation of this report is financed by the US Department of Transportation, Federal Highway Administration. This document is disseminated under the sponsorship of the U.S. Department of Transportation in the interest of information exchange. The United States Government assumes no liability for its contents or use thereof.

The RBA team received the cooperation and assistance of numerous other persons in preparing this report. In particular, the efforts of Sharon Roerty in affiliation with the Voorhees Transportation Center and Roberta Karpinecz and Sean Meehan in affiliation with Keep Middlesex Moving were instrumental in its completion. The Safe Routes to School Technical Advisory Committee Members (see Appendix A) and those that contributed to key interviews (see Appendix D) and success stories (see Appendix H) also lent valuable contributions to this report.

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## PHASE 1

### Final Report

#### 1. Introduction

This report details the development of New Jersey's Safe Routes to School (SRTS) program and presents the recommended framework. The program has been created to assist communities in developing and implementing programs that encourage and support walking and bicycling to school while enhancing the safety of these trips. SRTS programs are intended to improve road safety and reduce crashes involving children, improve children's health and development, and reduce traffic congestion and pollution.



In New Jersey, as in other parts of the U.S., travel to school by walking and bicycling have declined dramatically over the past several decades. This decline has been associated with:

- The suburbanization of New Jersey's population and the locating of new schools at sites distant from student homes.
- Increased school busing for both social and geographic reasons.
- The decline of existing bicycle and pedestrian facilities (sidewalks, crosswalks, bike lanes, etc.) and the lack of new infrastructure improvements to address the needs of bicyclists and pedestrians.
- Parental concerns about the safety of their children from the standpoint of both traffic safety and personal security.
- The increase in two-income families and single-parent families, which may result in parents not being available to walk young children to or from school.



In recent years, a number of issues have given rise to a movement to reverse this trend. These include:

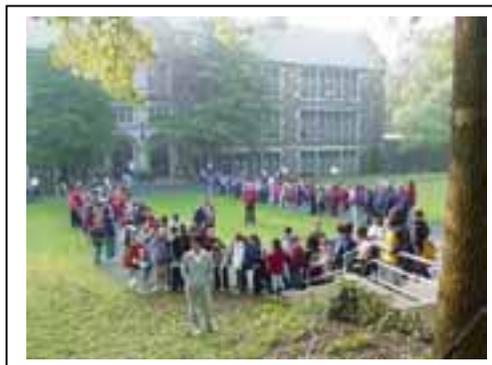
- The cost of school busing.
- The general acknowledgement that public agencies need to provide for non-motorized travel in public rights of way.
- The interest in reestablishing "livable" communities in which travel by bicycling and walking is desirable.
- The "Smart Growth" movement that fosters bicycling and walking as appropriate modal choices for shorter trips.

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- The dramatic increase in obesity among our population, especially children, which has reached pandemic proportions as a result of inactive life styles; and, the desire to foster increased activity to address this problem.

Communities all over the world have introduced Safe Routes to School programs with documented success in reducing the amount of daily traffic around schools and providing safer walking and cycling conditions for students. These programs bring together parents, teachers, administrators, neighborhood groups, city officials, law enforcement officers, students and other stakeholders who work together to make walking and bicycling viable alternatives to cars and courtesy buses for the trip to school.



Many of the SRTS programs in the U.S. focus on the development of plans to assess regular routes to school and identify needed street improvements. But research has found that infrastructure improvements alone are not enough to increase walking and bicycling to school. Other measures that promote student interest, increase their involvement and provide them with knowledge and skills increase the chances of a successful program.

Recognizing that each school environment is unique, the goal of the NJ Safe Routes to School Program is to enable administrators to tailor a site-specific plan using a combination of “The 4 Es” -- education, engineering, enforcement and encouragement.

This final report contains a framework for a statewide Safe Routes to School Program. It includes recommendations for State agencies on how to coordinate efforts while providing assistance to schools and municipalities that wish to participate in the program.

This document includes references to both Safe Routes to School Programs and Safe Routes to School Action Plans. The term “SRTS Program” will refer to the provision of technical assistance, as well as State and regional support networks, funding sources and other tools needed to develop and implement a local action plan. “SRTS Action Plan” will indicate an initiative that addresses specific conditions within a municipality, district or school.

## 2. Methodology

### Technical Advisory Committee

A Technical Advisory Committee (TAC) was established to guide the development of a statewide SRTS program. Members of the TAC included representatives of the New Jersey Departments of Transportation, Health, Education, Law & Public Safety, and Community Affairs. Other participating institutions included the Voorhees Transportation Center (VTC) of Rutgers University, several Transportation Management Associations (TMAs), municipal police departments, school administrators, boards of education, parent teacher associations, the American Automobile



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Association (AAA), mayors and advocates. Three TAC meetings were held throughout the project. Appendix A includes a listing of TAC members, meeting agendas and follow-up material from the meetings.

The TAC meetings provided comments and insight as the project progressed. Key issues and opinions from the TAC meetings are as follows:

- Parents have a tremendous amount of influence on whether or not their children walk or bike to school. Many TAC members felt that the SRTS education efforts should focus on encouraging parents to allow/make time for their children to walk or bike. In order to accomplish this, parental concerns about both traffic and personal security need to be addressed. The issue of security was discussed at every meeting. Many TAC members felt that this issue alone could thwart the best efforts to encourage walking and biking to school.
- Concerns about obesity issues cannot be understated. One TAC member noted that a national study found that 15 percent of children aged 6 - 11 and 12 - 19 were overweight, and that overweight children are at heightened risk for chronic adult diseases such as type 2 diabetes, hypertension and high cholesterol. This member concluded that a SRTS program is not merely an option but a necessity if New Jersey is to decrease the numbers of overweight and obese students.
- School construction standards must be improved and must include how new facilities are sited in order to provide safe pedestrian and bicycle access. One TAC member noted that school siting and design decisions influence whether students walk, bike or are driven to school, which in turn affects traffic congestion, air pollution, and school transportation budgets for many years to come.
- An adequate amount of funding, for both development and implementation, is key to the success of the program. It was noted that existing programs (such as NJDOT's Local Aid for Bicycle Projects) get as many as three times the requests for funding than can be met in any given program year. If a coalition of stakeholders is going to identify problem areas along school routes as part of a SRTS Action Plan, funds must be made available for the implementation of solutions to these problems.
- A SRTS program should be fun for students. Some TAC members noted that children enjoy walking to school once they start doing it, so the program should focus on educating children as well as their parents.



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## Literature Review, Funding Sources and Legislation

The project began with a broad-based literature review, focusing on existing programs in other states and countries. Background documentation for SRTS was collected from the perspectives of the health, enforcement, educational, engineering and encouragement approaches. The report resulting from the investigation, Technical Memorandum 1, Literature Review, is located in Appendix B. Currently available federal, State and local funding sources that could be used for developing and implementing a Safe Routes to School Action Plan were identified. Examples of legislation from other States that directs specific funding to Safe Routes to School plans at the local level were also investigated and evaluated. These research findings are detailed in Technical Memorandum 2, Funding Sources, located in Appendix C.

## Interviews

Interviews were conducted with representatives from the TAC and other relevant parties to gain insight into existing programs in the State that may have SRTS elements. Interview topics included experience with elements of SRTS programs, associated costs, the possible role of the interviewee's organization in future SRTS efforts, keys and barriers to success, and potential funding mechanisms. The survey data was summarized and can be found in Appendix D.



Based on research, TAC input and survey findings, a draft proposal for a SRTS Program for New Jersey was developed. Section 5 of this report presents the recommended framework for this program. A "Tool Kit" that identifies the process and tools needed to develop and implement a local SRTS Action Plan was created and is included in Section 6 of this report. A process for soliciting potential pilot test sites for Phase 2 is included in Section 8, Next Steps. The draft pilot site application guidelines can be found in Appendix E.

## 3. Goals and Targets

Based on input from the TAC, interviews with key TAC members, and background research, a set of goals and targets for a successful statewide Safe Routes to School program was established. The goals are general statements of purpose, which should result in long-term impacts. The targets are measurable, time-specific operational items that must be accomplished to achieve an effective SRTS Program.



### SRTS Program Goals

1. Find out more about the barriers to children walking and biking to school.
2. Increase awareness of the importance of regular physical activity for children.
3. Mobilize communities to work together to create safe routes to school.

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4. Modify the physical environment to better support pedestrian and bicycle modes of transportation to schools.
5. Reduce the risk of injury for students while walking or cycling.
6. Encourage children to walk and bicycle to and from school.
7. Create and promote a Safe Routes to School Program that generates interest in participating.
8. Provide a flexible Safe Routes to School Program that encourages communities to develop and implement a Safe Routes to School Action Plan.
9. Create a comprehensive Safe Routes to School Program that incorporates all E's (education, engineering, enforcement, encouragement) by developing plans that address safety, health, fitness, traffic congestion, and environmental awareness.
10. Obtain official State recognition for a Safe Routes to School Program.
11. Build the capacity of communities to sustain Safe Routes to School Action Plans into the future by providing statewide and regional support networks.

### Targets

1. One of the early goals of the statewide Safe Routes to School Program should be to identify and track the various modes of transportation for students to and from school. Although the NJDOE tracks mandatory busing, they do not keep track of the number of students that receive courtesy busing. A goal for increasing the number of students bicycling or walking to school should be established following the establishment of a tracking mechanism. (Walking and biking to school in Marin County, CA increased by 80 percent in two years following implementation of a Safe Routes to School Program.)
2. Include bicycle safety education plans in State school curriculum requirements by year 2005. Note: Section 6A:27-11.4 of the NJ Department of Education, Student Transportation Chapter, N.J.A.C. 6A:27, Student safety education, already stipulates that "district boards of education shall provide a safety education program to public school students, which include pedestrian safety and rules for riding the school bus."
3. Reduce the number of pedestrian and bicycle related injuries and fatalities for school-aged children by 10 percent by year 2008. (The Tri-state Transportation Campaign, a non-profit transportation advocacy organization, recommended in its policy goals for Trust Fund 2000 that New Jersey "fund investments to reduce pedestrian fatalities by 1/3 in the next five years".)
4. Increase the number of schools that participate in walk to school events by 50 percent by the year 2005.
5. Reduce the reliance on courtesy busing and parental driving by 15 percent by year 2006.
6. Increase the funding for projects included in Safe Routes to School plan development and implementation by \$20 million by year 2006. (In 1999, the demand for NJDOT Local Aid bicycle and pedestrian funds exceeded the funds available by thirty-five million dollars.)



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## 4. Findings

The following points were identified through research, TAC breakout groups, and interviews with key TAC members:

- Parents determine how their children get to school.
- The diversity in the location of schools (rural versus urban) and the age range of the students means that a “one size fits all” program will not work.
- Engineers from agencies with jurisdiction over roads in the vicinity of a given school (State, county and municipal) need to be included in the process to provide input on creating a better walking and cycling environment. Municipal engineers must be involved in the development of a school’s SRTS Action Plan.
- A comprehensive Safe Routes to School Program must have inter-agency support.
- Safe Routes to School programs and funding should be available to all communities.
- Involvement of local, high-level officials early in the process is necessary for a program to succeed.
- Communities want physical infrastructure improvements and less motorized traffic.
- Physical safety and personal security issues must be addressed with both students and parents.
- Time management for students and parents is an issue.
- Word of mouth has worked to promote walk to school events in the past.
- Local media should be involved in promoting SRTS activities.



## 5. Proposed Framework for New Jersey’s Statewide Safe Routes to School Program

On August 5, 2003, a panel of experts discussed how a statewide Safe Routes to School Program should be structured and implemented (See Appendix A, 3<sup>rd</sup> TAC Meeting Minutes). Key issues included what legislation may be needed, how funding SRTS programs would work, which agency should take the lead role, and how to perpetuate the program. Panelists included representatives from the New Jersey Department of Transportation, the Department of Law and Public Safety, the Department of Community Affairs, Keep Middlesex Moving (a non-profit transportation management association) and a non-profit, pedestrian advocacy organization. A Department of Health representative provided additional comments in writing. Much of the proposed framework in this section resulted from the panel discussion.



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## Program Coordinator

A statewide coordinator should be named to facilitate the implementation of the SRTS program and local action plans. The duties of this position would include, but not be limited to, the promotion of the program to counties, municipalities, and school districts, coordination of resource materials, assistance with grant applications and action plan preparation.<sup>1</sup>

## Interagency Steering Group

As reported in the findings, implementing a comprehensive Safe Routes to School Program cannot be accomplished by one state agency alone. Cooperation between the Departments of Transportation, Law and Public Safety, Health, Community Affairs, Education and others will be key to providing the necessary state resources to communities interested in developing and implementing SRTS Action Plans.



To further interagency coordination, a SRTS Steering Group should be established to coordinate among stakeholder agencies and oversee tasks that are assigned to each agency. The steering group can act as an advisory board to make sure the program goals and targets are kept on track and that resources and information are made available. This interagency steering committee should consist of the following

state agencies: Department of Transportation, Department of Community Affairs, Department of Health, Department of Education, and Department of Law and Public Safety. Representatives from one of the Transportation Management Associations, the School Construction Corporation and the NJ County and Municipal Traffic Engineer's Association (CAMTEA) may also be helpful to the process.

## Lead Agency

It is recommended that the New Jersey Department of Transportation be designated as the lead agency for a statewide SRTS Program and provide a coordinator position. Most local governments have experience in dealing with the Department and much of a SRTS program will involve infrastructure improvements and the "Safe Streets" grant program, which already resides within NJDOT.

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<sup>1</sup> Following the kick-off of NJDOT's Development of a Safe Routes to School Program effort, NJDOT's Local Aid Division took a major step towards the funding of physical infrastructure improvements along walking routes to schools. A program formerly known as the Locally Initiated Pedestrian Projects, was re-designated the Safe Streets to School Program. The new program will select projects based on a competitive application process that centers on creating safer walkways and crosswalks and on transportation safety improvements that would increase motorist awareness of children and the routes they use to reach school. In September 2003, six million dollars in grants for infrastructure improvements was awarded to communities around the state as part of the Safe Streets to School Program.

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## TMA Participation

It is recommended that Transportation Management Associations (TMAs) play a key role in a statewide SRTS program. TMAs are non-profit organizations that work with commuters, employers, and state, county, and local government to implement measures that reduce traffic congestion and improve air quality. There are eight TMAs that serve New Jersey by working with the NJDOT and NJ Transit on issues as varied as restructuring public transit routes, improving public transit service, minimizing the disruption caused by road construction, and instituting traffic management strategies. The TMAs work with businesses and commuters to implement alternatives to driving alone such as ridesharing in a carpool or vanpool.



Walking and bicycling are two non-motorized alternatives.

In the recent past, NJDOT has approved TMA work programs that include the provision of assistance to communities who wish to introduce Safe Routes to School Programs. For the last four years, Keep Middlesex Moving, Inc. (KMM), Middlesex County's TMA, has helped provide promotional material and giveaways to communities that have participated in International Walk to School Day (IWALK) events. TMAs can be available to assist communities with walk to school and other events.

Another service TMAs are equipped to provide is assistance with data tabulation and analysis. Research performed as part of Task 1 of this study (See Tech Memorandum 1, Literature Review located in Appendix B) found that programs in California and elsewhere cited data tabulation as a potential hindrance to a successful SRTS program. (California program administrators learned that "budgeting time and dollars adequately to accumulate, tabulate, and analyze data" was very important, while in New Zealand, data collection and surveying was found to be "overly labor intensive" and "problematic for schoolteachers".)

Because TMAs currently collect and tabulate data for transportation services like ridesharing, they may have the expertise to provide similar data tabulation for Safe Routes to School programs. It is recommended that such activities be funded and made a mandatory program element under NJDOT's TMA program.

## SRTS Program Responsibilities

This section will use the program components known as "The Four Es" -- education, engineering, enforcement and encouragement -- to outline the roles of agencies participating on the SRTS steering committee.

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## Education

### The NJ Department of Education (NJDOE)

Currently, the NJDOE keeps a record of how many students are bused to school as part of the state-mandated busing standards. As part of a SRTS program, the DOE should design a mechanism for keeping track of all modes of student travel.



To assist teachers with incorporating SRTS lesson plans into everyday instruction, the DOE should develop a matrix for in-class SRTS resources and lesson plans that are currently available. The matrix would note appropriate ages for each lesson plan and how these plans fit into the core curriculum standards. Through this effort, additional lesson plans for pedestrian and bicycle safety could be developed as needed.

Other ideas for the NJDOE: the criteria for designating routes as hazardous for students to walk or bike could be reevaluated, and a school board's adoption of a Hazardous Route Policy could include a Hazardous Route Remedy Plan (e.g. constructing sidewalks, adding traffic calming features, etc.). Schools with identified hazardous routes and a remedy plan should receive higher priority for funding infrastructure improvements.

### The NJ Department of Health and Senior Services (DHSS)

The NJDHSS should develop and make available physical fitness and nutrition information in promotional materials for the SRTS program.

The NJDHSS should monitor student health and obesity trends in New Jersey. They could also conduct a study that compares student fitness and obesity levels in schools that participate in a SRTS program to levels in those that do not.

## Engineering

### The NJ Department of Transportation

As stated in Section 5, the NJDOT should host the statewide Safe Routes to School Program and coordinator position. Although housed in the DOT, the statewide coordinator would be responsible for coordinating grants and assistance among all state departments. The NJDOT should also host and coordinate a SRTS website that includes at a minimum, basic information about the statewide program, educational material, grant opportunities and contact information.



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The NJDOT should evaluate TMA involvement in providing support to communities for SRTS programs. It is recommended that participation in SRTS be a mandatory element of NJDOT's TMA funding program.

The NJDOT could request increased funding for the Safe Streets to School program as well as for other programs that can provide resources for SRTS plan development and implementation. An increase of 20 million dollars by year 2006 is recommended in the Goals and Targets section of this report.

## NJ County and Municipal Traffic Engineer's Association (CAMTEA)

Since many schools and school routes are located along or across county roads, CAMTEA could provide technical insight for issues within county jurisdiction.

## Schools Construction Corporation

The New Jersey Educational Facilities Construction and Financing Act will result in the State's investment of \$8.6 billion in public school construction in New Jersey over the next decade. A new subsidiary of the New Jersey Economic Development Authority (EDA) called the New Jersey Schools Construction Corporation (SCC) has been delegated all the responsibilities of the EDA with respect to implementing the Act, so that SCC is now fully responsible for the school construction program. The SCC should consider school siting and traffic circulation issues relative to SRTS as investment in public school construction progresses.

## Enforcement

### The NJ Department of Law and Public Safety

The Division of Highway Traffic Safety of the NJ Department of Law and Public Safety should continue to promote and grant money to municipalities for education and enforcement as part of their Pedestrian Safety Program. Reevaluation of existing grant criteria to include a wider range of municipalities eligible for the grant money should be considered.



The NJDLPS should produce guidelines and materials that local police departments can use to train crossing guards. Currently, police departments often train crossing guards using material they created on their own or AAA literature. They could also produce guidelines for pedestrian and bicycle safety education.

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## Encouragement

### The NJ Department of Community Affairs

The NJ Department of Community Affairs' Office of Smart Growth (OSG) should provide encouragement to municipalities to participate in a Safe Routes to School Program as a smart growth strategy. The DCA could also provide assistance in SRTS grant coordination.



### Transportation Management Associations

TMA's could provide technical assistance in the form of promotional material, event coordination and data tabulation and analysis. TMA's can also promote schools that are successfully implementing Safe Routes to School strategies by writing about them in their newsletters and other communication outlets. This can help create demand for the program.

### Other Stakeholder Groups

Other stakeholder groups that will routinely be involved in the development and implementation of SRTS Action Plans include:

#### Local Government

Mayors and other local officials could provide resolutions of support for Safe Routes to School programs and provide assistance in the form of budgets, personnel and media support. Mayors could also participate in local walk-to-school events with students.

Municipal zoning policies that may discourage walking and biking to school should be reevaluated. Municipal master plans should include circulation elements with an emphasis on school routes.

#### Principals and Superintendents

Ideally, principals and superintendents should provide full support for a Safe Routes to School Program and Action Plan. They can also provide support in local data collection and by evaluating school policies that either promote or hinder walking and biking to school.



#### Teachers and School Nurses

Teachers can incorporate SRTS lesson plans into existing classroom instruction. For example, lesson plans on mathematics in which students count and chart a random number of objects can be swapped for collecting and charting all modes of student transportation to school. Results can be calculated and mailed to the local TMA for further evaluation.

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School nurses can reinforce the critical need to for students to get daily physical activity. Nurses can promote walking to school as a way to meet that need.

## County and Municipal Engineers

Counties and municipalities could provide technical support for schools in which the route to school involves county roadways. A county or municipal engineer or designee should be involved in SRTS action plans and working groups.

## Local Police Departments

The Traffic Safety Officer or other representative from the local police department should be included in the working group that produces a school or community SRTS Action Plan.

Local police could provide crossing guard training, enforcement in school zones, and assistance with collecting traffic and crash-related data.

Local police departments could also conduct pedestrian and bicycle safety programs as part of each year's student curriculum.

## Funding the Safe Routes to School Program and Action Plans

Several options to provide funds for the SRTS Program and the development and implementation of SRTS Action Plans were explored by the TAC. These included the development of a new funding program, pooling the funding from existing programs or utilizing existing programs.



Initiating a new funding program for Safe Routes to Schools was considered; however, given the number of existing programs that have the potential to provide necessary resources, this approach was rejected by the TAC.

Piecemeal funding, in which each stakeholder agency contributes towards a larger pot of SRTS grant money, was also discussed by the TAC. Instead of keeping grant money separate and requiring local governments to pool funds from different sources, each state agency could contribute grant money to one source. This option could ease the grant writing burden for local governments, but the accounting responsibilities for each contributing agency could be burdensome. This approach was also rejected.

A variety of federal and state funding programs that could fund SRTS projects or activities are already in place. A chart of potential funds can be found in Appendix C, Technical Memorandum 2, Funding Sources. Because many of these programs are already applicable to SRTS or can be adapted to do so, it is recommended that SRTS activities primarily be funded through existing programs administered by the responsible state agency.

Because the Department of Transportation currently has funding programs in place for local communities to improve the physical infrastructure along routes to schools, another advantage

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of existing grant programs is that current project selection processes can be used or modified to give precedence for SRTS improvements or program activities.

Although aid for infrastructure improvements to communities exists, these programs are already significantly oversubscribed; it is recommended that funding for programs providing bicycle and pedestrian infrastructure improvements be substantially increased.

Even with increased funding for pedestrian and bicycle infrastructure, gaps in funding needs for SRTS activities exist. For example, there is currently little funding for planning studies and event coordination. Also, funding could be made available for a parent to be hired as a part-time SRTS coordinator at a participating school. It is recommended that new grants to provide funds for planning and action plan coordination be developed by NJDOT. Public investments in SRTS programs should be tracked. This should be the responsibility of the statewide coordinator.

### How the SRTS Program can be Formalized and Initiated

It is recommended that the Safe Routes to School program be established by legislation that brings together the stakeholder state agencies, establishes a statewide coordinator and provides a mechanism for funding.

During the TAC meeting panel discussion on August 5th, it was suggested that the SRTS program could be modeled after NJDOT's Transit Village Program. This program is not legislatively based, but does bring together several state agencies including the Commerce and Economic Growth Commission, the Department of Community Affairs and Office of Smart Growth, and the Department of Environmental Protection. These agencies worked together to direct state funding towards designated Transit Villages. However, it was pointed out that since the Transit Village Program is voluntary among agencies, the amount of funding is continuously being negotiated. The prevailing opinion among TAC members was that the Transit Village Program was slow to build. Because of this, it is recommend that unlike the Transit Village Program, the SRTS program be established through legislation.



The panelists agreed that some sort of state mandate is needed in order to encourage participation and address competing priorities for funding. One possible source of funds is the Surface Transportation Program (STP) safety set-aside funds New Jersey receives from the federal government. This funding source could be used in a way that is more proactive for pedestrian and bicycle infrastructure and safety needs. Using federal funds is advantageous since it would not require reallocating limited state resources.

### 6. Developing a Safe Routes to School Action Plan – Process and “Tools”

This section presents a process for developing and implementing a comprehensive Safe Routes to School Action Plan, i.e., a plan developed for a specific school or community. It discusses a series of steps and identifies the tools required for each step in the process.

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The development of a plan is not a “cookie cutter” process. A comprehensive set of Action Plan elements is presented here but not all are required for use in every Plan. Ideally, most of the elements discussed should be addressed in a Plan, but how each element is used and the degree to which it is used may vary. Choosing not to include one of these elements should be done only after careful consideration.

The (proposed) framework for New Jersey’s Statewide Safe Routes to Schools Program (see section 5 of this report) is based on the “4 Es”: Encouragement, Engineering, Education and Enforcement. A comprehensive Safe Routes to School Action Plan should similarly address the “4 Es”.

The following discussion presents a series of steps for developing and implementing a SRTS Action Plan. In many cases, the discussion is brief and contains references to readily available sources where there is a full discussion of the topic. These may be references to publications that appear as an appendix to this report, websites, or other readily available sources. Of particular note is a recent publication by the National Highway Traffic Safety Administration (NHTSA) entitled Safe Routes To School. This report is referred to often in the following section and is available at [www.nhtsa.dot.gov/people/injury/pedbimot/bike/saferouteshtml/](http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/saferouteshtml/).



The decision to start a plan requires pro-active interest of at least one person or a small group of people in the community. In the NHTSA publication, these people are referred to as “champions.” They may be, for example, a parent, a teacher, a school board member or a municipal official who understands that there are numerous benefits to be gained by improving and facilitating access to schools by walking or bicycling. By following the process described below, local champions can “get the ball rolling” towards the development and implementation of a successful SRTS Action Plan. Early on, the champions should consult the SRTS coordinator for guidance and information.

### Plan Development Activities and Tools

#### Creating A Working Group

Developing and implementing a SRTS Plan will involve the participation and cooperation of many individuals and groups. Those who have expertise on issues related to both the development and implementation of the Plan should be invited to participate, as should those whose approval or sanction will be required to implement the Plan. This group would include municipal government, local law enforcement, county and municipal engineers and local school officials. The champion or core group needs to solicit the participation of interested parties through personal contacts, posting notices, printing school announcements, etc. They must form a team or task force to develop and ultimately implement the plan. Some of those who should



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be invited to participate include: students, parents, school officials, police, crossing guards and municipal officials.

Discussions about getting started and putting a team together, including stakeholders who should be involved, appear on pages 7, 8 and 12-14 of the NHTSA publication. It is desirable to get the active cooperation and approval of all agencies responsible for implementing or approving Plan elements or activities. The NHTSA document includes a “Healthy Hearts Talking Points”, “Environmental Fact Sheet”, and “Safety Talking Points” that can be used to educate and gain support (pages 68-73). Page 81 of the NHTSA report provides a sample letter of support from the school Principal and a sample municipal Resolution of Support is on page 82.

## Getting the Word Out

In order to solicit participation in the working group, the core group may need to get the word out to let the school community or the public at large know that there is an interest in developing a SRTS Plan. Communication is a key activity throughout the plan development and implementation process. Keeping the public, the school community and stakeholders informed about important decisions and upcoming activities will keep up interest and help lead to the successful development and implementation of the plan. Proclamations and Resolutions can contribute to this. Pages 21-23 of the NHTSA document discuss various ways to get the word out.



## Defining Goals, Objectives and Scope of the Plan

Everyone participating on the working group needs to understand the purpose of the endeavor. It will be helpful in focusing the effort and winning the support of others if goals and targets to be achieved are articulated. Goals and targets for New Jersey’s SRTS Program are discussed in Section 3 of this report. Goals and targets for a school’s SRTS Action Plan should relate to the goals and targets of the state program but should also be specific to the local area.

Goals and targets will vary depending on the particular situation, but will likely relate to reducing traffic congestion and speeds around the school, improving safety for bicyclists and pedestrians, increasing physical activity among the students and increasing independence through knowledge and skills. Goals might include building sidewalks to enable more students to walk to school or reducing the cost of busing students to school. Targets might include increasing the number of walkers to school by a given percentage or including traffic safety in the 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> grade curriculum by a given year.

The development and implementation of a comprehensive plan (one that addresses the 4-Es) will yield the greatest benefits. However, at some point in the plan development process, it may be determined that it is not possible to develop and implement a comprehensive plan. A group may decide that they do not have the resources or there are not enough volunteers. In such a situation, it may be decided to develop and implement one or a few SRTS activities with the prospect of developing a comprehensive plan at some point in the future. For example,

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there may be enough interest to develop a walk your children to school event. Planning and implementing such an event might enable the core group to assess or develop interest in undertaking additional activities and, ultimately, a comprehensive plan. Developing a limited program and then expanding on the program over time is ok!

## Collecting Baseline Data

Before selecting elements of a SRTS Action Plan, it is important to collect key information that will help shape the program and, ultimately enable you to track the success of the program in achieving goals and reaching targets. This is an important effort that can involve team members, students and parents.

This should begin with a description of the school and its environs, an inventory of the routes that students use (or could use) to walk and bike to school, available bike parking, school rules and policies relating to walking and biking, etc. It also should include information about the student body and how they get to school. Other available data (traffic counts, crash statistics) should also be collected.

The NHTSA report discusses this topic on pages 14 and 15. Page 74 is a sample Student Survey, pages 75 and 76 show a sample Parent Survey and pages 77 and 78 provide a sample Traffic Count Form and Instructions.

As baseline information is gathered and analyzed, the results should be shared with the school community. This presents another opportunity to communicate the need for the program and to invite additional support or participants to the process.

## Identifying Curriculum Needs

Ultimately, if the goal is to increase walking and bicycling to school, the students will need to know the rules of the road and how to operate as effective cyclists and pedestrians. Ideally, parents will help to provide this training but is also desirable that this vital information is presented as part of the school curriculum. This can be done either as a special unit devoted to this subject or integrated into other classroom activities. At this point, it is important to know whether or to what extent students are already receiving this training.

## Conducting Walkability/Bikeability Surveys

Two other tools that can be used at this stage are the Walkability and Bikeability Audits. These instruments can be used to gather important information on the condition of routes to school and their ability to safely and effectively accommodate travel by bicycling and walking. This information can include the condition of the physical infrastructure, difficult traffic and crossing situations, driver behavior and security concerns. The audits are often performed by groups of students along with parents and teachers. They can be conducted by others, such as TMAs. Walkability and bikeability audits are a great way to involve the students and parents in the plan development process. Appendix F includes a Walkability



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Checklist prepared by the Partnership for a Walkable America, also available on [www.walkinginfo.org/pdf/walkingchecklist.pdf](http://www.walkinginfo.org/pdf/walkingchecklist.pdf). Appendix G includes a Bikeability Checklist developed by NHTSA, also available on [www.bicyclinginfo.org/pdf/bikabilitychecklist.pdf](http://www.bicyclinginfo.org/pdf/bikabilitychecklist.pdf).

## Brainstorming Initiatives That Will Become a Part of the Plan

All background information that has been collected should be digested by members of the Working Group. At this point, it is time to discuss which initiatives should be included in the SRTS Plan. The array of activities that are selected should address the “4 Es”: Encouragement (or promotion), Education, Engineering (the physical infrastructure) and Enforcement. The mix of elements in the plan will depend on the findings from the data collection effort and will vary from setting to setting. In some cases the plan may focus on improving the condition of the routes to school. In other cases, the facilities may be more than adequate, but encouragement and promotional events may be needed to convince students to walk or bike. The next section presents a general listing and discussion of a wide variety of activities, elements and tools that could be included in an SRTS Action Plan

## Plan Implementation Activities/Tools

- Supportive School Transportation Policies, Regulations, etc.

School Transportation Policy and Procedures (those pertaining to walking, bicycling, busing, parking and pick up and drop off issues) need to be supportive of the SRTS plan.

School policies can drastically affect the implementation of a SRTS program. All such rules, policies and procedures should have been collected as part of the baseline data collection effort. If there are no such policies or rules, a set should be drafted that explicitly mentions and supports the SRTS program and enables the implementation of the various elements that are to be included in the SRTS plan. If a policy and rules exist, they need to be reviewed to determine whether they support or prevent the implementation of an SRTS plan for the school. If they inhibit the implementation of desired plan elements, they need to be revised. This could include rules that, for example, prohibit bicycling on school property. It may also include rules and procedures related to times or locations for dropping off students.



- Events

There are a wide variety of promotional events that can be incorporated into the plan that have encouragement and educational aspects to them. Many of these are variations of Walk (and Bike) to School Day. A national Walk Our Children to School Day event was initiated in Chicago in 1997. Today, it is an international event with millions of participants. Pages 16-19 of the NHTSA report present a detailed discussion on planning and implementing a Walk/Bike to School Day Event, along with numerous related events. The International Walk to School Day (or Week) website, [www.iwalktoschool.org](http://www.iwalktoschool.org), includes helpful

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information for organizing a walk-to-school event, including free downloads of photos, planning ideas, sample proclamations and educational materials. The Centers for Disease Control and Prevention (CDC) promotes a program called “Kids Walk to School.” The CDC provides resources for health and nutrition education related to their program on their website <http://www.cdc.gov/nccdphp/dnpa/kidswalk> . Page 24 of the NHTSA document provides a list of keys to a successful event.

