

Why Safe Routes to School Matters

Safety, Health & Transportation



Fewer kids are biking and walking More parents are driving



<u>1969</u>	<u>2001</u>
42% walked	16% walked
15% driven	50% driven

(U.S. DOT, 2008)

Parents driving



Parents driving their children to school account for 20%-25% of morning rush hour traffic.

(Parisi Associates; Melbourne Department of Infrastructure)

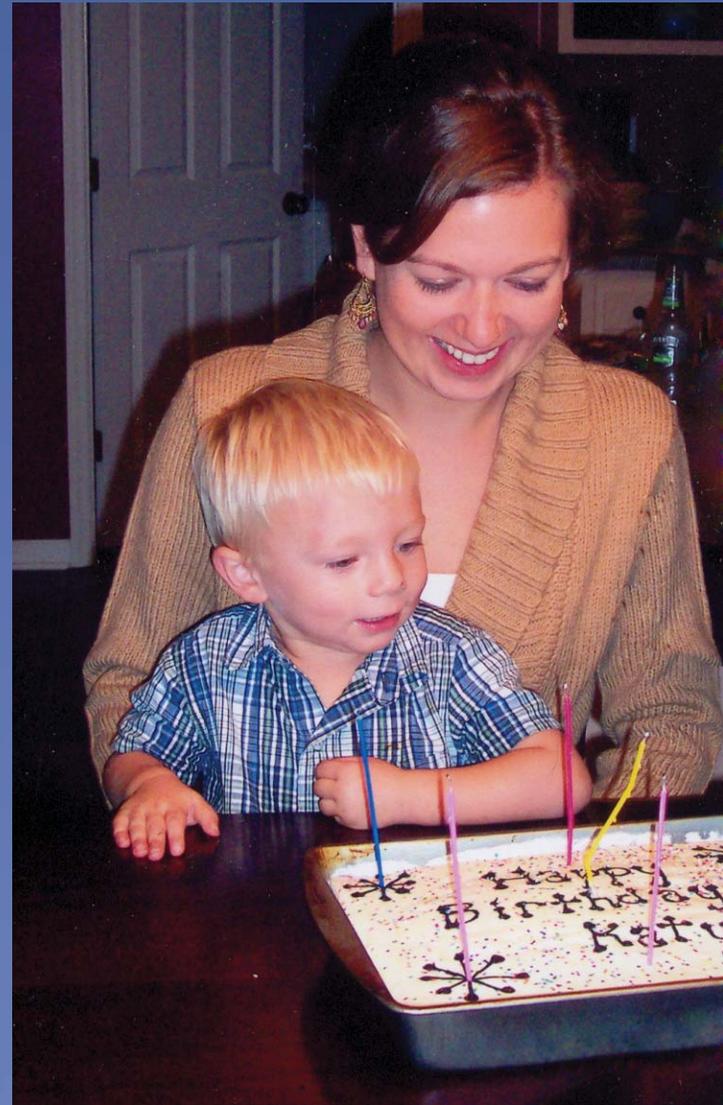
The consequences of *this*...



...instead of *this* can be alarming.



Today's children may be the first generation to have a shorter life expectancy than their parents have.



Promoting safe walking and bicycling is an ideal strategy to increase physical activity



Safe Routes to School programs

- Make walking and bicycling safe ways to get to school
- Encourage more children to walk and bike to school



History of Safe Routes to School

- Many child pedestrian fatalities in Denmark, 1970s
- Odense reduced the number of injured school children by 30% to 40%
- Spread to the UK and Canada in the 1990's; Bronx, NY in 1997



Benefits of SRTS programs

- Reduce the number of children hit by cars
- Reduce congestion around schools
- Improve children's health
- Reduce air pollution
- Can lead to cost savings for schools (reduce need for "hazard" busing)
- Others: increase child's sense of freedom, help establish lifetime habits, teach pedestrian skills

How did we get here?

- School siting issues
- Individual barriers to walking to school
- Community issues



1. School siting issues: Today



- Mega-schools (average 538 students)
- 44% of secondary schools have 1500+ students
- Schools located on 10 to 30+ acres fringe land
- Lowest-cost construction

(U.S. Department of Education, 2005-2006)

School consolidation has lengthened the trip between home and school

In 2001,
16% of students
walked
50% were
driven to school

(U.S. DOT 2008)



It's not just distance

Private vehicles account for half of all school trips between $\frac{1}{4}$ and $\frac{1}{2}$ mile.

(FHWA, 2001)



2. Individual barriers to walking and bicycling to school

- Long distances 62%
- Traffic danger 30%
- Adverse weather 19%
- Fear of crime danger 12%

(CDC, 2005)

Traffic danger



Community conditions make it hard to walk or bike



Adverse weather



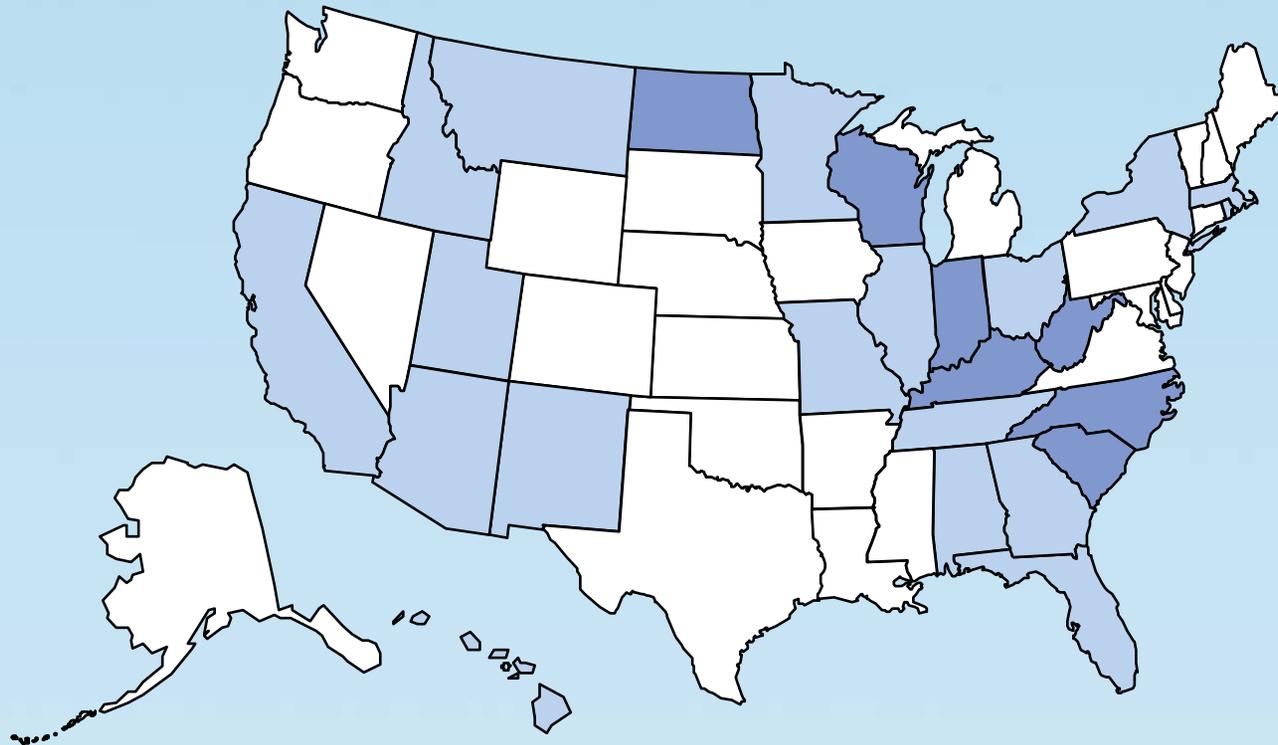
Is this barrier reflective of changed social norms?

Fear of crime danger

- Identify perceptions and realities—both are important to address
- Some low probability events provoke the greatest fears
- Communities are finding ways to safeguard against these fears

Obesity trends among U.S. adults: 1986

(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)

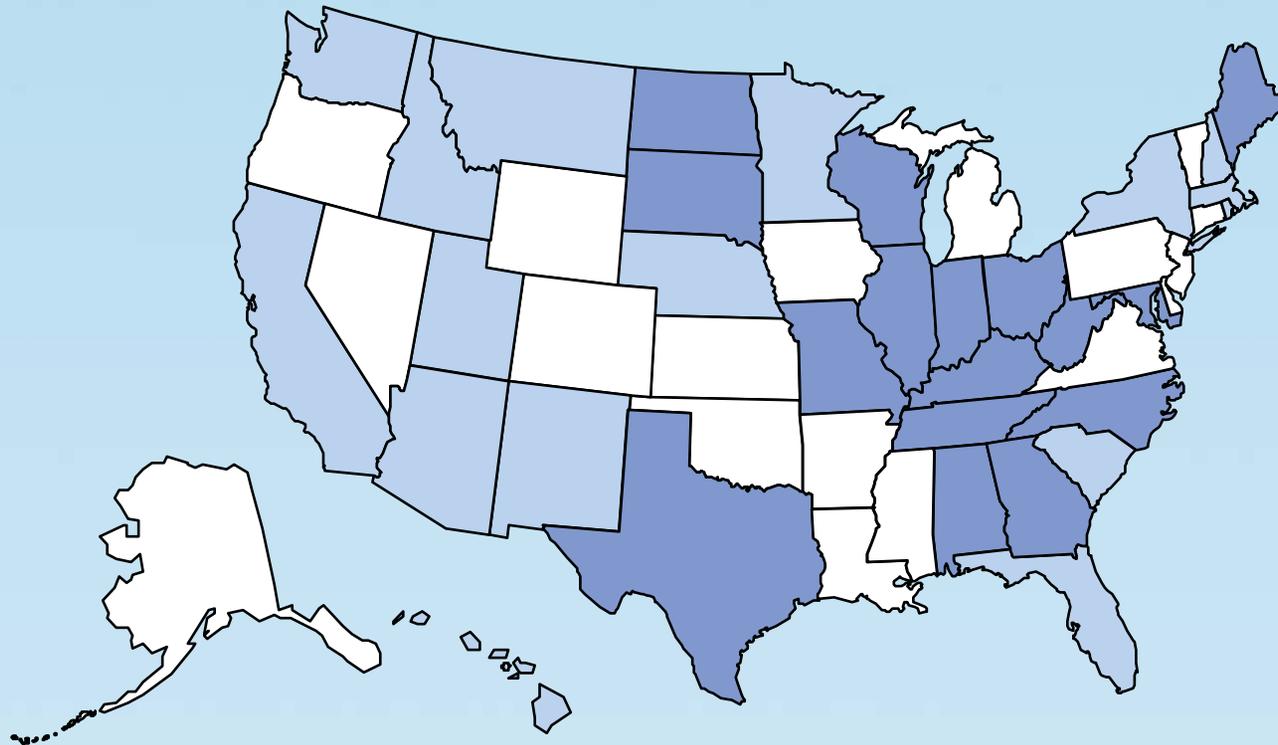


□ No Data □ <10% □ 10%–14%

(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 1987

(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)