- Contests

There are a variety of contests that can be incorporated into a SRTS program that also have encouragement and educational aspects to them. Many of these contests are based on students tallying their miles for walking, biking, and busing to school to win points for prizes or recognition (either individually or for their class). Art contests and essay contests are also possibilities for independent or classroom activities. Pages 19-21 of the NHTSA report describe a number of contest ideas. Pages 87-88 provide guidance for a Frequent Rider Miles contest, and page 89 presents instructions for a Walk and Bike Across America activity.

- General Promotional Activities

Throughout the process of developing and implementing the plan it is necessary to promote your program and encourage participation in the Action Plan’s activities (see “Get the Word Out”, above). There are many media and other tools that can be used to do this, including posters, e-mail, newsletters, flyers, and school notices (backpack mail). Pages 21-23 of the NHTSA report list many ways to promote the programs as well as the activities and elements that comprise it.

- Safe Routes to School Improvement Plan

A Safe Routes to School Improvement Plan is one of the most important elements of a SRTS Action Plan. The condition of the routes to school is a key determinant of whether or not students can or will be permitted by parents to walk or bike to school. The condition of these routes not only includes the existence and condition of facilities such as sidewalks, crosswalks and bikeways, it also includes the behavior of drivers and other students that are encountered along the way, the presence or absence of supervision (e.g., crossing guards) at key locations, and the general sense of safety and security along the routes to school.

The first step in creating a Safe Routes Improvement Plan is to identify the key walking and biking routes. Identifying these routes would be based primarily on a geographic plot of student’s addresses or a community’s key route map. This information should be available from the school. Route conditions must be assessed and, where there are deficiencies, improvement strategies must be developed and implemented. The improvements may involve major or minor changes to the infrastructure (engineering). They may involve enforcement activities, including the provision of crossing guards at difficult crossings or selective enforcement to



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address problematic behavior en route by motorists, bicyclists or pedestrians. Information on the quality or deficiencies in the routes to school may have been developed during the process of gathering baseline data (see above).

This can be done by students, task force members, parents, consultants, TMA staff or any combination thereof using the walkability and bikeability checklists referred to above and found in Appendix F and G. This assessment should attempt to identify all conditions that make the walking or biking routes less than ideal. Pages 28-30 of the NHTSA report include a discussion of the identification and mapping of the routes and their condition.

Once problematic conditions are identified, specific solutions must be developed to correct or mitigate them. When there are deficiencies in the infrastructure, a variety of “engineering” solutions may be considered to address the problem. Some solutions are obvious, such as constructing new sidewalk where there are gaps in the existing sidewalk system or replacing badly deteriorated sidewalks. In other cases, solutions may not be so obvious. There may be poor bicycling conditions on a route to school or a busy street crossing could present a problem, but the lay person may not know the range of options available to address the problem. At this stage, professional assistance can be helpful both in identifying infrastructure problems and in developing appropriate solutions. This expertise could be provided by the municipal engineer or planner, or, where funding is available, it may be provided by consultants that have specialized experience in planning and designing accommodations for bicycle and pedestrian travel.

Traffic problems, speeding for example, can be addressed in several ways: by engineering solutions (traffic calming), by enforcement and, in some cases, by education, such as public service announcements or notices to parents (who are likely drivers in the neighborhood).

Pages 28-37 of the NHTSA report present a thorough discussion of the development of a Safe Routes Improvement Program.

- Educational Activities

Education is another key component of a SRTS Plan. A variety of educational components can be included in a plan. This refers not just to the education of students, but the education of all parties involved in making the SRTS plan work. Students walking and biking to school must know how to act responsibly as users of the public right-of-way. Parents can also be educated about school and other policies regarding student safety. Student bicyclists need to know appropriate bicycling skills. Parents, teachers, law enforcement officials all must thoroughly understand this information since they will be responsible for imparting it to students and reinforcing appropriate behavior by students.



Traffic safety training can be carried out as a classroom activity, through special presentations at assemblies, or special events such as bike “rodeos”. Pages 44-60 of the NHTSA document present detailed information on basic bicycling and walking safety and a

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detailed discussion of the many ways this information can be taught in the context of classroom activities. Page 85 of the NHTSA report provides a list of Safety Tips and page 86 is a listing of Helpful Hints in the Classroom.

- **Implementation Timeline**

Once the plan elements and activities have been selected, a schedule should be prepared that outlines time frames associated with the implementation of each one. The implementation schedule should be strategic and realistic. Some elements, such as the infrastructure improvements, could take years to fully implement. Some, such as a Walk Your Kids to School event, may be implemented in the first year. A bar chart can be developed that identifies each of the plan elements, when they will be initiated and their duration.

- **Identify Implementation Resources**

Many of the elements in the SRTS Action Plan may need little or no funding to implement. They may be able to be incorporated into school or classroom activities or may primarily be accomplished by parents, working group members or other volunteers. Some elements, however, could benefit from assistance provided by groups such as the state SRTS coordinator, TMAs or consultants.

The design and construction of physical improvements to the transportation infrastructure will require the expenditure of public funds. Resources to accomplish each plan element need to be identified. Where resources are inadequate to complete an activity, it will have to be eliminated, revised, or postponed and rescheduled.

A matrix that identifies a wide variety of funding sources for the development and implementation of SRTS Action Plans is located in Appendix C, Technical Memorandum 2, Funding Sources.

- **Monitor, Evaluate, Review**

A final and important element of the Plan is a process for tracking. Tracking is necessary to:

- assess progress in implementing the plan and progress towards the completion of each element...especially those that are of significant duration; also
- identify success in the achievement of the overall goals and objectives that have been set out.

This includes developing a monitoring schedule and identifying who is responsible for carrying out the monitoring and evaluation. The monitoring and evaluation process can be the basis for establishing new goals and objectives and revising or updating existing ones.



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Completing the plan presents another opportunity to “get the word out,” to promote the plan and inform the public, particularly the school community. At this point it’s time to begin the implementation process.

As noted above, throughout the duration of the plan implementation process, there should be regular meetings of the working group to gauge progress and success, making adjustments as needed. In fact, as long as it remains a goal of the community to foster and support travel to school by bicycling and walking, implementation of a SRTS Action Plan should continue. As progress towards the Plan’s goals and objectives are achieved, the plan can be updated and new goals and objectives can be established.

## 7. NJ Success Stories and FAQ’s

### Success Stories

Several communities and organizations have already developed programs that implement elements of a Safe Routes to School Program. Appendix H details several programs that NJ communities or organizations have successfully developed programs and describes how they made it happen.

- Westfield, NJ Develops a Priority List of Roadway Improvements to Improve School Safety
- Jefferson School, Maplewood, NJ, Promotes Walk Your Children to School Day to Advocate Walking and Biking
- Keep Middlesex Moving Provides Safety Material to Help Encourage Students to Walk to School
- Burlington County Engineers Work with Local Schools

### Frequently Asked Questions and Fact Sheet

As this project progressed, many questions arose regarding roles and responsibilities of existing state policies and procedures with the basic premise “who is in charge of what?” A chart of Frequently Asked Questions (FAQs) was developed to help answer those questions (see Appendix I). A Safe Routes to School Fact Sheet with general program information is included in Appendix J.



## 8. Next Steps

### Focus Groups

Two focus groups were proposed in the Scope of Work for this project. A focus group is a method of data collection and a qualitative research tool in which a small, targeted group of individuals are brought together and allowed to interact in a discussion of their opinions about topics, issues, or questions. The purpose of the focus groups in the SRTS Phase 1 was to obtain input from specific individuals on designing a statewide SRTS program. With the assistance of KMM and other TMAs, the Regional Plan Association, the State PTA, and NJDOT, a tentative

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list of mayors and parents of school age children was developed for participation in the focus groups. Unfortunately, the level of interest in each focus group at the time was low and it was decided that this element of the pilot project would be postponed until the second phase. At that point, a community-based group of interested individuals and stakeholders can be convened at each of the pilot sites to discuss the SRTS pilot program. It is expected that participation will be higher because the participants will have a personal interest in a discussion of issues in their hometown rather than a discussion of general issues (as was planned for the original focus groups).

## Pilot Sites

As part of Phase 2 of this study, a limited number of communities will be selected as pilot sites to test the program framework for a Safe Routes to School Program. Successful applicants will receive assistance from the New Jersey Department of Transportation and a consultant to develop a Safe Routes to School Action Plan for a school in their community. The Action Plan will address the bicycle and pedestrian needs and infrastructure deficiencies for students that walk and/or bike to school. The program will also require that awardees hold events and involve students, teachers and parents in data collection and educational outreach.

As the Phase I portion of the project progressed, the project management team (PMT) determined that an application process would be the best method for selecting pilot site locations rather than having the project team identify pilot sites. The PMT will be seeking communities or schools that have an enthusiastic champion or group of champions that will lead the project within the community and work with an existing or newly formed coalition of stakeholders including representatives from the schools, municipality, police, PTA, etc. As part of selecting pilot sites, the following steps will be undertaken in Phase II:

1. Prepare a timeline for selecting Pilot Sites
- 2a. Finalize the Pilot Site Application
- 2b. Develop the Keys for a Successful Application (evaluation process)
- 2c. Develop a mailing list of Stakeholders to receive the Pilot Site Application
3. Identify the Selection Committee Membership
4. Evaluate the Pilot Site Applications
5. Select the Pilot Sites



Other next steps will include:

- Develop pilot site application and recommendations for timing and process
- Create computer applications for Data Collection and Analysis
- Create a NJ SRTS Website
- Identify a legislator to prepare a bill to promote and fund a statewide Safe Routes to School Program
- Provide a breakdown for redistributing federal funds
- Create a statewide coordinator position
- Proceed with Phase 2 of this study by testing applications presented in this report at several pilot site locations

## **APPENDIX A**

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Question	Education	Engineering	Enforcement	Enabling/Encouragement
<p>What factors do you think encourage children to walk or bike to school?</p>	<p>Fitness &amp; health for both children and the parent chaperones</p> <p>Reducing congestion &amp; pollution</p> <p>Having sidewalks...safe routes</p> <p>Kids like to walk but parent worry</p> <p>Parents need to know the route is safe and secure (real vs. perceived dangers)</p> <p>Networks of kids &amp; parents walking together</p> <p>Motivation for kids is time spent with their friends and a feeling of independence and mobility</p> <p>Comprehensive crossing guard program</p> <p>Number of kids walking – walking in groups is encouraging Secure area for biking parking</p>	<p>Safe and visible facilities (sidewalks)</p> <p>Satellite pick-up and drop-off</p> <p>Improved school bus stops (lighting, space, visibility, buffer from traffic)</p> <p>Designating/Signing routes and crossings (ex. Footprints, enhanced crosswalks)</p> <p>Maps/Route Times (education)</p> <p>Crossing Guard Training (ex. How to use a push-button)</p> <p>School Site (choose appropriate type route and location)</p> <p>Smart Growth</p>	<p>Parents have the most influence on encouraging or discouraging children to walk or bike to school. Part of the SRTS education efforts should target encouraging parents to allow/make time for their children to walk or bike.</p> <p>Security issues need to be addressed to parents.</p>	<p>Children enjoy walking to school once they start doing it, so the program should focus on educating children as well as parents.</p> <p>Getting neighbors to meet each other would encourage them to trust each other.</p> <p>By putting a child on the committee, other children would have a go-between; the child representative could encourage others on their level.</p> <p>Safe Routes To School can be marketed to other uses, such as using the safe route as a 10K race route or a Halloween Trick-or-Treat route.</p>

Question	Education	Engineering	Enforcement	Enabling/Encouragement
<p>What factors do you think hinder children to walk or bike to school?</p>	<p>Time</p> <p>Girls worry about how they look when they arrive</p> <p>Absence of sidewalks and/or bike parking</p> <p>Age of children</p> <p>Early start of day (too dark) / after school activities (too dark, walking alone)</p> <p>Heavy backpacks</p> <p>Weak crossing guard program or no crossing guards</p>	<p>Traffic Speed along school routes</p> <p>Multi-modal conflicts (buses/cars/pedestrians)</p> <p>Traffic Safety Congestion (Pick-up and Drop-off)</p> <p>Major Intersection Safety deficiencies                      Signal timing                      Pedestrian signals                      Crossing guard training (ex. How to use push-button)</p> <p>Lack of Engineering input into routes</p>	<p>In the effort to de-segregate schools, municipalities like Morristown are required to bus students of different ethnicities to elementary and middle schools across town.</p> <p>The Graduated Drivers License program requires that individuals between the ages of 16 and 21 years that have a student permit or provisional license are limited to one passenger plus anyone sharing the same residence. Although the enforcement officials believe this is a good program that can reduce the number of driving fatalities and crashes among teen and first-time drivers and their passengers, it can also result in parking problems at high schools.</p> <p>One of the major factors that can hinder students from walking to cycling to school is the policy or lack there of for declaring a route or intersection hazardous. It is the decision of the School Board to declare a route hazardous for walking or cycling regardless of input from police or engineers (although most boards work with police and engineering reports.)</p>	<p>Parents perceive that it is easier to get their children to show up for school on time when they drive their kids themselves – it is difficult for parents to give up control.</p> <p>Adults are bad role models. Children think they can get a ride everywhere because their parents always drive and never walk.</p> <p>There is a safety vs. security misconception. Parents living in a completely safe neighborhood may not think their children are safe. Parents could be educated on the benefits of the security of walking in numbers.</p> <p>Parents should be educated on what accidents or crimes are probable vs. what may possibly happen to their children...anything is possible, but most crimes are improbable.</p>
<p>What factors do you think hinder children to walk or bike to school</p>	<p>Walking routes that are off the beat-n-path</p> <p>Walking outside the developments across farm fields or large tracts of undeveloped land</p> <p>Convenience of having kids picked up by bus</p> <p>Busing kids is perceived as safe and offers peace of mind</p> <p>Working parents dropping kids off.</p>	<p>Speed Limit reduction (all times)                      Ex. School zones with physical enforcement</p> <p>School Site</p>	<p>There are no criteria for designating a route hazardous or subsequent planning to remedy the situation.</p>	<p>Some agencies have contradictive standards: Federal TEA-21 monies that can be used to create bike lanes has to be used to upgrade intersections to NJDOT standards, which says no bike lanes can come within so many feet of an intersection.</p>

Question	Education	Engineering	Enforcement	Enabling/Encouragement
<p>What role do you think your type of organization should play in the statewide SRTS program?</p>	<p>NJPTA – getting info out; informing local PTAs, questionnaires, surveys.</p> <p>So. Jersey Safety Alliance can facilitate towns/schools getting grants and can help towns to work with their MPOs.</p> <p>Office of Smart Growth – can participate on the planning side</p> <p>TMA’s – planning surveys, working with districts, connect communities with grant opportunities.</p> <p>Princeton (Janet Heroux) – “turn Princeton into a no-excuses town for walking and bicycling to school.”</p> <p>Westfield Brakes – reaching out to other communities; grass-roots planning / outreach, sharing learned experiences.</p>		<p>Traffic Safety Officers should be part of any School Task Force whether as part of a bussing and traffic safety group many schools already have established, or as part of a Safe Routes to School Task Force.</p> <p>Traffic Safety Officers should also be involved with in-school pedestrian and bicycle safety education. Currently, no statewide materials or funding is available for police to offer in-school pedestrian and bicycle safety programs. Police Departments that offer these programs do so with municipal funding. Education materials from AAA like “Otto the Auto” are typically used.</p> <p>The police are in charge of hiring and deciding which intersection to place crossing guards. Crossing guards are employees of the police department. Currently, no statewide training materials are available for crossing guards. A local police department conducts most training on an individual basis. On occasion neighboring municipal police departments will collaborate to train several crossing guards at once. Morris County offers a training program through the County Police Academy.</p>	<p>The League of Municipalities would endorse anything that reduces transportation costs and taxes.</p> <p>AAA would continue education and programs on walking, and use their publications to broadcast the message.</p> <p>Keep Middlesex Moving, Inc. would continue to operate education/outreach programs and help the community to develop a plan.</p> <p>Trenton Cycling Revolution is helping by getting Trenton to include bicycle improvements in their master plan and create a bicycle plan for the City of Trenton. They also are proposing a City Safe Transportation System, which helps determine where kids go between school and home, and currently have a Bike To Work Day.</p> <p>The Bureau of Child Nutrition acknowledged that having more children walk to school would encourage them to eat at school, where they could eat the healthier meals served under the Statewide health program.</p> <p>The Tri-State Transportation Campaign focuses on funding on the state level, publishes a weekly newsletter in which Safe Routes To School programs could be advertised, and would like to learn more about resources on program infrastructure and funding.</p>
<p>Are there any other groups that you think should be represented on the TAC?</p>	<p>American Heart and Lung Assoc.</p> <p>DEP</p> <p>Asthma / clean air groups</p> <p>NJ School Boards</p> <p>NJEA</p> <p>School nurses</p> <p>School Business Administrators</p> <p>YMCA’s</p> <p>Community Safety Traffic Programs</p> <p>NJ Council of Physical Fitness and Sports</p>	<p>County Engineer</p> <p>County Planner</p> <p>DOT Planning /Engineering (Traffic/Sign Shop/ Local Aid)</p> <p>MPO Planner</p> <p>EDA/SCC</p> <p>Municipal Engineer/ Traffic Safety Officer</p> <p>School Support (Facility Management and Programs)</p> <p>Urban/Rural/Suburban Representatives</p>	<p>New Jersey State School Nurses Association</p> <p>New Jersey State Safety Council</p> <p>Hospitals</p> <p>SafeKids</p> <p>AAA – (make sure all district offices are invited, they work as separate entities)</p>	<p>County engineers or DPW commissioners should be invited to the TAC, because many times their resistance to change or insistence on the local municipality taking jurisdiction of a road because of minor traffic calming improvements is a barrier to implementation and success. John Riser of Middlesex County should be invited to the next TAC.</p> <p>The County Freeholders Engineering Group, the School Boards Association and the NJ Department of Community Affairs should be invited.</p> <p>More southern NJ schools should be involved, because the transportation needs in a rural community are much different than in a suburban central/north Jersey community; a southern NJ school should be one of the pilot schools because each of the diverse communities of the State should be represented.</p> <p>Identifying stakeholders at Department of Education meetings would expose the serious candidates.</p>

Question	Education	Engineering	Enforcement	Enabling/Encouragement
<p>Do you know of any funding sources, either within your type of organization or outside of your type of organization, for a SRTS program or some aspect of a SRTS program?</p>	<p>Dept. of Health</p> <p>Local foundations in NJ</p> <p>American Heart &amp; Lung Assoc. and other similar groups</p> <p>Corporate matching grants</p> <p>Insurance companies</p>	<p>Federal Highway/Local Aid (Sidewalks, intersections, bikeways)</p> <p>Alternative fuels systems (school buses?)</p> <p>Municipal/County/DOT</p> <ul style="list-style-type: none"> <li>• School Route Signing</li> <li>• Studies/Engineering Design</li> </ul> <p>Grants (CMAQ, Off. Highway Safety, TEA-21)</p> <p>Developers</p> <ul style="list-style-type: none"> <li>• Site Plans</li> <li>• Developer Incentives</li> <li>• Amenities – Benches, etc.</li> </ul> <p>Parks Department (ADIAC/Compatible Development)</p> <p>Public Works (Maintenance)</p> <p>NJSCC (EDA)</p> <ul style="list-style-type: none"> <li>• School Property – On site improvements</li> </ul> <p>GIS/Mapping (As pilot project element)</p> <p>Flexible Time?</p> <p>Shuttles?</p>	<p>Department of Law &amp; Public Safety uses Section 402 funds to offer grants to state agencies, counties, municipalities, townships, districts, etc. for highway safety problems that are related to human factors and the roadway environment and that contribute to the reduction of crashes, deaths, and injuries.</p> <p>Grants that might be used as part of a SRTS program include:</p> <p>Pedestrian Safety Grants – for pedestrian safety education and enforcement. Funding is available to municipalities with a statistically-demonstrated pedestrian safety problem. Typically those that are listed in the top 100 list of having the greatest number of pedestrian fatalities. The education component provides funding for materials to educate high-risk pedestrian groups such as children and senior citizens. The enforcement component provides overtime funding to police agencies to enforce traffic laws at high-risk pedestrian locations. Grants are typically given to police departments.</p> <p>County traffic engineers may apply for funding for the following purposes: to improve pedestrian signs and pavement markings; to videolog roads to identify problem locations for elimination; to purchase traffic counting and classifying equipment; training programs for police officers, public works employees and engineering staff; and to hire summer interns to assist engineering staff with data collection</p> <p>Grants are also available to upgrade traffic records and data systems to improve support for traffic safety problem identification and evaluation of program effectiveness.</p> <p>New Jersey counties may apply for Comprehensive Traffic Safety Programs (CTSP) funding to initiate a comprehensive traffic safety program. Under the guidance of a steering committee or task force at the county level, CTSP funds can be utilized to address a variety of traffic safety issues including impaired driving, pedestrian safety, bicycle safety, school bus safety, work zone safety, aggressive driving, speed enforcement, occupant protection, and child passenger safety.</p> <p>AAA offers free literature and videos for student pedestrian and bicycle education.</p>	<p>A NJ State grant called Local Aid for Centers program that is administered through the NJDOT's Local Aid Program and supported by the New Jersey Transportation Trust Fund, Transit Village, New Jersey Housing and Mortgage Finance Agency or HMFA (a housing authority who encourages families to move into city centers by giving families who do so incentives), TEA-21 and a lighted sidewalk grant.</p>

Question	Education	Engineering	Enforcement	Enabling/Encouragement
<p>Do you have any ideas or suggestions for focus groups to present a NJ SRTS program to?</p>		<p>Kids</p> <p>Parents – Mechanisms (PTA Meetings)</p> <p>Teachers/School Representatives – Mechanisms (PTA Meetings)</p> <p>Rural – Allentown/New Egypt</p> <p>Urban –Trenton</p> <p>Suburban- Windsors</p> <p>Issues:</p> <ul style="list-style-type: none"> <li>• Security vs. Safety</li> <li>• Ordinances (H.S. Driving)</li> <li>• Age Groups</li> </ul>	<p>Crossing guards would be a good focus group. It would be difficult to get many together in one place since there is no formal crossing guard association.</p> <p>Traffic Safety Officers meet at different locations around the state the first Wednesday of every month. A focus group could piggyback off one of their meetings.</p>	<p>Counties, Emergency Medical Teams/Fire Departments, Civic Association meetings, Boards of Education everywhere</p>

Phase I: The Development of a Safe Routes to School Program for New Jersey  
TAC Meeting #2  
Meeting Memorandum

RBA #J3366.01

Prepared by: Leigh Ann Von Hagen

Held: April 15, 2003 in the NJDOT Multipurpose Room from 2:00 – 4:00 p.m.

Results for the Breakout groups for the 2<sup>nd</sup> SRTS TAC meeting

Having the TAC count out by 4s created four breakout groups. Facilitators presented questions to each breakout group regarding three topics (funding needs, program elements or tools and focus groups). Each topic was discussed for approximately fifteen minutes. The following are the highlights from each discussion topic.

1. Funding Needs

Time ran out before most groups had finished discussing funding needs. Among all the groups, the importance of funding for Program Development (the preparation/coordination of a SRTS program) and Project Implementation (the construction of physical improvements) seemed to prevail. One group felt that construction of facility improvements is most important to fund but if construction were funded, program development would be next. Another group stated that you could not have a successful SRTS program without proper infrastructure. Others felt that infrastructure will not happen overnight and using the “walkability” and “bikeability” surveys will help to identify infrastructure needs.

Gaps in funding that were noted included funding for setting up a SRTS program in a school, program coordination, and instruction (to crossing guards, local police, etc.) on safe crossing/walking procedures.

2. Program Elements or Tools

Most groups felt that a SRTS program could be successful in all geographic areas and for all ages. Groups felt some “tools” would be more appropriate for different areas and ages. For example, rural areas could focus more on pedestrian and bicycle safety training and health issues and walking school buses could be promoted to elementary students.

Groups felt that funding for SRTS should be available to all communities. One group commented that requiring a certain amount of injuries or deaths in order to be eligible for funds typically excludes rural communities that also need roadway improvements.

Groups felt that high schools should be included in a program. Two groups recommended that high school students could participate by helping out at the events for the younger students. This could also fulfill their community service requirements.

One group felt that a SRTS program should initially be introduced in the elementary schools but to include the middle and high schools in the near future.

Only one group was able to discuss all of the questions within the time period. This group felt that inner-city and rural schools would have characteristics of a school location that would be least conducive to a SRTS program. They felt schools in communities that are small and

walkable would be most conducive to a SRTS program. They also felt that a SRTS program should target all schools but funding priorities should be data driven.

### 3. Focus Groups

Three out of the four breakout groups chose “parents” as their number one choice for a focus group. Recruitment suggestions included contacting the state PTA organization for potential participants. One group noted that a focus group of parents should include parents from a district that buses a majority of students and one that has no busing.

Two out of the four breakout groups chose “civil association members (municipal officials)” as a number two choice. One group noted that if the municipal council or government does not support a program, then it has less of a chance of succeeding. One group suggested a combined focus group with municipal officials and Board of Education representatives, since those groups would be most likely to apply for grants. Recruitment through the State Board of Education and the League of municipalities was recommended. Another group recommended a focus group of “teachers/school representatives” as their number two choice.

Two out of the four groups chose “crossing guards” as a number three choice. One group recommended combining traffic safety officers with crossing guards for a combined group. Recruitment recommendations included contacting the state Traffic Safety Officers Association and the State Association or the Police Chief’s. Another group recommended “teachers/school representatives” combined with “Board of Education Members” as a number three choice.

One group recommended that rather than choosing focus groups of selected individuals from a specific type of background, to devise focus groups that are heterogeneous in order to cross-germinate ideas/problems/solutions. This approach may need different layers of groups to study specific problem or solutions, i.e., school nurses study group. A focus group could discuss new school construction and involve municipal officials, school representatives, designers, etc., to site a school and provide safe access via walking and biking.

Some groups recommended the following stakeholders to include in the list of possible focus groups: Catholic Schools (large share of private schools are Catholic), Municipal Officials (including public works), and community people.

Phase I: The Development of a Safe Routes to School Program for New Jersey  
TAC Meeting # 3  
Meeting Memorandum

RBA #J3366.01

Prepared by: Leigh Ann Von Hagen

Held: August 5, 2003 in the NJDOT Multipurpose Room from 1:30 – 4:00 p.m.

Objective: To discuss the most efficient ways to organize state resources to achieve a balanced SRTS program.

As part of the meeting, participants discussed several options for developing a statewide framework for a Safe Routes to School Program with a panel of experts. The panel included:

Carlos Rodrigues, Department of Community Affairs, Office of Smart Growth  
Robert Gaydosh, Department of Law and Public Safety, Highway Safety Division  
Sal Mikhael, Department of Transportation, Division of Local Aid  
Roberta Karpinecz, Keep Middlesex Moving, TMA  
Deirdre Gelinne, The BRAKES Group, a non-profit pedestrian advocacy group

Elise Bremer-Nei (NJDOT), Leigh Ann Von Hagen (The RBA Group) and Susan O'Donnell (Eng-Wong, Taub) moderated the discussion.

Below are the panel topics with a summary of the discussion. More detailed meeting notes are available from Leigh Ann Von Hagen at [lavonhagen@rbagroup.com](mailto:lavonhagen@rbagroup.com).

The panel was entitled: How Do We Organize Our State Resources for a Statewide Safe Routes to School Program?

DISCUSSION POINTS:

1. Should NJ Have Promotional Legislation?

The panelists agreed that some sort of state mandate is needed in order to encourage participation and address competing priorities. For example, if funding problems arise, legislators could reprioritize funding to allow SRTS needs to receive higher priority. It was also noted that timing is favorable to pursue legislation; traffic safety is currently high profile at the State level. Legislation would give the program status.

2. How Should Funding Work?

Discussion focused on the need for a statewide Safe Routes to School coordinator and the role he or she would play in coordinating grants. A State Coordinator could channel SRTS applications to the correct funding source for the type of program proposed.

It was also noted that existing programs get many more requests for funding than can be filled in any given program year. It was debated whether or not piecemeal funding could work (each stakeholder agency contributing towards a larger pot of SRTS grant money versus keeping agency money separate and the local entity pooling funds from different sources). Grants from many federal sources can be leveraged by quantifying the benefits and cost savings, i.e., less traffic, less congestion could qualify projects for different funding sources – like Congestion Mitigation and Air Quality (CMAQ) funds.

### 3. Where Should a SRTS Program Live?

Most panelists agreed that since local governments already know how to work with either DCA or DOT that those two agencies are the top choices. Many felt that since much of a SRTS program will impact infrastructure and the “Safe Streets” grant programs already resides within DOT then maybe DOT is the best place for the program. It was noted that legislative sponsors should assess “how much agencies want it” when choosing who should provide oversight.

Another point that was discussed revolved around how this program could be run. It was suggested that the SRTS program could be modeled after NJDOT’s Transit Village Program, which is not legislatively based. However, it was pointed out that since the Transit Village Program is voluntary among agencies, you never know what amount of funding you can count on (the prevailing opinion is that the Transit Village Program was slow to build). This in one option, but it is a “Soft-Start” example versus a legislative, “Hard-Start” type (codified and predictable).

Another option for program management is the Marin County (California) model, in which CalTrans and the Department of Health share the responsibility. DOH oversees the Walk to School Day events, etc. and CalTrans handles the infrastructure improvements. Each agency has a statewide coordinator, with district offices. These districts have part time staff who get the applications, screen them and forward them to the statewide selection committee. There is an advisory committee that meets once or twice a year for grant recipient selection and other efforts.

### 4. How Do We Perpetuate the Program?

This discussion began with suggestions to set up a tracking function to measure success. Communities and the legislature need to understand that the timeline for a successful SRTS program is likely to be more than one year. It was noted that school construction standards must be improved and we must include how we locate schools and how we design the transportation to and around school buildings. It was also discussed that the program cannot be narrowed down, but that it must remain inclusive and flexible.

Talk also focused on the concern for security as students walked or biked to school. This issue is at the heart of why parents do not allow their children to walk or bike, despite knowing the health benefits to physical activity. The panel members felt that a key criteria for granting funds should be a demonstrated community interest. This could help resolve security concerns. It was also noted that we should not under represent the major health concerns the state is facing with obesity issues.

## Meeting Discussion Points from Flip Chart

### Panel Title: How Do We Organize Our State Resources for a Statewide Safe Routes to School Program?

#### DISCUSSION POINTS:

#### 1. Should NJ Have Promotional Legislation?

##### Funding Legislation

- Need State mandate to get participation/diversity/status
- Timing is right
- Effects of budget gap?
- Need for public comment
- Realign priorities in current programs
- Need a framework for access to \$ to withstand politics

#### 2. How Should Funding Work?

(any chance for 1 percent from school construction program?)

- Increase funds available to/through existing programs
- Quantify costs of SRTS versus those of busing, poor air quality, congestion
- Coordination between agencies
- Need steady funding source
- Identify/inventory \$ that can be used
- Pooling resources = beauracracy?
- Funding reauthorization opportunity (TEA 3)
- Match requirements?

#### 3. Where Should a SRTS Program Live?

- Need a statewide coordinator at:  
DOT? DOH? DOE? DCA? L&PS – DHTS?
- DCA – Smart Growth grant coordination
- DOT – Local Aid Safe Streets Program
- In an agency that wants it
- Don't be too innovative up front
- Example – Transit Village Program (DOT)
- Example – California, Marin County (DOH and Caltrans)

#### 4. How Do We Perpetuate the Program

- Web site
- Advisory Committee
- Steady funding source
- Central tracking system/quantify results vs. needs
- Coordinator
- Focus on criteria

Other Notes:

- Institutionalization in an agency
- Overhaul school designs
- Site improvement standards
- Redevelopment/big map
- New development
- Spending money wisely
- Project selection criteria
- Abbott school rulings
- Project identity is too broad
- Role of coordinator is key
- Need good models
- Safety and security still a concern

## **APPENDIX B**

*Technical Memorandum 1*  
*Background Literature Review*

The Development  
*of a*  
Safe Routes to School Program  
Phase 1



*submitted to*  
New Jersey Department of Transportation

*submitted by*



*in association with*

Eng-Wong, Taub & Associates

April 2003

**The Development of a Safe Routes to School Program  
for New Jersey, Phase 1**

**Technical Memo 1 – Background Literature Review**

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Appendix A - Resources

## Development of a Safe Routes to School Program for New Jersey, Phase 1

### Technical Memo 1 – Background Literature Review

#### Introduction

This Technical Memo summarizes the current literature documenting Safe Routes to School (SRTS) programs in various countries, states, counties and municipalities. Safe Routes to Schools is a community approach to encourage more people to walk and bicycle to school safely, improve road safety and reduce child casualties, improve children's health and development, and reduce traffic congestion and pollution.

In communities worldwide, parents, teachers, administrators, neighborhood groups, city officials and law enforcement officers work together to evaluate regular school routes. Street improvements, traffic calming and enhanced crossings create an environment in which children can walk or bike safely. These may be supplemented with special programs that teach good safety skills and use volunteers to escort children to school.

The New Jersey Department of Transportation (NJDOT) seeks to develop a statewide Safe Routes to School program. In New Jersey, as in other parts of this country, travel to school by walking and bicycling has declined dramatically over the past several decades. This decline has been associated with:

- The suburbanization of New Jersey's population and the locating of new schools at sites too distant for students to walk conveniently
- Increased school busing for both social and geographic reasons.
- The decline of construction and repair of bicycling and pedestrian facilities (sidewalks, crosswalks, etc.) and infrastructure improvements.
- Parental concerns about both traffic safety and personal security.
- The increase in two-income families and single-parent families in which parents do not have the time to walk their children to and from school.

More recently, a number of issues have contributed to reversing this trend. These include:

- The cost of school busing.
- The general acknowledgement of the responsibility and the propriety of providing for the needs of non-motorized travel in our public rights of way.
- The interest in reestablishing "livable" communities in which travel by bicycling and walking is a desirable component.
- The "Smart Growth" movement that fosters bicycling and walking as appropriate modal choices for shorter trips.
- The dramatic increase in obesity among our population, especially children, that has reached pandemic proportions and the desire to promote increased activity.

According to the National Highway Traffic Safety Administration, successful SRTS programs here and abroad have incorporated one or more of the following approaches:

The Education Approach that teaches students important safety skills and launches driver safety campaigns.

The Encouragement Approach that uses events and contests to entice students to try walking and biking.

The Engineering Approach that focuses on creating physical improvements to the infrastructure surrounding the school, reducing speeds and establishing safer crosswalks and pathways.

The Enforcement Approach that uses local law enforcement to ensure drivers obey traffic laws. Law enforcement is also called upon for in-school bicycle and pedestrian safety training.

The Enabling Approach that provides funding through legislative initiatives.

Although each element can stand alone, the most successful programs have integrated elements from all five approaches.

#### Summary of Website Findings Using the Five E's

##### Education

The educational process for Safe Routes to School needs to teach pedestrians, cyclists, and motorists of their rights and duties on the road. Most importantly, children need to be targeted. For example, young students in Marin County, CA were instructed during their normal class day on basic traffic safety, bicycle checks, and safe riding instructions. Marin County attributed part of their success to providing a SRTS program that is not only incumbent on good engineering of the “safe” routes, but also one that instructs teachers, parents, and students on the correct and safe ways to use the facilities.

Several SRTS programs provide handouts, to communicate information about Safe Routes to School and what it has to offer to the community. For example, “Walk to School Initiatives, Take Steps Toward a Better Way”, prepared by the Pedestrian and Bicycle Information Center of the University of North Carolina Highway Safety Research Center for the Partnership for a Walkable America, is a thorough resource for SRTS educational programs. It gives parents and teachers the sources needed to further a SRTS program.

##### Encouragement

Enthusiastic participants are critical to the success of SRTS. Often, coordinators organize events to help jumpstart the walk and ride to school movement.

Two popular examples of encouragement are the “walking school bus” and the International Walk to School Day. A “walking bus” is much like a regular school bus except that it is powered by foot not gasoline. The “bus driver”, usually a parent, picks up children at their homes and follows a designate route to school. International Walk to School Day is held the first week in October each year. Its purpose is to get children and their parents out of their cars and onto the streets. The program encourages safety, awareness, and camaraderie.

Marin County introduced “Frequent Rider Miles” to attract the attention of students. This program awards points each time a student walks, rides, or carools to school. Students, and their classes, accumulate the points for prizes. Encouraging students is a valuable part of the Safe Routes to School Program, but wanting to walk or ride to school cannot, strictly speaking, be taught or learned. It has to be nurtured through the encouragement of peers, parents, and teachers.

### Engineering

Engineering includes planning, designing, and constructing the actual “safe routes” that students follow. SRTS participants assess the conditions of their routes by completing “Walkability” and Bikeability”. Components of the assessments are: street width, pavement conditions, conditions of existing sidewalk, traffic volume and speed and distance to the destination. Once problems have been identified, a variety of improvements can help “fix” these issues. Traffic calming measures including raised crosswalks, illuminated crosswalks, speed tables, raised intersections, medians, and chicanes are physical measures that can be installed. Additional signage, adjusting the speed limit, parking prohibitions, etc., along “safe routes” can also help.

### Enabling

California, Connecticut, Delaware, Florida, Oregon, Texas and Washington are some of the states that have enacted legislation to implement SRTS. Some legislation has even included funding components. Under the Transportation Equity Act for the 21<sup>st</sup> Century, the federal government provides funding, planning, and the necessary policy tools to aid in the expansion of bicycling and walking programs. Some states use this TEA-21 funding for SRTS programs. Delaware has passed a new law that will provide more funding for projects relating to engineering improvements, and earmarks money for crossing guards and traffic calming measures.

Some counties and states have sought SRTS program sponsors such as Trek Bicycles and Starbucks. The California Kids Plates Program provides funding in the California. Funding is key to enabling the implementation of SRTS but “enabling” is not just money. Volunteers and active participation are needed to undertake a Safe Routes to School Program. A more detailed account of funding mechanisms will be provided as part of Tech Memo 2.

Enforcement is also an element of a Safe Routes to School Program: school officials, parents, and police all play a role in enforcement aspects. Involving the police early in the process has been noted as an important issue in many SRTS programs since they are

the ones with the authority to enforce traffic laws. In New Jersey, adult school crossing guards are under the supervision of the Chief of Police or Traffic Safety Officer for the municipality. Training courses for New Jersey crossing guards are provided through the municipal police department.

Some municipalities have local ordinances that impose higher fines for speeding a school zone. Although safety along public local roadways and walkways are a municipal responsibility, many communities have ordinances that address sidewalk maintenance.

Table 1, Safe Routes to School Program Elements, details common initiatives that are part of many Safe Routes to School programs.

### PROGRAMS IN OTHER STATES

Research focused primarily on statewide programs; however, some notable local programs were studied as well. States with statewide programs include: California, Connecticut, Pennsylvania, South Carolina, Texas and Washington. Of these states, California has the most well funded program. The majority of programs have an engineering focus. Programs that do not fund engineering directly often stipulate a desire to identify funding for pedestrian and bicycle infrastructure improvements. The initiatives that encourage physical infrastructure improvements are typically coordinated with the state's Department of Transportation.

Table 2 lists the attributes of these state programs as well as other noteworthy programs. Highlights of noteworthy programs are summarized below.

#### California

The SRTS program grew out of a State Health Department initiative. California's legislature earmarked 1/3 of the Federal 402 Safety Set-aside Funds for to implement the program. Although California's SRTS initiative was spearheaded by the Health Department, funding applications are approved through the Caltrans District Offices. Funds are available primarily for construction to improve the safety of pedestrian and bicycle facilities. Costs associated with educational, enforcement and encouragement activities can be included if they are related to facility improvements. The grant reimburses the program at 90 percent with the local agency providing a 10 percent match. The total cost is not to exceed \$500,000.

In Marin County, Federal Transportation Enhancement funds pay for SRTS initiatives Seed money for the County project was awarded through the National Highway Traffic Safety Administration. A coalition of private foundations, The Fred Gellert Foundation, the Schow Foundation and the Miller Family Foundation, also contributed funds for a County program. The Marin Congestion Management Agency houses the program and distributes funds to participating schools to identify hazard areas. Consultants pre-selected by the Marin Congestion Management Agency provide engineering solutions.

## Texas

An alliance of physicians, hospitals, parents and teachers helped pass the Matthew Brown Act, named for an 11-year old who was hit by a truck while riding his bicycle. It promotes a comprehensive bicycle-safety package to ensure the safety of children and other cyclists on Texas roads. Funding supports construction projects that improve the bicycle and pedestrian safety of school age children. Applications are made to the Texas Department of Transportation. Money is provided under the Hazard Elimination Program. Projects are reimbursed up to 80 percent with the remainder supplied by local contributions (unless project is along a state road). The total cost is not to exceed \$500,000.

An application scoring form gives points to projects that successfully identify and demonstrate the needs and safety hazards for students as well as the proposed improvement to correct the problem. The projects are also rated by their ability to encourage walking and bicycling.

## South Carolina and Washington

Safe Routes to School programs that are not well-funded emphasize educational and encouragement approaches. These programs typically spend resources on promoting the International Walk to School Day and forming walking school busses. South Carolina and Washington are examples of states with this type of program.

The Walkable South Carolina Committee of the South Carolina Governor's Council on Physical Fitness, in conjunction with the S.C. Department of Health, funded grants in 1999 and 2000 totaling \$12,500 to schools for SRTS projects. Funds were used to complete the CDC'S "Walkable Routes to School Surveys" in order to identify and address problems that make walking to school difficult or unsafe. Funds did not cover the costs of engineering and implementing solutions. The Committee also developed and distributes materials for the "Discover and Understand Carolina, Kids" (DUCK) walking program. This program promotes walking as a fun way to exercise by incorporating walking into the school week for elementary school students and teachers.

The Washington Coalition for Promoting Physical Activity (WCPPA) partnered with the Cascade Bicycle Club Education Foundation and the Skagit County Physical Activity Coalition to implement "Moving Ahead: Safe & Active Routes to School Program." Funded by a National Coalition for Promoting Physical Activity Grant "Moving Ahead" promotes International Walk to School Day and works with two middle schools to perform scans that identify potential environmental barriers to physical activity and to promote biking and walking to school. The Washington Departments of Health and Transportation have teamed with the State Traffic Safety Commission, the Office of the Superintendent of Public Instruction, and the Safe Kids Coalition to write legislation that would result in a statewide program.

## Evaluation/Lessons Learned

To date, few US SRTS programs have been evaluated. Several are so new that evaluation is not feasible. California has documented eight SRTS case studies. The “Safe Routes to School through Safe Communities<sup>1</sup>” is a statewide program administered by a coalition of health and traffic safety related state agencies, non-profits and university groups. With funding from California Office of Traffic Safety and California Safe Kids Plates, the group administered grants of \$25,000 awarded to eight community groups. The community groups included non-profit health or transportation organizations, hospitals and public agencies. Duration varied from seven to twenty months. There were many commonalities among the projects, including:

- Use of collision/injury data traffic counts, parent/student surveys and demographic data as basis for decision-making.
- Reliance on modestly paid staff and volunteers to coordinate activities.
- Development of community awareness and buy-in from key stakeholders through a variety of outreach events including presentations to councils or PTA's, Walk to School Days and during cultural events. Better outreach was achieved in communities where pedestrian and bicycle safety was already an issue
- Coordination of International Walk to School Day events in October. Some held additional walk to school events throughout the year. Each community noted that the events were successful in raising attention and providing educational opportunities.
- Continued programs after the grant period ended. Some sites found additional sources for funding.

According to California, lessons learned from other SRTS projects include:

- Communicate with key stakeholders early. Targeted mailings, telephone and email reach the broadest possible audience.
- Include representatives from the office of the Mayor or Administrator, city planning/engineering, school districts, public safety, and health agencies right from the start.
- Coordinate the program with the school's curriculum. Groups worked traffic safety and physical activity into curriculum to help meet school testing requirements.
- Work on a small scale, school by school.
- Budget time and dollars adequately to accumulate, tabulate, and analyze data.
- Reach out to the media to increase visibility and support.
- Identify public and private partners to build resources and fund a SRTS project
- Allow for different operating speeds of each type of organization as timing and scheduling issues can be problematic
- Obtain governmental support to get the word out and recruit local partners. Technical assistance from state agencies including language translators, template presentations and assistance in identifying funding and technical expertise was noted as being key to a successful program.

### Identifying “safe” routes

It’s difficult to define a “safe route.” Several programs implied the route would be safe once engineering fixes such as sidewalk or traffic-calming devices were installed. One report<sup>2</sup> evaluated walking and automobile traffic in the vicinity of five California schools “Unsafe” were those having:

- peak vehicle volumes in excess of 750 vehicles per hour during at least one of the morning or afternoon school peak periods,
- traffic speeds above 40 kilometers per hour (25 mph) for both morning and afternoon school peak periods.

School peak periods were defined as the half-hour before and after the school session. This formula was based on previous research that found that the risk of pedestrian accidents is fourteen times higher along streets with traffic levels that exceed 750 vehicles per hour and with speeds over 40 kilometers per hour (25 mph).

A study<sup>3</sup> of “walking zones” for schools in North Carolina recommends labeling routes as “preferred” or “recommended” rather “safe” versus “unsafe” terminology to reduce confusion and legal exposure.

### PROGRAMS IN OTHER COUNTRIES

It is agreed that Safe Routes to School programs began in Odense, Denmark in 1976. Unfortunately, literature about Denmark’s (SRTS) programs is unavailable in English. However, Canada’s Go for Green Active and Safe Routes to School website states that Danes reduced the annual accident rate by 85 percent after 3 years.

International Safe Routes to School programs studied as part of this effort were confined to countries where documentation is in English. Australia, Canada, the United Kingdom and New Zealand all have Safe Routes to School programs. The majority of the SRTS programs studies were run by non-government coalitions. See Table 3 for additional information about each program.

#### The United Kingdom

The predominant organization that provides Safe Routes to School programs is Sustrans, the Sustainable Transport Charity. Sustrans' work relies on donations and the support of charitable trusts, companies, the National Lottery and local authority programs. Traffic Calming measures and the identification of "safe routes" are major components of the SRTS movement in the UK. School Travel Plans are emphasized as a tool to identifying locations where students may face hazards when walking or cycling to school. The School Travel Plans are also used to obtain funding for engineering improvements and educational programs.

## Canada

GO GREEN, funded by Environment Canada, several ministries of the Government of British Columbia, BC Transit, and the Greater Vancouver Regional District promotes SRTS programs in Canada. SRTS programs often focus on walking school buses, and on a curriculum called “Blazing Trails through the Urban Jungle.” The curriculum encourages students to participate in data gathering and analysis. Many schools promote SRTS with yearlong walking activities. Key recommendations detailed in GO GREEN case studies found:

- Links with local health initiatives were important for community support
- Flexibility, allowing for occasional participation increased parental involvement.
- Additional training for student safety patrols helped the community appreciate patrollers’ efforts
- Take home maps for students to fill out with their parents were ineffective – students needed in classroom support.
- Translation of essential materials was important to the success of the program
- Allow a full school year for the program to take hold
- Ongoing promotion within the school is key to its success

## Australia

RoadWise and VicRoad are the main organizations for SRTS in Australia. RoadWise, overseen by the Local Government Road Safety Council in Western Australia identifies safer routes and marks the route with signage. Blue painted footprints are its trademark. The footprints guide students along the safest walking or cycling routes to and from school. Smiley faces are added to stop at the safest crossing points. RoadWise also provides a range of classroom and home based road safety activities. Parents are encouraged to complete the home-based activities with their children to support the RoadWise program and other key elements of road safety education.

VicRoads manages the road network in Victoria, Australia. As part of their strategy, VicRoads began a SRTS program by identifying and dealing with safety problems using engineering, educational, enforcement and policy at several “at-risk” schools within its region. The VicRoads SRTS program includes extensive traffic safety educational resources and a bicycle and pedestrian education curriculum.

In South Australia, Transport SA has implemented SRTS programs in 68 primary schools since 1998. An evaluation<sup>4</sup> found that South Australia schools rated their SRTS program as a success when traffic management was improved around the immediate vicinity of the school. The study also found that despite concerns for health, security and environmental issues, stakeholders found common ground in the traffic management issues.

## New Zealand

When researchers found that New Zealand’s child and adolescent injury-mortality rates were highest among similar countries, even twice as high as the US, it was time for

SRTS. The first SRTS program was held in Auckland, New Zealand in 1995 and (The program) targeted high-risk communities. “High risk” is defined as a rate of child road/pedestrian injury within the school “catchment” area higher than the national average or neighboring areas. Data research has been inconclusive as to whether child injury-mortality rates have been reduced since introducing the program. The City of Christchurch Council funds another predominant SRTS program in New Zealand. Christchurch, a city of approximately 500,000, is one of the larger cities in a country with a total population of around 3.9 million. The Christchurch program focuses on engineering improvements identified by student and parent surveys.

New Zealand’s Safekids organization produced guidelines for a national SRTS program. Highlights for participating in a national SRTS program include:

- Requiring written confirmation from SRTS participants/stakeholders, listing duties
- Having students, parents and teachers collect and analyze data from travel surveys
- Coordinating outreach efforts to make sure all students, parents and school staff are aware of the program
- Developing an Action Plan using engineering, education, enforcement and policy to address identified issues.

A report<sup>5</sup> that studied several schools in New Zealand that participated in a SRTS program described the following outcomes:

- Participants were concerned with the lack on long term planning and life span of the program.
- A clear statement of expectations and responsibilities should be worked through with all stakeholders early in the process.
- The SRTS program should be housed in an agency that can influence infrastructure improvements
- A SRTS program should be re-evaluated after engineering improvements have been made.

The report noted that survey participants felt the program was valuable and contributed meaningfully to child road safety. Contrary to “lessons learned” in other SRTS programs, the New Zealand program moved away from working with individual schools toward working with school clusters or districts. This is because local government resources are available to schools within the same district.

#### Evaluation/ Lessons Learned

Although Safe Routes to School programs have generally been implemented in other countries for a long period of time, it was difficult to find evaluations. One exception was from the Injury Prevention Research Centre in New Zealand. The Centre compared schools that participate in SRTS programs with those that do not. The following outcomes were documented in the study:

- Communities with SRTS programs have heightened awareness of road safety.
- A SRTS facilitator contributed to the successful implementation of the program.
- All activities/meetings must remain focused on the SRTS agenda and not digress to non-road safety issues such as beautifying the school grounds.
- Data collection and surveying can be overly labor intensive, which is problematic for schoolteachers.
- Although systematic data recording child pedestrian injury is difficult to gather since not all incidents are reported to police and verifying that the child was injured during a journey to school is not recorded, evaluating police, hospital and school reports found the number of child pedestrian incidents to be low.
- Observational research conducted as part of the study found that children and parents only demonstrated safe behavior when being observed. Pedestrian crossings that were generally unsupervised resulted in parents and children using unsafe behaviors. Observational research also noted that older children appear to be less conscious of road safety and pedestrian safety than younger children.
- Parents' driving behavior was more problematic at schools that did not have a SRTS program.
- Lack of funding and delays in implementing engineering improvements threatens the credibility of the program.

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<sup>1</sup> Seeley, Anne, et. al. Safe Routes to Schools Through Safe Communities Final Report. September 2002. Retrieved January 20, 2003 from <http://www.dhs.ca.gov/routes2school/>

<sup>2</sup> Anderson, Craig et. al. Walking and Automobile Traffic Near Schools: Data to Support an Evaluation of School Pedestrian Safety Programs. TRB 2003 Annual Meeting CD-ROM.

<sup>3</sup> Tsai, Jeff, et. al. An Analysis of North Carolina Guidelines and Criteria for Establishing School Walk Zones. TRB 2003 Annual Meeting CD-ROM.

<sup>4</sup> Murray Couch Consulting, et. al. An Evaluation of Safe Routes to School in South Australia. Retrieved January 16, 2003 from [http://www.monash.edu.au/oce/roadsafety/abstracts\\_and\\_papers/022/mcouch.pdf](http://www.monash.edu.au/oce/roadsafety/abstracts_and_papers/022/mcouch.pdf)

<sup>5</sup> Corbett, Lorraine, et. al. Evaluation of the Safe Routes to School Programme. Injury Research Prevention Centre, Faculty of Medicine and Health Science University of Auckland, New Zealand. April 2001. <http://www2.auckland.ac.nz/ipc/pdf/cr57.pdf>

**Table 1: Safe Routes to Schools Program Elements**

Initiative Name	Description of Program Element	Example
International Walk to School Day or Week	The International Walk to School Day Program was started as an initiative to get school children to walk to school and to enjoy doing so with the rest of their schoolmates. The event is typically held on the first Wednesday of October or the first full week of October. IWALK as it is also known, is a program to get students, parents, and local officials out there walking and riding the routes that <b>students will be walking throughout the year.</b>	<a href="http://www.iwalktoschool.org/">http://www.iwalktoschool.org/</a>
Walking School Bus and Cycle Trains	The idea behind the "Walking" School Bus and/or Cycle Train is to get parents involved with their children's walking and biking experience to and from school. The Walking Bus is comprised of one or two parents from the general region who organize walking to and from school with several of the students who live in the community. A Cycle Train works in a similar fashion using bicycles for transportation. The Walking School Bus or Cycle Train covers the same route of a normal bus or along a designated "safe" walking or cycling route. This promotes, correct pedestrian and cycling procedures, and in turn makes walking and cycling fun for the <b>students, because it gives them a chance to travel with their peers and have a good time.</b>	<a href="http://www.walkingschoolbus.org/">http://www.walkingschoolbus.org/</a>
Frequent Rider Miles Mileage Clubs (Prizes for Miles Logged) <i>Walk Across America</i>	The Frequent Rider Miles program or Mileage Clubs are programs that promote student's riding and walking to school by awarding prizes to the students with the greatest amount of miles logged. The program awards points to students who walk, ride or carpool to and from school. By filling out the designated cards, students earn a chance to win prizes given out during selected lunch periods and assemblies. The Walk Across America program instructs classes to add up individual student totals walked per day/week and plot them on a map. They "travel" to a destination and learn about other parts of the country.	<a href="http://www.marinbike.org/Campaigns/SafeRoutes/FinalReport.htm">http://www.marinbike.org/Campaigns/SafeRoutes/FinalReport.htm</a>
Bicycle Rodeos/Education Walking Education Programs	A Bike Rodeo is usually a bicycle safety clinic featuring bike safety inspections (and optional quick tune-ups), and a safety lecture about the rules of the road. The Walking Education Programs are very similar to that of the Bike Rodeo in that they teach those involved about the pedestrian rules of the road, and how to appropriately address certain situations.	<a href="http://www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm">http://www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm</a>
Walkability Checklist or Survey	The Walkability Survey, is a survey distributed to parents and students to determine the safety of their walking routes to school each day. <b>The surveys are filled out in order to help identify hazardous conditions on the walking route.</b>	<a href="http://www.walkinginfo.org/pdf/walkingchecklist.pdf">http://www.walkinginfo.org/pdf/walkingchecklist.pdf</a>
Bikeability Checklist or Survey	The Bikability Survey, similar to the Walkability Survey, is distributed to parents and students to determine the safety of their biking routes to and from school. The checklist gets at such issues as, traffic volume, pavement conditions, and other traffic safety points.	<a href="http://www.bicyclinginfo.org/pdf/bikabilitychecklist.pdf">http://www.bicyclinginfo.org/pdf/bikabilitychecklist.pdf</a>
Walk and Wave on Wednesday (WOW) and Walking Wednesdays	The Walk and Wave initiative provides big red mitts (for waving at motorists, with the side benefit of slowing the traffic) and gold stars to children and their parents who pledge to continue walking to school/work at least on Wednesdays for the rest of the year. Walking Wednesdays is a strategy to continue walking programs throughout the year by encouraging students to walk on every Wednesday.	<a href="http://www.capitolawalks.org/trafficbusters/">http://www.capitolawalks.org/trafficbusters/</a>
Safe Walking Zone	The safe walking zone is setup inside the immediate vicinity to a school. Walking is actively encouraged within this area and is facilitated by parent controls. Driving in the Walking Zone, while not prohibited is discouraged for the 15 minute period immediately <b>before and after school hours each day.</b>	<a href="http://www.gogreen.com/walk/queenmary.html">http://www.gogreen.com/walk/queenmary.html</a>
Proclamations/Resolutions	A proclamation/resolution is declared by a government group (ie. City council, town council, etc.) that assists in the Safe Routes to School movement. For example, there is a Crossing Guard Appreciation Day proclamation that urges all citizens to recognize each <b>and every crossing guard for their important work.</b>	<a href="http://www.nhtsa.dot.gov/people/injury/buses/GTSS/proc6.html">http://www.nhtsa.dot.gov/people/injury/buses/GTSS/proc6.html</a>
Pace Car	Pace Car participants sign a pledge to drive within the speed limit, stop for pedestrians, drive courteously and display an official Pace Car sticker on their car. <b>Once enough pace cars are identified, the pace cars actually become traffic calming devices.</b>	<a href="http://www.missionped.org/news.html">http://www.missionped.org/news.html</a>
How to Develop a School Travel Plan Safe Routes to School Action Plan	A Travel or Action Plan is a report developed by parents, consultants and local authority staff working with schools to address engineering, education, enforcement and policy issues. A completed plan provides long and short term solutions to identified needs.	<a href="http://www.saferoutestoschools.org.uk/pdf/travelplan.pdf">http://www.saferoutestoschools.org.uk/pdf/travelplan.pdf</a>

**Table 2: Safe Routes to Schools  
Noteworthy and Statewide Programs**

Statewide Program	Program Name	Lead Implementer(s)	Participating Partners	Engineering, Planning and Design Strategy	Enforcement Strategy	Educational Strategy	Funding
California	<i>Safe Routes to School California: Safe Routes to School Initiative</i>	California Department of Health Services -State and Local Injury Control Program -Cancer Prevention and Nutrition Section Institute for Health and Aging, UC San Francisco -Physical Activity and Health Initiative	California Bicycle Coalition, California Parent-Teacher Association, California Dept. of Education, California Dept. of Transportation, California Highway Patrol, Local Government Commission, Rails-to-Trails Conservancy, Surface Transportation Policy Project	Community assessment and prioritization of projects use National Highway Traffic Safety Administration's "Safe Communities" model for mobilizing communities. A coalition of health and transportation groups funded and administered grants for pilot projects in eight communities. Grant money was used for more educational and data collection efforts rather than physical improvements. CalTrans District Offices review and approve grants for funding engineering improvements.	Not a Focus	Annual Walk to School Day events, data collection and tabulation by students, parents and teachers, safe routes working groups, walkability and bikeability checklists, presentations to local councils by coalition members.	California Department of Health Services and UCSF staff, including Walk to School Day Headquarters, are funded by the federal health and human services prevention block grant. In 2000-2002, community-based Safe Routes to School projects receive Federal 4
Connecticut	<i>Safe Routes to School</i>	Connecticut Bicycle Coalition	Connecticut Department of Transportation	After identifying able candidates for the program, the initiative looks to implement any necessary material to educate those involved, and to address engineering issues to address identified hazards. Grants are available to schools that submit proposals and meet selection criteria.	Not a Focus	Walk to School Days, Workshops for parents, teachers and students	ConnDOT has provided little funding for identified improvements. A pending SRTS bill, PHB 5687, would designate 15% of the federal "hazard elimination" funds ConnDOT receives from the FHWA for a safe routes to school funding program.
Tallahassee and Clearview, Florida	<i>Safe Ways to School</i>	Florida Traffic and Bike Safety Education Program (FTBSEP), Department of Urban & Regional Planning, University of Florida		Materials and training for communities to advocate for improved safety of street and pedestrian environment on the routes to their schools.	Not a Focus	Workshop and video show how to: - Form coalition with stakeholders - police, school, public works, Community Traffic Safety Team, etc. to assess, survey, brainstorm, recommend and implement. Develops and trains for in school bike/ped safety and encourage curriculum for elementary and middle schools.	Florida Department of Transportation, Florida Traffic & Bicycle Safety Education Program, Department of Urban & Regional Planning, University of Florida uses Federal 402 funds.
New York, New York	<i>NYCDOT School Safety Engineering Project</i>	New York City Department of Transportation The RBA Group	New York City Department of Transportation - Signals, School Safety and Borough Engineer - New York City Police Department, New York City Department of Design and Construction, New York City School Construction Authority, Borough President Representatives, New York City Board of Education	Improving traffic and pedestrian safety around the city's grade and intermediate schools including identifying 135 schools for priority treatment and mitigation measures, and 32 schools for capital improvements. Products include a GIS database of schools, traffic safety plans for all schools, school zone criteria, tool box of recommendations & applications, schematic design solutions and preliminary engineering recommendations.	Not a Focus	Not a Focus	New York City Department of Transportation.
Pennsylvania	<i>Pennsylvania Walk to School Trails Program</i>	Rails-to-Trails Conservancy's Pennsylvania Field Office	Pennsylvania Department of Health Bureau of Chronic Disease and Injury Prevention	The project will formulate infrastructure recommendations and forward them to the local planning agency. The funding does not currently cover any facility improvements.	Not a Focus	Encouragement of walking and biking to school with parents and grandparents as an intergenerational activity, to promote physical activity.	CDC Grant through the Pennsylvania Department of Health

Source: The 2002 Summary of Safe Routes to School Programs in the United States (J336601\_Statewide Programs/G)

**Table 2: Safe Routes to Schools  
Noteworthy and Statewide Programs**

Statewide Program	Program Name	Lead Implementer(s)	Participating Partners	Engineering, Planning and Design Strategy	Enforcement Strategy	Educational Strategy	Funding
Marin County, California	<i>Marin County Safe Routes to Schools</i>	City of San Rafael, representing the members of the Marin Congestion Management Agency	Marin County Bicycle Coalition (project implementation), Nelson Nygaard (project management) and David Parisi & Assoc. (engineering consultant)	Parents and neighbors map the routes to schools, identify problem areas and, with the help of an engineering consultant, develop recommendations. Safe Routes Task Forces work together with the local public works and law enforcement staff to develop a Safe Routes improvement plan and to implement the plan by applying for funding and making easy improvements like crosswalks and signage.	Work together with local law enforcement to provide additional support on special event days and to develop and implement a long-term strategy for improving enforcement around schools.	Children are taught bicycle and pedestrian safety in the classroom as well as information on health and the environment. They play games such as the Bicycle Safety Quiz Show and participate in Bicycle Safety Rodeos. Driver's education and Share the Road campaigns are designated and launched by community task forces. Also the Frequent Rider Miles program is used as a classroom project.	Federal Transportation Enhancements funds provided throughout the Marin Congestion Management Agency, Marin Community Foundation, the National Highway Traffic Safety Administration (seed money, 2000-2001), the Fred Geller Foundation, The California Office of Traffic and Safety, The Miller Family Foundation, the Marin Independent Journal, the Schow Foundation, and the California Department of Health and Human Services.
South Carolina	<i>Kids Walk to School</i>	The Walkable South Carolina Committee	South Carolina Department of Health and Environmental Control	To increase physical activity. Grants provided are attempting to make walking and cycling a year round activity for those in the state.	Not a Focus	They have developed a Kids Walk to School Day Guide, which has become very popular among parents and students.	Grants given out by The Walkable South Carolina Committee total a little more than 12,000 dollars help provide money for those schools participating in the program.
Texas	<i>Safe Routes to School Matthew Brown Act: Comprehensive Traffic Safety (HB 2204)</i>	Texas Department of Transportation	Texas Bicycle Coalition	Projects submitted from cities or counties to the TxDOT will be scored based on identified hazards and solutions. Engineering improvements can include; the installation of new bikelanes, construction of multi-use trails, and construction and replacement of sidewalks.	Not a Focus	Educational programs can be funded as they relate to facility improvements.	Under the Matthew Brown Act; The department shall establish and administer a Safe Routes to School Program to distribute money received under the Hazard Elimination Program (23 U.S.C. Section 152)
Washington	<i>Safe and Active Routes to School</i>	Coalition Promoting Physical Activity	Washington Dept. of Health, Washington State Traffic Safety Commission, Washington Department of Transportation, Office of the Superintendent of Public Instruction, Safe Kids Coalition (through the Dept. of Health)	Projects are encouraged but not funded directly through the Coalition.	Not a Focus	Projects are encouraged but not funded directly through the Coalition.	Coalition members

Source: The 2002 Summary of Safe Routes to School Programs in the United States (J336601\_Statewide Programs/G)

**Table 2: Safe Routes to School Pilot Programs**

Statewide Program	Program Name	Lead Implementer(s)	Participating Partners	Engineering, Planning and Design Strategy	Enforcement Strategy	Educational Strategy	Funding
Maryland	<i>Safe Routes to School Pilot Program (HB 717)</i>	Maryland Department of Transportation Sprinkle Consulting, Inc. (SCI)	Bicycle and Pedestrian Advisory Committee	Identify safety hazards around schools.	Not a Focus	Not a Focus	Overall: N/A
Arlington, MA	<i>Safe Routes to School Pilot Program</i>	WalkBoston	National Parks Service, 5 Local Schools	Not a Focus	Not a Focus	Walking encouragement through walking school bus program	Federal Highway Administration/ National Highway Traffic Safety Agency (NHTSA) grant; National Parks Service
Prescott, AZ	<i>Safe Routes to School</i>	Prescott Alternative Transportation	Margaret T. Morris Foundation	Program participants identify the safest routes between neighborhoods and schools and pinpoint bicycle and pedestrian facility deficiencies. Roadway improvements in the next fiscal year that affect schools are also targeted. Some funding is currently available for these capital improvements through federal and local government sources; other funding is being actively sought.	Program participants and schools work closely with law enforcement officers and crossing guards.	The program creates teams of parents, teachers and kids at each of the schools. These teams develop customized educational programs that fit their school. All include safe walking and riding habits, helmet use, rules of the road, and the health and environmental benefits of non-motorized travel. Contests, games and events encourage more kids to take part. An annual Bike Week in May will showcase participating students.	Margaret T. Morris Foundation, Prescott Alternative Transportation (PAT)
Chicago	<i>Safe Routes to School</i>	Chicagoland Bicycle Federation (CBF)	Chicago Department of Transportation, Chicago Public Schools, Illinois Secretary of State, Chicago Police Department, Children's Memorial Hospital	Through surveys, mapping, crash studies, and direct observation, physical environment needing remediation (such as bike lanes, pavement repair, and crossing guards) is identified. The CBF works with city agencies to implement improvements and provides support for doing in-school training and promotion	Police, parents, and school safety officials monitor designated safe routes around participating schools.	Children: Classroom education, distribution of bike safety materials, bike-handling training, and familiarization of established safe routes. Parents: Training in bicycle safety, and organizing and leading riding school buses. Teachers: Training in bicycle safety and implementation of bicycle education curriculum. Community: Alderman, local business owners and residents introduced to program and encouraged to participate to raise awareness.	Federal traffic safety funds matched by city funding.