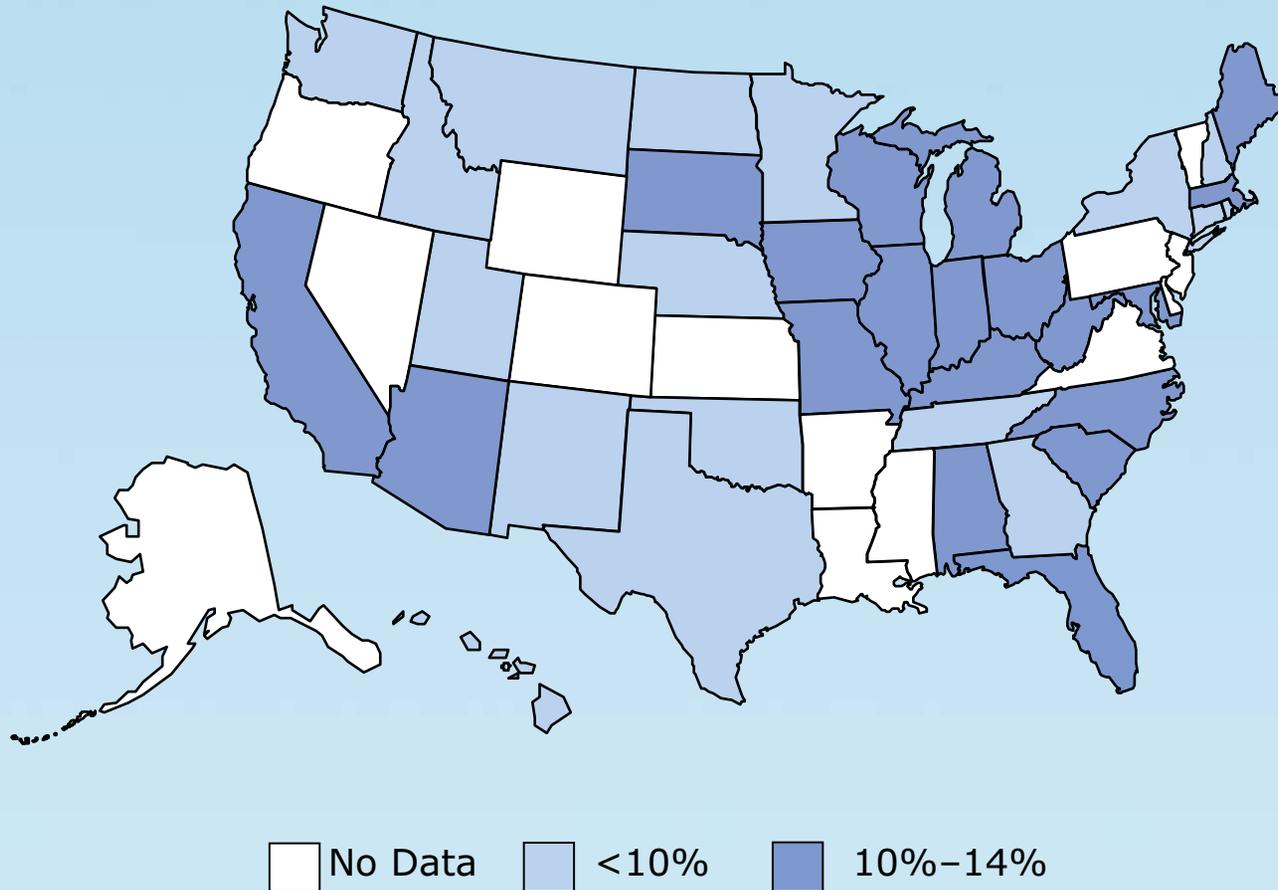


□ No Data □ <10% □ 10%–14%

(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 1988

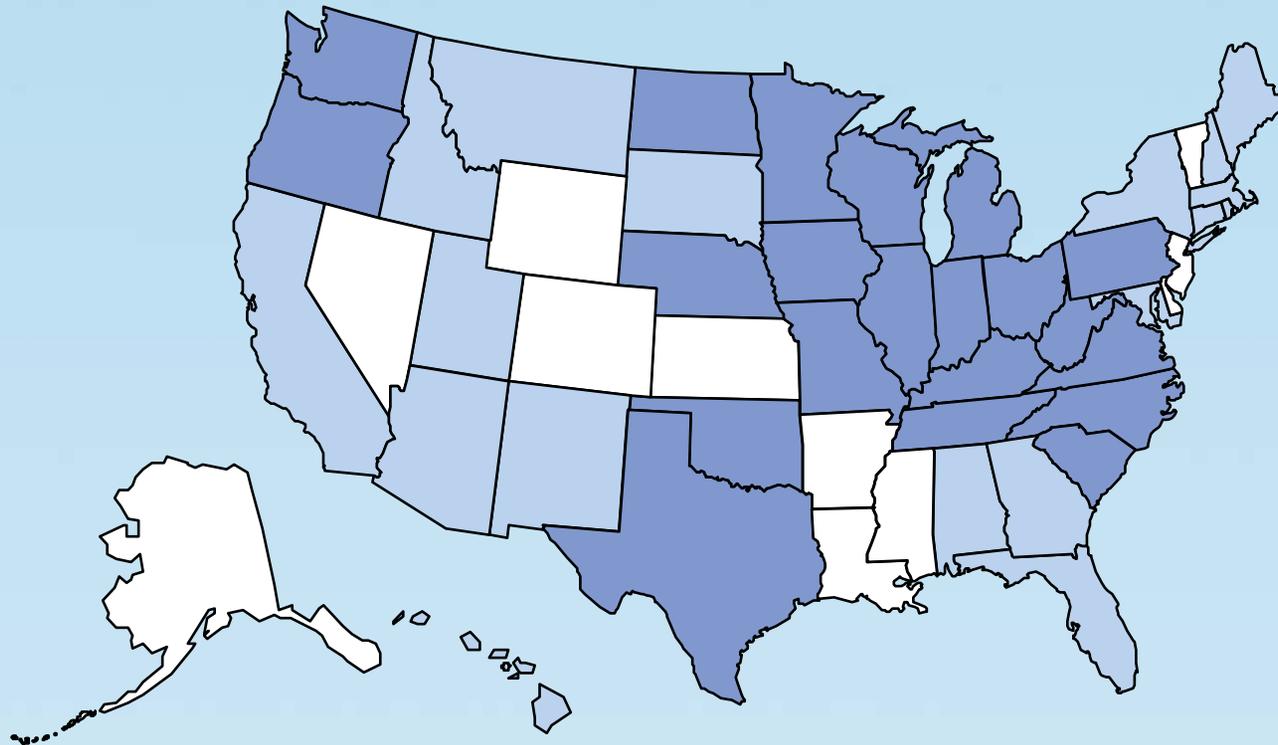
(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)



(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 1989

(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)

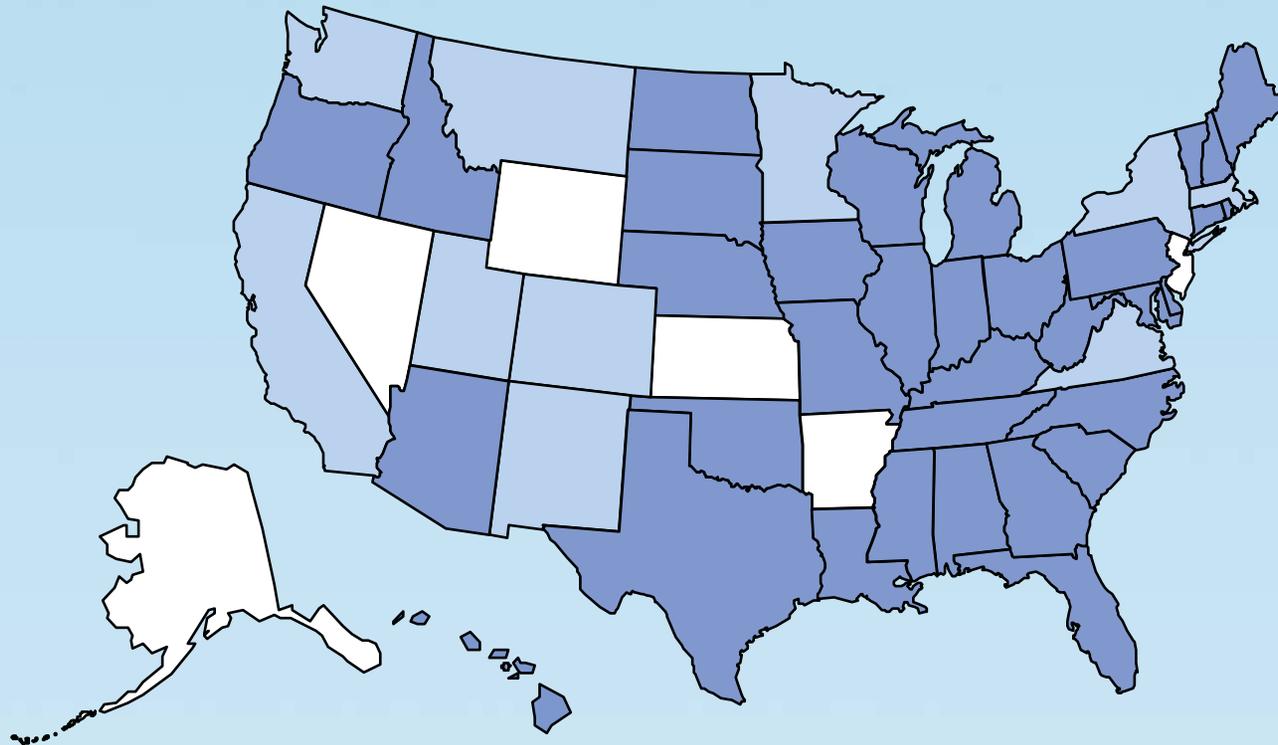


□ No Data □ <10% □ 10%–14%

(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 1990

(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)

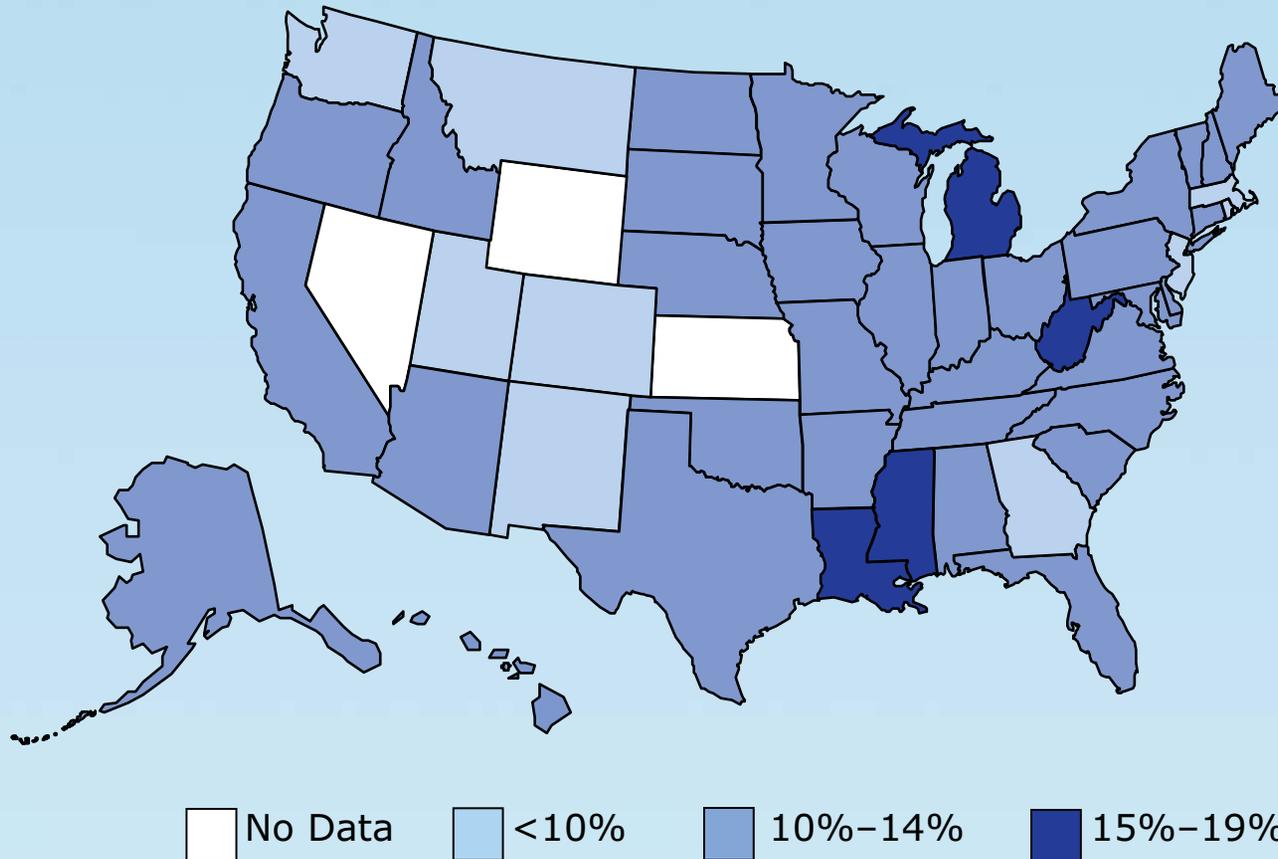


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(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 1991