**Table 3: Safe Routes to School International Programs**

International Program	Program Name	Lead Implementer(s)	Participating Partners	Engineering, Planning and Design Strategy	Enforcement Strategy	Educational Strategy	Funding
United Kingdom	<i>Safe Routes to School - Sustrans</i>	Sustrans	The New Opportunities Fund The Community Fund Landfill Tax Credit Scheme Private Sector 40,000 Sustrans Supporters Charitable Trusts Private/Public Companies	Traffic Calming measures, as well as identifying "Safe Routes" is a major component to the Safe Routes to School movement in the United Kingdom	Depeding on the area in the UK, the response to enforcement varies. Crossing guards play a large part in the success of the program in many areas. Also, for most areas involved, speed enforcement is key.	Education is a large part of the Sustrans' initiative. There is a website set up for students. Teachers and parents are hard at work to integrate the safe routes to school idea into the home and classroom.	Sustrans is a registered charity. Therefore, Sustrans' work relies on the donations and monthly standing orders of 40,000 supporters, and the support of charitable trusts, companies, the National Lottery and local authority programmes
Australia	<i>Safe Routes to School</i>	Roadwise VicRoads Transport SA (Southern Australia)	N/A	The program involves identification and signage of safer routes to school. Also takes into consideration such issues, as footpaths and traffic safety needs.	The program promotes parents, teachers, and enforcement officials to work together, to enforce safe vehicular, walking and bicycling habits.	A program called the Bike Ed Program, teaches students the correct procedures for riding a bicycle in street conditions.	Roadwise provides an initial mini-grant (under \$500.00 U.S. dollars) upon request from the school and its council. After preliminary studies are done, the school, council, and Roadwise assesses the capital needs of the project.
Canada	<i>Active and Safe Routes to School</i>	Go for Green	Greenest City Way to Go! The Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) Health Canada The Government of Canada Climate Change Action Fund	The program provides curriculum that maps the Safe Routes to School with the children. The program also provides support for forming walking school buses.	Working with enforcement officials to provide stricter law enforcement during times when students are traveling to and from school on the desired safe routes	This program participates in such initiatives as; International Walk to School Day, the Biking School Bus, and the Walking School Bus	In early 1999, Go for Green secured a 3-year funding commitment from both Health Canada and the Climate Change Action Fund for continued growth of the national A&SRTS program.
New Zealand	<i>Safe Routes to School</i>  <i>National Guidelines for a Safe Route to School Program</i>	Christchurch City Council  Safekids	Safekids Pinnacle Research Land Transport Safety Authority Hillary Commission	Along with necessary traffic calming measures along the safe routes, the Council is also looking to identify with the students and parents any other issues, and hazards that may confront them on their journey to and from school. Safekids requires development of an action plan using engineering, education, and enforcement to address identified issues.	Enforcement of speeding around the participating schools. Two participating schools are also part of the 40km/h part time speed limits within school speed zones.	Participation in; National Walk to School Day and in programs such as the Walking School Bus, and Awesome Active Shield, which is awarded to the class with the highest percentage of students who walk or ride.	The program is fully funded by the Christ Church City Council. The Safekids Guidelines did not include funding measures.

Note: Most literature credits Denmak for the creation of the Safe Routes to School Program.

# Appendix A

# Resources

Resources – Other States/Countries

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## **APPENDIX C**

*Technical Memorandum 2*  
*Funding Sources*

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# The Development *of a* Safe Routes to School Program Phase 1



*submitted to*  
New Jersey Department of Transportation

*submitted by*



*in association with*

Eng-Wong, Taub & Associates

June 2003

# The Development of a Safe Routes to School Program for New Jersey, Phase 1

## Draft Technical Memo 2 – Funding Sources

### Introduction

This Technical Memo presents a compilation of potential funding sources currently available that could be used to finance pieces of a Safe Routes to School (SRTS) program. This is not a complete list of every available funding source. New funding sources are regularly posted throughout the year and may not be included in this memo.

The material for this memo is based on several sources including NJDOT's report Funding Pedestrian and Bicycle Planning, Programs and Projects: A Compilation of Funding Sources, Tri-State Transportation Campaign's Memorandum on Fund Sources for Innovative Local Transportation Projects and websites for NJDOT, NJDOH and NJDEP and NJDOE. Input from the SRTS Technical Advisory Committee was also used following phone interviews and TAC meetings.

### Other State Funding Mechanisms

Table 1, Selected Examples of Statewide SRTS Legislation, lists selected states with current Safe Routes to School programs. The table describes which agency or group is in charge of the program, other agencies or groups involved or co-sponsors, a brief description of the program and the funding mechanism and/or legislation.

### Current Available Funding Programs

Funding sources through federal, state and local areas were compiled. There are several sources for funding infrastructure improvements. Less grant money is available for SRTS program education, promotion or coordination. Table 2, Potential Funding Sources for Safe Routes to School, lists federal, state and local funding sources, a brief description, who can apply and how the program can be used to fund pieces of a SRTS program. The Table is a comprehensive list of funding sources that are potentially available for a Safe Routes to School Program. Some of the funding sources have never been used for a SRTS type program before. The agencies listed in the table have not been consulted or offered to give approval to funding a SRTS program.

### Appendix

#### Examples of Safe Routes to School legislation from other states

1. California
2. Delaware
3. Massachusetts
4. Oregon
5. The Matthew Brown Act, Texas

Table 1: Selected Examples of Statewide SRTS Legislation

Statewide Program	Legislation Name	Promoter(s)	Supporter(s)	Funding	Project Goals
California	<i>Safe Routes to School California: Safe Routes to School Initiative</i>	California Department of Health Services -State and Local Injury Control Program -Cancer Prevention and Nutrition Section Institute for Health and Aging, UC San Francisco -Physical Activity and Health Initiative	California Bicycle Coalition, California Parent- Teacher Association, California Dept. of Education, California Dept. of Transportation, California Highway Patrol, Local Government Commission, Rails-to-Trails Conservancy, Surface Transportation Policy Project	California Department of Health Services and UCSF staff, including Walk to School Day Headquarters, are funded by the federal health and human services prevention block grant. In 2000-2002, community-based Safe Routes to School projects receive Federal 402 Safety Funds	Participate in the Annual Walk to School day and planning activities for community assessment and prioritization of projects using National Highway Traffic Safety Administration's "Safe Communities" model for mobilizing communities would be used.
Connecticut	<i>Safe Routes to School (PHB 5687)</i>	Connecticut Bicycle Coalition	Connecticut Department of Transportation	The bill, PHB 5687, would designate 15% of the federal "hazard elimination" funds ConnDOT receives from the Federal Highway Administration for a safe routes to school program.	Educationally the funding would look to provide for Walk to School Days, and several workshops for parents, teachers and students. Funding would also enable the identification of Safe Routes, and to identify any engineering/design issues.
Delaware	<i>Safe Routes to School (SB 353)</i>	Delaware Greenways Delaware Department of Transportation	N/A	Senate Bill 353 will look to secure National funding allocated to programs such as eliminating roadside obstacles, rail-highway crossings programs, along with many others; to include a Safe Routes to School program in this state.	The projects that are funded would look to identify safety hazards, identify current and potential walking and bicycling routes to school, and involve in plan development students, parents, teachers, and local officials in plan development.
Florida	<i>"Safe Paths to Schools" Legislation</i>	Rails-to-Trails Conservancy's Florida Field Office	Florida Department of Transportation, Florida Traffic and Bicycle Safety Education Program.	Legislative campaign came out of general operating budgets. Reaching for \$30-40 million to be programmed through this legislation	Legislation would enable a State DOT fund to grant municipalities the money towards engineering and design strategies.
Oregon	<i>Safe Routes to School Legislation</i>	Bicycle Transportation Alliance	N/A	Unfunded	The legislation would provide for the removal of barriers to walking and bicycling to and from school.
Texas	<i>Safe Routes to School Matthew Brown Act: Comprehensive Traffic Safety (HB 2204)</i>	Texas Department of Transportation	Texas Bicycle Coalition	Under the Matthew Brown Act; The department shall establish and administer a Safe Routes to School Program to distribute money received under the Hazard Elimination Program (23 U.S.C. Section 152),	The installation of new crosswalks and bikelanes, construction of multi-use trails, and construction and replacement of sidewalks to improve walking and bicycling routes to school.
Washington	<i>Safe and Active Routes to School</i>	Coalition Promoting Physical Activity	Washington Dept. of Health, Washington State Traffic Safety Commission, Washington Department of Transportation, Office of the Superintendent of Public Instruction, Safe Kids Coalition (through the Dept. of Health)	In May 1996, the Washington State Legislature enacted legislation that doubled the monetary penalty (fine) for speeding in school crosswalk and playground zones. The legislation was in direct response to community and citizen concerns. Furthermore, the legislation stipulated that half the doubled fine (\$66), go directly to the Washington State Traffic Safety Commission for the purpose of improving school zone safety. Funding from this source will be used for overtime and public information activities for this project.	The funding will provide for educational seminars on roadway safety, and for minor engineering improvements including increased signage.

Table 2: Potential Funding Sources for Safe Routes to School

Source	Title	Description	Who Can Apply	Uses for SRTS
Federal Aid Programs				
FHWA	Technical Studies Program	Eligibility for this federal grant requires the work to contain planning, engineering, design, and evaluation of transportation projects. This particular grant cannot be used for capital improvements or operating costs. This grant can be used for bicycle and pedestrian projects.	Applicants can be either state or local governmental agencies.	Facilities planning
FHWA	Supportive Task Grants	By agreement of the New Jersey Transportation Planning Authority (NJTPA), a portion of the Public Law (PL) funds are passed through to the counties to fund staff planning activities. Counties in the state have used this funding to carry out activities including county-wide pedestrian facilities inventories.	Counties	Facilities planning
FHWA	Transportation Management Associations (TMAs)	TMAs receive substantial funding assistance through the NJDOT and New Jersey Transit. In recent years, these funds have been from federal sources [Congestion Mitigation and Air Quality (CMAQ) or Surface Transportation Program (STP)]. TMAs have considerable latitude in developing annual work programs to implement Travel Demand Management (TDM) strategies. TMAs have carried out and are encouraged to continue to develop and undertake work program elements involving the promotion of bicycling and walking, development of bicycle suitability maps, promotional efforts aimed at increasing bicycling and walking, effective cycling presentations, etc.	TMAs	TMA Technical Support & Program implementation
FHWA	National Highway System (NHS)	Monies through this program can be used for bicycle and pedestrian projects which are on land directly adjacent to any road of the 155,000 mile NHS or interstate system. These improvements include incidental improvements within larger projects including elements to improve bicycle compatibility (i.e. paved shoulders, drainage grating, signed routes) and pedestrian facilities (sidewalks, signals, crosswalks). It also allows for the funding of independent bicycle and pedestrian projects when projects are along or within the right-of-way of an NHS roadway	State, counties and municipalities	Project implementation along a NHS roadway
FHWA	Surface Transportation Program (STP) Funds	Bicycle and pedestrian projects are eligible to be funded by STP as Transportation Enhancements (see below) or with general STP program funds. Examples of projects can include both bicycle and pedestrian facilities, but also can include projects regarding the improvement of bicycle and pedestrian ways for compliancy with the Americans with Disabilities Act (ADA).	State, counties and municipalities	Project implementation
FHWA	Transportation Enhancement (TE)	This program focuses on projects that are designed to promote alternative modes of transportation while preserving and protecting environmental resources. The results of the program are to promote more livable communities, enhance overall travel experience, and promote new transportation partnerships. Ten percent (10%) of the TE program is used for “non-traditional” transportation uses such as walking and cycling.	State, counties, municipalities and non-profit groups	Facilities planning and bicycle & pedestrian safety education programs
FHWA	Hazard Elimination Program	Safety projects are also funded under STP monies. Ten percent (10%) of the STP program is used to finance safety-related projects, which can include projects that can directly or indirectly enhance pedestrian safety.	State, counties and municipalities	Project implementation
FHWA	Congestion Mitigation and Air Quality (CMAQ)	Under TEA-21, both bicycle and pedestrian improvements are eligible for CMAQ funding just as they were under the ISTEA legislation.	State, counties and municipalities	Project program development
FHWA	Local Scoping and Local Lead Projects	Local Scoping programs are administered by the Metropolitan Planning Organizations (MPOs) who disperse Federal (STP) funds to the sub-regions for the advancement of project proposals through the National Environmental Policy (NEPA) process. Through this procedure, the project can then be eligible to be included in the Transportation Improvement Program (TIP) as a Local Lead project. Counties can apply to be included in this program and requests must undergo a competitive selection process.  Local Lead projects are those which have no specific adverse environmental impacts. Counties and municipalities who team with them can receive STP funds for projects that have been outlined in the TIP and deal with the final design process and construction. Local Lead projects are also selected through a competitive selection process.	counties and municipalities	Local Scoping: Project development  Local Lead: Project implementation
FHWA	Local Planning Assistance	Using Highway Planning Research (HPR) or Public Law (PL) funds.	counties and municipalities	Facilities planning
FHWA	Local Bicycle/Pedestrian Planning Assistance	In New Jersey, the Department of Transportation has multiple consultant teams with expertise in bicycle and pedestrian planning at its disposal. These consultants are available to provide bicycle and pedestrian planning assistance to counties and municipalities that are interested in the development of bicycle/pedestrian facilities, which include the amendment or creation of circulation plans as well as assistance with other studies.	counties and municipalities	Facilities planning plus project planning and technical assistance
FHWA	National Recreational Trails Fund (administered through NJDEP)	Annually, money is apportioned out to the states for use in developing projects relating to trail creation and maintenance. Pedestrian projects can be included in this category. This money is specifically generated from the sales and taxes of off road vehicles such as all terrain vehicles, off road motorbikes, and snowmobiles. The program is administered by the Department of Environmental Protection in the office of Natural Lands Management.	Counties, municipalities and non-profit groups	Trail development & maintenance Project implementation
FHWA	National Scenic Byways	There is a grant program available for pedestrian projects that fulfill requirements for a scenic byway management plan under TEA-21.	State, counties and municipalities if have bicycling plan approved by NJDOT	Project implementation
NHTSA	Section 402 Safety Funds	These are funds administered by the National Highway Traffic Safety Administration (NHTSA). These funds are designed to be spent to improve the safety of the general traveling public. In the past, pedestrian education programs have been funded by these means. Signing and striping of roads in NJ has also been funded with these funds.	counties and municipalities	Program implementation
FTA	Federal Transit Administration Funds	Urbanized Area Formula Grants, Capital Investment Grants and Loans, and Formula Program for Other than Urbanized Area are available due to title 49 U.S.C (as amended by TEA-21). These grants and loans are specifically designed to be used for bicycle and pedestrian accommodations where they improve access to other transit facilities and vehicles.		

Table 2: Potential Funding Sources for Safe Routes to School

Source	Title	Description	Who Can Apply	Uses for SRTS
HUD	Federal Community Development Block Grant (CDBG) Program	These funds are available for pedestrian improvements where they benefit areas classified by HUD as low or moderate income areas or special needs groups.	counties and municipalities	Project implementation
The National Coalition for Promoting Physical Activity & the Center for Disease Control	CDC/NCPPA Micro-Grant projects	The NCPPA's mission is to unite the strengths of public, private, and industry efforts into collaborative partnerships that inspire and empower all Americans to lead more physically active lifestyles. Eight states participated in a micro-grant project with the goal of supporting the CDC's Youth Media Campaign at the local level by planning and implementing a media or awareness campaign. The grantees were also required to collaborate with local groups in an effort to put more muscle behind the message.	Coalition of State Departments	
US Department of Education	Carol M. White Physical Education Program (PEP)	(1) Providing equipment and support to enable students to participate actively in physical education activities, and  (2) Providing funds for staff and teacher training and education, in order to make progress toward meeting State standards for physical education.  \$60 Million has been appropriated to the FY 2003 Carol M. White Physical Education for Progress (PEP) program. Grants range from \$100,000 to \$500,000	Grants are awarded to Local Education Agencies (LEAs) and Community-based organizations (CBOs) to pay the Federal share of the costs for initiating, expanding, or improving physical education programs (including after-school programs) for kindergarten through 12th grade students	Purchasing pedometers or other equipment and training teachers to instruct bicycle safety clinics.
<b>State Aid Programs</b>				
NJDOT	Corridor and Regional Planning Studies (including a Transportation Demand Management (TDM) strategies component)	Through the Division of Transportation Systems Planning at NJDOT, planning studies pertaining to corridor and regional issues are carried out in order to develop project proposals to address specific transportation needs. Within this division, it is standard practice to take a multi-modal approach in all planning activities. Consultant teams with experience in TDM strategies are used to mediate the process. The Consultants will be available to undertake planning studies and programs which integrate TDM strategies, including bicycling and pedestrian travel needs. This program is orchestrated through the Division of Transportation Systems Planning; Bureau of Mobility Strategies; New Jersey Department of Transportation	State system roadways	Facilities planning
NJDOT	Safe Streets to School (formerly Locally Initiated Pedestrian Projects)	For the NJDOT/NJ Transit Capital Investment Strategy for FY 2004 – 2008 and as directed by Governor McGreevey in Executive Order Number 43, NJDOT is developing a new highway safety initiative, "designed to reduce accidents on our highways through improved infrastructure, driver education, and traffic safety compliance enforcement." Safe Streets to School is an expanded pedestrian safety program focused especially on children.	counties and municipalities	Project implementation
NJDOT	County Aid Program	The State provides monies to counties for general design, ROW, and road construction. The amount of money distributed to each of New Jersey's 21 counties is based on total county road mileage and population.	Counties	Project implementation
NJDOT	Municipal Aid Programs	Similar to the County Aid Program, the Municipal Aid Program provides funding to municipalities in NJ. Because it is state monies, the funds which are spent must abide by the NJDOT policy which states that all "...bicycle and pedestrian traffic should be incorporated in the planning, design, construction and operation of all projects and programs funded or processed by the NJDOT."	All of the 567 municipalities may apply to the State for this particular aid.	Project implementation
NJDOT	Discretionary Aid Program	The Commissioner of the NJDOT is the administrator for this particular portion of state funds. Primarily, this funding is used to address both emergency and regional needs throughout the State. The one stipulation is that the NJDOT will pay out 75% of the total at the time of the award and then the other 25% at the time of completion of the project. In FY99, over \$10.0 million had been allocated by the commissioner for bicycle and pedestrian projects.	Any county or municipality is eligible to apply for these funds.	Project implementation
NJDOT	Local Aid for Centers of Place	Municipalities must have Center designation by the State Planning Commission as well as an approved Strategic Revitalization Plan and Program. Projects can include: bicycle/pedestrian improvements, rails to trails programs, historic designation and improvements for transportation systems, beautification, and general rehabilitation of existing transportation structures. Annually, the Division of Local Governmental Services solicits applications from the 567 municipalities in NJ in cooperation with the Bureau of Statewide Planning.	Funding is available for municipalities who are participating in the State's Development and Redevelopment Plan and have an approved "town center."	Project implementation
NJDOT	Locally Initiated Bicycle Projects	This program, administered by NJDOT's Division of Local Government Services, These funds could be used for roadway improvements, where they directly impact potential bicycle travel, or designated bikeways such as signed routes, bicycle lanes, or multi-use trails. Projects are evaluated by NJDOT staff and final selection is determined by the Commissioner of Transportation.	counties and municipalities	Project implementation
NJDOT	Livable Communities Pilot Program	Projects must have a direct relationship to a specific component or mode of the transportation system. Only non-traditional transportation improvements that contribute toward a goal of more "livable communities" are eligible. Projects can include Streetscapes, traffic calming and implementation of context sensitive design strategies and bicycle or pedestrian facilities.	counties and municipalities	Project implementation

**Table 2: Potential Funding Sources for Safe Routes to School**

Source	Title	Description	Who Can Apply	Uses for SRTS
NJDOT/NJ Transit	Transit Village Initiative program	The New Jersey Transit Village Initiative assists communities in design planning in order for communities to leverage more private-sector investment for redevelopment. The New Jersey Department of Transportation and New Jersey Transit are partnering with other state agencies-- the New Jersey Economic Development Authority, the Department of Community Affairs, the Office of State Planning, the New Jersey Redevelopment Authority, and the New Jersey Housing and Mortgage Finance Agency, to provide the technical assistance and resources to help communities implement the initiative. Additionally, with the establishment of the Transit Villages, these communities will be given priority consideration for funding from NJDOT's Local Aid for Centers program, the Transportation Enhancements program, and Bicycle and Pedestrian projects.	Municipalities with a bus, train, light rail or ferry station and a plan for redevelopment	Facilities planning
Department of Law & Public Safety  Division of Highway Safety  Section 402 funds	Pedestrian Safety Grants	Funding is available to municipalities for pedestrian safety education and enforcement. The education component provides funding for materials to educate high-risk pedestrian groups such as children and senior citizens. The enforcement component provides overtime funding to police agencies to enforce traffic laws at high-risk pedestrian locations. Grants are typically given to police departments.	Grants are available to state agencies, counties, municipalities, townships, districts, etc. with a statistically-demonstrated pedestrian safety problem. Typically those that are listed in the top 100 list of having the greatest number of pedestrian fatalities.	Program development & implementation
Department of Law & Public Safety  Division of Highway Safety  Section 402 funds	Funding for County Traffic Engineers	Grants are available to improve pedestrian signs and pavement markings; to videolog roads to identify problem locations for elimination; to purchase traffic counting and classifying equipment; training programs for police officers, public works employees and engineering staff; and to hire summer interns to assist engineering staff with data collection	County Traffic Engineers	Signing & pavement markings
Department of Law & Public Safety  Division of Highway Safety  Section 402 funds	Comprehensive Traffic Safety Programs (CTSP)	Grants are available to initiate a comprehensive traffic safety program. Under the guidance of a steering committee or task force at the county level, CTSP funds can be utilized to address a variety of traffic safety issues including impaired driving, pedestrian safety, bicycle safety, school bus safety, work zone safety, aggressive driving, speed enforcement, occupant protection, and child passenger safety	Grants are typically given to police departments.	Program development
Department of Law & Public Safety  Division of Highway Safety  Section 402 funds	Traffic Records and Data Systems Improvements	Grants are also available to upgrade traffic records and data systems to improve support for traffic safety problem identification and evaluation of program effectiveness.	State agencies, counties, municipalities, townships, districts, etc.	Technical support
NJDEP	Green Acres	The State Green Acres organization has supplied municipalities in New Jersey grants and loans, which have been used to fund pedestrian projects such as multi-use trails and trail head facilities. The source for these funds is through state bond issues and the funding for state, county, and municipal governments is available for land acquisition and facilities development.	State, Counties and Municipalities are eligible.	School routes through parks
NJDEP	State Environmental Education Directory (Seeds) - Grant Opportunities	Seeds Grants can be used to cover projects related to recycling, pollution control and management, environmental awareness and action programs, natural resource protection, tree planting and community forestry programs, and watershed management and protection.	Schools, educators, community groups, State and local agencies	Pollution management and control education

Table 2: Potential Funding Sources for Safe Routes to School

Source	Title	Description	Who Can Apply	Uses for SRTS
NJDOH Child and Adolescent Health Program	Community Partnership for Healthy Adolescents	The purpose of the “Community Partnership for Healthy Adolescents” grants is to strengthen the ability of a community, through the infrastructure of an adolescent-focused partnership, to focus it’s efforts on ensuring that adolescents have the knowledge, skills and resources needed to attain and maintain positive health habits and reduce harmful risk-taking behaviors. It is expected that the partnership will jointly develop, implement and evaluate activities and/or strategies to address the highest priority adolescent health issues in that targeted community.	Eligible applicants must be New Jersey-based, public agencies or private organizations with proof of 501(c)(3) status. Applicants must have an established community-based coalition with proven capabilities in implementing collaborative activities/interventions within a targeted community and the ability to specifically focus on adolescent health issues.	Program development
NJDOH	Adolescent and School-Age Health Services	Support nutritional education and physical fitness as a primary prevention strategy to reduce obesity, cancer and heart disease.	Governmental and non-profit agencies providing outreach, education and health services to school-age children and adolescents, including local health departments and community-based service providers.  Compliance with applicable licensure standards/permits for professional staff and facilities. Experience in addressing health needs of school-age children and adolescents.	Program implementation
NJDOE Office of Grants Management & Development	Discretionary Grants	Discretionary Grants are awarded to selected agencies to address specific education initiatives. With the exception of grant programs that are designed to be implemented over a number of years, applicants usually compete for awards annually.		
NJDOE Office of Grants Management & Development	Entitlement Grants	Entitlement Grants provide funds to specific grantees on the basis of a formula prescribed in legislation or regulation rather than on the basis of an individual project review. The formula is usually based on such factors as population, enrollment, per capita income, or a specific need. Applicants do not compete for these funds.		
NJDCA	Smart Growth Planning Grants	Smart Growth Grants provides \$3 million annually through the state budget to help develop plans that lead to “Smart Growth” and more livable and sustainable communities. “Smart Growth” means planning, designing, and building livable communities in ways that make more efficient use of land and infrastructure improvements and protect the environment and valuable natural resources.		Facilities planning
NJDCA	Smart Growth Community Schools Planning Grants	Smart Growth Community Schools Planning Grants are targeted to the 30 Abbott School districts and those non-Abbott districts eligible for 55% or more in state aid for the eligible costs authorized by the Educational Facilities Construction and Financing Act. These school districts and the municipalities in which they are located have the opportunity to develop partnerships and strategies to site and develop new schools.	Abbott School Districts and districts eligible for 55% or more in state facility construction aid	
Housing and Mortgage Finance Agency (HMFA)	Community Development Division	The Community Development Division attempts to identify projects which combine a sustainable housing component with a variety of community options, including commercial or retail possibilities, nearby schools or hospitals, accessibility to public transportation and related support services. HMFA staff, offer ongoing technical support and oversight to maximize a project's long-term viability and helps facilitate discussions between the project sponsor and sister state agencies and departments in an effort to leverage additional sources of funding to support the project.	The Community Development Division provides support to municipalities, for-profit developers and non-profit groups	
County or Local Initiatives				
Special Assessment Districts (or Special Improvement Districts)	SID Districts	Being designated as a Special Assessment District can afford a municipality matching funds from the State. For example, Bergenfield in Bergen County has this designation and is using the extra funds to make the main street (Washington Ave.) more pedestrian friendly for students traveling to school and those who use the businesses along the corridor. Funding can be used to show that there is significant local support for the project.		
School District Funds		School Districts can provide funds through the annual budget to provide program support or capitol improvements.		
County or Municipal Funds		Counties and municipalities can provide funds in the Capitol Improvement Budget for physical improvements and program development and support. For example, sidewalks can be added instead of providing courtesy busing.		

**Table 2: Potential Funding Sources for Safe Routes to School**

Source	Title	Description	Who Can Apply	Uses for SRTS
Developer Provided Facilities		Many developers are not required to include bicycle and pedestrian amenities in their designs when a new development is being planned. Municipal and County zoning should require developers to provide both on-site and off-site pedestrian improvements depending on road classification and the density of development.		
Municipal Development Impact Fee Authorization Act (S842)		This bill authorizes municipalities to assess developers for the costs of public infrastructure expansions and improvements necessitated by their new development. Such impact fees are calculated and charged on an incremental basis, so larger developments, which will have larger off-site impacts, are assessed more.	The bill was introduced in the Senate by Senators William Schluter and Shirley Turner. The bill is still pending.	
Funding Priority Areas				
Designated Centers and Endorsed Plans	Designated Centers and Endorsed Plans	Designated Centers and Endorsed Plans are eligible for priority assistance. Centers are the State Plan's preferred vehicle for accommodating growth. Center's can be designated as Urban, Regional, Town, Village or Hamlet. Each Center has specific designation criteria, which establish certain basic thresholds of land area, population, employment and densities. Center designation can be applied for through the Office of Smart Growth. An endorsed plan is a municipal county or regional plan which has been approved by the State Planning Commission as a result of finding it consistent with the State Plan		
Governor's Urban Coordinating Council (UCC)	UCC-approved neighborhoods	UCC-approved neighborhoods around the state are targeted by their applicable municipalities for in-depth residential, commercial, industrial, recreational, educational and social services planning and project funding.		
Transportation Development Districts (TDD)	TDD Districts	Independent bicycle and pedestrian facilities can be funded for new projects within a defined growth area using monies from the public sector as well as developer contributions. Pedestrian and bicycle improvements can be included in the infrastructure improvement plan developed through a joint planning process for the district and funded through the TDD.		
Private Foundations		Support for SRTS programs, plans or physical improvements can be provided by private foundations that have a general philosophy or grant criteria that would support SRTS efforts. For example, the Robert Wood Johnson Foundation has offered "Active Living By Design" grants to promote changes in local community design, transportation and architecture to help make it easier for people to be physically active.		
Private Business		Support for SRTS events can be provided by private businesses in the form of money or items in exchange for publicity		

**Note:**

This Table is a comprehensive list of funding sources that are potentially available for a Safe Routes to School Program. Some of the funding sources have never been used for a SRTS type program before. The agencies listed in the table have not been consulted or offered to give approval to funding a SRTS program.

**Definitions:**

- Facilities Planning – Conceptual designs and recommendations for types of physical improvements.
- Project Implementation – Construction of physical improvements.
- Program Implementation – Elements of a SRTS program, e.g., lesson plans or events
- Program Development – Preparation of a SRTS plan.
- Technical Support – Professional expertise for program development, facilities planning or program implementation.

## FACTS ABOUT CALIFORNIA'S "SAFE ROUTES TO SCHOOL" BILL (AB1475)

**AUTHOR: SOTO; PRINCIPAL CO-AUTHOR: VILLARAIGOSA**

The state of California has one of the highest child pedestrian fatality rates in the United States (ranks 12th of all 50 states). Being hit by a car while walking is the second leading cause of death for kids aged 5 to 12 in California. More than 5,000 children are injured annually as pedestrians statewide.

The Safe Routes to School bill would designate a portion of federal transportation safety funding towards a program that would allow local governments to access funds to improve school area safety. Projects could include new crosswalks, building bicycle paths and lanes, constructing sidewalks where none exist, and implementing "traffic calming" programs in neighborhoods around schools to slow the speed of cars and allow safer passages for children walking and bicycling to school.

The money for the "Safe Routes to School" bill would come from federal transportation funding apportioned to the state of California under the "Hazard Elimination/Safety (HES)" program currently overseen and programmed by Caltrans. HES funds did not get devolved to Regional Transportation Planning Agencies under the recent passage of SB45 - it's funding that local governments don't often see at the moment. AB1475 would allow local governments direct access these funds and put safety dollars to work in the middle of the communities and neighborhoods that need them the most.

Currently, the HES program under Caltrans is worth about \$58 million a year. It goes to funding guardrails, rumble strips, medians, shoulders, and improvements to railroad grade-crossings. Caltrans must spend half on state highways, half on local streets. The Safe Routes to School bill wouldn't eliminate these expenditures, rather it would direct a third of the funding each year into a new Safe Routes to School program that Caltrans would administer; one-third would still go to state highways and one-third would go to local streets.

HES funds represent less than 3 percent of all federal transportation funds apportioned to the state annually. They represent less than 1 percent of all transportation funds spent by all levels of government statewide. HES funds should also not be confused with Section 402 safety funds from the federal government that are spent on drunk driving programs and seatbelt campaigns. HES funds are only for capital projects and don't compete with drunk driving programs.

The bill raises no new taxes and imposes no new mandates on local governments. It simply takes money that the state receives each year from the federal government and redirects a portion of it to be spent to improve school area safety. It also takes decision-making power away from the state and puts more control over taxpayer money in the hands of local officials and the public.

Expenditures on "Safer Routes to School" are perfectly eligible under the new TEA-21 federal transportation bill. In fact, that section of the law was specifically changed (we personally worked very hard on this through our Washington DC office) to allow funding for "pedestrian, bicycle and traffic calming" projects. Caltrans to date hasn't changed the guidelines for their HES program to reflect these changes in the law.