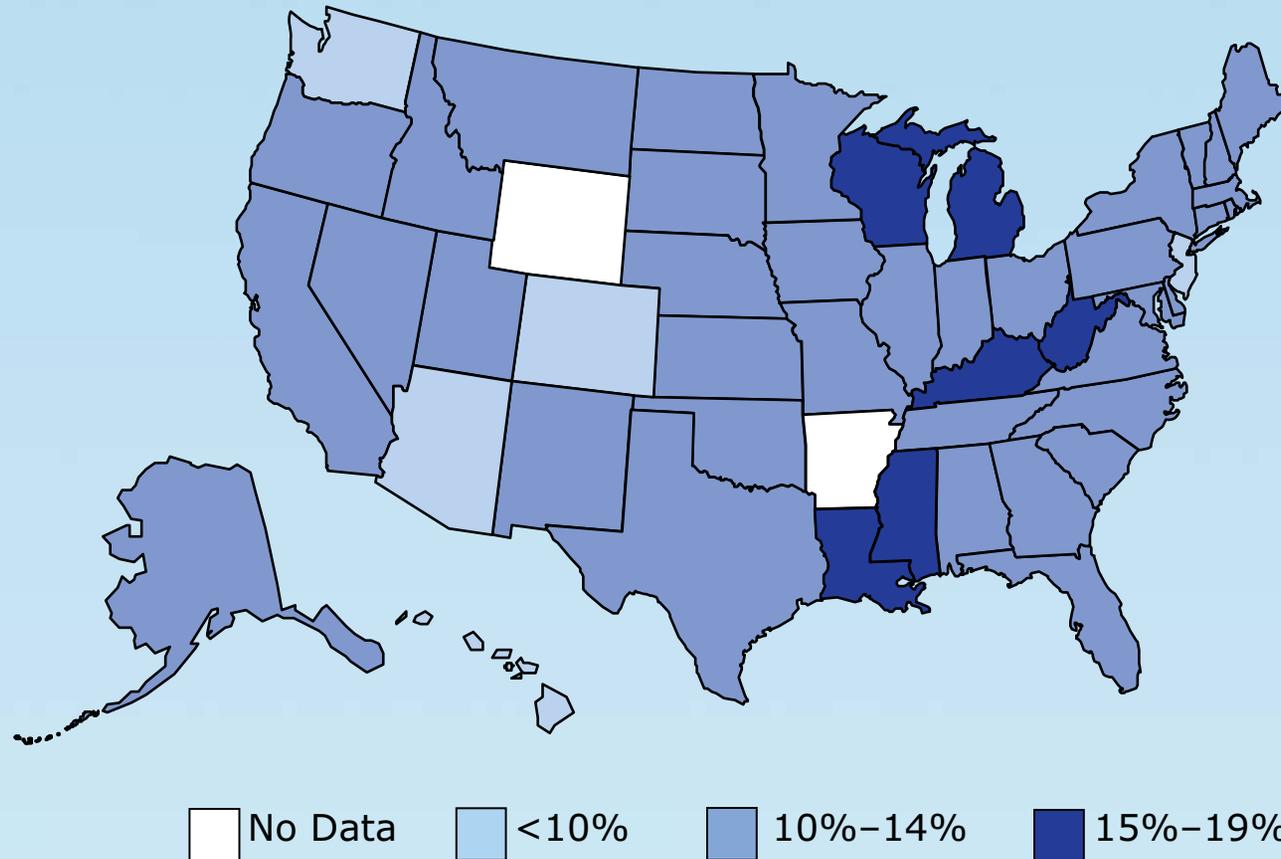
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(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 1992

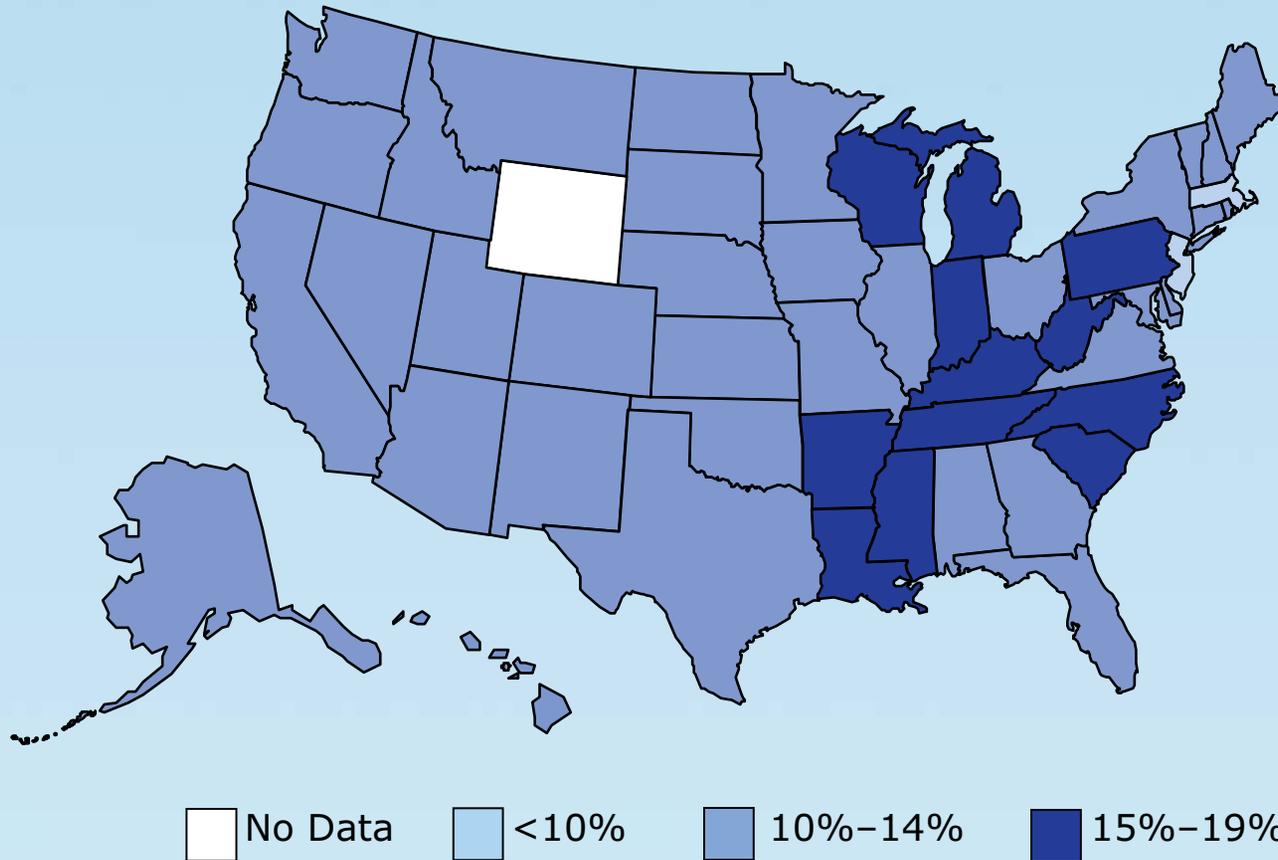
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(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 1993

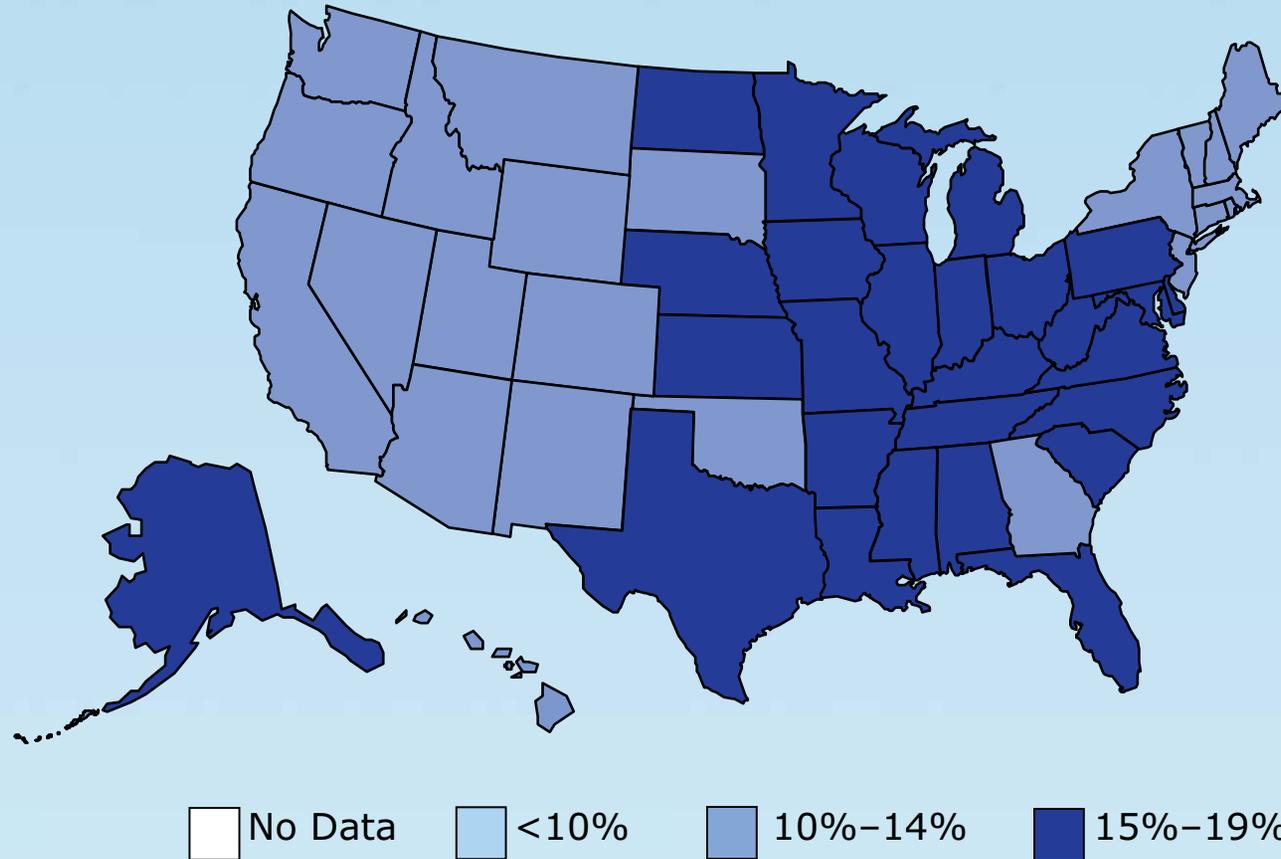
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(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 1995

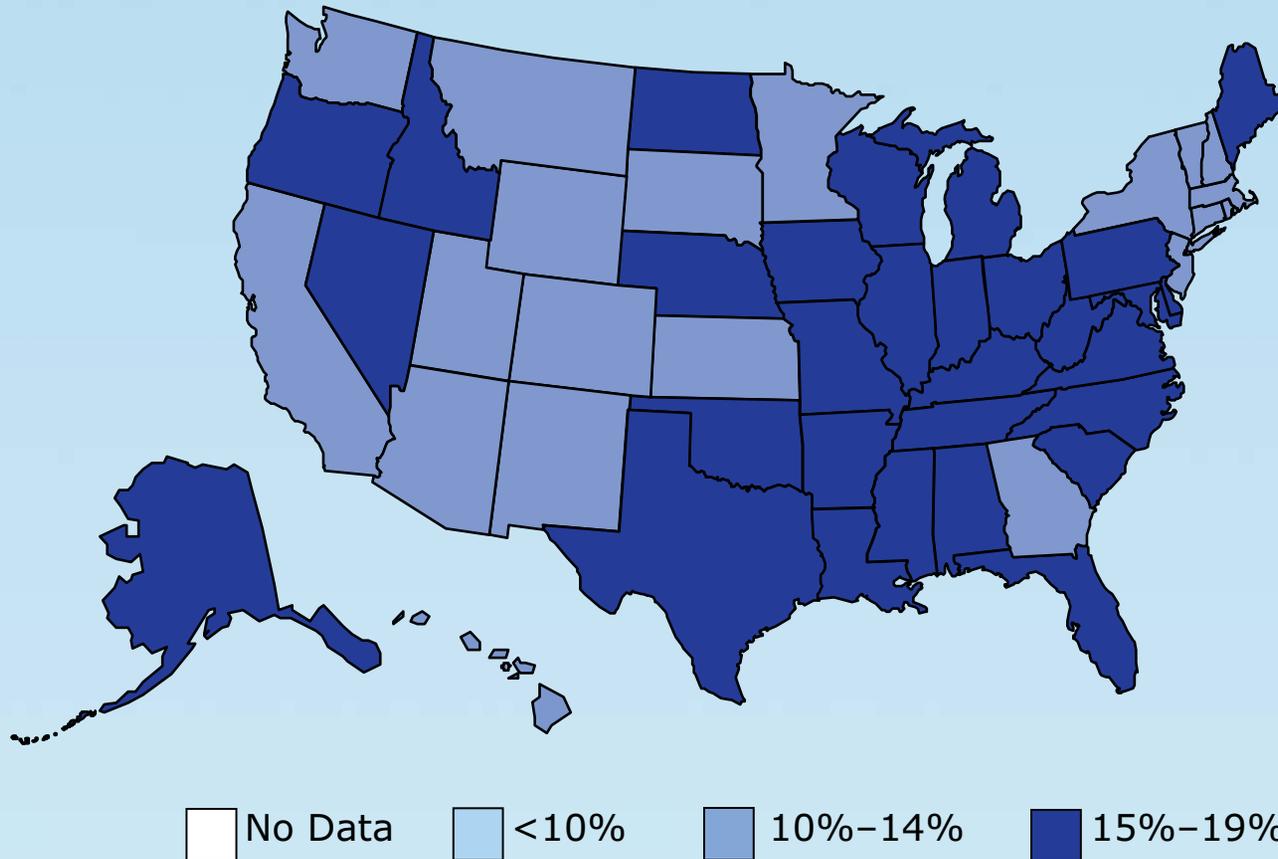
(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)



(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 1996

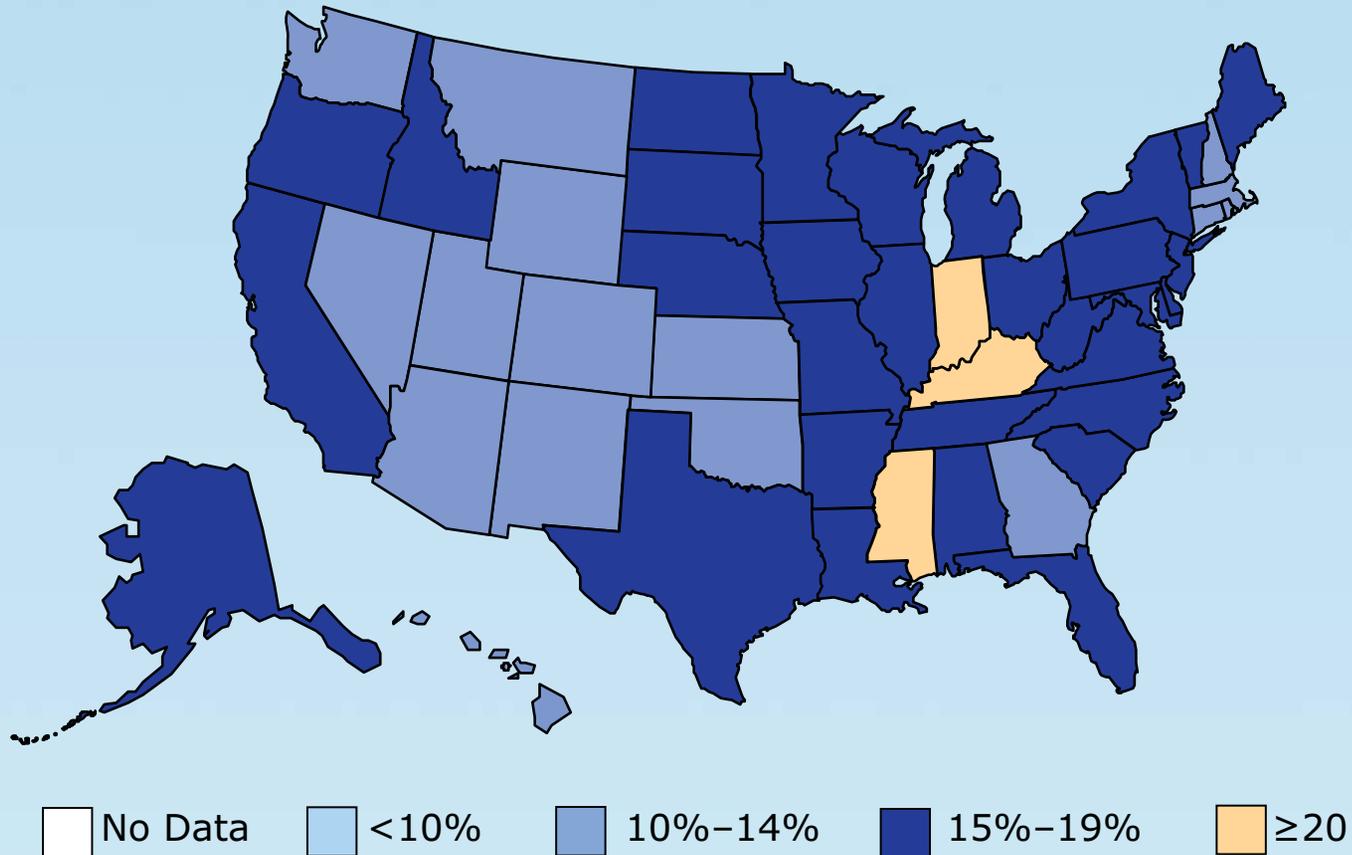
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(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 1997

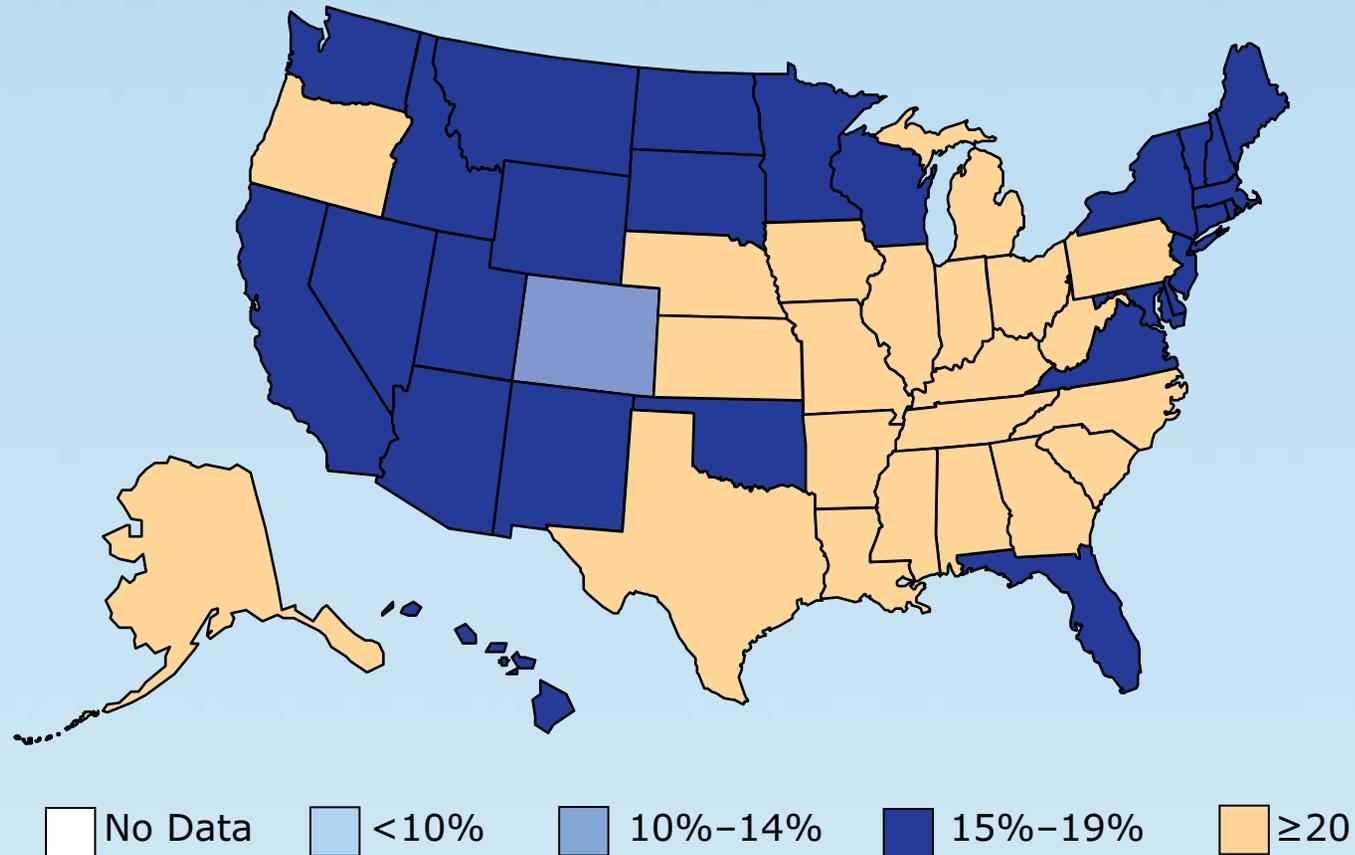
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(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 2000

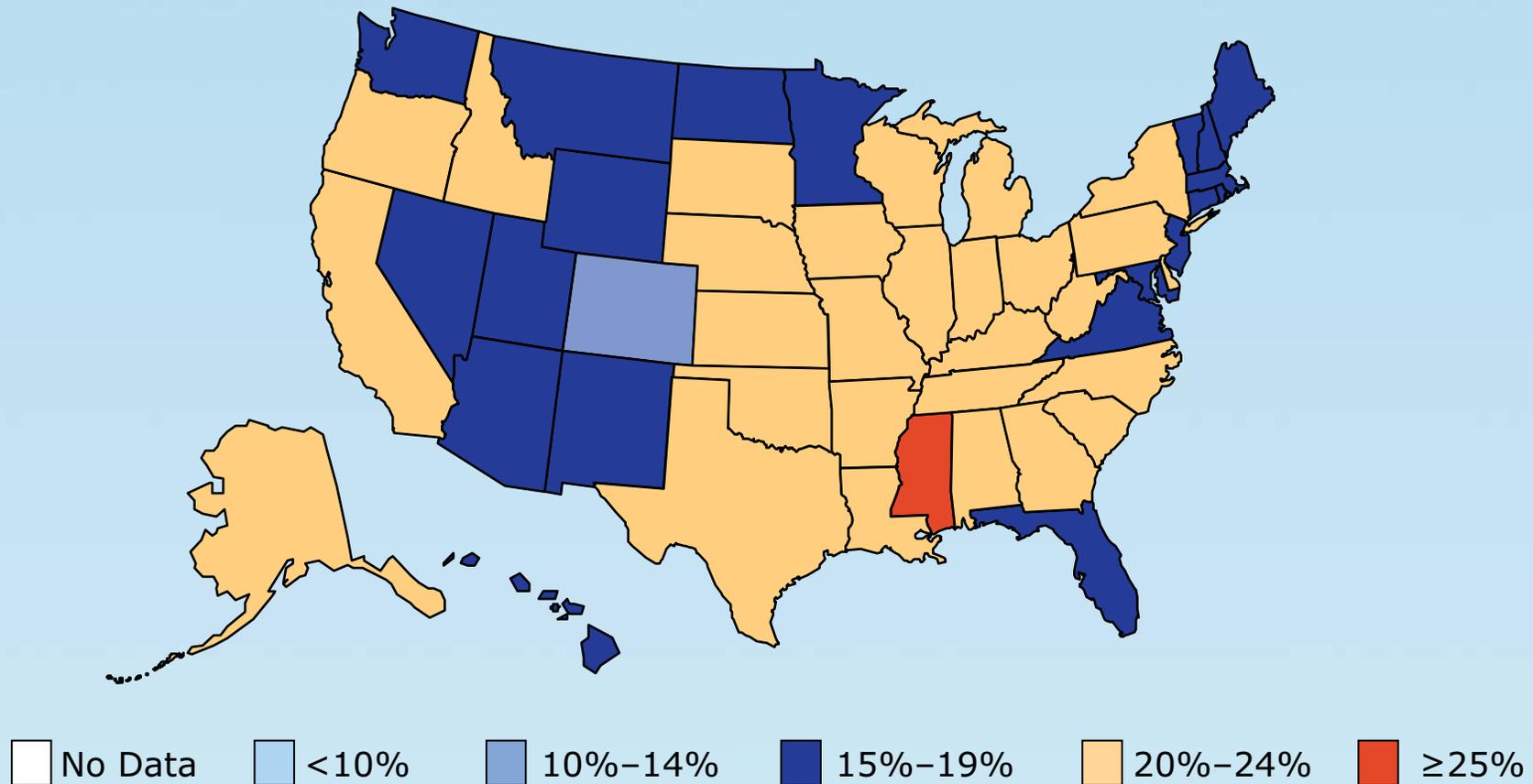
(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)