## California Safe Routes to School Legislation – Full Text

**BILL NUMBER: AB 1475 INTRODUCED  
BILL TEXT**

**INTRODUCED BY Assembly Member Soto  
(Principal coauthor: Assembly Member Villaraigosa)**

**FEBRUARY 26, 1999**

**An act to amend Sections 2331 and 2333 of, and to add Section 2333.5 to, the Streets and Highways Code, relating to highways.**

### **LEGISLATIVE COUNSEL'S DIGEST**

**AB 1475, as introduced, Soto. Highways: Safe Routes to School program.**

**Existing law requires that certain federal transportation funds received by the state be spent on specified transportation programs authorized under federal law. The funds are required to be made available for use in approximately equal amounts on state highways and on local roads.**

**This bill would require the Department of Transportation to establish and administer a "Safe Routes to School" program pursuant to authority granted under specified federal law to use federal transportation funds for bicycle and pedestrian safety and traffic calming measures.**

**The bill would require the department to make grants available to entities under the program based on the results of a statewide competition that requires submission of proposals for funding and rates those proposals on specified factors.**

**The bill would require the specified federal transportation funds to be made available for use in approximately equal amounts on state highways, local roads, and the program that the bill would create.**

**Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.**

**THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:**

**SECTION 1. Section 2331 of the Streets and Highways Code is amended to read:**

**2331. The Highway Safety Act of 1973 (Title II of P.L. 93-87, 87 Stat. 250) has authorized appropriations for a number of programs relating to projects for the improvement of highway safety and the reduction of traffic congestion. Such programs consist of the rail-highway crossings program (Section 203 of the Highway Safety Act of 1973), the pavement marking demonstration program (Sec. 151, Title 23, U.S.C.); projects for high-hazard locations including,**

but not limited to, projects for bicycle and pedestrian safety and traffic calming measures in those locations (Sec. 152, Title 23, U.S.C.); program for the elimination of roadside obstacles (Sec. 153, Title 23, U.S.C.); and the federal-aid safer roads demonstration program (Sec. 405, Title 23, U.S.C.). The purpose of this chapter is to implement these programs in this state. The commission, the department, boards of supervisors, and city councils are authorized to do all things necessary in their respective jurisdictions to secure and expend such federal funds in accordance with the intent of the federal act and of this chapter.

SEC. 2. Section 2333 of the Streets and Highways Code is amended to read: 2333. In each annual proposed budget prepared pursuant to Section 165, there shall be included an amount equal to the estimated apportionment available from the federal government for the programs described in Section Sections 2331 and 2333.5. The commission may allocate a portion of such those funds each year for use on city streets and county roads. It is the intent of the Legislature that the commission allocate the total amount received from the federal government for all of the programs described in Section Sections 2331 and 2333.5 in such a manner that, over a period of five years, such makes those funds are made available for use in approximately equal amounts on state highways and on, local roads, and the program established under Section 2333.5. In addition, it is the intent of the Legislature that the commission shall apportion for use, in financing the railroad grade separation program described in Section 190, a substantial portion of the funds received pursuant to the federal rail-highway crossings program. Notwithstanding any other provision of law, the share of any railroad of the cost of maintaining railroad crossing protection facilities funded, in whole or in part, by funds described in Section 2331 shall be the same share it would be if no federal funds were involved and the crossing protection facilities were funded pursuant to an order of the Public Utilities Commission pursuant to Section 1202 of the Public Utilities Code; and in case of dispute, the Public Utilities Commission shall determine such that share pursuant to this section.

SEC. 3. Section 2333.5 is added to the Streets and Highways Code, to read:

2333.5. (a) The department shall establish and administer a "Safe Routes to School" program pursuant to the authority granted under Section 152 of Title 23 of the United States Code to use federal transportation funds for bicycle and pedestrian safety and traffic calming measures.

(b) The department shall make grants available to entities under the program based on the results of a statewide competition that requires submission of proposals for funding and rates those proposals on all of the following factors:

- (1) Demonstrated needs of the applicant.
- (2) Potential of the proposal for reducing child injuries and fatalities.
- (3) Potential of the proposal for encouraging increased walking and bicycling among students.
- (4) Completion of a "Safe Routes to School" plan that requires all of the following:
  - (A) Identification of safety hazards.
  - (B) Identification of current and potential walking and bicycling routes to school.
  - (C) Involvement in plan development by students, parents, teachers, local transportation agencies, law enforcement agencies, and school officials.

## Delaware Safe Routes to School Legislation

SPONSOR: Sen. Sokola & Rep. Valihura  
Sens. Blevins, DeLuca, McBride, McDowell, Cloutier & Winslow; Reps. DiPinto, D. Ennis,  
Hudson, Stone & B. Ennis

DELAWARE STATE SENATE

141st GENERAL ASSEMBLY

SENATE BILL NO. 353

### AN ACT TO AMEND TITLE 17 OF THE DELAWARE CODE RELATING TO A SAFE ROUTES TO SCHOOLS PROGRAM.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

Section 1. Amend Chapter 10, Title 17 of the Delaware Code, by designating the existing sections of said Chapter as "Subchapter I. Bikeways" and by adding thereto the following new subchapter:

"Subchapter II. Safe Routes to School

§1021. Declaration of purpose

The Federal Highway Safety Act has authorized appropriations for a number of programs relating to projects for the improvement of highway safety and the reduction of traffic congestion. Such programs include the rail-highway crossings program; the pavement marking demonstration program; projects for high-hazard locations, including, but not limited to, projects for bicycle and pedestrian safety and traffic calming measures in those locations; a program for the elimination of roadside obstacles; and the federal-aid safe roads demonstration program. The Department of Transportation has been implementing these programs successfully for many years. The purpose of this subchapter is to authorize the Department of Transportation to include a "Safe Routes to School" program in its implementation of these federal programs in this state. The Secretary, the Department of Transportation, the County governments, and governing bodies of the incorporated municipalities in this State are authorized to do all things necessary in their respective jurisdictions to secure and expend such federal funds in accordance with the intent of the federal act and of this subchapter.

§1022. Safe routes to school program; establishment; grants; regulations.

The Department of Transportation is authorized to establish and administer a "Safe Routes to School" program pursuant to the authority granted under Title 23 of the United States Code, to use federal transportation funds for bicycle and pedestrian safety and traffic calming measures. The Department of Transportation is authorized to make grants available to schools and school districts that are recognized by the Delaware Department of Education under the Safe Routes to

School Program based on the results of a statewide competition that requires submission of proposals for funding and that rates those proposals on the following factors:

- Demonstrated needs of the applicant,
- Potential of the proposal for reducing child injuries and fatalities,
- Potential of the proposal for encouraging increased walking and bicycling among students,
- Completion of a 'Safe Routes to School' plan that requires all of the following:
  - Identification of safety hazards,
  - Identification of current and potential walking and bicycling routes to school,
  - Involvement in plan development by students, parents, teachers, local transportation agencies, law enforcement agencies, and school officials.

Grants shall only be awarded to the highest rated project or projects as measured on the rating system and scale established by the Department of Transportation subject to the amount of funding approved by the Secretary for use under the "Safe Routes to School" program for any given year. The Department of Transportation shall announce the amount of money available for grants for a given fiscal year within one month after the commencement of that fiscal year. Establishment of the necessary rating system and scale and the amount of money available for grants to be issued in each such year shall be in the complete discretion of the Secretary.

If awarded, grants shall be issued in two disbursements, the first in an amount equal to 1/3 of the proposed necessary funding to be paid prior to the commencement of the project, and the second in an amount equal to the remaining 2/3 of the proposed necessary funding to be paid upon completion of the project.

The Secretary shall promulgate rules and regulations necessary for the implementation of this section."

Section 2. Amend Chapter 10, Title 17 of the Delaware Code, by redesignating the Chapter as "Chapter 10. Bikeways and Safe Routes to School".

## SYNOPSIS

Existing law requires that certain federal transportation funds received by the state be spent on specified transportation programs authorized under federal law. The funds are required to be made available for use in approximately equal amounts on state highways and on local roads.

This Act requires the Department of Transportation to establish and administer a "Safe Routes to School" program pursuant to authority granted under specified federal law to use federal transportation funds for bicycle and pedestrian safety and traffic calming measures.

This Act also requires the Department to make grants available to entities under the program based on the results of a statewide competition that requires submission of proposals for funding and rates those proposals on specified factors.

Author: Senator Sokola

## Massachusetts Safe Routes to School Legislation

### Safe Routes to School Legislation

H. 1610: Petition of Anne M. Paulsen and other members of the General Court relative to the establishment of a safe routes to school program by the Executive Office of Transportation and Construction. Co-sponsored by Paulsen, Rep. Jay Kaufman, Fargo, Tolman, Rep. Michael Festa, Spilka, Donato, Shannon, Jehlen, Toomey, and Khan

#### SAFE ROUTES TO SCHOOL PROGRAM.

- (a) The Executive Office of Transportation and Construction shall establish and administer a Safe Routes to School Program to distribute federal grants under the Safety Set-Aside Program (23 U.S.C. Section 133), as amended, to political subdivisions for projects to improve safety in and around school areas. Projects eligible to receive grants under this program may include (among others):
- (1) education programs
  - (2) construction of wide outside lanes to be used as bike routes.
  - (3) construction of multi-use trails;
  - (4) construction and replacement of sidewalks;
  - (5) implementation of traffic-calming programs in neighborhoods around schools; and
  - (6) installation of new crosswalks, bike lanes, and signage where appropriate;
- (b) The department, in considering grant proposals under this section, shall consider:
- (1) the demonstrated need of the applicant;
  - (2) the potential of the proposal to reduce child injuries and fatalities;
  - (3) the potential of the proposal to encourage walking and bicycling among students;
  - (4) identification of safety hazards;
  - (5) identification of current and potential walking and bicycling routes to school; and
  - (6) support for the projects proposed by local school-based associations, traffic engineers, elected officials, law enforcement agencies, and school officials.
- (c) The department shall give priority in allocating money received by the department from the federal government under the Safety Set-Aside Program (23 U.S.C. Section 133), as amended, to grants under this section.
- (d) The department shall adopt rules to implement this section.

## Oregon Safe Routes to School Legislation

Oregon (House Bill 3712) has introduced legislation that would designate at least \$5 million from the State Highway Fund to improve walking and biking routes to schools. This would include establishing bike lanes, sidewalks and traffic calming facilities such as traffic islands or circles. This bill would supply money to school districts, cities and counties to reduce and eliminate barriers and hazards for children (and perhaps their parents) walking or biking to school. (This bill was signed by the governor on August 9, 2001.)

71st OREGON LEGISLATIVE ASSEMBLY--2001 Regular Session

Enrolled

House Bill 3712

Sponsored by Representative BACKLUND; Representatives BARNHART, BECK, BROWN, DEVLIN, DINGFELDER, KRIEGER, MARCH, MERKLEY, MORRISSETTE, NOLAN, ZAUNER, Senators CLARNO, GEORGE, METSGER

CHAPTER .....

AN ACT

Relating to safe routes to school.

Be It Enacted by the People of the State of Oregon:

SECTION 1. { + City and county governing bodies shall work with school district personnel to identify barriers and hazards to children walking or bicycling to and from school. The cities, counties and districts may develop a plan for the funding of improvements designed to reduce the barriers and hazards identified. + }

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Passed by House May 22, 2001

Repassed by House July 5, 2001

Passed by Senate July 5, 2001

## The Matthew Brown Act, Texas

In 2001, Texas passed the Matthew Brown Act that has special emphasis on making cycling safer for children. The act includes a "Safe Routes to School" program to create safe ways for children to reach school, increase their physical activity and decrease traffic congestion around schools. The programs involve state, local and community governments in reviewing, planning and implementing these changes. All children under the age of 16 will be required to wear a bike helmet and children from low-income families will receive free helmets. The Safe Routes to School program will increase safety by adding new crosswalks, bike lanes and multiuse trails. Construction and replacement of sidewalks may occur along with traffic calming programs. The Department of Transportation may allocate money received to the Hazard Elimination Program, which distributes federal grants for the Safe Routes to School program.

Full Text:

By Gutierrez

H.B. No. 2203

77R8067 JAT-D

### A BILL TO BE ENTITLED

1-1

### AN ACT

1-2 relating to the construction of facilities and trails for bicycles

1-3 and electric bicycles.

1-4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

1-5 SECTION 1. This Act may be called the Matthew Brown Act.

1-6 SECTION 2. Subchapter C, Chapter 11, Parks and Wildlife

1-7 Code, is amended by adding Section 11.046 to read as follows:

1-8 Sec. 11.046. TEXAS PARKS AND WILDLIFE TRAILS ACCOUNT. (a)

1-9 The Texas parks and wildlife trails account is an account in the  
1-10 general revenue fund.

1-11 (b) The account consists of money credited to the account

1-12 under Section 151.801, Tax Code.

1-13 (c) Money in the account may be appropriated only for

1-14 projects approved by the commission to construct multiuse trails

1-15 and bicycle facilities in accordance with Section 13.023.

1-16 SECTION 3. Subchapter A, Chapter 13, Parks and Wildlife

1-17 Code, is amended by adding Section 13.023 to read as follows:

1-18 Sec. 13.023. CONSTRUCTION OF BICYCLE AND PEDESTRIAN

1-19 FACILITIES. The department shall construct multiuse trails and

1-20 bicycle facilities for public use using money from the parks and

1-21 wildlife trails account under Section 11.046. The department may

1-22 contract with governmental agencies or with private individuals,

1-23 agencies, or organizations to construct trails under this section.

1-24 SECTION 4. Section 151.801, Tax Code, is amended by amending

2-1 Subsections (a), (d), and (e) and adding Subsection (f) to read as

2-2 follows:

2-3 (a) Except for the amounts allocated under Subsections (b),

2-4 [and] (c), and (d), all proceeds from the collection of the taxes

2-5 imposed by this chapter shall be deposited to the credit of the

2-6 general revenue fund.

2-7 (d) The proceeds from the collection of the taxes imposed by  
2-8 this chapter on the sale of bicycles and nonmotorized modes of  
2-9 transportation shall be deposited as follows:  
2-10 (1) one-half of the proceeds shall be credited to the  
2-11 Texas parks and wildlife trails account under Section 11.046, Parks  
2-12 and Wildlife Code; and  
2-13 (2) one-half of the proceeds shall be credited to the  
2-14 bicycle and pedestrian facilities account under Section 201.615,  
2-15 Transportation Code.

2-16 (e) The comptroller shall determine the amount to be  
2-17 deposited to the highway fund under Subsection (b) according to  
2-18 available statistical data indicating the estimated average or  
2-19 actual consumption or sales of lubricants used to propel motor  
2-20 vehicles over the public roadways. The comptroller shall determine  
2-21 the amounts to be deposited to the funds or accounts under  
2-22 Subsection (c) according to available statistical data indicating  
2-23 the estimated or actual total receipts in this state from taxable  
2-24 sales of sporting goods. The comptroller shall determine the  
2-25 amounts to be deposited to the accounts under Subsection (d)  
2-26 according to available statistical data indicating the estimated or  
2-27 actual total receipts in this state from taxable sales and uses of  
3-1 bicycles and nonmotorized modes of transportation. If satisfactory  
3-2 data are not available, the comptroller may require taxpayers who  
3-3 make taxable sales or uses of those lubricants, [or of] sporting  
3-4 goods, or bicycles and nonmotorized modes of transportation to  
3-5 report to the comptroller as necessary to make the allocation  
3-6 required by Subsection (b), [or] (c), or (d).

3-7 (f) [(e)] In this section:  
3-8 (1) "Motor vehicle" means a trailer, a semitrailer, or  
3-9 a self-propelled vehicle in or by which a person or property can be  
3-10 transported upon a public highway. "Motor vehicle" does not include  
3-11 a device moved only by human power or used exclusively on  
3-12 stationary rails or tracks, an electric bicycle, a farm machine, a  
3-13 farm trailer, a road-building machine, or a self-propelled vehicle  
3-14 used exclusively to move farm machinery, farm trailers, or  
3-15 road-building machinery.

3-16 (2) "Sporting goods" means an item of tangible  
3-17 personal property designed and sold for use in a sport or sporting  
3-18 activity, excluding:  
3-19 (A) apparel and footwear except that which is  
3-20 suitable only for use in a sport or sporting activity;  
3-21 (B) [, and excluding] board games, electronic  
3-22 games and similar devices;  
3-23 (C) [,] aircraft and powered vehicles;  
3-24 (D) bicycles and other nonmotorized modes of  
3-25 transportation;[,] and  
3-26 (E) replacement parts and accessories for any  
3-27 excluded item.

4-1 (3) "Bicycles and nonmotorized modes of  
4-2 transportation" includes bicycles, electric bicycles, nonmotorized  
4-3 scooters, skateboards, roller skates, in-line skates, and  
4-4 replacement parts and accessories, including apparel, for any item.

4-5 (4) "Electric bicycle" has the meaning assigned by  
4-6 Section 541.201, Transportation Code.

4-7 SECTION 5. Subchapter H, Chapter 201, Transportation Code,  
4-8 is amended by adding Sections 201.614 and 201.615 to read as  
4-9 follows:

4-10 Sec. 201.614. SAFE ROUTES TO SCHOOL PROGRAM. (a) The  
4-11 department shall establish and administer a Safe Routes to School  
4-12 Program to distribute federal grants under the Hazard Elimination  
4-13 Program, 23 U.S.C. Section 152, as amended, to political  
4-14 subdivisions for projects to improve safety in and around school  
4-15 areas. Projects eligible to receive grants under this program may  
4-16 include:

- 4-17 (1) installation of new crosswalks and bike lanes;
- 4-18 (2) construction of multiuse trails;
- 4-19 (3) construction and replacement of sidewalks;
- 4-20 (4) implementation of traffic-calming programs in  
4-21 neighborhoods around schools; and
- 4-22 (5) construction of wide outside lanes to be used as  
4-23 bike routes.

4-24 (b) The department, in considering grant proposals under  
4-25 this section, shall consider:

- 4-26 (1) the demonstrated need of the applicant;
- 4-27 (2) the potential of the proposal to reduce child  
5-1 injuries and fatalities;
- 5-2 (3) the potential of the proposal to encourage walking  
5-3 and bicycling among students;
- 5-4 (4) identification of safety hazards;
- 5-5 (5) identification of current and potential walking  
5-6 and bicycling routes to school; and
- 5-7 (6) support for the projects proposed by local  
5-8 school-based associations, traffic engineers, elected officials,  
5-9 Law enforcement agencies, and school officials.

5-10 (c) The department shall give priority in allocating 10  
5-11 percent of all money received by the department from the federal  
5-12 government under the Hazard Elimination Program, 23 U.S.C. Section  
5-13 152, as amended, to grants under this section.

5-14 (d) The department shall adopt rules to implement this  
5-15 section.

5-16 Sec. 201.615. BICYCLE AND PEDESTRIAN FACILITIES ACCOUNT.

5-17 The bicycle and pedestrian facilities account is an account in the  
5-18 general revenue fund that may be appropriated only for the  
5-19 construction of bicycle and pedestrian facilities. The account  
5-20 consists of money credited to the account under Section 151.801,  
5-21 Tax Code.

5-22 SECTION 6. Subchapter A, Chapter 502, Transportation Code,  
5-23 is amended by adding Section 502.0075 to read as follows:  
5-24 Sec. 502.0075. ELECTRIC BICYCLES. (a) In this section,  
5-25 "electric bicycle" has the meaning assigned by Section 541.201.  
5-26 (b) This chapter does not require the owner of an electric  
5-27 bicycle to register the electric bicycle.

6-1 SECTION 7. Section 541.201, Transportation Code, is amended  
6-2 by amending Subdivisions (10) and (11) and adding Subdivision (24)  
6-3 to read as follows:  
6-4 (10) "Motor-driven cycle" means a motorcycle equipped  
6-5 with a motor that has an engine piston displacement of 250 cubic  
6-6 centimeters or less. The term does not include an electric  
6-7 bicycle.  
6-8 (11) "Motor vehicle" means a self-propelled vehicle or  
6-9 a vehicle that is propelled by electric power from overhead trolley  
6-10 wires. The term does not include an electric bicycle.  
6-11 (24) "Electric bicycle" means a bicycle that:  
6-12 (A) is designed to be propelled by an electric  
6-13 motor, exclusively or in combination with the application of human  
6-14 power;  
6-15 (B) cannot attain a speed of more than 20 miles  
6-16 per hour without the application of human power; and  
6-17 (C) does not exceed a weight of 100 pounds.

6-18 SECTION 8. Section 542.202(a), Transportation Code, is  
6-19 amended to read as follows:  
6-20 (a) This subtitle does not prevent a local authority, with  
6-21 respect to a highway under its jurisdiction and in the reasonable  
6-22 exercise of the police power, from:  
6-23 (1) regulating traffic by police officers or  
6-24 traffic-control devices;  
6-25 (2) regulating the stopping, standing, or parking of a  
6-26 vehicle;  
6-27 (3) regulating or prohibiting a procession or  
7-1 assemblage on a highway;  
7-2 (4) regulating the operation and requiring  
7-3 registration and licensing of a bicycle or electric bicycle,  
7-4 including payment of a registration fee, except as provided by  
7-5 Section 551.106;  
7-6 (5) regulating the time, place, and manner in which a  
7-7 roller skater may use a highway;  
7-8 (6) regulating the speed of a vehicle in a public  
7-9 park;  
7-10 (7) regulating or prohibiting the turning of a vehicle  
7-11 or specified type of vehicle at an intersection;  
7-12 (8) designating an intersection as a stop intersection  
7-13 or a yield intersection and requiring each vehicle to stop or yield  
7-14 at one or more entrances to the intersection;  
7-15 (9) designating a highway as a through highway;

7-16 (10) designating a highway as a one-way highway and  
7-17 requiring each vehicle on the highway to move in one specific  
7-18 direction;  
7-19 (11) designating school crossing guards and school  
7-20 crossing zones;  
7-21 (12) altering a speed limit as authorized by this  
7-22 subtitle; or  
7-23 (13) adopting other traffic rules specifically  
7-24 authorized by this subtitle.  
7-25 SECTION 9. Sections 545.065(a) and (c), Transportation Code,  
7-26 are amended to read as follows:  
7-27 (a) The Texas Transportation Commission by resolution or  
8-1 order recorded in its minutes may prohibit the use of a  
8-2 limited-access or controlled-access highway under the jurisdiction  
8-3 of the commission by a parade, funeral procession, pedestrian,  
8-4 bicycle, electric bicycle, motor-driven cycle, or nonmotorized  
8-5 traffic.  
8-6 (c) A local authority by ordinance may prohibit the use of a  
8-7 limited-access or controlled-access roadway under the jurisdiction  
8-8 of the authority by a parade, funeral procession, pedestrian,  
8-9 bicycle, electric bicycle, motor-driven cycle, or nonmotorized  
8-10 traffic.  
8-11 SECTION 10. Section 547.002, Transportation Code, is amended  
8-12 to read as follows:  
8-13 Sec. 547.002. APPLICABILITY. Unless a provision is  
8-14 specifically made applicable, this chapter and the rules of the  
8-15 department adopted under this chapter do not apply to:  
8-16 (1) an implement of husbandry;  
8-17 (2) road machinery;  
8-18 (3) a road roller;  
8-19 (4) a farm tractor;  
8-20 (5) a bicycle, a bicyclist, or bicycle equipment; [or]  
8-21 (6) an electric bicycle, an electric bicyclist, or  
8-22 electric bicycle equipment; or  
8-23 (7) a golf cart not required to be registered under  
8-24 Section 502.284.  
8-25 SECTION 11. Section 551.002, Transportation Code, is amended  
8-26 to read as follows:  
8-27 Sec. 551.002. MOPED AND ELECTRIC BICYCLE INCLUDED. A  
9-1 provision of this subtitle applicable to a bicycle also applies to:  
9-2 (1) a moped, other than a provision that by its nature  
9-3 cannot apply to a moped; and  
9-4 (2) an electric bicycle, other than a provision that  
9-5 by its nature cannot apply to an electric bicycle.  
9-6 SECTION 12. Section 551.104, Transportation Code, is amended  
9-7 to read as follows:  
9-8 Sec. 551.104. SAFETY EQUIPMENT. (a) A person may not  
9-9 operate a bicycle unless the bicycle is equipped with a brake

9-10 capable of making a braked wheel skid on dry, level, clean  
9-11 pavement.  
9-12 (b) A person may not operate a bicycle at nighttime unless  
9-13 the bicycle is equipped with:  
9-14 (1) a lamp on the front of the bicycle that emits a  
9-15 white light visible from a distance of at least 500 feet in front  
9-16 of the bicycle; and  
9-17 (2) on the rear of the bicycle:  
9-18 (A) a red reflector [on the rear of the bicycle]  
9-19 that is:  
9-20 (i) [(A)] of a type approved by the  
9-21 department; and  
9-22 (ii) [(B)] visible when directly in front  
9-23 of lawful upper beams of motor vehicle headlamps from all distances  
9-24 from 50 to 300 feet to the rear of the bicycle; or  
9-25 (B) [.]  
9-26 [(c) In addition to the reflector required by Subsection  
9-27 (b), a person operating a bicycle at nighttime may use] a lamp [on  
10-1 the rear of the bicycle] that emits a red light visible from a  
10-2 distance of 500 feet to the rear of the bicycle.  
10-3 SECTION 13. Chapter 551, Transportation Code, is amended by  
10-4 adding Section 551.106 to read as follows:  
10-5 Sec. 551.106. REGULATION OF ELECTRIC BICYCLES. (a) The  
10-6 department or a local authority may not prohibit the use of an  
10-7 electric bicycle on a highway that is used primarily by motor  
10-8 vehicles. The department or a local authority may prohibit the use  
10-9 of an electric bicycle on a highway used primarily by pedestrians.  
10-10 (b) The department shall establish rules for the  
10-11 administration of this section.  
10-12 SECTION 14. This Act takes effect September 1, 2001.

## **APPENDIX D**

# The Development of a Safe Routes to School Program for New Jersey, Phase 1

## Interview Summaries

As part of this Phase of the project, ten people with experience in safe routes to school programs or programs related to safe routes to school were interviewed. The interview consisted of questions related to previous SRTS or related program experience, funding options, knowledge of legislation that would support or hinder a SRTS program, their opinion of the role the TAC should play in a SRTS program, keys and barriers to success, and potential pilot sites. Interviews were conducted with representatives from the following organizations:

- The BRAKES Group,
- Northern NJ Safe Kids Coalition (lead agency – Morristown Memorial Trauma Service),
- NJ Department of Health and Senior Services,
- Division of Family Health Services,
- State Association of Chiefs of Police
- County Association of Municipal Transportation Engineers
- NJ Principals and Supervisors Association
- League of Municipalities
- NJ Department of Education
- NJ Parents and Teachers Association
- Livingston Townwide Safety Committee

The section below lists some of the keys and barriers to success along with funding sources that were identified during the interviews:

### Keys to Success

- Involve high-level officials early
- Appoint stakeholders who are committed to success
- Get parents involved
- Start kids walking in Kindergarten so the walking habit is formed early
- Contact the media and inform bordering businesses
- Included school transportation representatives in the process
- Engage all levels of municipal engineers
- A sense of community needs to be developed that would foster neighborhood watches and walking school buses.

### Barriers to Success

- The area closest to the school is often overlooked although it is the most congested
- Safe routes chosen by communities have not always been the safest
- Parents do not have the extra time to walk
- No matter what the benefits are, a parent's number one concern is their kid's safety

### Funding Sources

- Local Aid for sidewalk enhancements
- Office of Highway Safety for safety improvements
- New Jersey Division of Highway Traffic Safety for Safe Community Grants
- Robert Wood Johnson Foundation

- Carol M. White Physical Education Program Grants
- National Safe Kids Coalition
- Local businesses for donations of supplies, give-a-ways
- Volunteers for help on the day of events.

Overall, the interviews provided some limited insight and suggestions. In general, since Safe Routes to School is a fairly new concept many of the interviewees were unfamiliar with the program and unsure how their organization would “fit in.” Also several of the interviewees had limited experience with SRTS-related programs.

## SAFE ROUTES TO SCHOOL INTERVIEW

Name: Sara Stohecker  
159 North Euclid Avenue  
Westfield, NJ 07090  
908-233-5622  
thebrakesgroup@aol.com

Affiliation: The BRAKES Group & Contact for Westfield's Walk to School Day

### Previous SRTS Experience

The BRAKES Group attended the WalkNJ conference at Rutgers University, and brought ideas presented in a Safe Routes to School session to Westfield. Because of the BRAKES Group's good relationship with the Mayor, the Mayor paid their admission to the Rutgers conference. The BRAKES Group was founded by Sara in 1997 as a pedestrian advocacy group for Westfield. Westfield is a very walkable town for students because the schools are located within neighborhoods, there is a functional downtown, and because it is an old town, most streets have sidewalks. The BRAKES Group advocates walking to school and is trying to institutionalize a walking pool concept as a method of raising awareness toward this goal. Every year since 2000, BRAKES has organized a Walk Our Children to School Day, which was designed to function on many grade levels; but due to teenager independence, it has been most successful at elementary schools; however, BRAKES has been successful at sending information to parents and kids to advise them of safer walking and crossing routes at the middle schools. To help with interest in the first year of the Walk Our Children to School Day, the mayor and principals were auctioned off to walk with a child from their neighborhood, BRAKES catered breakfast at the school for parents and kids when they arrived, local businesses assisted by partially funding film and development of pictures or donating stickers to be worn on the clothing of the walker, and newspapers were asked to send reporters. A permission slip/ sign-up was sent home with students to inform parents to be aware of large groups of children walking through neighborhoods, and encouraged parents to watch for hazards along the safe route to school. When the parents and kids reached the school, they were asked to fill out a questionnaire detailing their travel route and where potential dangers exist. The first year, 2000, involved between 800-1,000 students, parents and teachers; the second year, 2001, involved approximately 1,800 people, and the most recent year, 2002, involved nearly 2,800 people. The participation was estimated based on sign-up sheets and the number of stickers handed out. A coincidence helped propel the program into a second year when one school's choice just before September 11, 2001 was to auction off a firefighter to walk kids to school to replace their principal, who was sick; the Walk Our Children to School Day was two weeks after September 11, 2001, and the firefighter was extremely popular - in 2002, the fire department provided a firefighter for each elementary school.

Unless teachers lived along a safe route to school and decided to participate, they were not involved. The Walk Our Children to School Day program was designed for parents to walk their own or neighbors' kids. The police have been asked to be on site where a particular traffic safety deficiency endangered children, but their role has been limited.

There is no hard data, but the number of children walking to school has increased since 1997 when BRAKES began efforts to raise awareness and educate the community. There are other benefits, such as one school's choice to revise their on-site traffic circulation, another school's decision to disallow parking or standing in front of the school, and a district-wide effort to place warning tickets on illegally-parked cars. The warning tickets were printed by the police, who gave representatives of the

BRAKES Group permission to place the cards on illegally-parked vehicles blocking cross walks or parked too close to an intersection near schools during the program.

Implementing the Walk Our Children to School Day was easier because of the structure of communication with municipal agencies and schools already in place. The BRAKES Group was already formed, so Sara brought up the Walk Our Children to School Day Event, and they agreed that it would be beneficial. The BRAKES Group already had a good relationship with the Mayor, the Chief of Police and the DPW (Department of Public Works), so they sent letters out to those organizations, plus to the Superintendent of Schools and all principals in Westfield. All parties were receptive.

#### Funding

Most costs are covered by donations from businesses such as paper supplies, bumper stickers, water and food. The school PTA helps cover the cost of developing the film. Some minor costs are covered by the BRAKES Group.

The Robert Wood Johnson Foundation invited BRAKES to apply for a grant which would expand the resources of their program, but the BRAKES Group neither has the membership nor has a large enough program that could warrant a grant-sized effort. Sara felt the grant was better suited for larger organizations.

#### Legislation and Liability

Parents were asked to sign permission slips, which placed the responsibility of their child's safety with themselves or their chaperone.

BRAKES is concerned about liability, but more focused on safety. Thus, they have identified and prioritized a list of safety concerns in each school district. This list has been reviewed with the Mayor and town administrator.

#### Role of TAC Organizations

The BRAKES Group is well-organized and involves police for enforcement, DPW for repairs and themselves for education. BRAKES is willing to experiment in any State program or to help educate others.

#### Keys to Success

Get parents involved with walking kindergarten kids, so the habit is formed early.

BRAKES already had relationships with many high officials by the time the Walk Our Children to School Day idea was floated. Because of the obvious benefits, getting the high officials on board was easy – it is advised that you start getting people working with you from the top who can convince people below them that the plan is beneficial. Working from the top down was a big part of the success. A good idea is to involve newspapers or television news teams, whose attention fuels the interest of high-level officials. Having the support from the Superintendent was noted as key to implementation in all the schools.

BRAKES has solicited information from parents during their walking pool focus groups. A walking pool is an idea BRAKES promotes that consists of a different parent walking a group of children from a neighborhood each day. It means that a working parent only has to inconvenience themselves by walking their own and their neighbors' kids to school and back to their house to get in their car once

or twice a week, while the days that other neighborhood parents are in charge of the walking pool, they are free from the worry of getting their kids to school. It is sometimes a tough sell to get parents out of their cars for an extra 15-20 minutes of time on a workday morning, but starting with young kids reinforces the habit so that maybe one day they will not use their car for short trips. It is a year-round program unlike the annual safe routes to school program.

The State could put money into more walking education for any construction project to encourage less driving and more walking to/from any building.

#### Barriers to Success

Some school officials were reluctant to promote the Walk Our Children to School Day plan because of safety concerns, but it was very well-received by the majority.