(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 2001

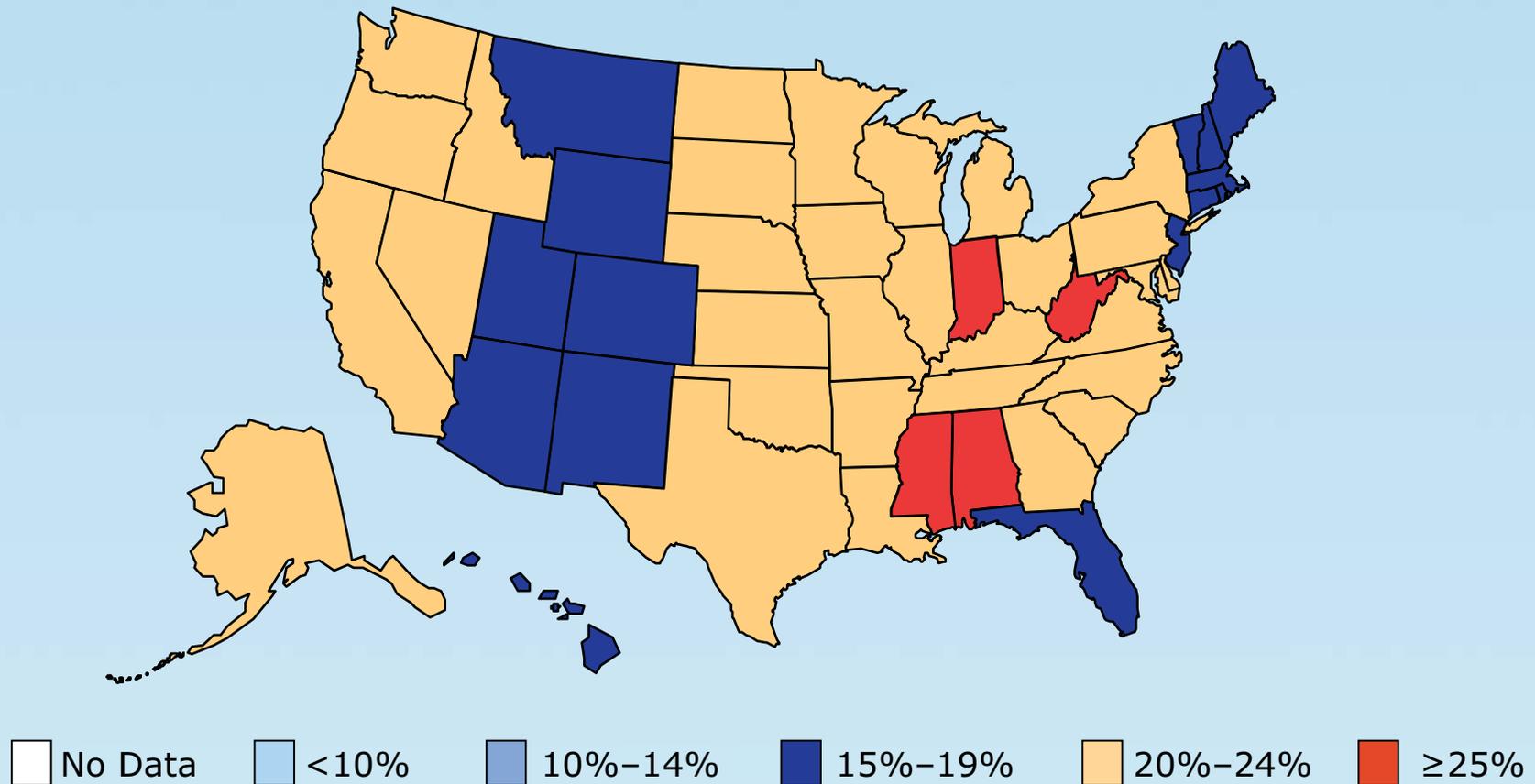
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(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 2003

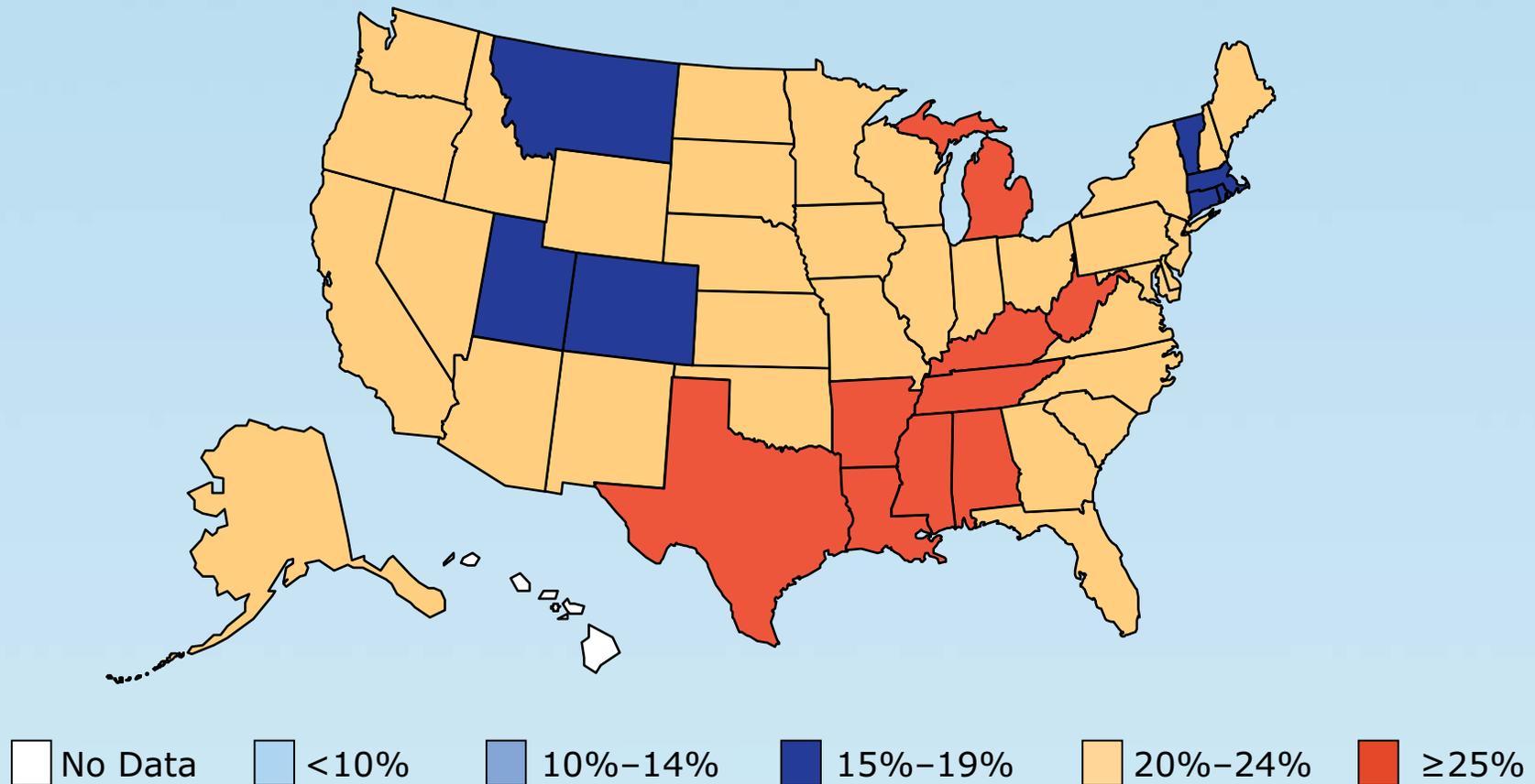
(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)



(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 2004

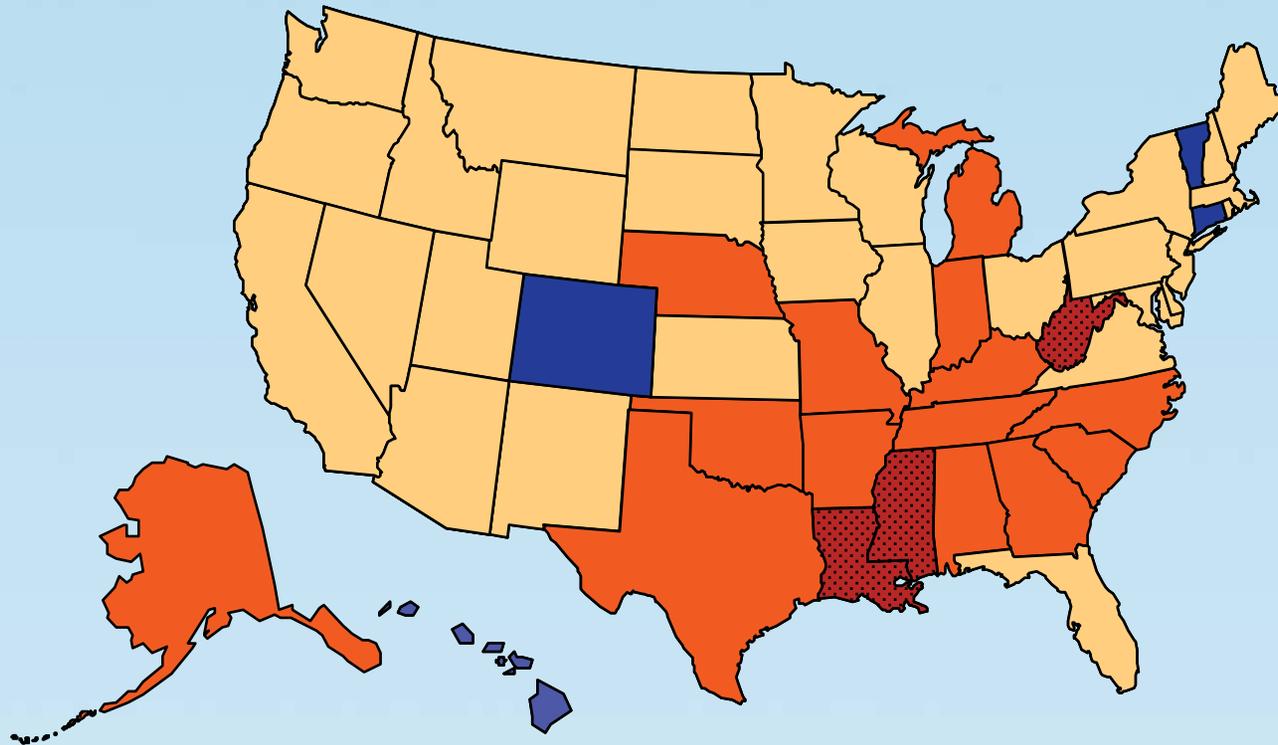
(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)



(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 2005

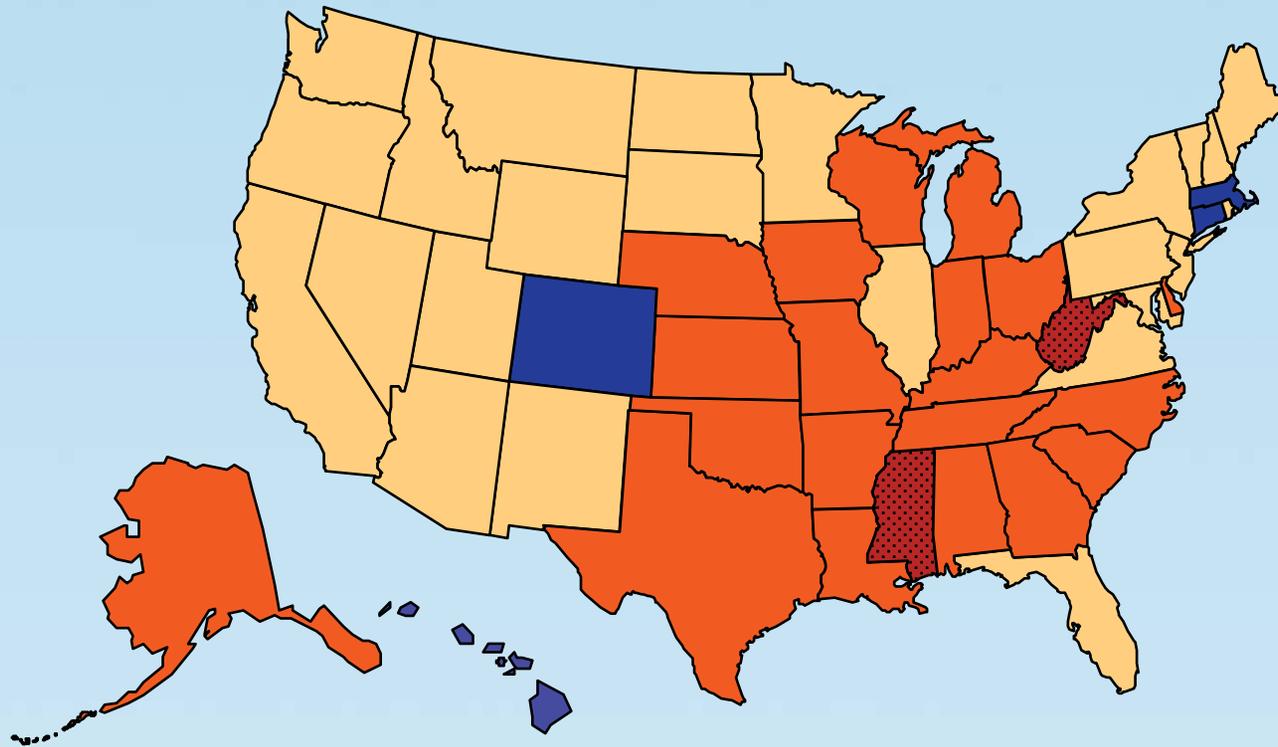
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(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 2006

(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)

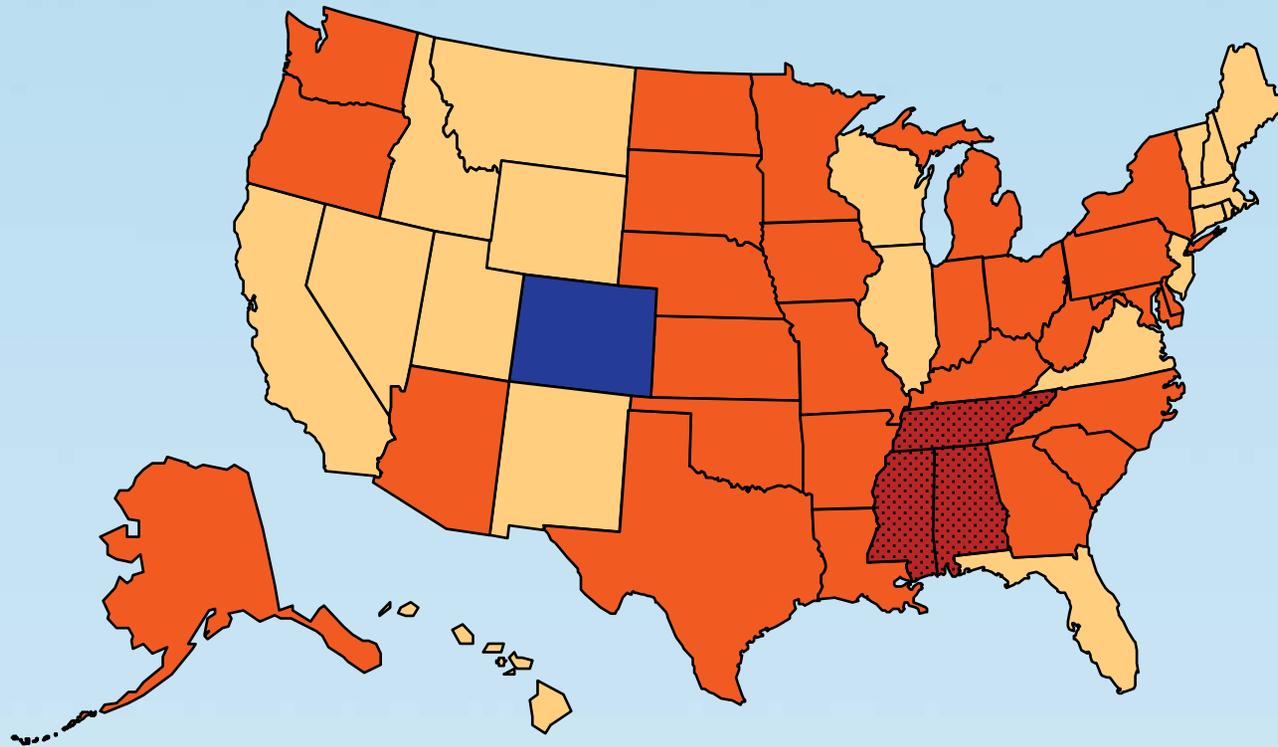


 < 10% 10%–14% 15%–19% 20%–24% 25%–29% $\geq 30\%$

(Behavioral Risk Factor Surveillance System, CDC, 2007)

Obesity trends among U.S. adults: 2007

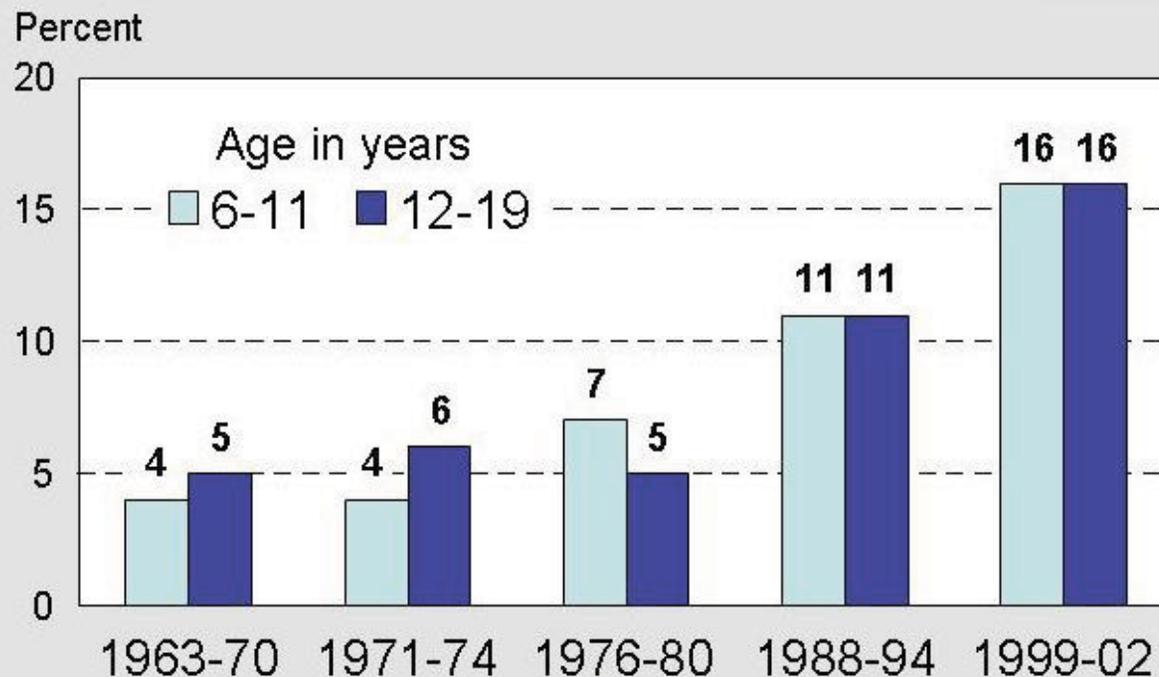
(*BMI ≥ 30 , or ~ 30 lbs overweight for 5' 4" woman)



(Behavioral Risk Factor Surveillance System, CDC, 2007)

U.S. youth overweight rates

Prevalence of overweight among children and adolescents ages 6-19 years



NOTE: Excludes pregnant women starting with 1971-74. Pregnancy status not available for 1963-65 and 1966-70. Data for 1963-65 are for children 6-11 years of age; data for 1966-70 are for adolescents 12-17 years of age, not 12-19 years.
SOURCE: CDC/NCHS, NHES and NHANES

(National Center for Health Statistics)

Overweight children have an increased risk of...

- Type 2 Diabetes
- Low self esteem
- Aggravated existing asthma
- Sleep apnea
- Decreased physical functioning
- Many other negative emotional & physical effects

(Institute of Medicine, 2005)

Physical activity

Most kids aren't getting the physical activity they need.



Physical activity recommendation for children:

At least 60 minutes of physical activity on most, preferably all, days of the week.

(US Depts. of Health and Human Services and Agriculture, 2005)



Safe Routes to School programs are part of the solution...

...to increase physical activity

...to improve unsafe walking and biking conditions

...to improve poor air quality by reducing vehicle emissions



Every school faces a different challenge



Steps in creating a SRTS program

- Bring together the right people
- Gather information and identify issues
- Find solutions
- Make a plan
- Get the plan funded
- Act on the plan
- Evaluate and make changes if needed

Elements of Safe Routes to School programs

- Education
- Encouragement
- Enforcement
- Engineering
- Evaluation



Evaluation

SURVEY ABOUT WALKING AND BIKING TO SCHOOL - FOR PARENTS -

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 10 - 15 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results. Thank you for participating in this survey!

These first few questions gather some general and background information. Remember, all information will be confidential, and no identifying information will be released.

1. What is the grade of the child who brought home this survey? (K - 3) _____ grade
2. Is the child who brought home this survey male or female? MALE FEMALE
3. How many children do you have in Kindergarten through 6th grade? _____ children
4. What is your ZIP Code? (please provide ZIP +4 if known) _____ ZIP code
(note: many utility bills will show your ZIP +4)
5. How far does your child live from school? (choose one)

<input type="checkbox"/> a. less than 1/4 mile	<input type="checkbox"/> d. 1 mile up to 2 miles
<input type="checkbox"/> b. 1/4 mile up to 1/2 mile	<input type="checkbox"/> e. More than 2 miles
<input type="checkbox"/> c. 1/2 mile up to 1 mile	<input type="checkbox"/> f. Don't know
6. On most days, how does your child arrive at school and leave for home after school? (select one choice per column)

Arrive at school	Leave for home
a. Walk	a. Walk
b. Bike	b. Bike
c. School Bus	c. School Bus
d. Family vehicle (only with children from your family)	d. Family vehicle (only with children from your family)
e. Carpool (going with children from other families)	e. Carpool (going with children from other families)
f. Transit (city bus, subway, etc.)	f. Transit (city bus, subway, etc.)
g. Other (skateboard, scooter, inline skates, etc.)	g. Other (skateboard, scooter, inline skates, etc.)

SAFE ROUTES TO SCHOOL STUDENT ARRIVAL AND DEPARTURE TALLY SHEET

School Name: _____ Grade: _____ # of students enrolled in class _____

Teacher: _____ Monday's Date: _____

School's Zip Code _____ (used to identify weather conditions)

Teachers, here are simple instructions for using this form:

- Please conduct these counts each of the five days of the assigned week.
- Before asking your students to raise their hands to indicate the one answer that is correct for them, read through all potential answers so they will know what the choices are.
- Ask your students as a group the question "How did you arrive at school today?"
- Read each answer and record the number of students that raised their hands for each.
- Follow the same procedure for the question "How do you plan to leave for home after school?"
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in class each day			Step 2. Ask students "How did you arrive at school today?" and "How do you plan to leave for home after school?" (record number of hands for each answer)						
Weather Sunny Rainy Or cloudy Or snow	Number of Students (in class when count made)	Walk	Bike	School Bus	Family Vehicle (only with children from your family)	Carpool (going with children from other families)	Transit (city bus, subway, etc.)	Other (skateboard, scooter, inline skates, etc.)	
Mon AM									
Mon PM									
Tues AM									
Tues PM									
Wed AM									
Wed PM									
Thur AM									
Thur PM									
Fri AM									
Fri PM									

Comments (Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally):

Is the program making a difference?

Federal Safe Routes to School program

- \$612 million to States 2005-2009
- Funds infrastructure and non-infrastructure activities
- Requires State SRTS Coordinators



More Information:
www.saferoutesinfo.org

State Programs

- California Safe Routes to School funding



Safe Routes to School goals

- Where it's safe, get kids walking and biking
- Where it's not safe, make it safe



www.saferoutesinfo.org

SafeRoutes
National Center for Safe Routes to School



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What is Safe Routes to School?

Watch a short video to learn more about encouraging kids to safely walk and bike to school.

[click here](#)

Community leaders, parents and schools across the U.S. are using Safe Routes to School programs to encourage and enable more children to safely walk and bike to school. The National Center for Safe Routes to School aims to assist these communities in developing successful Safe Routes programs and strategies. The Center offers a centralized resource of information on how to start and sustain a Safe Routes to School program, case studies of successful programs as well as many other resources for training and technical assistance.

Featured Resource

[10 Tips for Getting Walk to School Event Media Coverage](#)

This tip sheet outlines a few helpful tips for obtaining media coverage for a Walk to School event.

SRTS in the News

[Kid bicyclists strap on helmets](#)

Daytona Beach News-Journal
08/31/2006

[Expert tests walking routes](#)

Rome News-Tribune
08/31/2006

[Signs near schools warn speeders to 'slow down'](#)

The Honolulu Advertiser
08/30/2006



This site is funded by the U.S. Department of Transportation Federal Highway Administration and maintained by the National Center for Safe Routes to School within the University of North Carolina Highway Safety Research Center in partnership with the American Association of State Highway and Transportation Officials, America Walks, the Governor's Highway Safety Association, the Institute of Transportation Engineers, and Toole Design Group.



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NCSRTS Resources

The National Center for Safe Routes to School Resource Center is a centralized location of resources developed by the Center and the U.S. Department of Transportation. Please check back regularly for updates and additions.

For Safe Routes to School resources developed by other agencies and organizations, please search the [SRTS Online Library](#).

- Marketing and Promotions**
 - [Graphics and logos](#)
 - [Flyers](#)
 - [Template news releases](#)
 - [Talking points](#)
 - [Tip sheets](#)
- Walk to School**
 - [Graphics and logos](#)
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 - [Form Descriptions](#)
 - [Instructions](#)
- Enforcement**
 - [Adult School Crossing Guard Guide](#)
- Encouragement**
 - [Walking School Bus Guide](#)
- Training**
 - [SRTS National Course Video](#)
- Program Development**
 - [Toolkits](#)
 - [Guides](#)
- Status Report**
 - [October 2006](#) (PDF, 125 KB)

visit the [Federal SRTS Program site](#)

This site is funded by the U.S. Department of Transportation Federal Highway Administration and maintained by the National Center for Safe Routes to School within the University of North Carolina Highway Safety Research Center in partnership with the American Association of State Highway and Transportation Officials, America Walks, the Governor's Highway Safety Association, the Institute of Transportation Engineers, and Toole Design Group.