There is little education BRAKES does on walking, and they would like to improve; presently, more education is offered for bicycle and fire safety.

It is hard to get children to walk in a school district where most children are dropped off by their parents. At the elementary level, town-wide, only a dozen or so children are bused; schools are located in neighborhoods so that only a small number of houses are more than a mile from the school. Very few children are bused; over half are driven by their parents, and the rest walk. When the school's districts were rearranged a couple years ago, the DPW painted blue footprints on preferred walking routes to new schools from neighborhoods.

Following up on the questionnaires and entering the data is an area in which BRAKES can improve, but it takes time and resources to follow up on poorly-written answers. An example is unspecific feedback, such as "the pavement is cracked along my child's safe route to school," which does not specify the street or block. Furthermore, the DPW does not answer to BRAKES, so specifically asking for improvements does not mean that they will be made. One piece of information Sara found out is that a Westfield board member had passed an ordinance saying that Westfield would pay half of the costs of any sidewalk construction or repair, but homeowners are reluctant to pay anything extra.

Initially, people's excuses are always that drivers are too dangerous for them or their kids to walk to school, so education about safer driving and the health benefits of walking are needed to reverse this idea. Other grass-roots organizations should be interviewed.

It would also help if the State would cut some of the red tape associated with safety improvements, because it takes two years to install a stop sign and longer to install more complex safety measures.

#### Potential Pilot Schools/Communities

Visit the walk children to school website; any town listed there has expressed interest and would be a good candidate.

## SAFE ROUTES TO SCHOOL

Name: KJ Feury, [karenjean.feury@ahsys.org](mailto:karenjean.feury@ahsys.org), (973) 971-4327

Affiliation: Coordinator of N. NJ Safe Kids Coalition (lead agency – Morristown Memorial Trauma Service)

### Previous Pedestrian/Bicycling Advocate Experience

Explain any previous involvement in a walking or bicycling program for students.

As injury prevention coordinator, she has assisted with grass-roots efforts of a Bike Rodeo. Ms. Feury has held bike rodeos in Randolph (has a bike trail) and Chatham Borough Police Benevolent Association and indoors at hospital. Bike Rodeo has experts who teach rules of road, encourages partnerships with insurance agencies (State Farm furnishes a “license” to each child that passes test)/senior groups/local civic groups/Police Benevolent Societies/Boy & Girl Scouts and creates a road course where kids learn rules (how to wear helmets, bike size) and test abilities.

She has had interaction with five towns for a walking program: Two (Randolph and Florham Park) were school children only and the other three (Morristown, Denville, Rockaway Borough) were all ages. The programs with school children were part of the “Walk This Way,” national campaign during the first week in October from National Safe Kids sponsored by Fed Express Between \$1,000 to \$3,000 funding is supplied. One or more schools are targeted to advocate pedestrian awareness using the funds. Benefits included heightened awareness and pitfalls included schools not accepting the materials they were given and coordination.

The three “all ages” walking programs started in one town where many pedestrians were struck by cars at the same location. This started a bilingual walk-safe campaign in Morristown three years ago and the awareness is still evident, with upgraded pedestrian treatments in the town square. Police handed out leaflets to pedestrians and motorists, then eventually citations. Next, the program was mirrored in Denville, which has a town square and followed by Rockaway.

If any education materials were given out, what is the source information of those materials?

The materials were free materials that came from National Safe Kids Campaign, NJ Highway Traffic Safety and AAA. The Safe Kids Coalition does not have any of their own materials.

Was the program funded? If so, how?

Funding was provided through the NJ Highway Traffic Safety, Safe Communities Grants, National Safe Kids, Atlantic Health Systems, Morristown Memorial Hospital Surgical Critical Care and Trauma & Injury Prevention Service (provide bike helmets, educational materials, personnel and covered other program costs). Civic Groups such as Junior Women’s Clubs, Junior Leagues and small businesses have also given financial support and in-kind support.

A pedestrian task force grant was partially funded for Denville and will be used to purchase traffic calming devices from National Safe Kids.

Is the program still being conducted?

Yes – annually for Bike Rodeos and Walking Programs.

Are there any other programs or resources that you are familiar with that would be helpful to a SRTS program?  
Was/is their project funded?  
All have been mentioned.

How much money has each program operated on?

Bicycle Rodeo: Bike Rodeos generally run about \$1000 dollars per event. That would enable us to purchase 50 helmets, have some snacks and signage. That is enough as long as we have an in-kind donation of space and volunteer personnel.

Walking Program: School based programs generally run about \$1 - 3 per child. This will enable us to purchase some type of activity book and possibly a reflective device of some sort. Again, in-kind donation of space (not a problem if done in a school) and volunteer personnel not included.

A walking campaign in a town may run as much as \$3000 if you must purchase large size banners, posters and flyers. This again does not include personnel to set up, educate or enforce the programs.

Who were the stakeholders and how did they assist?

I believe the true stakeholders in all the town walking programs were the merchants and the traffic officers/town administrators. With the three programs I dealt with, the police and merchants assisted with personnel to implement the program. Funding was from outside sources.

Was any data collected or reports written, such as number of participants and inventories of dangerous crossings?

Morristown and Denville have done some evaluations of the pedestrians involved in crashes...both towns have had a decrease.

### Keys to Success

What is your advice on creating a successful SRTS program?

A successful program must have

- principals buy-in to get schools on-board;
- involve transportation representative for each school district;
- involve the PTA; and
- involve police and media coverage.

### Barriers to Success

What barriers must be overcome to create and maintain a successful SRTS program?

In many areas, kids do not walk to school. If they do not have busing they are driven by their parents for various reasons. Dangerous roadways, no sidewalks, weather conditions and/or time constraints of working families. A SRTS program must include safe pick-up and drop-off information as well as bus safety information. Many transport areas have multiple vehicles and pedestrians sharing the same very congested parking areas.

### Funding

Do you know of any funding sources for a SRTS program or an element of a SRTS program (e.g. pedestrian safety training or infrastructure improvements)?

- Source: NJ Division of Traffic Safety; National Safe Kids: both bicycles and pedestrian programs.
- Contact: Bob Gaydosh – NJHTS; Mary Pat O’Hanley - NSKC
- Type of funding available: Morris County Safe Communities Grants

### Role of TAC Organizations

What role do you think your organization should play in the statewide SRTS program?

Provide education and nurses, and they meet with the county school nurses, so they can pass information along. They could communicate with DARE officers.

How should groups interested in implementing a SRTS program contact your group or access your resources?

Email KJ.

### Potential Pilot Schools/Communities

Do you know of a school or community that may be a good candidate for the SRTS pilot program?

Rockaway Borough (no buses). Morristown (targets Hispanic population), Parsippany (has a lot of Asian/Indian children walking). Sussex County – Montague, Franklin, Stillwater are rural towns. Also Belvedere or Great Meadows in Warren County or any other rural areas.

## SAFE ROUTES TO SCHOOL INTERVIEW

Name: Karin Mille, [Karin.Mille@doh.state.nj.us](mailto:Karin.Mille@doh.state.nj.us), (609) 292-1723

Affiliation: NJ Department of Health and Senior Services, Division of Family Health Services

### Previous Pedestrian/Bicycling Advocate Experience

Explain any previous involvement in a walking or bicycling program for students.

She sits on a pedestrian taskforce and is the only health organization represented. The taskforce is from NJDOT Bloustein School of Planning and Policies at Rutgers. Over the last two years, International Walk to School day has been one of their initiatives. They prepared letters and had information distributed to school nurses Statewide and mayors of each township and suggest that they each register on the website that was set up ([www.walktoschool.org](http://www.walktoschool.org)). It has turned out to be an annual event with the hope that it would grow. Keep Middlesex Moving ran technical assistance with police and Karin came along to say how it would improve health. A proclamation for October 2, 2002 "Walk Our Children To School" was signed by Governor McGreevey.

If any education materials were given out, what is the source information of those materials?

With the mailings, highway safety flyers were sent out. She ordered them from Pedestrian and Bicycle Information Center (919) 962-7419 with funding from CDC and USDOT.

What was the overall cost?

Did not know, but it was minimal because of volunteers. Schools supplied breakfasts in many cases.

Was the program funded? If so, how? How much money was donated/supplied?

Ask Keep Middlesex Moving – they coordinated.

Was data collected, such as attendance figures or lists of dangerous crossings?

Yes, it was submitted to the national website. The pedestrian taskforce encouraged people to call back with those statistics, but Keep Middlesex Moving would have them. Email [latta@claire.hsrb.unc.edu](mailto:latta@claire.hsrb.unc.edu)

Is the program still being conducted?

Yes, on an annual basis in October.

Are there any other programs or resources that you are familiar with that would be helpful to a SRTS program?

Was/is their project funded?

No.

### Keys to Success

What is your advice on creating a successful SRTS program?

Must involve police, volunteers, school principal, school teachers and school food service to provide a healthy breakfast. Each year more districts participate, so continuing to promote the walk to school day helps expand the program to more schools.

## Barriers to Success

What barriers must be overcome to create and maintain a successful SRTS program?

A key person must be found to take responsibility – a parent, teacher or other volunteer.

## Funding

Do you know of any funding sources for a SRTS program or an element of a SRTS program (e.g. pedestrian safety training or infrastructure improvements)?

Karin is not involved in funding.

## Role of TAC Organizations

What role do you think your organization should play in the statewide SRTS program?

Could team with NJDOT and Department of Education to give out funds (a mini-grant) for a single school or district. This way, the school district will take ownership because they have been chosen. Having the expertise and resources of multiple organizations will share the burden of responsibility, coordination, funding and staffing.

In California, the mini-grant model is successful.

How should groups interested in implementing a SRTS program contact your group or access your resources?

Go to the pedestrian taskforce website (<http://policy.rutgers.edu/tpi>) or contact representatives from Keep Middlesex Moving (Morteza Ansari 732-745-2326 or Sean Meehan 732-745-5903).

## Potential Pilot Schools/Communities

Do you know of a school or community that may be a good candidate for the SRTS pilot program?

Recommended we contact Department of Education for assistance in targeting pilots.

## SAFE ROUTES TO SCHOOL INTERVIEW

Name: Chief Michael Hayden  
(856) 767-5878  
600chief@verizonmail.com

Affiliation: State Association of Chiefs of Police and Berlin Township Chief of Police

### Previous Pedestrian/Bicycling Advocate Experience

Explain any previous involvement in a walking or bicycling program for students.  
No specific pedestrian and/or bicycle advocate experience for students.

### Keys to Success

What is your advice on creating a successful SRTS program?

The program must be geared primarily to the parent. You need to get the message out to the parents and get them on board from the outset.

### Barriers to Success

What barriers must be overcome to create and maintain a successful SRTS program?

None. Kids should be walking to school.

### Funding

Do you know of any funding sources for a SRTS program or an element of a SRTS program (e.g. pedestrian safety training or infrastructure improvements)?

- Source: NJ Division of Highway Traffic Safety, 609-633-9255
- Contact: Roberto Rodriguez, Director
- Type of funding available: Grants

### Role of TAC Organizations

What role do you think your organization should play in the statewide SRTS program?

The TAC should develop a comprehensive plan or series of plans that will be appropriate for a rural, suburban, and urban community. The plan should be promoted to the various police departments. The State Association of Chiefs of Police has a website where information could be posted, information could be presented at one of their meetings around the state or at the annual convention.

### Potential Pilot Schools/Communities

Do you know of a school or community that may be a good candidate for the SRTS pilot program?

The DeMasi School in Evesham Township in Burlington County would be a good pilot program site. The school was designed and built as a "walk-to-school site but a significant number of students are driven to school and there are many traffic and safety problems.

## SAFE ROUTES TO SCHOOL INTERVIEW

Name: Martin Livingston  
(856) 642-3720  
[mlivingston@co.burlington.nj.us](mailto:mlivingston@co.burlington.nj.us)

Affiliation: County Association of Municipal Transportation Engineers and County Traffic Engineer for Burlington County.

### Previous Pedestrian/Bicycling Advocate Experience

Explain any previous involvement in a walking or bicycling program for students.

Mr. Livingston worked on a bike plan for Medford with NJDOT and Urbitran and a bike route through the Pinelands. He assisted with the installation of two sets of pole-mounted advanced flashers on Madison Avenue in Mount Holly near the Hospital. He also worked on several school safety projects. In Pemberton, a lighted crosswalk was installed between two schools and four school areas had active flashers with radar installed to alert drivers of their current speed and the posted speed. The locations include:

- County Route 541 in Burlington City near Springside School
- County Route 543 in Beverly near St. Joseph's School
- County Route 543 in Delanco; and
- 656 Front Street in Florence in front of the High School.

Some funding was provided from the Office of Highway Safety and before and after studies were conducted. Mr. Livingston will provide a copy of the report. The County is also preparing a before and after study for FHWA.

### Keys to Success

What is your advice on creating a successful SRTS program?

- Make sure the route to school is a route that everyone will use.
- Avoid problem or "perceived" problem intersections.
- Get buy-in from all the key parties.
- Have crossing guards at all major intersections
- At signalized intersection be sure they have crosswalks, pedestrian buttons, walk/don't walk signals, etc.
- Develop better, more consistent, crossing guard training.

### Barriers to Success

What barriers must be overcome to create and maintain a successful SRTS program?

- Stay away from divided highways.
- Avoid streets with speed limits higher than 35 mph.
- Be sure there is a sidewalk for the entire route.

## Funding

Do you know of any funding sources for a SRTS program or an element of a SRTS program (e.g. pedestrian safety training or infrastructure improvements)?

- Source: Local Aid
- Contact: Dave Kuhn, Director
- Type of funding available: Sidewalk Enhancements
- Source: Office of Highway Safety
- Contact: Al Tindel
- Type of funding available: Safety Enhancements

## Role of TAC Organizations

What role do you think your organization should play in the statewide SRTS program?  
Municipal Engineers should be a more active part in school safety.

How should groups interested in implementing a SRTS program contact your group or access your resources?  
A school superintendent and or PTA/PTO group should identify a problem and the needs and then present it to the Municipal Engineer

## Potential Pilot Schools/Communities

Do you know of a school or community that may be a good candidate for the SRTS pilot program?  
The DeMasi School in Evesham Township in Burlington County would be a good pilot program site. The school was designed and built as a “walk-to-school site but a significant number of students are driven to school and there are many traffic and safety problems.

Burlington Township would be another candidate since they are building a bike path from the municipal building past a new housing development and past an elementary and high school.

## SAFE ROUTES TO SCHOOL INTERVIEW

Name: Richard Klockner, (609) 860-1200, rklockner@njpsa.org

Affiliation: NJ Principals and Supervisors Association

### Previous Pedestrian/Bicycling Advocate Experience

Explain any previous involvement in a walking or bicycling program for students.

Richard has no experience with pedestrian/bicycle walking or bicycling programs, but is a retired elementary school principal who knows the issues of children being bused or walking to school.

At the three elementary schools (K-5) he worked, the district believed in the neighborhood concept and a significant number of children walked. Courtesy busing was provided for 1+ mile, but the majority lived within a mile and walked or was dropped off by parents. Schools were built in the middle of neighborhoods, so parents drove them the short distance or walked. There were many parents outside waiting, which made the community feel safer. The municipality assigned crossing guards to the school and nearby busy intersections. Third grade through fifth grade children could ride bikes and bike racks were at the school.

Approximately 20 of 200 eligible children biked (10%) in warm months. Approximately 30% of the 400 children walked.

If any education materials were given out, what is the source information of those materials?

Not applicable.

What was the overall cost?

Not applicable.

Was the program funded? If so, how? How much money was donated/supplied?

Not applicable.

Was data collected, such as attendance figures or lists of dangerous crossings?

Not applicable.

Is the program still being conducted?

Not applicable.

Are there any other programs or resources that you are familiar with that would be helpful to a SRTS program?

Was/is their project funded?

Not applicable.

### Keys to Success

What is your advice on creating a successful SRTS program?

Involve all the parties; provide resources, support, and select participants in pilot programs carefully.

## Barriers to Success

What barriers must be overcome to create and maintain a successful SRTS program?

Despite the many benefits of a SRTS program, child safety will be the number one concern of parents.

## Funding

Do you know of any funding sources for a SRTS program or an element of a SRTS program (e.g. pedestrian safety training or infrastructure improvements)?

Not applicable.

## Role of TAC Organizations

What role do you think your organization should play in the statewide SRTS program?

Disseminate information to members (over 5,000) and use website ([www.njpsa.org](http://www.njpsa.org)). The membership of NJPSA includes school principals, assistant principals, supervisors, and directors.

How should groups interested in implementing a SRTS program contact your group or access your resources?

Contact Richard Klockner, New Jersey Principals and Supervisors Association (609) 860-1200, 12 Centre Drive, Monroe Twp, NJ 08831.

## Potential Pilot Schools/Communities

Do you know of a school or community that may be a good candidate for the SRTS pilot program?

PSA has many different committees, which meet four times per year. Next meeting is Friday, May 2 for the Elementary Education Committee, on which Richard serves as liaison. Richard offered the Study Team an opportunity to present our study to the committee of 15-20 representatives from different schools to solicit ideas for pilot schools.

## SAFE ROUTES TO SCHOOL INTERVIEW

Name: Mayor Edmund O'Brien, (732) 632-8540, [edmundobrien@yahoo.com](mailto:edmundobrien@yahoo.com)

Affiliation: Mayor of Metuchen, League of Municipalities

### Previous Pedestrian/Bicycling Advocate Experience

Mayor O'Brien did not have any experience with a particular program.

### Keys to Success

What is your advice on creating a successful SRTS program?

Ensure that public perceives that the routes are safe by implementing traffic calming/safety improvements along these routes. You must get all levels of municipal engineers on board, especially those who have jurisdiction over the roads. Must address all concerns by all parties. Then, you must seek out people in the school community such as superintendents, principals and administrators who will buy into the idea.

### Barriers to Success

What barriers must be overcome to create and maintain a successful SRTS program?

From their experience it is the hardest to convince municipal traffic engineers that safe routes and traffic calming are beneficial.

### Funding

Do you know of any funding sources for a SRTS program or an element of a SRTS program (e.g. pedestrian safety training or infrastructure improvements)?

Nothing new since the 1<sup>st</sup> TAC meeting.

### Role of TAC Organizations

What role do you think your organization should play in the statewide SRTS program?

The League would endorse the program because of health benefits. Also, reducing the need for busing would decrease the costs of running schools and lower taxes.

How should groups interested in implementing a SRTS program contact your group or access your resources?

The Borough of Metuchen (732) 632-8540 or the League of Municipalities (an organization to provide lobbying and technical assistance to the State; each municipality must provide a representative to the League) at (609) 695-3481.

### Potential Pilot Schools/Communities

Do you know of a school or community that may be a good candidate for the SRTS pilot program?

Borough of Metuchen would be interested, as long as the engineering issues can be satisfactorily addressed.

## SAFE ROUTES TO SCHOOL INTERVIEW

Name: Linda Morse, (609) 777-4809, [linda.morse@doe.state.nj.us](mailto:linda.morse@doe.state.nj.us)

Affiliation: Health Education Coordinator, NJ Department of Education

### Previous Pedestrian/Bicycling Advocate Experience

Explain any previous involvement in a walking or bicycling program for students.

Several years ago Ms. Morse worked in a school district. The Police came into the school to present bicycle programs for the elementary school children. The elementary school was located in the middle of a development that was conducive for bicycling and walking. The Police would present a bike rodeo and offer encouragement to students a couple of times per year. The program was run for three or four years but she is not sure if it is still being conducted. She was not aware of any funding but it may have been run with some Police Department funding.

Are there any other programs or resources that you are familiar with that would be helpful to a SRTS program? The Department of Education recently held two workshops with middle school teachers, parents, and children (grades 4 through 8). An aspect of the forum was a survey about how the children got to school. Most of the children indicated that they either take the bus or are dropped off. This was surprising and disappointing because one would expect children in this age group to be mature enough to walk or bicycle to school safely. The children indicated that time was always an issue. The kids and the parents were always in a rush. Sometimes the children didn't even have enough time to have breakfast.

### Keys and Barriers to Success

What is your advice on creating a successful SRTS program?

Ms. Morse had several suggestions:

- Physical and personal safety issues need to be addressed with both the children and parents. Safety programs like neighborhood watches, crossing guards, stranger/danger, safety patrols, etc need to be instituted.
- A sense of community in neighborhoods needs to be developed where people get to know each other and develop relationships that would foster neighborhood watch and walking school bus programs.
- Kids and parents need a program that addresses time management.
- The Physical Education staff and school nurses should be involved with the program.
- The program should be incorporated into the school curriculum.
- Children should be taken out into the neighborhoods to learn safe walking and bicycling techniques "in the field." Children could be taught how to identify landmarks (signs, trees, etc.) along their routes and how to safely navigate from home to school.
- If children are going to walk or bicycle to school, the schools need to address the issue of children carrying backpacks back and forth to school.

## Funding

Do you know of any funding sources for a SRTS program or an element of a SRTS program (e.g. pedestrian safety training or infrastructure improvements)?

- Source: Carol M. White Physical Education Program (PEP Grant)
- Contact: [http://www.pe4life.com/pepgrant\\_res.php](http://www.pe4life.com/pepgrant_res.php)
- Type of funding available: 60 million dollars of federal funding is available for 2003. Grants range from \$100,000 to \$500,000 and funds can be used to purchase equipment and train teachers. Proposals are generally due the 2<sup>nd</sup> or 3<sup>rd</sup> week of May.

## Role of TAC Organizations

What role do you think your organization should play in the statewide SRTS program?

If the school district was funded with a PEP Grant or through some other federal funding, then the Department of Education could provide assistance with implementation and serve as a link to other professional organizations which could promote the program. They could provide contacts with educators in other schools who worked with the Department of Education in the past and were generally innovators. Since the Safe Route to School program is not mandated by the state, the Department of Education could not provide assistance with collecting data but they could provide support and guidance and offer suggestions about ways to publicize the program.

How should groups interested in implementing a SRTS program contact your group or access your resources?

In general, interested school districts could contact the Department of Education to discuss their needs and a decision would be made about what approvals would be needed and what assistance could be provided.

## Potential Pilot Schools/Communities

Do you know of a school or community that may be a good candidate for the SRTS pilot program?

Ms. Morse identified several school districts that have recently had successful health and/or physical education programs including:

Bordentown - John Polomano, Superintendent

Livingston - Andy Krupa, District Supervisor of Health and Physical Education

Montclair – no contact known

## SAFE ROUTES TO SCHOOL INTERVIEW

Name: Elise Miller, (609) 393-5004, [ptaelise@aol.com](mailto:ptaelise@aol.com)

Affiliation: President, NJ Parents and Teachers Association

### Previous Pedestrian/Bicycling Advocate Experience

Explain any previous involvement in a walking or bicycling program for students.  
Not applicable.

### Keys to Success

What is your advice on creating a successful SRTS program? Not applicable.

### Barriers to Success

What barriers must be overcome to create and maintain a successful SRTS program? Not applicable.

### Funding

Do you know of any funding sources for a SRTS program or an element of a SRTS program (e.g. pedestrian safety training or infrastructure improvements)?  
Not applicable.

### Role of TAC Organizations

What role do you think your organization should play in the statewide SRTS program?  
Local PTAs or the State PTA could help to promote or sponsor such a program. However, in either case, this would have to be something that the local PTA, or the State PTA Board agreed to do once they had the information about the program. It is not a commitment that I can make for them. Such promotion or sponsorship might include the distribution of flyers, newsletter articles and website info and activities designed to put the program in the public's eye.

How should groups interested in implementing a SRTS program contact your group or access your resources?  
On the local level, groups can contact their neighborhood school and ask that the PTA President contact them. On the state level, we can be e-mailed at [njpta@dca.net](mailto:njpta@dca.net) or people can call the state office at (609)393-5004.

### Potential Pilot Schools/Communities

Do you know of a school or community that may be a good candidate for the SRTS pilot program?  
The only community I know of, off the top of my head, is Haddonfield in Camden County. It is small geographically and does not provide busing. Once you get farther on with this, we could pose the last question to our county presidents, who would be able to provide the names of communities in other areas.

## SAFE ROUTES TO SCHOOL INTERVIEW

Name: Martha Clark Ackermann

Affiliation: Co-Chair of the Livingston PT Council Townwide Safety Committee

Previous Pedestrian/Bicycling Advocate Experience

Explain any previous involvement in a walking or bicycling program for students.

Ms Ackerman has served as the co-chair of the Safety Committee in Livingston. The committee has conducted letter writing campaigns to the local newspaper regarding safety issues. The traffic committee also has worked closely with the PTA to encourage parents to carpool. They have scheduled Police officers to attend PTA meetings and Back-to-School nights to answer questions about traffic issues. Bike rallies are held twice-a-year in town. At the rally there is a bike rodeo, bicycle inspection, registration, and helmet fitting. They usually register between 100 and 150 bicycles. This year is the first year they are planning to have a walk to school day.

If any education materials were given out, what is the source information of those materials?

The safety committee has a tri-fold pamphlet that includes safety rules

Was the program funded? If so, how? How much money was donated/supplied?

The bicycle rodeo program is staffed by volunteers. Some of the materials are from the Automobile Club of America (AAA).

Was data collected, such as attendance figures or lists of dangerous crossings? N/A

Is the program still being conducted? N/A

Are there any other programs or resources that you are familiar with that would be helpful to a SRTS program?

Was/is their project funded? N/A

Keys to Success

What is your advice on creating a successful SRTS program?

The students, parents, faculty, and administration need to be educated on all of the safety rules at each school. "Safety Networking" needs to be encouraged. The parents, faculty, and administration need to be reminded that they are all working together for the safety of the children. Parents need to be advised when they violate the safety rules and corrective measures need to be identified.

Barriers to Success

What barriers must be overcome to create and maintain a successful SRTS program?

Everyone is only concerned about themselves and their personal situations. They are not looking at the bigger safety picture. Definitive safety rules need to be identified (e.g., no double parking, no parking within 50 feet of the school entrance, etc.). Consistent enforcement is imperative. The "I'm just stopping for a minute" syndrome needs to be eliminated. The regular offenders need to be converted.

## Funding

Do you know of any funding sources for a SRTS program or an element of a SRTS program (e.g. pedestrian safety training or infrastructure improvements)?

She was not aware of any funding sources.

## Role of TAC Organizations

What role do you think your organization should play in the statewide SRTS program?

Townwide safety committee's should be part of the development of a local SRTS program. If a safety committee does not exist key people should be involved including the PTA, Police, Fire, Mayor and/or Town Council members, Board of Education, Department of Parks, Superintendent, etc. It is important to also involve the children. Kids are responsible. They are capable of understanding the roles and responsibilities needed to walk or bicycle to school. It is easier to teach the kids than it is to teach the parents. Involve the kids and they will help you adjust the attitude of the parents.

## Potential Pilot Schools/Communities

Do you know of a school or community that may be a good candidate for the SRTS pilot program?

Livingston would be a good candidate for a SRTS pilot program. They have an existing safety committee, have more cars than schools can handle, have neighborhood schools, limited parking, and are a growing community.

## **APPENDIX E**

## Application Framework for a Safe Routes to School Pilot Program

### What is Safe Routes to School?

A sustained program that uses a comprehensive approach to make school routes safer and encourages students to walk or bike to school.

### How can this program benefit your community

Preparing a Safe Routes to School plan for your community involves making plans to improve the safety, visibility, accessibility, convenience and quality of life along key routes to and from schools.

Working together, parents, teachers, administrators, neighborhood groups, city officials and law enforcement officers can identify street and crosswalk improvements or traffic calming measures that could increase the opportunity for children to walk or bike safely to school.

### Implementing a SRTS Plan can benefit your school by:

- Reducing the risk of injuries and fatalities for students that who choose to walk or bike to school.
- Encouraging regular physical activity. Even walking short distances can achieve many health-related benefits.
- Reducing roadway congestion especially in the immediate vicinity of the school.
- Saving energy and reducing pollution. Even a small reduction in vehicle trips can help.

### How will the pilot program work?

Successful applicants will receive assistance from the New Jersey Department of Transportation and a consultant to develop a Safe Routes to School Action Plan for a school in their communities. A Safe Routes to School Action Plan will address the bicycle and pedestrian needs and infrastructure deficiencies for students that walk and/or bike to school. The program will also require that awardees hold events and involve students, teachers and parents in the data collection and educational outreach.

### What must my community do to be considered for a pilot site location?

Only a limited number of communities will be selected as pilot sites. Please complete the enclosed application. The application must include resolutions of endorsement from the municipal governing body and Board of Education.

## Safe Routes to School Pilot Site Application components:

Note: Although the application will be endorsed and distributed by the Department of Transportation (NJDOT), the Department of Health and Senior Services (NJDHSS), Department of Law and Public Safety (NJDLPS), Department of Community Affairs (NJCA), and Department of Education (NJDOE) will be encouraged to distribute the application in order to reach potential champions in different disciplines.

If you know of a school or community that might be interested in participating in the pilot program, contact:

Leigh Ann Von Hagen  
The RBA Group  
P.O. Box 1927  
Morristown, NJ 07962-1927  
973-898-0300  
[lavonhagen@rbagroup.com](mailto:lavonhagen@rbagroup.com)

The following is a list of the type of questions that will be part of an application for a Safe Routes to School pilot program.

### School or school district profile:

- Student population
- School grade levels
- What percentage of students are bused?
- What approx. percent of students are dropped-off vs. walk or bike?
- Do you have bike racks on campus?
- Have you (or your municipality) applied for and/or received NJDOH Community Partnership for Healthy Adolescents grant money?
- Has your municipality received a Pedestrian Safety Grant from the NJ Department of Law and Public Safety?
- Have you (or your municipality) applied for and/or received NJDOT Safe Streets to School grant money?
- Are you a designated Abbott school?
- Is your school in a Renaissance Zone?
- Where do you see your problem area? (engineering, education, health)
- Do you currently have any programs that encourage biking or walking?

Describe the location of your school within your community.

Tell us why we should pick your school. (short statement)

Who should we contact with any questions? (name, affiliation, etc)

## **APPENDIX F**

# Walkability Checklist

## How walkable is your community?

### Take a walk with a child and decide for yourselves.

Everyone benefits from walking. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

### Getting started:

First, you'll need to pick a place to walk, like the route to school, a friend's house or just somewhere fun to go.

The second step involves the checklist. Read over the checklist before you go, and as you walk, note the locations of things you would like to change. At the end of your walk, give each question a rating. Then add up the numbers to see how you rated your walk overall.

After you've rated your walk and identified any problem areas, the next step is to figure out what you can do to improve your community's score. You'll find both immediate answers and long-term solutions under "Improving Your Community's Score..." on the third page.



Partnership for a  
Walkable America



Pedestrian and Bicycle Information Center



U.S. Department  
of Transportation

Take a walk and use this checklist to rate your neighborhood's walkability.

# How walkable is your community?

Location of walk \_\_\_\_\_

Rating Scale:



## 1. Did you have room to walk?

- Yes  Some problems:
- 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
  - Too much traffic
  - Something else \_\_\_\_\_
- Locations of problems: \_\_\_\_\_

Rating: (circle one) \_\_\_\_\_  
1 2 3 4 5 6 \_\_\_\_\_

## 4. Was it easy to follow safety rules?

### Could you and your child...

- Yes  No Cross at crosswalks or where you could see and be seen by drivers?
- Yes  No Stop and look left, right and then left again before crossing streets?
- Yes  No Walk on sidewalks or shoulders facing traffic where there were no sidewalks?
- Yes  No Cross with the light?
- Locations of problems: \_\_\_\_\_

Rating: (circle one) \_\_\_\_\_  
1 2 3 4 5 6 \_\_\_\_\_

## 2. Was it easy to cross streets?

- Yes  Some problems:
- Road was too wide
  - Traffic signals made us wait too long or did not give us enough time to cross
  - Needed striped crosswalks or traffic signals
  - Parked cars blocked our view of traffic
  - Trees or plants blocked our view of traffic
  - Needed curb ramps or ramps needed repair
  - Something else \_\_\_\_\_
- Locations of problems: \_\_\_\_\_

Rating: (circle one) \_\_\_\_\_  
1 2 3 4 5 6 \_\_\_\_\_

## 5. Was your walk pleasant?

- Yes  Some unpleasant things:
- Needed more grass, flowers, or trees
  - Scary dogs
  - Scary people
  - Not well lighted
  - Dirty, lots of litter or trash
  - Something else \_\_\_\_\_
- Locations of problems: \_\_\_\_\_

Rating: (circle one) \_\_\_\_\_  
1 2 3 4 5 6 \_\_\_\_\_

## 3. 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?
  - Something else \_\_\_\_\_
- Locations of problems: \_\_\_\_\_

Rating: (circle one) \_\_\_\_\_  
1 2 3 4 5 6 \_\_\_\_\_

## How does your neighborhood stack up?

### Add up your ratings and decide.

1. \_\_\_\_\_ 26-30 Celebrate! You have a great neighborhood for walking.
2. \_\_\_\_\_ 21-25 Celebrate a little. Your neighborhood is pretty good.
3. \_\_\_\_\_ 16-20 Okay, but it needs work.
4. \_\_\_\_\_ 11-15 It needs lots of work. You deserve better than that.
5. \_\_\_\_\_ 5-10 Call out the National Guard before you walk. It's a disaster area.