Education and Encouragement Techniques



Education and encouragement strategies can often begin right away



Education programs



Who needs educational messages?

1. Children
2. Parents
3. Neighbors



1. Educating children

- Pedestrian and bicyclist safety
- Personal safety
- Health benefits
- Environment



Pedestrian and bicyclist safety skills



Pedestrian safety



A. Crossing safely

- Where to cross
- How to cross



Bicyclist safety



A. Preparing for the ride



B. Following the rules of the road



Personal safety



Health and environment

- Health benefits of physical activity
- Concern for the environment



Sources of instructors

- Teacher
- Police or fire personnel
- Local bike club/advocate
- Public health professional
- Local Safe Kids coalition
- League of American Bicyclists (LAB) instructor



Strategies for teaching children



Include parents in education



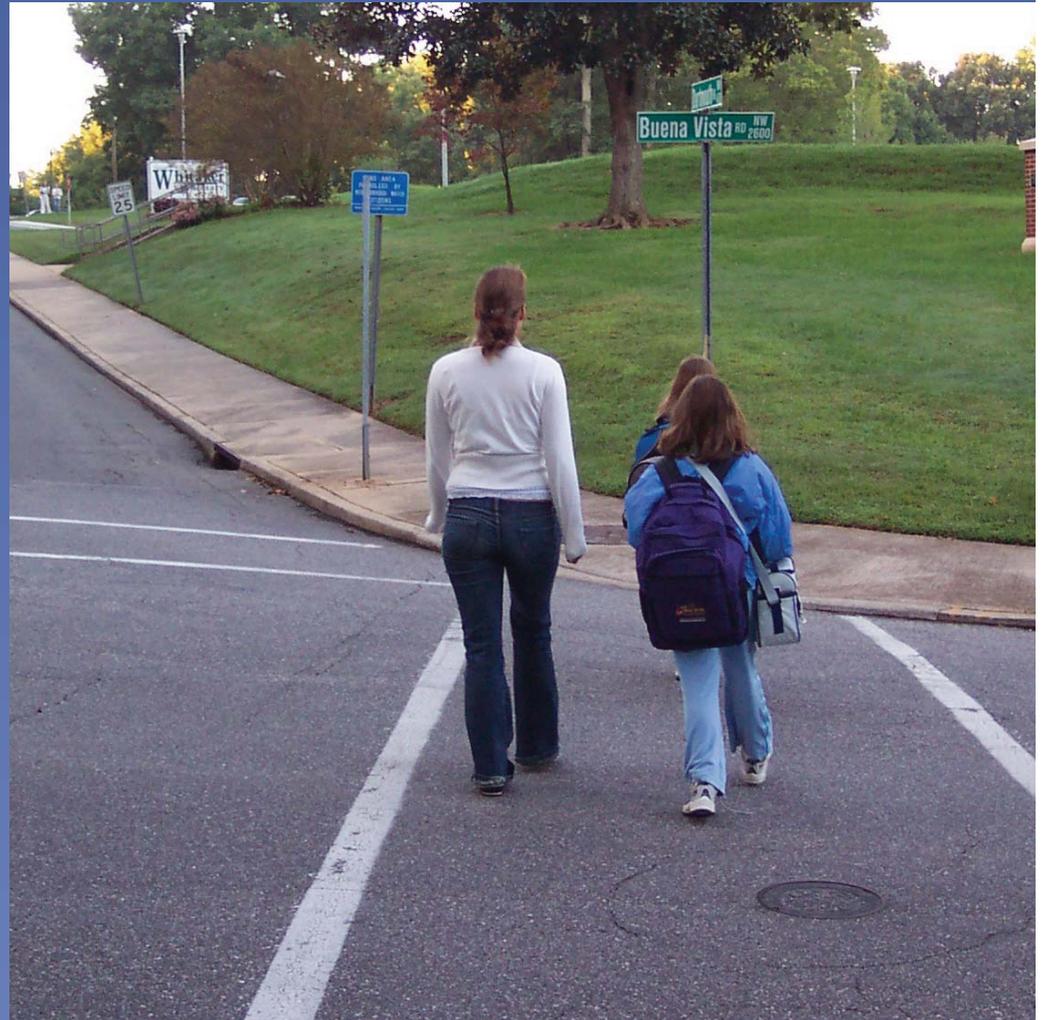
Success story: After school bike club



Charlottesville, VA

2. Educating parents

- Pedestrian and bicyclist safety guidelines to reinforce with children
- Safe driving near the school
- School pick up and drop off procedures



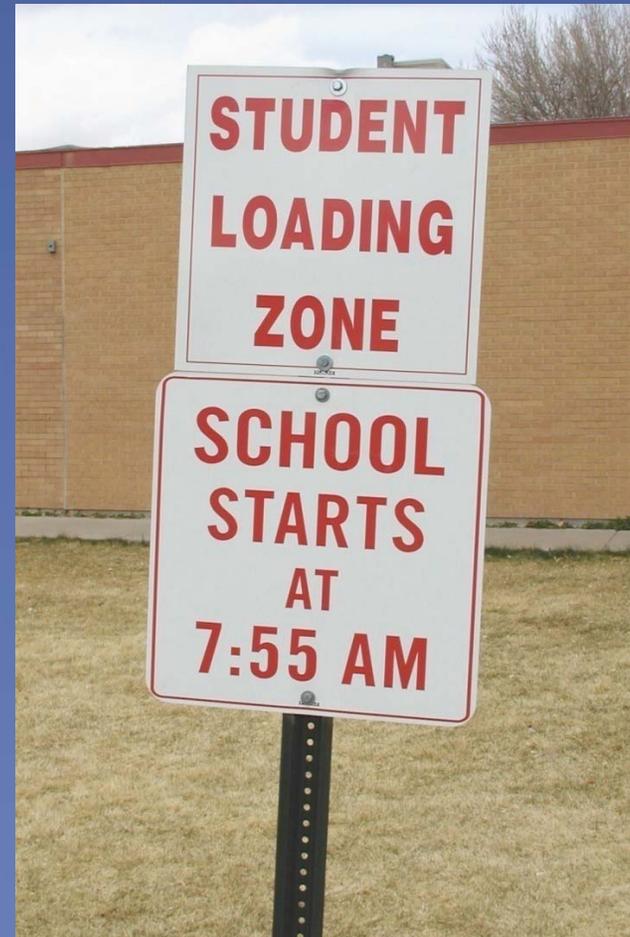
Parents teach and reinforce safety skills



Safe driving near the school



School drop-off and pick-up procedures



Strategies for reaching parents

HOME ABOUT BOARD CONTACT HISTORY LINKS CRIME PREVENTION



Hosford-Abernethy Neighborhood Development

A site for all who live, work and play in our inner-southeast Portland neighborhood.



Pages

- About
- Board
- Contact
- Crime Prevention
- History
- Links

Meta

- Log in
- Entries [RSS](#)
- Comments [RSS](#)
- [WordPress.org](#)

HAND on Flickr

« Abernethy School's first 'Tour de Ladd'

7 Corners Workshop, Oct. 6 »

Int'l Walk and Bike to School Day, Wed., Oct. 8

From Abernethy Walk & Bike organizers:

International Walk and Bike to School Day is supported by Safe Routes To School (<http://www.walknbike.org>) which oversees a statewide effort to promote walking, biking, scooting, skating—any clean, green, and healthy way for kids to get to school. Safe Routes To



Categories

- Crime
- Events
- Land Use Issues
- Meeting Minutes
- Meetings
- Schools
- Transportation
- Uncategorized

HAND Group

- Division/Clinton Association
- Friends of Ladd Gardens

3. Educating neighbors

- Watch for / yield to pedestrians and cyclists
- Drive slowly
- Keep sidewalks clear
- Prune plants



Neighbors are key allies



Strategies for reaching neighbors



Meetings



Flyers

Education summary

- Children
 - Pedestrian and bicyclist safety
 - Personal safety
 - Health
 - Environment

- Parents
 - Pedestrian and bicyclist safety guidelines to reinforce
 - School pick up and drop off procedures
 - Tips for safe driving near the school

- Neighbors
 - Watch for / yield to pedestrians and bicyclists
 - Drive slowly
 - Keep sidewalks clear
 - Prune plants

Encouragement programs



Encouragement programs

1. Events
2. Walking school buses
3. Individual competition
4. Contests
5. Park and walk sites
6. Route map promotion



1. Events



An opportunity to include everyone and invite support



Celebrate International Walk to School Day / Month in October



www.walktoschool.org



International Walk to School USA

Join kids and families around the globe to walk and bicycle to school in October!

October is International Walk to School Month. In the USA, more communities than ever before participated in Walk to School Day on October 4 and events continue throughout October.

LEARN MORE:
[Why Walk or Bike](#)
[About](#)
[Who's Walking](#)
[FAQ](#)
[Contact](#)
[Media](#)

GET INVOLVED:
[Register](#)
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→ **Complete an event report**
Tell us how your Walk to School events went this year by filling out our online survey by November 1, 2006.

→ **Register for 2006**
Register your event or sign up to be a resource person for your state.

→ **Share photos of your event**
Submit photos of your Walk to School event to the international web site.

→ **See which schools are walking**
Visit our interactive map to find out which schools have registered in each state.

→ **Visit the international site**
Find out which other countries are walking and biking to school, and view photos from past events.

WHY promote walking and bicycling?

- ⇒ [To enhance the health of kids](#)
- ⇒ [To improve air quality and the environment](#)
- ⇒ [To create safer routes for walking and bicycling](#)

WALK all year long with SAFE ROUTES TO SCHOOL

Go beyond your Walk to School event to support safe walking and bicycling all year long with Safe Routes to School programs. New Federal legislation has recognized the value of ongoing walking and bicycling and is providing funding for states to establish programs.

www.saferoutesinfo.org

[Find out why Safe Routes to School matter](#)

[Learn more about what's happening in your state](#)

[Example Safe Routes to School activities](#)