Total \_\_\_\_\_

Now that you've identified the problems,  
go to the next page to find out how to fix them.

Now that you know the problems,  
you can find the answers.

# Improving your community's score...



## What you and your child can do immediately

## What you and your community can do with more time

### 1. Did you have room to walk?

Sidewalks or paths started and stopped  
Sidewalks broken or cracked  
Sidewalks blocked  
No sidewalks, paths or shoulders  
Too much traffic

- pick another route for now
- tell local traffic engineering or public works department about specific problems and provide a copy of the checklist

- speak up at board meetings
- write or petition city for walkways and gather neighborhood signatures
- make media aware of problem
- work with a local transportation engineer to develop a plan for a safe walking route

### 2. Was it easy to cross streets?

Road too wide  
Traffic signals made us wait too long or did not give us enough time to cross  
Crosswalks/traffic signals needed  
View of traffic blocked by parked cars, trees, or plants  
Needed curb ramps or ramps needed repair

- pick another route for now
- share problems and checklist with local traffic engineering or public works department
- trim your trees or bushes that block the street and ask your neighbors to do the same
- leave nice notes on problem cars asking owners not to park there

- push for crosswalks/signals/parking changes/curb ramps at city meetings
- report to traffic engineer where parked cars are safety hazards
- report illegally parked cars to the police
- request that the public works department trim trees or plants
- make media aware of problem

### 3. Did drivers behave well?

Backed without looking  
Did not yield  
Turned into walkers  
Drove too fast  
Sped up to make traffic lights or drove through red lights

- pick another route for now
- set an example: slow down and be considerate of others
- encourage your neighbors to do the same
- report unsafe driving to the police

- petition for more enforcement
- request protected turns
- ask city planners and traffic engineers for traffic calming ideas
- ask schools about getting crossing guards at key locations
- organize a neighborhood speed watch program

### 4. Could you follow safety rules?

Cross at crosswalks or where you could see and be seen  
Stop and look left, right, left before crossing  
Walk on sidewalks or shoulders facing traffic  
Cross with the light

- educate yourself and your child about safe walking
- organize parents in your neighborhood to walk children to school

- encourage schools to teach walking safely
- help schools start safe walking programs
- encourage corporate support for flex schedules so parents can walk children to school

### 5. Was your walk pleasant?

Needs grass, flowers, trees  
Scary dogs  
Scary people  
Not well lit  
Dirty, litter



- point out areas to avoid to your child; agree on safe routes
- ask neighbors to keep dogs leashed or fenced
- report scary dogs to the animal control department
- report scary people to the police
- report lighting needs to the police or appropriate public works department
- take a walk with a trash bag
- plant trees, flowers in your yard

- request increased police enforcement
- start a crime watch program in your neighborhood
- organize a community clean-up day
- sponsor a neighborhood beautification or tree-planting day
- begin an adopt-a-street program

### A Quick Health Check

Could not go as far or as fast as we wanted  
Were tired, short of breath or had sore feet or muscles

- start with short walks and work up to 30 minutes of walking most days
- invite a friend or child along

- get media to do a story about the health benefits of walking
- call parks and recreation department about community walks
- encourage corporate support for employee walking programs

Need some guidance?  
These resources might help...

# Great Resources

## WALKING INFORMATION

Pedestrian and Bicycle Information Center (PBIC)  
UNC Highway Safety Research Center  
730 Airport Road, Suite 300  
Campus Box 3430  
Chapel Hill, NC  
27599-3430  
Phone: (919) 962-2202  
[www.pedbikeinfo.org](http://www.pedbikeinfo.org)  
[www.walkinginfo.org](http://www.walkinginfo.org)



National Center for  
Bicycling and  
Walking  
Campaign to Make  
America Walkable  
1506 21st Street, NW  
Suite 200  
Washington, DC 20036  
Phone: (800) 760-NBPC  
[www.bikefed.org](http://www.bikefed.org)

## WALK TO SCHOOL DAY WEB SITES

USA event: [www.walktoschool-usa.org](http://www.walktoschool-usa.org)  
International: [www.iwalktoschool.org](http://www.iwalktoschool.org)

## STREET DESIGN AND TRAFFIC CALMING

Federal Highway Administration  
Pedestrian and Bicycle Safety Research Program  
HSR - 20  
6300 Georgetown Pike  
McLean, VA 22101  
[www.fhwa.dot.gov/environment/bikeped/index.htm](http://www.fhwa.dot.gov/environment/bikeped/index.htm)

Institute of Transportation Engineers  
[www.ite.org](http://www.ite.org)

Surface Transportation Policy Project  
[www.transact.org](http://www.transact.org)

Transportation for Livable Communities  
[www.tlcnetwork.org](http://www.tlcnetwork.org)

## ACCESSIBLE SIDEWALKS

US Access Board  
1331 F Street, NW  
Suite 1000  
Washington, DC 20004-1111  
Phone: (800) 872-2253;  
(800) 993-2822 (TTY)  
[www.access-board.gov](http://www.access-board.gov)



## PEDESTRIAN SAFETY

National Highway Traffic Safety Administration  
Traffic Safety Programs  
400 Seventh Street, SW  
Washington, DC 20590  
Phone: (202) 662-0600  
[www.nhtsa.dot.gov/people/injury/pedbimot/ped](http://www.nhtsa.dot.gov/people/injury/pedbimot/ped)

National SAFE KIDS Campaign  
1301 Pennsylvania Ave. NW  
Suite 1000  
Washington, DC 20004  
Phone: (202) 662-0600  
Fax: (202) 393-2072  
[www.safekids.org](http://www.safekids.org)

## WALKING AND HEALTH

Centers for Disease Control and Prevention  
Division of Nutrition and Physical Activity  
Phone: (888) 232-4674  
[www.cdc.gov/nccdphp/dnpa/readysset](http://www.cdc.gov/nccdphp/dnpa/readysset)  
[www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm](http://www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm)

Prevention Magazine  
33 East Minor Street  
Emmaus, PA 18098  
[www.itsallaboutprevention.com](http://www.itsallaboutprevention.com)

Shape Up America!  
6707 Democracy  
Boulevard  
Suite 306  
Bethesda, MD  
20817  
[www.shapeup.org](http://www.shapeup.org)

## WALKING COALITIONS

America Walks  
P.O. Box 29103  
Portland, Oregon  
97210  
Phone: (503) 222-1077  
[www.americawalks.org](http://www.americawalks.org)



Partnership for a Walkable America  
National Safety Council  
1121 Spring Lake Drive  
Itasca, IL 60143-3201  
Phone: (603) 285-1121  
[www.nsc.org/walkable.htm](http://www.nsc.org/walkable.htm)

## **APPENDIX G**

# Bikeability Checklist

## How bikeable is your community?

### Riding a bike is fun!

Bicycling is a great way to get around and to get your daily dose of physical activity. It's good for the environment, and it can save you money. No wonder many communities are encouraging people to ride their bikes more often!



### Can you get to where you want to go by bike?

Some communities are more bikeable than others: how does yours rate? Read over the questions in this checklist and then take a ride in your community, perhaps to the local shops, to visit a friend, or even to work. See if you can get where you want to go by bicycle, even if you are just riding around the neighborhood to get some exercise.



At the end of your ride, answer each question and, based on your opinion, circle an overall rating for each question. You can also note any problems you encountered by checking the appropriate box(es). Be sure to make a careful note of any specific locations that need improvement.



Add up the numbers to see how you rated your ride. Then, turn to the pages that show you how to begin to improve those areas where you gave your community a low score.

Before you ride, make sure your bike is in good working order, put on a helmet, and be sure you can manage the ride or route you've chosen. Enjoy the ride!

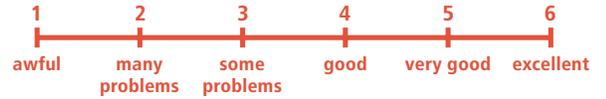
Go for a ride and use this checklist to rate your neighborhood's bikeability.



# How bikeable is your community?

Location of bike ride (be specific): \_\_\_\_\_

Rating Scale:



## 1. Did you have a place to bicycle safely?

### a) On the road, sharing the road with motor vehicles?

- 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
  - No space for bicyclists on bridges or in tunnels
  - Poorly lighted roadways
- Other problems: \_\_\_\_\_

### b) On 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 downhill
  - Path was uncomfortable because of too many hills
  - Path was poorly lighted
- Other problems: \_\_\_\_\_

Overall "Safe Place To Ride" Rating: (circle one)

1 2 3 4 5 6

## 2. 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, 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
- Other problems: \_\_\_\_\_

Overall Surface Rating: (circle one)

1 2 3 4 5 6

## 3. 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
- Other problems: \_\_\_\_\_

Overall Intersection Rating: (circle one)

1 2 3 4 5 6

Continue the checklist on the next page...

#### 4. 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: \_\_\_\_\_  
\_\_\_\_\_

Overall Driver Rating: (circle one)

1 2 3 4 5 6

#### 5. 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: \_\_\_\_\_  
\_\_\_\_\_

Overall Ease of Use Rating: (circle one)

1 2 3 4 5 6

#### 6. What did you do to make your ride safer?

Your behavior contributes to the bikeability of your community. Check all that apply:

- Wore a bicycle helmet
- Obeyed traffic signal and signs
- Rode in a straight line (didn't weave)
- Signaled my turns
- Rode with (not against) traffic
- Used lights, if riding at night
- Wore reflective and/or retroreflective materials and bright clothing
- Was courteous to other travelers (motorist, skaters, pedestrians, etc.)

#### 7. Tell us a little about yourself.

In good weather months, about how many days a month do you ride your bike?

- Never
- Occasionally (one or two)
- Frequently (5-10)
- Most (more than 15)
- Every day

Which of these phrases best describes you?

- An advanced, confident rider who is comfortable riding in most traffic situations
- An intermediate rider who is not really comfortable riding in most traffic situations
- A beginner rider who prefers to stick to the bike path or trail

### How does your community rate? Add up your ratings and decide.

(Questions 6 and 7 do not contribute to your community's score)

1. _____	<b>26-30</b>	Celebrate! You live in a bicycle-friendly community.
2. _____	<b>21-25</b>	Your community is pretty good, but there's always room for improvement.
3. _____	<b>16-20</b>	Conditions for riding are okay, but not ideal. Plenty of opportunity for improvements.
4. _____	<b>11-15</b>	Conditions are poor and you deserve better than this! Call the mayor and the newspaper right away.
5. _____	<b>5-10</b>	Oh dear. Consider wearing body armor and Christmas tree lights before venturing out again.
<b>Total</b> _____		

### Did you find something that needs to be changed?

On the next page, you'll find suggestions for improving the bikeability of your community based on the problems you identified. Take a look at both the short- and long-term solutions and commit to seeing at least one of each through to the end. If you don't, then who will?

During your bike ride, how did you feel physically? Could you go as far or as fast as you wanted to? Were you short of breath, tired, or were your muscles sore? The next page also has some suggestions to improve the enjoyment of your ride.

Bicycling, whether for transportation or recreation, is a great way to get 30 minutes of physical activity into your day. Riding, just like any other activity, should be something you enjoy doing. The more you enjoy it, the more likely you'll stick with it. Choose routes that match your skill level and physical activities. If a route is too long or hilly, find a new one. Start slowly and work up to your potential.

Now that you know the problems,  
you can find the answers.

# Improving your community's score...



## 1. Did you have a place to bicycle safely?

### a) On the road?

No space for bicyclists to ride (e.g. no bike lane or shoulder; narrow lanes)  
Bicycle lane or paved shoulder disappeared  
Heavy and/or fast-moving traffic  
Too many trucks or buses  
No space for bicyclists on bridges or in tunnels  
Poorly lighted roadways

### What you can do immediately

- pick another route for now
- tell local transportation engineers or public works department about specific problems; provide a copy of your checklist
- find a class to boost your confidence about riding in traffic

### What you and your community can do with more time

- participate in local planning meetings
- encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads
- ask your public works department to consider "Share the Road" signs at specific locations
- ask your state department of transportation to include paved shoulders on all their rural highways
- establish or join a local bicycle advocacy group

### b) On an off-road path or trail?

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 downhill  
Path was uncomfortable because of too many hills  
Path was poorly lighted

- slow down and take care when using the path
- find an on-street route
- use the path at less crowded times
- tell the trail manager or agency about specific problems

- ask the trail manager or agency to improve directional and warning signs
- petition your local transportation agency to improve path/roadway crossings
- ask for more trails in your community
- establish or join a "Friends of the Trail" advocacy group

## 2. How was the surface you rode on?

Potholes  
Cracked or broken pavement  
Debris (e.g. broken glass, sand, gravel, 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

- report problems immediately to public works department or appropriate agency
- keep your eye on the road/path
- pick another route until the problem is fixed (and check to see that the problems are fixed)
- organize a community effort to clean up the path

- work with your public works and parks department to develop a pothole or hazard report card or online link to warn the agency of potential hazards
- ask your public works department to gradually replace all dangerous drainage grates with more bicycle-friendly designs, and improve railroad crossings so cyclists can cross them at 90 degrees
- petition your state DOT to adopt a bicycle-friendly rumble-strip policy

## 3. How were the intersections you rode through?

Had to wait too long to cross intersection  
Couldn't see crossing traffic  
Signal didn't give me enough time to cross the road  
The signal didn't change for a bicycle  
Unsure where or how to ride through intersection

- pick another route for now
- tell local transportation engineers or public works department about specific problems
- take a class to improve your riding confidence and skills

- ask the public works department to look at the timing of the specific traffic signals
- ask the public works department to install loop-detectors that detect bicyclists
- suggest improvements to sightlines that include cutting back vegetation; building out the path crossing; and moving parked cars that obstruct your view
- organize community-wide, on-bike training on how to safely ride through intersections

# Improving your community's score...

(continued)

## What you can do immediately

## What you and your community can do with more time

### 4. Did drivers behave well?

Drivers:  
Drove too fast  
Passed me too close  
Did not signal  
Harassed me  
Cut me off  
Ran red lights or stop signs

- report unsafe drivers to the police
- set an example by riding responsibly; obey traffic laws; don't antagonize drivers
- always expect the unexpected
- work with your community to raise awareness to share the road

- ask the police department to enforce speed limits and safe driving
- encourage your department of motor vehicles to include "Share the Road" messages in driver tests and correspondence with drivers
- ask city planners and traffic engineers for traffic calming ideas
- encourage your community to use cameras to catch speeders and red light runners

### 5. Was it easy for you to use your bike?

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

- plan your route ahead of time
- find somewhere close by to lock your bike; never leave it unlocked
- report scary dogs to the animal control department
- learn to use all of your gears!

- ask your community to publish a local bike map
- ask your public works department to install bike parking racks at key destinations; work with them to identify locations
- petition your transit agency to install bike racks on all their buses
- plan your local route network to minimize the impact of steep hills
- establish or join a bicycle user group (BUG) at your workplace

### 6. What did you do to make your ride safer?

Wore a bicycle helmet  
Obeyed traffic signals and signs  
Rode in a straight line (didn't weave)  
Signaled my turns  
Rode with (not against) traffic  
Used lights, if riding at night  
Wore reflective materials and bright clothing  
Was courteous to other travelers (motorists, skaters, pedestrians, etc.)

- go to your local bike shop and buy a helmet; get lights and reflectors if you are expecting to ride at night
- always follow the rules of the road and set a good example
- take a class to improve your riding skills and knowledge

- ask the police to enforce bicycle laws
- encourage your school or youth agencies to teach bicycle safety (on-bike)
- start or join a local bicycle club
- become a bicycle safety instructor



Need some guidance?  
These resources might help...

# Great Resources

## STREET DESIGN AND BICYCLE FACILITIES

American Association of State Highway and Transportation Officials  
444 North Capitol Street, NW, Suite 249  
Washington, DC 20001  
Tel: (202) 624-5800  
[www.aashto.org](http://www.aashto.org)

Institute of Transportation Engineers  
1099 14th Street, NW, Suite 300 West  
Washington, DC 20005-3438  
Tel: (202) 289-0222  
[www.ite.org](http://www.ite.org)

Association of Pedestrian and Bicycle Professionals (APBP)  
P.O. Box 23576  
Washington, DC 20026  
Tel: (202) 366-4071  
[www.apbp.org](http://www.apbp.org)

Pedestrian and Bicycle Information Center (PBIC)  
UNC Highway Safety Research Center  
730 Airport Road, Suite 300  
Campus Box 3430  
Chapel Hill, NC 27599-3430  
Tel: (919) 962-2202  
[www.pedbikeinfo.org](http://www.pedbikeinfo.org)  
[www.bicyclinginfo.org](http://www.bicyclinginfo.org)

Federal Highway Administration  
400 Seventh Street, SW  
Washington, DC 20590  
[www.fhwa.dot.gov/environment/bikeped/index.htm](http://www.fhwa.dot.gov/environment/bikeped/index.htm)

## EDUCATION AND SAFETY

National Highway Traffic Safety Administration  
400 Seventh Street, SW  
Washington, D.C. 20590  
Tel: (202) 366-1739  
[www.nhtsa.dot.gov/people/injury/pedbimot/bike/](http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/)

League of American Bicyclists  
1612 K Street NW, Suite 401  
Washington, DC 20006  
Tel: (202) 822-1333  
[www.bikeleague.org](http://www.bikeleague.org)

National Bicycle Safety Network  
[www.cdc.gov/ncipc/bike/default.htm](http://www.cdc.gov/ncipc/bike/default.htm)

National Safe Kids Campaign  
1301 Pennsylvania Ave NW, Suite 1000  
Washington, DC 20004  
Tel: (202) 662-0600  
[www.safekids.org](http://www.safekids.org)

## PATHS AND TRAILS

Rails to Trails Conservancy  
1100 17th Street SW, 10th Floor  
Washington, DC 20036  
Tel: (202) 331-9696  
[www.railtrails.org](http://www.railtrails.org)

National Park Service  
Rivers, Trails and Conservation Assistance Program  
1849 C Street, NW, MS-3622  
Washington, DC 20240  
[www.nrc.nps.gov/rtca/rtca-ofh.htm](http://www.nrc.nps.gov/rtca/rtca-ofh.htm)

## HEALTH

Centers for Disease Control and Prevention  
Division of Nutrition and Physical Activity  
4770 Buford Highway, NE  
Atlanta, GA 30341-3724  
[www.cdc.gov/nccdphp/dnpa](http://www.cdc.gov/nccdphp/dnpa)  
Tel: (770) 488-5692

National Center for Injury Prevention and Control  
Childhood Injury Prevention  
4770 Buford Highway, NE  
Atlanta, GA 30341  
[www.cdc.gov/ncipc](http://www.cdc.gov/ncipc)

## ADVOCACY AND USER GROUPS

Thunderhead Alliance  
P.O. Box 3309  
Prescott, AZ 86302  
Tel: (928) 541-9841  
[www.thunderheadalliance.org](http://www.thunderheadalliance.org)

League of American Bicyclists  
1612 K Street, NW, Suite 401  
Washington, DC 20006  
Tel: (202) 822-1333  
[www.bikeleague.org](http://www.bikeleague.org)

National Center for Bicycling and Walking  
1506 21st Street, NW, Suite 200  
Washington, DC 20036  
Tel: (202) 463-6622  
[www.bikewalk.org](http://www.bikewalk.org)

Surface Transportation Policy Project  
1100 17th Street, NW, 10th Floor  
Washington, DC 20036  
Tel: (202) 466-2636  
[www.transact.org](http://www.transact.org)

## OTHER USEFUL RESOURCES

Bikes and transit: [www.bikemap.com](http://www.bikemap.com)

Bicycle information: [www.bicyclinginfo.org](http://www.bicyclinginfo.org)

Bicycle-related research:  
[www.tfhr.gov/safety/pedbike/pedbike.htm](http://www.tfhr.gov/safety/pedbike/pedbike.htm)

Bicycling Magazine: [www.bicycling.com/](http://www.bicycling.com/)

Bicycle touring:  
Adventure Cycling Association  
P.O. Box 8308  
Missoula, MT 59807  
(800) 755-2453  
(406) 721-8754  
[www.adv-cycling.org](http://www.adv-cycling.org)

## **APPENDIX H**

# S U C C E S S

# STORIES

## Burlington Co., New Jersey

### Burlington County Engineers Work with Local Schools

Engineers with the County of Burlington in New Jersey are working to make County road crosswalks along designated routes to school more visible. Recognizing that many County roads have higher speed limits than local residential roads, Traffic Engineer Martin Livingston and Assistant Traffic Engineer Michael Nei developed new design solutions to address concerns raised by several municipalities in the County.

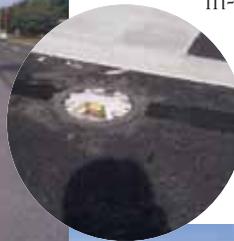
To address the issue of children's safety while walking to and from school in Pemberton Township, the Burlington County Engineers and Pemberton Schools worked together to identify feasible solutions. On County Route 616, a multilane rural roadway with a posted speed limit of 45 mph, there is a mid-block crosswalk that connects the Marcus Newcomb elementary school and the Helen Fort middle school. Students were having difficulty safely crossing the county road to access the ball fields and school buildings. Even though the crossing had a high visibility, striped crosswalk with advanced warning signs, and flashers that were activated during the times when young students would be arriving or leaving school, this crossing used to be a place of numerous "near miss" crashes. Through the cooperation of Burlington County and the schools, with funding from the NJ Division of Highway Traffic Safety, the once dangerous crossing was made safer for those who use it.

#### Key Facts

- The County responded to concerns raised by parents and municipal officials regarding safety along routes to school that crossed county roads.
- Burlington County Engineers tested three new design solutions to address concerns:
  - In-pavement warning lights along a mid-block crosswalk
  - Fluorescent green striping along a crosswalk that serves a bus stop
  - Installation of permanent radar driver feedback signs in several school zones.
- Burlington County provided funding for installation.

#### Innovative Ideas

- Provided enhanced visible crosswalk technology to connect a school with ball fields.
- Enhanced a crosswalk with fluorescent green color striping to coordinate with the color on the school crossing signs.
- Combined permanent radar driver speed feedback signs with flashing yellow beacons school speed limit signs in several school zones.



The solution to the crossing on County Route 616 was a new in-pavement lighting system. In-pavement warning lights are being used at crosswalks to alert motorists to the presence of a pedestrian crossing, or preparing to cross, the street. The amber lights are embedded in the pavement on both sides of the crosswalk and oriented to face oncoming traffic. When the pedestrian activates the system, either by using a push-button or through detection from an automated device, the lights begin to flash at a constant rate, warning the motorist that a pedestrian is in the vicinity of the crosswalk ahead. The new system included yellow-green signs with lights that flash simultaneously with the in-pavement lights that illuminate the crosswalk. This raises the awareness of both the motorist and the pedestrian using the crosswalk. Field observation has shown the treatment to be a success with a reduction of "near-misses."



In Mount Laurel Township, County engineers became concerned about a crosswalk on County Route 616 at Academy Road that serves a school bus stop. In 2001 there were five right angle vehicular crashes near this location and in 2000 there was a pedestrian/vehicular crash that resulted in injury to the pedestrian. The existing crosswalk was 10 feet wide and was marked in a ladder bar fashion. To help increase the visibility of the crosswalk, the County decided to experiment with a new striping treatment. Fluorescent green striping with alternating white and fluorescent green stripes, 2-foot wide and 4-foot on center was installed along the crosswalk. Since the installation of the fluorescent green crosswalk and revisions to the traffic lane assignments in September 2002, were three right angle crashes during the latter part of 2002, and no crashes in 2003.

When parents at several schools complained to County officials about drivers

speeding through school zones, Burlington County funded the installation of permanent radar driver feedback signs at five school zones in the County. These signs resemble standard speed limit signs. The legend reads 'YOUR SPEED' with a two digit, flip-disk, light emitting diode (LED) variable display. The display operates with an internal radar gun, and indicates the speed of approaching vehicles. LEDs embedded in the display flash when an approaching vehicle exceeds the school speed limit, and continue to flash until the driver slows down to the proper speed.

The school zones also have regulatory signs and flashing yellow beacons, which reduce the speed limit during the arrival and dismissal periods of each school day. The driver feedback signs are mounted approximately 100 feet



downstream of the flashing beacons and operate in conjunction with existing flashing school zone beacons to improve the effectiveness of the school zone speed limit.

The installation of the driver feedback signs has shown excellent results reducing speeds in the five school zones. Results from one location indicated an approximate speed reduction of 20% during operation of the radar signs in conjunction with the flashing beacons, as opposed to the operation of flashing beacons alone. In 2003, the County plans to install radar driver feedback signs that enhance existing flashing yellow beacon signs in two additional school zones as part of a federally funded traffic signal upgrade project.

**For more information:**  
 Contact: Martin Livingston  
 Michael Nei  
 County of Burlington,  
 Office of the County Engineer  
 856-642-3720  
 Martin Livingston –  
[mlivingston@co.burlington.nj.us](mailto:mlivingston@co.burlington.nj.us)  
 Michael Nei –  
[mnei@co.burlington.nj.us](mailto:mnei@co.burlington.nj.us)

**Resources:**  
 Burlington County, NJ  
<http://www.co.burlington.nj.us/>

Intelligent Transportation System (ITS)  
 Technologies  
<http://www.walkinginfo.org/pedsmart/home.htm>

### Burlington County

Burlington County is the largest county in New Jersey located between the Delaware River and the Great Bay on the Atlantic Ocean. The 40 municipalities in the County include more than 150 elementary and high schools, both private and public, two vocational training schools, two special education schools and a two-year community college.

Population (2000)	.....	.423,394
Area	.....	.827 square miles
Density	.....	.512 people/ sq. mile
County School Enrollment		
Estimated Population 3 years and over enrolled in school	.....	.114,030



Produced by:



The RBA Group

For:



NJ Department of  
 Transportation



# S U C C E S S

# STORIES

## Maplewood, New Jersey

### Jefferson School, Maplewood, NJ, Promotes Walk Your Children to School Day to Advocate Walking and Biking

In Maplewood, New Jersey, 2002 was an important time for the advocacy of walking and biking. On Wednesday, October 2, 2002 the students and teachers of Jefferson Elementary School joined children in countries around the world in a celebration of International Walk to School Day – I-Walk for short. In 2001, nearly 3 million children, parents and community leaders from 21 countries around the world walked the walk. Last year New Jersey Governor McGreevey proclaimed October 2nd, 2002, “Walk Our Children to School Day.”

Jefferson Elementary School is located on Ridgewood Road in Maplewood, New Jersey. The town is very walkable for students because the schools are located within neighborhoods, there is a functioning downtown, and, because it is an older town, most streets have sidewalks. However, approximately half of the students that attend Jefferson School live more than two miles away and they are bused. For the walking students and the parents of the walkers there are the typical issues and concerns that go along with children and walking: speeding and distracted drivers, buses on a schedule, traffic congestion especially around the school, and crossing busy streets. Of particular concern is Ridgewood Road, which many of the children have to cross to get to the school – it is a busy collector street and has a sidewalk on only the east side of the road. Another matter of concern for the Jefferson parents, as well as parents everywhere, is personal security.

Concerned with the travel environment for students walking to school and the increase in students arriving to school by car, a Walk to School event was planned to kick-off a special study to assess and improve the pedestrian environment around the school including the walking routes to school.

The preparation for this event was an education for one parent, Sharon Roerty. As a Senior Project Manager at the Voorhees Transportation Policy Institute at the Edward J. Bloustein School of Planning and Public Policy, Rutgers University, Ms. Roerty had researched the hidden costs associated with children not getting enough physical activity like daily walks to school. She helped research several studies about the need to provide better infrastructure for pedestrians and cyclists. In her paper, “I Walk, Why Walk”, Ms. Roerty wrote that “studies show that physically inactive kids are likely to grow up to be physically inactive adults – and as such are at a high risk for obesity and its related problems, including diabetes and heart disease. In fact, for the first time ever, the Center for Disease Control (CDC) says the life expectancy of the current generation may be shorter than that of their parents. The dramatic increase in obesity in this country and particularly in children is frightening. Reports show that we are in epidemic stages. The increase in diabetes in children is equally scary. Poor air quality and the increasing number of children who have asthma is cause for alarm.” (see <http://policy.rutgers.edu:16080/tpi/pedbike/articles.html>)

#### Key Facts

- Parents had concerns with traffic congestion and students crossing busy streets.
- Parents had concerns with children not getting enough physical activity during a normal school day.
- The Jefferson School’s program was a success due to the efforts of only a few key people.

#### Innovative Ideas

- Held “Walk to School” event to coincide with annual fundraiser.
- Students that were bused participated by being dropped off at a staging area about a half-mile from the school.
- A contest to see who walked more during school hours, the principal or the gym teacher, was held by using a pedometer (step counter).



As a parent of two students at Jefferson Elementary School and a member of the Transportation Committee in Maplewood, Ms. Roerty knew her first step in coordinating an event for the students was to contact several other parents as well as the principal.

The school's fundraising committee was a good place to start. By working with the committee and a national fundraising organization, more parents were able to get on board with helping prepare for a Walk to School Day event. To help kick-start the event, the committee discussed moving the annual Walk-A-Thon school fund raiser from a spring event to the fall to coincide with International Walk to School Day on the first Wednesday in October. In the past, students had walked laps behind the school to raise money. The committee felt that the students that walked to school could use their miles to add to the fundraising effort. The committee proposed the idea to the principal, Dr. Caulfield-Sloan.

"We didn't expect the excitement the principal had for the project. Our original idea was to start small and involve the kids that currently walk to school, but Dr. Caulfield-Sloan saw the event as an opportunity for much more." The principal saw the opportunity for all the students to participate by having the school buses drop the students off at a staging area about a half a mile from the school. The teachers met their students and they all walked together to enter the school. In addition, Victor De Luca, the Mayor of Maplewood and Marilyn Davenport, the Assistant Superintendent for the South

Orange/Maplewood School District, led the students as they walked to school.

The mission of the event was to create powerful partnerships for change. The idea is for children, parents, and community leaders to walk to school together with a purpose to promote safety, health, physical activity and concern for the environment. Leading up to the event the children and their parents received a variety of messages about the benefits of walking and active living. They were also reminded of safe walking practices, such as never walking alone and being mindful of traffic.



To add some more fun into the event, the principal and the physical education teacher wore pedometers for the day and the students entered guesses as to who would walk the most steps in the school day. All of the students except for a handful participated in the event. Parents signed permission slips for the students to participate.

The event was publicized in several newspapers and as an added bonus; the fundraiser component was the most successful fundraiser the school ever had.

Looking back Ms. Roerty attributed the success to the enthusiastic support of the Principal, the entire teaching staff, a receptive PTA and a great co-chair. She commented that while planning and staging the event was a challenge, it became much more doable and a lot more fun working with everyone else.

The first ever Walk to School Day at Jefferson was a huge hit and everyone seemed to have enjoyed it. It morphed from a fundraiser to an awareness and spirit-raising event and it all came to pass because the Principal embraced it. She understood the mission of the walk – to get kids active, promote safe walking, etc, but she saw it as a way for all of the students in the school to unify and do something together, to building school spirit, and because of her spirit and willingness to do whatever it takes, it happened.

**For more information:**

Contact: Sharon Roerty  
National Center for Bicycling and Walking  
sharon@bikewalk.org

Ms. Roerty was the Moderator of the New Jersey Pedestrian Task Force, and was appointed by the State Legislature in 2000 to the New Jersey Council of Physical Fitness and Sports. She is a member of the New Jersey Bicycle Advisory Council; the Association of Pedestrian and Bicycle Professionals; and American Institute of Certified Planners.

**Resources:**

The Voorhees Transportation Center (VTC),  
New Jersey Pedestrian and Bicycle  
Resource Project.  
<http://policy.rutgers.edu/tpi/pedbike/>

To register a "Walk to School Day Event"  
on-line see:  
[www.walktoschool-usa.org](http://www.walktoschool-usa.org)

"International Walk Our Children to  
School Day"  
[www.cdc.gov/nccdphp/dnpa/kidswalk/](http://www.cdc.gov/nccdphp/dnpa/kidswalk/)

**Maplewood, Essex County**

Population (2000) .....	23,868
Area .....	3.97 square miles
Density .....	6,012 people/sq. mile
Public School Participant:	
Jefferson Elementary School (grades 3-5) .....	approx. 500 students

Produced by:



The RBA Group

For:



NJ Department of  
Transportation

*Note: This letter was sent to the Editor of the News – Record of South Orange and Maplewood to be published prior to the Walk to School Day event.*

September 20, 2002

### **IWALK – WHY WALK?**

To the Editor:

On Wednesday, October 2, 2002 the students and teachers of Jefferson School will join children in countries around the world in a celebration of International Walk to School Day -- iwalk for short. Last year nearly 3 million children, parents and community leaders from 21 countries around the world walked the walk. This year New Jersey Governor McGreevey has proclaimed October 2<sup>nd</sup>, 2002, “Walk Our Children to School Day.”

The mission of the event is to create powerful partnerships for change. The idea is for children, parents, and community leaders to walk to school together with a purpose to promote safety, health, physical activity and concern for the environment. More reasons to walk are to reduce traffic congestion and speed, reacquaint yourself with your neighborhood, meet new friends on the walk, and walking to teach safe walking skills.

Walking is a simple, low-cost means of transportation. It is also a low impact but potentially very beneficial form of exercise; a way to commune with nature and neighbors. A shared walk home from school is a great way to recap the day. Walking with your child, unlike driving, enables you to focus completely on them and engage in a meaningful exchange. When kids walk together – the trip provides time to decompress, build relationships; and sometimes to review lessons learned. Because there is safety in numbers, children should always be encouraged to walk in groups. Walking provides children with a sense of independence and empowerment.

Walking is a behavior. The more you do it the more likely you are to do it. If you drive your child to every destination they expect and really never give thought to walking, even for very short distances like the walk to school or four-block trip to their friend’s house. For previous generations of Americans, walking to school was a very common experience; it was in many ways a rite of passage. Relived and retold, stories of journeying “miles” to school in horrific weather have become treasured folklore. However, it is estimated that nationally only about 10 percent of today’s generation of schoolchildren walk or bicycle to school as compared to about 70 percent only four decades ago.

Research shows that physically inactive kids are likely to grow up to be physically inactive adults – and as such are at a high risk for obesity and its related problems, including diabetes and heart disease. In fact, for the first time ever, the CDC says the life expectancy of the current generation may be shorter than that of their parents. The dramatic increase in obesity in this country and particularly in children is frightening. Reports show that we are in epidemic stages. The increase in diabetes in children is equally scary. Poor air quality and the increasing number of children who have asthma is cause for alarm, if not a call to arms.

Can walking solve everything? Probably not but walking can lead to a more physically active lifestyle and help us become more healthy. Walking can reduce weight and thereby

prevent or reduce incidences of debilitating and life threatening diseases. Walking can eliminate some automobile trips, which will conserve oil, reduce congestion and lessen emissions. Walking will improve our cardiovascular fitness and can help to relieve hypertension and depression (in all age groups). Doctors prescribe 30-minutes of walking a day at least 5 days per week.

Sometimes my kids like to walk and sometimes they don't, but they don't always like to read or eat the right food or do their homework and as a parent I am trying to instill good lifetime habits and I look at walking as one of them. When I walk with my children we notice different houses and spot favorite trees, we pet dogs, we meet friends, and quietly I use the time to interject safe walking skills and encourage them to identify obstacles and hazards that need to be changed. The latter is a great way to enrich their power of observation and to get them to think about their community and become agents of change.

Walking is one simple act with so many benefits. On October 2, 2002, the NJ Pedestrian Task Force, the NJ Council of Physical Fitness and Sports the American Diabetes Association And The kids from Jefferson School urge everyone to try a walk to school or to the bus stop or somewhere and know that people all around the world are also walking – rediscovering their community, conserving resources, preserving the environment and improving their health.

Sharon Roerty  
Maplewood

Note to the editor

*At Jefferson Elementary School, the Walk to School event will kick off a special study to assess and improve the pedestrian environment around the school including the walking routes to school. It is a model I hope can be replicated throughout the school district and the state. Jefferson School has activities planned throughout the day, starting with the entire school assembling in Orchard Park on Dehart Rd. At 8:05 Jefferson students and teachers will walk along Ridgewood Rd. to the school. At 11:00 a Walkathon will be held on school grounds. This is a fund-raising event. And, throughout the day, Principal Caulfield-Sloan and Phys Ed teacher, Ms. DiChiaro-Getlan will be wearing pedometers in a challenge to see who can walk more steps in a school day. Coverage of Walk to School Day by News-Record would be welcomed.*

# SUCCESS

# STORIES

## Middlesex Co., New Jersey

### Keep Middlesex Moving Provides Safety Material to Help Encourage Students to Walk to School

For the past four years, Keep Middlesex Moving, Inc. (KMM), Middlesex County's non-profit transportation management association, has helped communities sponsor, organize, and host International Walk to School Day (I-WALK) events.

I-WALK Middlesex was popular right from the start. In 1999, the first year, 6 of Middlesex County's 25 municipalities and 2000 children, parents, public officials, educators, police officers, and others participated. The appeal of I-WALK grew and grew. In 2002, nearly 10,000 people walked for safety, for health, and for the environment.

Funding from the New Jersey Department of Transportation and the Federal Highway Administration has allowed KMM to compile and distribute a comprehensive "How-To" Guide for organizers to assist them with planning their IWALK activities. It includes a sample press release and Mayor's Proclamation, event planning ideas and recommendations, as well as order forms for bookmarks, reflective zipper pulls and other materials. Sean Meehan, a Transportation Planner at KMM, even created mascots Penny and Paul Panda, which are featured in a pedestrian safety-coloring book. KMM has supplied participating towns in Middlesex County with enough bookmarks and reflective zipper pulls for each child involved in an IWalk event.

With support from KMM, each municipality has participated in a different way. In past years, the bright lights of the State Theater's marquee proclaimed "Walk Our Children to School Day," as New Brunswick officials led children on a walk to their schools along Livingston Avenue. In North Brunswick, the Walk has been an opportunity for children to walk to the senior citizens' center where everyone sings safety songs and enjoys cookies and punch. South River's community policing officer has led children around the block, giving them important safety instructions along the way.

Some towns have held assemblies on the topics of walking and health. In Perth Amboy, Mayor Joseph Vas greeted children and parents at the school doors before addressing everyone in the cafeteria. Mayor Vas observed, "With computers, TV, and video games, children do not receive the healthy dose of fresh air and exercise that is so important at their age. Walk Our Children to School Day provides an opportunity for parents to teach their children safe methods for walking while also promoting community awareness and providing increased exercise."

KMM's Program Director Roberta Karpinecz, said, "Our mission is to improve mobility, reduce traffic congestion, and improve air quality. Walking is an important commute alternative but everyone who walks must follow the rules of the road.

#### Key Facts

- KMM is the non-profit transportation management association for Middlesex and Monmouth Counties in New Jersey.
- KMM's mission is to improve mobility, air quality, and decrease congestion to increase quality of life.

#### Innovative Ideas

- KMM has distributed a comprehensive "How-To" Guide for organizers to assist them with planning their I-WALK activities.
- In North Brunswick, the Walk has been an opportunity for children to walk to the senior citizens' center.

I-WALK is a way to remind children and parents of important safety lessons such as “look left-right-left” and “cross at the green not in between.”

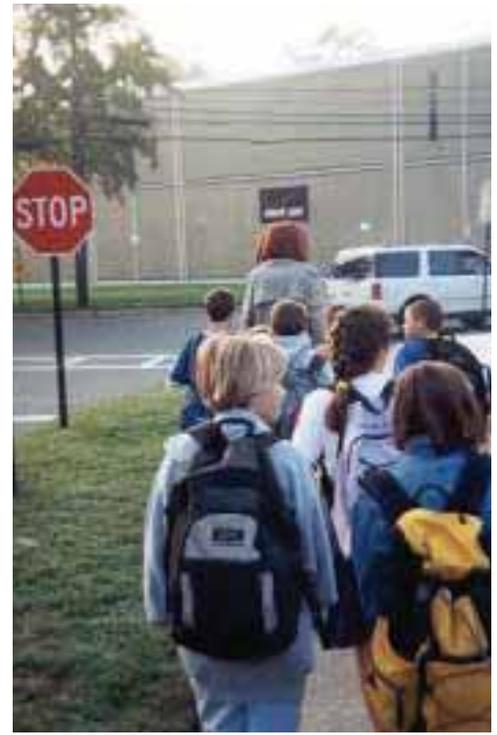
Karpinecz added, “KMM doesn’t only focus on children. Our organization also offers safe pedestrian programming for adults, particularly senior citizens.”

Keep Middlesex Moving, Inc., is one of eight non-profit Transportation

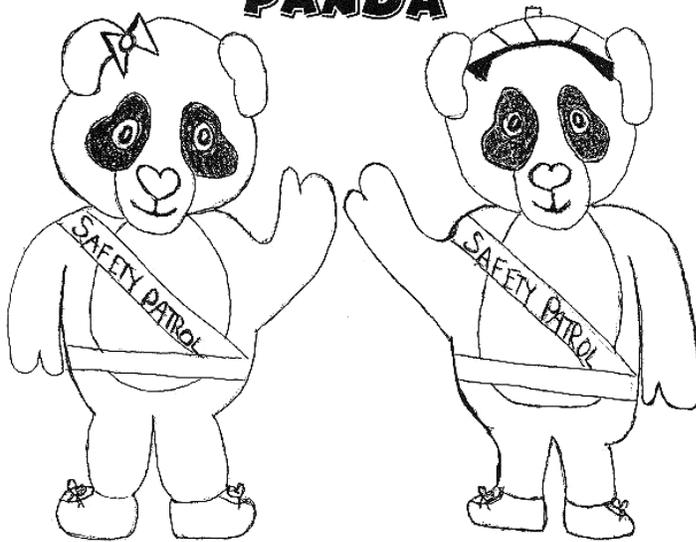


Management Associations (TMAs) in New Jersey. These non-profit, public/private organizations form partnerships with businesses, transit agencies, and county, state, and local governments to provide transportation services. The TMAs work with the State Department of Transportation on issues as varied as restructuring public transit routes, improving public transit service, minimizing the disruption caused by road construction, and instituting traffic management strategies to mitigate congestion. The TMAs work with businesses and commuters to implement alternatives to driving alone such as ridesharing in a carpool or vanpool. Walking and bicycling are two non-motorized alternatives.

KMM is committed to I-WALK and other events that enhance Safe Routes to School.



**PENNY AND PAUL  
PANDA**



**SAFETY FUN BOOK**

**Middlesex County**

Middlesex County is located squarely in the center of New Jersey and stretches from the Rahway River south to Mercer and Monmouth Counties and from Raritan Bay on the Atlantic Ocean west to Somerset County. The 25 municipalities in the County include more than 175 public schools, five County vocational-technical Schools, and over 70 parochial and private schools.

Population (2000)	.....	.750,162
Area	.....	.318 square miles
Density	.....	.2,359 people/ sq. mile
County School Enrollment		
Estimated Population 3 years and over enrolled in school	.....	..approx. 100,000



**For more information:**  
 Keep Middlesex Moving, Inc,  
 Associated with the Middlesex County  
 Improvement Authority  
 100 Bayard Street, 2nd Floor  
 New Brunswick, NJ 08901  
 732-745-4465  
 (fax) 732-745-7482  
 kmm@kmm.org

**Resources:**  
 Keep Middlesex Moving  
[www.kmm.org](http://www.kmm.org)

Transportation Management Associations  
<http://www.njcommuter.com/html/tma.htm>

To register a “Walk to School Day Event”  
 on-line see:  
[www.walktoschool-usa.org](http://www.walktoschool-usa.org)

“International Walk Our Children to  
 School Day”  
[www.cdc.gov/nccdphp/dnpa/kidswalk/](http://www.cdc.gov/nccdphp/dnpa/kidswalk/)

Produced by:  
  
 The RBA Group

For:  
  
 NJ Department of  
 Transportation



# S U C C E S S

# STORIES

## Westfield, New Jersey

### Westfield Develops a Priority List of Roadway Improvements to Improve School Safety

In 1997, Sara Strohecker Clarkson, concerned with the number of children who were being struck by cars even when crossing at an intersection, founded a pedestrian advocacy organization called BRAKES (Bikers, Runners And Kids are Entitled to Safety) with the help of her neighbors.

BRAKES is a local non-profit organization working in Westfield, New Jersey. Westfield is located in Union County, in the northeast region of New Jersey.

Westfield is a very walkable town for students because the schools are located within neighborhoods and most streets have sidewalks. When students from one elementary school were redistricted to a neighboring elementary school, the change was facilitated by the painting of blue footprints on the sidewalks. These footprints led the children to their new school along a route marked with crosswalks and crossing guards.

However, there are issues and concerns that affect children walking to and from school. Speeding and other traffic violations, traffic congestion and crossing major intersections are some of the concerns related to vehicular traffic. Also of concern is the security of students as they travel to and from school.

After attending a conference regarding pedestrian issues, in 2000 the BRAKES Group organized a local Walk Our Children to School Day event.

Walk Our Children to School Day is an international event held each year in early October that encourages young people to walk or bike to and from school. The program sets out to promote better health through greater physical activity. Also, the program advocates the building of partnerships in communities, including the school, PTA, local police department, department of public works, civic associations, local politicians, and businesses to create an environment that is supportive of walking and bicycling to school safely. By creating active and safe routes to school, walking to school can once again be a safe, fun, healthy and pleasant part of children's daily routine.

To help with interest in the first year of the Walk Our Children to School Day, BRAKES contacted the mayor and the principals of the six elementary schools and requested their participation. All six public elementary schools participated in the first year. The mayor and principals were "auctioned off" to walk with a child from their neighborhood. BRAKES reps provided refreshments at the schools for the walking kids and parents. Local businesses assisted by defraying the cost of rolls of film and developing of pictures of the event. Stickers worn on the clothing of the walkers were donated by a local business in exchange for publicity, and local newspapers were asked to send reporters. A letter was sent home with students to inform parents that large groups of children would be walking through neighborhoods, and to encourage them to watch for hazards along the route to school. Parents were asked to sign the attached

#### Key Facts

- Annual walk-to-school event organized by a neighborhood group
- Developed partnerships with principals, the Mayor, businesses, police & firefighters

#### Innovative Ideas

- Auctioned principal, mayor and firefighter
- Issued warning tickets to illegally-parked cars
- Developed priority lists of safety concerns
- Organized walkpools (vs carpooling) for several neighborhoods





permission slips, which placed the responsibility of their child's safety with themselves or their chaperone. When the parents and kids reached the school, they were asked to fill out a questionnaire detailing their travel route and where potential dangers exist.

In 2000, the event's inaugural year, between 800-1,000 students, parents and teachers participated; in the following year, 2001, approximately 1,800 people participated, and in 2002, nearly 2,800 people participated. The participation was estimated based on sign-up sheets and the number of stickers handed out. In 2001, a firefighter was "auctioned off" to walk kids to school after the principal became sick. Due to the events of September 11, 2001 the firefighter was extremely popular and for the 2002 event each school was provided a firefighter to walk kids to school.

There is no hard data, but the number of children regularly walking to school has

increased since 1997 when BRAKES began efforts to raise awareness and educate the community about walking. Other benefits for children walking to school have occurred, such as one school's choice to revise on-site traffic circulation, another school's decision to prohibit parking or standing in front of the school, and a district-wide effort to place warning tickets on illegally-parked cars. The warning tickets were printed by the police, who gave representatives of the BRAKES Group permission to ticket the illegal vehicles.

In order to help the local government implement physical infrastructure improvements within the Township, BRAKES has identified and prioritized a list of safety concerns throughout the Township. This list was partially based on input from the student and parent surveys that were completed as part of the Walk To School Events as well as input from the local police and Township engineer. This list has been reviewed with

the Mayor and town administrator and has been used to fund projects that have improved safety. The list also provides a mechanism for feedback to the schools and parents as to the progress of the improvements.

BRAKES has also promoted and helped to organize walk pools for several neighborhoods. A walk pool is the same as a carpool except that on all but the worst weather days, the children walk instead of driving to school; with or without a parent. Different parents walk with the same group of children from their neighborhood each day. It means that a working parent only has to inconvenience themselves by walking their own and their neighbors' kids to school and back once or twice a week, while the days that other neighborhood parents are in charge of the walking pool, they are free from the worry of getting their kids to school. Since Walk Pools are a year-round program, it helps to reinforce the benefits gained from the annual Walk to School event.



**For more information:**  
 Contact: Sara Strohecker Clarkson  
 The BRAKES Group  
 Westfield, NJ  
[thebrakesgroup@aol.com](mailto:thebrakesgroup@aol.com)

To register a "Walk to School Day Event"  
 on-line see:  
[www.walktoschool-usa.org](http://www.walktoschool-usa.org)

"International Walk Our Children to School Day"  
[www.cdc.gov/nccdphp/dnpa/kidswalk/](http://www.cdc.gov/nccdphp/dnpa/kidswalk/)

**Westfield, Union County**

Population (2000) .....	29,644
Area .....	.673 square miles
Density .....	.4,405 people/sq. mile
Public School System:	
6 Elementary Schools (Grades K-5) .....	2,709 students
2 Middle Schools (Grades 6-8) .....	1,183 students
1 High School (Grades 9-12) .....	1,357 students
Private/Parochial School:	
.....Holy Trinity Interparochial School	
.....Redeemer Lutheran School	



Produced by:  
  
 The RBA Group

For:  
  
 NJ Department of Transportation



### Research Confirmed:

**Walking students to school reduces stress, decreases fat & improves the health of child & parent**

Walkpools are a great way to share the benefits of walking while reducing the traffic and congestion around school.

What is it? It is the same as a carpool except that on all but the worst weather days, the children walk instead of driving to school; with or without a parent.



### Principles of A Walkpool:

1. the kids aren't expected to become best friends; they are there to provide safety and support to each other.
2. no walkpools leave school campus until all members are present.
3. if your child will not be in the walkpool on a given day, notify the adult whose day it is so they know not to wait. No children may walk home or to school alone.
4. since there are many after-school activities, please don't let the kids linger on the playground or on other distractions.



### How Does It Work?

1. choose two or three families on your block who are interested in forming a walkpool.
2. adults agree on which days they will be responsible for and get agreement from everyone. A parent may take particular day(s) or a month at a time or just mornings, etc. As long as it works for the group, it works
3. adults agree on rules of the walkpool. For example, children stop at all corners until parent agrees it is ok to cross, younger children must hold hands across streets, kids walk on left hand side of road where there are no sidewalks, kids walk home in light rain but get rides to school in the morning, etc.
4. all parents must feel comfortable that walkpool kids are responsible enough to walk without chaperone before they are allowed to do it.



### How Will We Know when the Kids are Ready to be on their Own?

1. younger children can be accompanied by more than one parent until each child feels comfortable walking alone with the group.
2. older children can be walked a portion of the way until the parents observe that their walking skills are safe.
3. older children can be met along the route on the way home to help foster their independence. That point of meeting can be extended as time goes on.
4. most children are completely capable of walking by the beginning of third grade. Developmentally they are able to judge distance and speed of cars and make safe decisions about when to cross. Many children are able to do this at a younger age but it also may be determined by whether your route has sidewalks and if there are crossing guards at all the intersections they have to cross.



### What are the Benefits to My Family and Me?

1. kids are healthier. Research shows that children who increase their level of exercise and outdoor time have fewer respiratory ailments. Increased exercise increases body chemicals that elevate mood and decreases fat.
2. parents who walk with their children experience the same health benefits.
3. if your children walk unaccompanied by an adult it gives you up to an extra half hour of time on each end of the school day to get things done.
4. you are *improving the environment* around the school by leaving your car at home. Reduced numbers of cars mean lower levels of pollution that our kids breathe and diminishes traffic safety hazards that exist with every car that clogs the campus.



### Have Questions or Need Help on Forming a Walk Pool?

Contact your Westfield school BRAKES representative at [thebrakesgroup@aol.com](mailto:thebrakesgroup@aol.com)

## **APPENDIX I**

**Who is in Charge of What? FAQs for a Safe Routes to School Program in New Jersey**

Question	Answers	Source of Funding
What criteria determine if busing shall be provided?	In accordance with State law, N.J.S.A. 18A:39-1, “the school district shall provide transportation to and from school for public elementary school students (K-8) living more than 2 miles from school and for public secondary school students (grades 9-12) living more than 2 ½ miles from school.” The statute also contains provisions for the transportation of non-public school students.	State Aid through NJ Department of Education
Is busing permitted under other circumstances?	Yes. Boards of Education may provide transportation for students who reside within the statutory limits in accordance with local policies.	Transportation of students who reside within the designated boundaries from their school can be provided by their own communities’ expense. Boards of education may charge the parents to provide non-mandated transportation to school for students who reside within the designated boundaries. Municipal governments may also contract with boards of education for this service and charge the parents.
What if a walk-to-school route is dangerous or hazardous?	The law does not require school districts to provide busing inside the limits, even for safety reasons. However, school districts often provide courtesy busing when the routes are hazardous or dangerous for walking.	The school district or parents pay for this service.
What are the criteria for designating a route as hazardous?	<p>The School Board may declare a route hazardous for walking or cycling and should work in conjunction with municipal officials in determining the criteria necessary for the designation of a hazardous route based on criteria listed in N.J.S.A 18A:39-1.5.</p> <p>In the adoption of a Hazardous Route policy, a school district that provides courtesy busing services shall adopt a policy regarding the transportation of students who must walk to and from school along hazardous routes. The policy shall include a list of hazardous routes in the district requiring the courtesy busing of students and the criteria used in designating the hazardous routes. In adopting its policy, the school district may consider, but shall not be limited to, the following criteria: (1) Population density; (2) Traffic volume; (3) Average vehicle velocity; (4) Existence or absence of sufficient sidewalk space; (5) Roads and highways that are winding or have blind curves; (6) Roads and highways with steep inclines and declines; (7) Drop-offs that are in close proximity to a sidewalk; (8) Bridges or overpasses that must be crossed to reach the school; (9) Train tracks or trestles that must be crossed to reach the school; and (10) Busy roads or highways that must be crossed to reach the school.</p>	
Who is responsible for installing sidewalks and for making intersection improvements?	Safety along public local roadways and walkways is a municipal responsibility. Municipalities install sidewalks, traffic signals and signs and paint crosswalks. The State and Counties are responsible for safety improvements along state or county owned facilities.	Locally initiated funds. Grants are available through the state and federal transportation agencies.
Who is responsible for providing sidewalk maintenance?	<p>Typically, property owners are responsible for maintaining sidewalks adjacent to their homes and businesses. Some municipalities offer sidewalk replacement programs that help property owners identify and replace damaged sidewalk and driveway aprons by coordinating contracts through the municipal bidding process.</p> <p>Property owners are also responsible for snow and ice removal on sidewalks adjacent to their homes and businesses.</p>	Individual property owners
Who is responsible for adult school crossing guards?	N.J.S.A. 40A:9-154.1 states that “adult school crossing guards are appointed by the municipality and are under the supervision of the chief of police or other chief law enforcement officer.”	Municipal police budgets.

**Who is in Charge of What? FAQs for a Safe Routes to School Program in New Jersey**

Question	Answers	Source of Funding
Who is responsible for training crossing guards?	N.J.S.A 40A:9-154.2 states that “every adult school crossing guard shall be trained for the proper performance of his duties and responsibilities. Such training shall consist of a minimum of two hours of classroom instruction which shall include information on methods of traffic control and the duties and responsibilities of adult school crossing guards and a minimum of 20 hours of field training in which the trainee shall be supervised by an experienced adult school crossing guard or a regular police officer.” Typically, crossing guards are trained individually or in groups by the local police department. On occasion, neighboring municipal police departments will collaborate to train several crossing guards at once. Morris County offers a training program through the County Police Academy.	Municipal police budgets
Are pedestrian and bicycle safety education taught in schools?	<p>The State Board of Education is required to adopt rules governing student transportation. The NJ Department of Education recently amended the Student Transportation Chapter, N.J.A.C. 6A:27.</p> <p>Section 6A:27-11.4, Student safety education, stipulates that “district boards of education shall provide a safety education program to public school students, which include pedestrian safety and rules for riding the school bus.”</p> <p>Bicycle safety education is not addressed.</p>	School Budgets
How are pedestrian and bicycle safety education taught?	<p>Local Traffic Safety Officers are often involved with in-school pedestrian and bicycle safety education. Some non-profit groups also offer safety education programs.</p> <p>Lesson plans can be part of school curriculum</p>	Municipal police budget, School budget or donated services from a non-profit organization
Is a curriculum available that can be used to start or enhance a SRTS program?	<p>The National Highway Traffic Safety Administration’s (NHTSA), national model Safe Routes to School program  <a href="http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/saferouteshtml/index.html">http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/saferouteshtml/index.html</a></p> <p>New Jersey Comprehensive Health Education And Physical Education Curriculum Framework            Source: <a href="http://www.state.nj.us/njded/frameworks/chpe/">http://www.state.nj.us/njded/frameworks/chpe/</a></p> <p>Several NJ transportation management associations (TMA) offer presentations on bicycle and pedestrian safety as well as the environmental effects of traffic congestion and air pollution. For example, Cross County Connection offers lesson plans, teaching aids and speakers. Source: <a href="http://www.transportationchoices.com/school.htm">http://www.transportationchoices.com/school.htm</a> TMA’s operate within certain geographic boundaries. There are 8 TMAs that cover the state. See <a href="http://www.state.nj.us/transportation/transorgs.htm">http://www.state.nj.us/transportation/transorgs.htm</a> for the listing of other TMAs.</p>	
Where can bicycle and pedestrian safety information/brochures be found?	<p>NJDOT’s website has links to free bicycle and pedestrian safety information.  <a href="http://www.state.nj.us/njcommuter/html/bikewalk.htm">http://www.state.nj.us/njcommuter/html/bikewalk.htm</a></p> <p>AAA Foundation offers several resources for bicycle and pedestrian education for a fee.  <a href="http://www.aaafoundation.org/pdf/catalog2002.pdf">http://www.aaafoundation.org/pdf/catalog2002.pdf</a></p> <p>The Pedestrian and Bicycle Information Center website has links to several educational publications.</p> <p>For Bicycles: <a href="http://www.bicyclinginfo.org/ee/education.htm">http://www.bicyclinginfo.org/ee/education.htm</a>            For Pedestrians: <a href="http://www.walkinginfo.org/ee/index.htm">http://www.walkinginfo.org/ee/index.htm</a></p>	

**Who is in Charge of What? FAQs for a Safe Routes to School Program in New Jersey**

Question	Answers	Source of Funding
	<p>Several NJ transportation management associations (TMA) offer material on bicycle and pedestrian safety. There are 8 TMAs that cover the state. See <a href="http://www.state.nj.us/transportation/transorgs.htm">http://www.state.nj.us/transportation/transorgs.htm</a> for the listing of NJ TMAs.</p>	
<p>Where can I find information about designing pedestrian or bicycle facilities?</p>	<p>NJDOT has Design Guidelines for bicycle and pedestrian facilities.  <a href="http://www.state.nj.us/njcommuter/html/bikewalk.htm">http://www.state.nj.us/njcommuter/html/bikewalk.htm</a></p> <p>NJDOT Roadway Design Manual (coming soon)</p> <p>Rutgers' Voorhees Transportation Policy Institute  <a href="http://policy.rutgers.edu:16080/tpi/pedbike/">http://policy.rutgers.edu:16080/tpi/pedbike/</a></p> <p>USDOT, Federal Highway Administration (FHWA) Accommodating Bicycle and Pedestrian Travel: A Recommended Approach  <a href="http://www.fhwa.dot.gov/environment/bikeped/Design.htm">http://www.fhwa.dot.gov/environment/bikeped/Design.htm</a></p> <p>The Pedestrian and Bicycle Information Center is a clearinghouse for information about health and safety, engineering, advocacy, education, enforcement and access and mobility.                      For pedestrians: <a href="http://www.walkinginfo.org/">http://www.walkinginfo.org/</a>                      For bicycling: <a href="http://www.bicyclinginfo.org/">http://www.bicyclinginfo.org/</a></p> <p>AASHTO Guide for the Development of Bicycle Facilities  <a href="http://www.wsdot.wa.gov/TA/PAandI/Bike-Ped/BikeBook.pdf">www.wsdot.wa.gov/TA/PAandI/Bike-Ped/BikeBook.pdf</a></p> <p>Oregon Bicycle and Pedestrian Plan  <a href="http://www.odot.state.or.us/techserv/bikewalk/plantext/toc-text.htm">http://www.odot.state.or.us/techserv/bikewalk/plantext/toc-text.htm</a> (text only)                      or <a href="http://www.odot.state.or.us/techserv/bikewalk/planimag/toc-imag.htm">http://www.odot.state.or.us/techserv/bikewalk/planimag/toc-imag.htm</a> (with images)</p>	
<p>Are students who travel to school by bicycle required to wear helmets?</p>	<p>New Jersey law states that anyone under the age of fourteen riding a bike, even as a passenger, must be wearing a properly fitted and fastened bicycle helmet that meets the standards of the Snell Memorial Foundation, the American Society of Testing and Materials (ASTM) or the U.S. Consumer Product Safety Commission.</p> <p>Note: The NJ Civil Tort Claims Act 59:8 et. seq, states school boards, its employees and other public officials, are immune from high level or discretionary decisions (NJSA 59:2-3 and 59:3-2). The NJ Traffic Safety Officer Association's newsletter states "However, if school boards permit students to bring bicycles onto school property they must supervise the use of helmets. Failure to supervise exposes the board, the principal and teachers of the school to serious liability. Simply put, students are allowed onto school property with bicycles. The schools provide parking facilities for the bicycles. Therefore, schools are openly inviting students to ride bicycles to and from school." School Boards are responsible for assessing liability issues.</p>	

## **APPENDIX J**

## What is Safe Routes to School?



Thirty years ago, more than 66 percent of all children in the United States walked to school. Walking or biking to school gave children a sense of freedom and responsibility, allowing them to stretch their legs and enjoy the fresh air, and providing opportunities to get to know their neighborhood while arriving at school alert, refreshed, and ready to start their day. Today, parents chauffeur their kids to nearly all their activities, fearing for their children's safety on streets due to perceived dangers from both crime and traffic. Today, only 13 percent of American children walk or bike to school.

Recent research indicates that 20 to 25 percent of morning traffic is due to parents driving their children to school. As a result, traffic congestion and air pollution has increased around schools, prompting even more parents to drive their children to school. The health consequences to our children and to the well being of the community are extensive.

Communities all over the world have been introducing Safe Routes to School programs with tremendous success. Working together with parents, teachers, administrators, neighborhood groups, city officials and law enforcement officers, the regular routes to school are evaluated and measured. Street improvements, traffic calming and safe crossings increase the ability for children to walk or bike safely to school. The addition of special programs that teach good safety skills and utilize volunteers to help escort children increases the chances of a successful program.

A successful Safe Routes to School program will improve the health and safety of pupils by reducing traffic around school facilities and encouraging greater physical activity among students. It has the potential for improving pupils' behavior in school and on the school journey; it provides opportunities for learning, particularly under the theme of citizenship. In addition, a program that reduces school traffic improves relations with the school's neighbors. Local jurisdictions will experience reduced traffic congestion and collisions in and around schools and reduced speed in neighborhoods, helping to improve the quality of life for all its residents. More people will be able to walk and bicycle as a result of improved access and the community's children will experience greater independence as well as learn valuable traffic safety

Successful SR2S programs in the United States have incorporated one or more of the following approaches:

**The Encouragement Approach** uses events and contests to entice students to try walking and biking.

**The Education Approach** teaches students important safety skills and launches driver safety campaigns.

**The Engineering Approach** focuses on creating physical improvements to the infrastructure surrounding the school, reducing speeds and establishing safer crosswalks and pathways.

**The Enforcement Approach** uses local law enforcement to ensure drivers obey traffic laws.

## Safe Routes to School Fact Sheet

Although each element can stand alone, the most successful programs have integrated elements from all four approaches. Each time the program is adapted, new ideas emerge.

Why does New Jersey need Safe Routes to School?

In New Jersey, as in other parts of this country, travel to school by walking and bicycling has declined dramatically over the past several decades. This decline has been associated with:

- The suburbanization of New Jersey's population and the locating of new schools at sites distant from student homes -- often too far to conveniently walk.
- Increased school busing for both social and geographic reasons.
- Public agencies not providing bicycling and pedestrian facilities (sidewalks, crosswalks, etc.) infrastructure as roadway projects are implemented
- Concerns on the part of parents about the safety of their children from the standpoint of both traffic safety and personal security.
- The increase in two-income families and single-parent families that results in parents being unable to walk their children to and or from school.

In recent years, a number of issues have arisen that have resulted in a movement to reverse this trend. These include:

- The cost of school busing.
- The general acknowledgement of and public responsibility for the propriety of providing for the needs of non-motorized travel in our public rights of way.
- The interest in reestablishing "livable" communities in which travel by bicycling and walking is desired component.
- The "Smart Growth" movement that fosters bicycling and walking as appropriate modal choices for shorter trips.
- The realization of the dramatic increase in obesity among our population, especially children, which has reached pandemic proportions as a result of inactive life styles; and, the desire to foster increased activity to address this problem.

Who should be involved?

In order to successfully address creating safer routes to schools, many different agencies should be involved in the planning process including education, health and transportation professionals, school and local officials, parent/teacher organizations, police, advocates and more. A Technical Advisory Committee with representatives from the above groups has been created to explore the development and implementation of a New Jersey Safe Routes to School Program.

The New Jersey Project

The RBA Group, a transportation-consulting firm located in Morristown, NJ, has been requested by the Department to develop a program that can be implemented in schools around the state.

The Safe Routes to School project will be a 2-phased approach. Phase 1 will develop a statewide SR2S program for the state that will follow the tenants of the five E's, education, encouragement, engineering, enforcement, and enabling. The product will provide a framework and tools to implement the program. Phase 2 will test the program in several pilot locations. Two or three sites will be selected for pilot studies.

## Safe Routes to School Fact Sheet

How can I get involved?

If you are interested in participating in a pilot program through your school and municipality, or would like more information about the program please contact:

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