Mt. Juliet, TN



Phoenix, AZ



Seattle, WA

Hold walk and bike to school days throughout the year

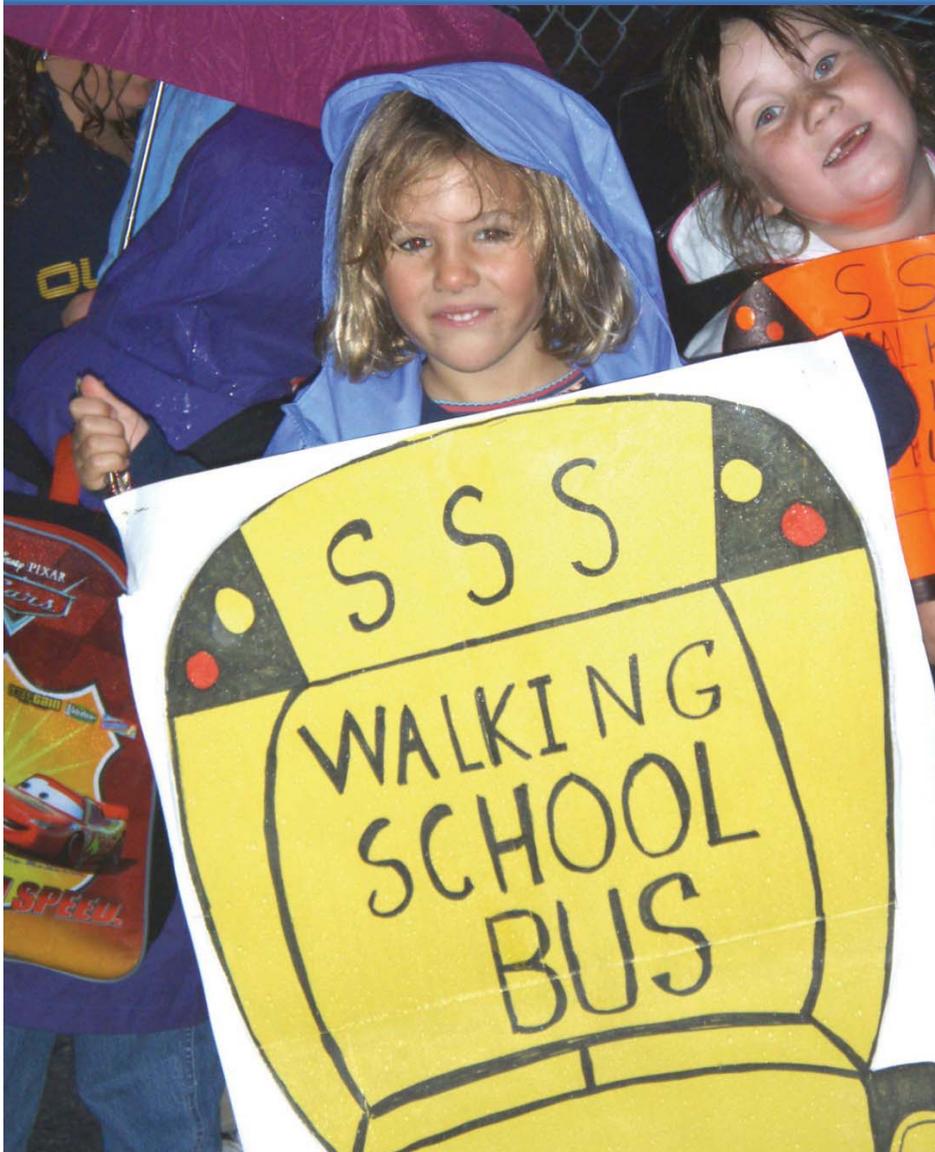


Success story: Walking Wednesdays

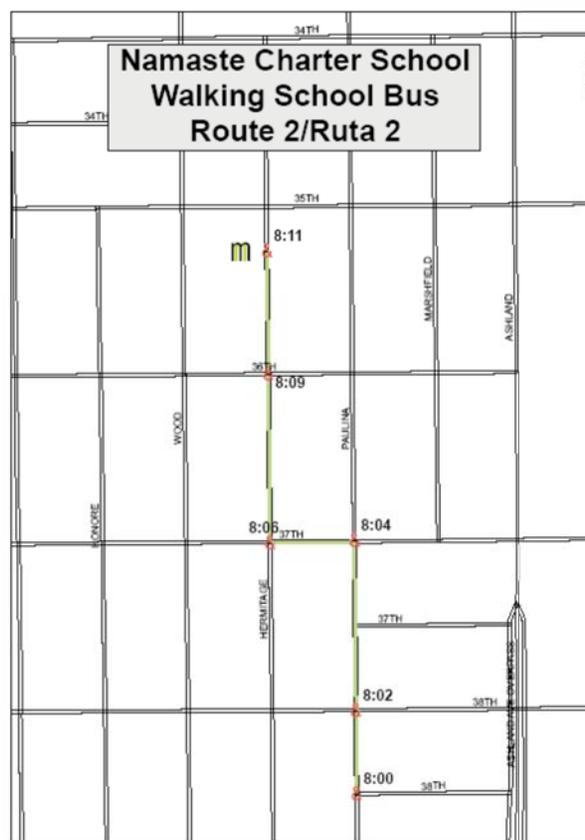


Charlottesville, VA

2. Walking school buses and bicycle trains



Can be informal or formal



3. Individual competition

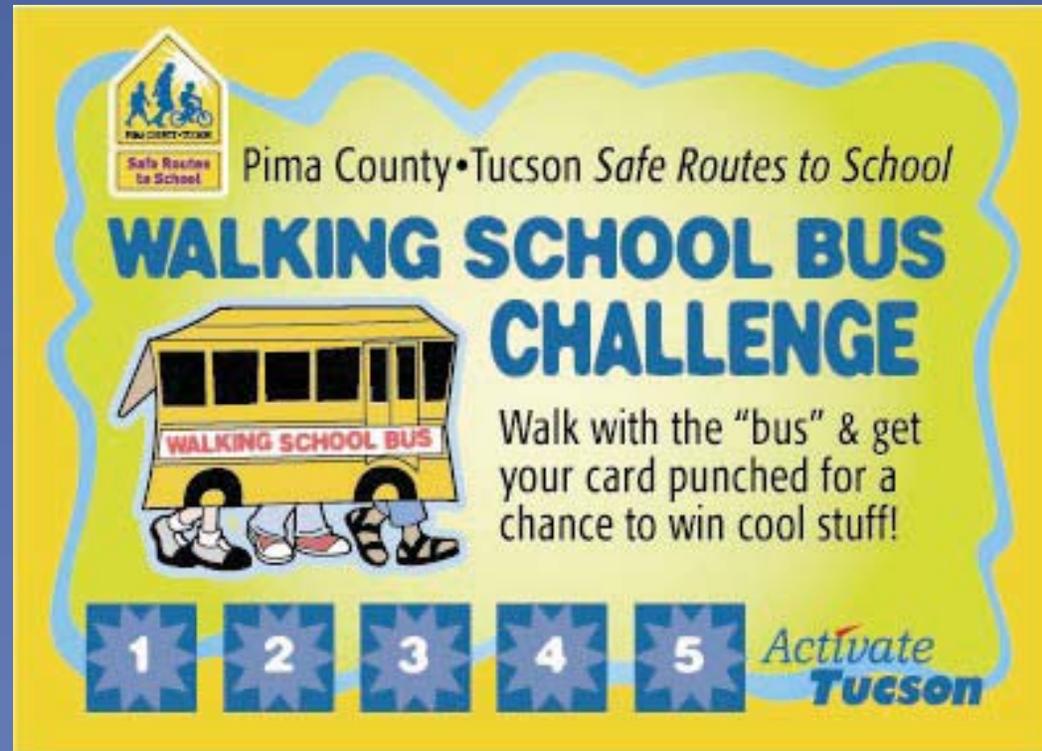


Success story: Go for Gold program

- Buckinghamshire County, UK
- Gold card, stamped when walk
- Car use reduced from 62% to 26% in ONE YEAR
- Still low (13%) in 2007



Success story: Punch cards



Tucson, AZ

Success story: Frequent bikers



Boulder, CO

4. Contests



Success story: Golden Sneaker Award



Larkspur, CA

Success story: “Caught being good”

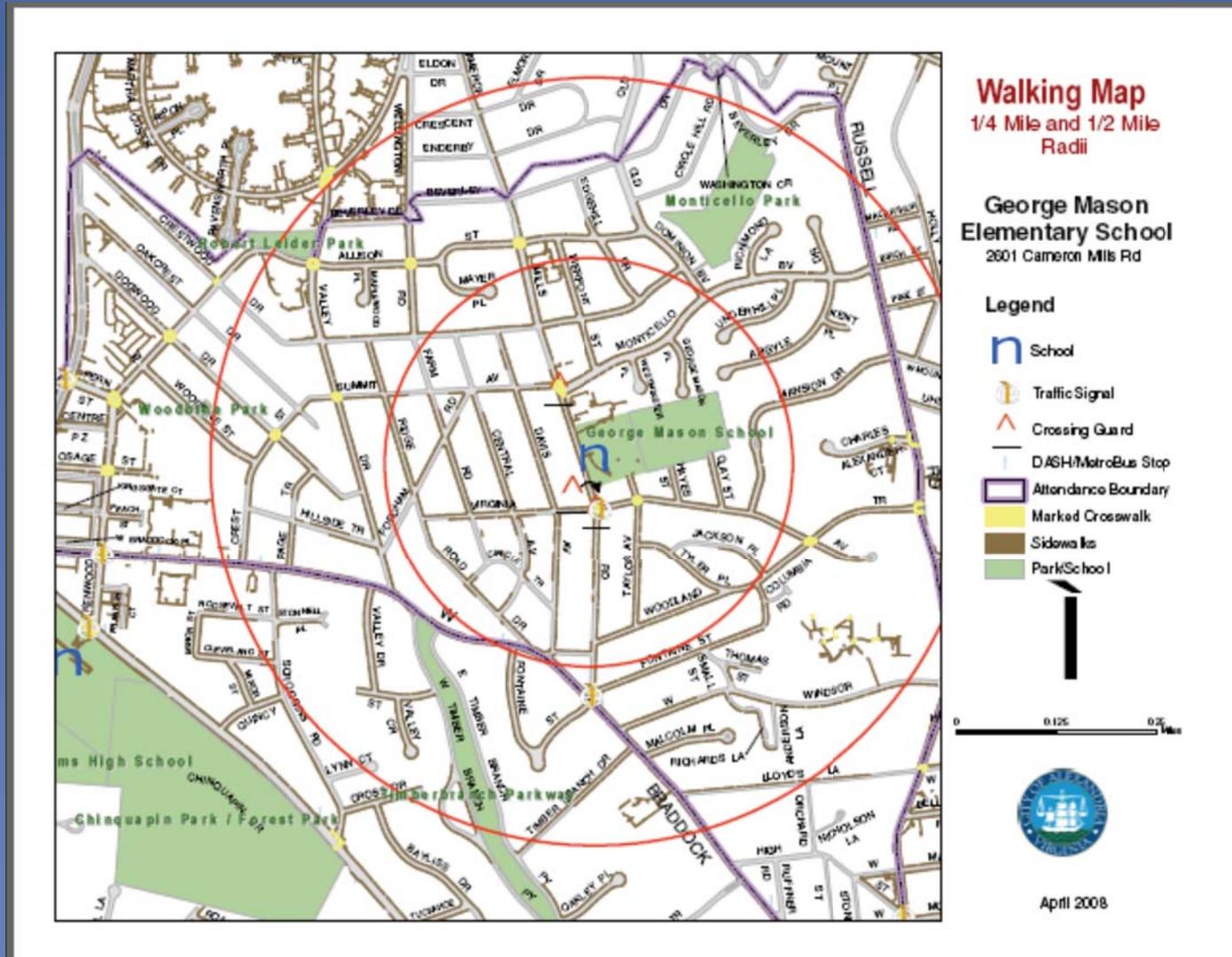


Wilmette, IL

5. Park and walk sites

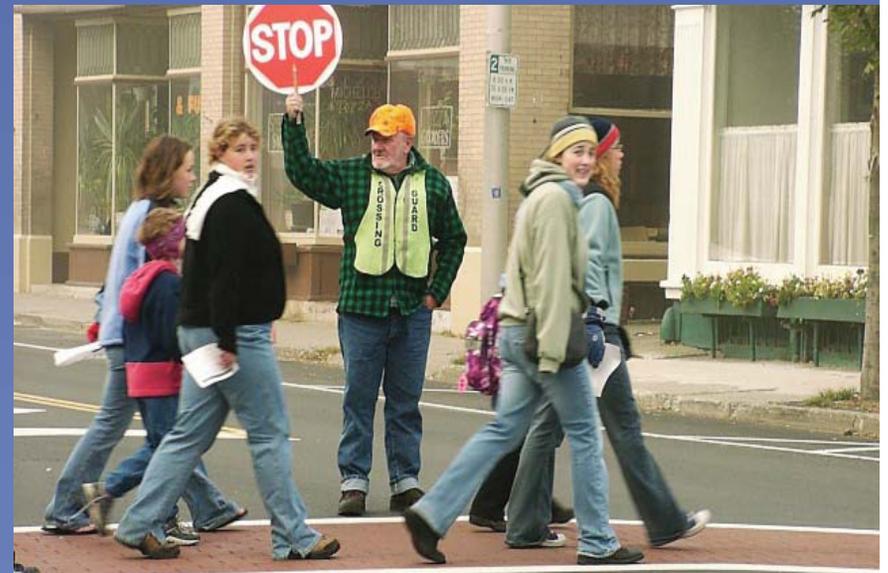


6. Route map promotion



SRTS in middle schools

- Make it relevant
- Encourage students to take ownership
- Hold contests with cool prizes



Enforcement strategies



Role of enforcement

- Increase awareness
- Reduce traffic safety problems
- Improve behavior



Unsafe pedestrian behaviors

- Not looking before crossing
- Crossing at undesirable locations
- Darting out
- Disobeying guards/signals

Unsafe bicyclist behaviors

- Riding into traffic without looking
- Riding facing traffic
- Swerving, turning left without looking
- Disobeying signs & signals
- Riding too fast for conditions
- No helmet

Unsafe driver behavior

- Speeding
- Failure to yield
- Running lights & STOP signs
- Passing school buses
- Illegal parking

Unsafe on-campus driver behavior



- Illegal parking
- Stopping or parking in bus unloading zone
- Dropping students off in street
- Sending students between parked cars/buses

A different way to look at enforcement

- Students
- Parents
- School administration
- Crossing guards
- Law enforcement officers



Enforcement strategies

- School and community
- Law enforcement



Safety patrol

Allows students to participate in promoting traffic safety



School driveway and drop-off zone monitors



Crossing guards



Neighborhood speed watch radar lending programs

Residents use radar units to record speed data in their neighborhood



Role of law enforcement officers

- Teach safety
- Evaluate traffic concerns
- Provide police presence
- Monitor guards and students



Types of law enforcement officers

- School resource officers
- Community action officers
- Motor officers



Preparing for law enforcement

- Public education
- Parent and community involvement
- Officer training



Law enforcement methods

- Speed trailers
- Active speed monitors
- Traffic complaint hotline
- Photo enforcement
- Pedestrian 'decoys'
- Progressive ticketing



Speed trailers



Active speed monitors

- More permanent than trailers
- Provides feedback and increases awareness



Traffic complaint hotline

- Create outlet for community
- Provide guidance for enforcement
- Provide feedback



Photo enforcement



Mobile units provide city-wide coverage



Permanent units supplement police efforts

Pedestrian 'decoys'



Progressive ticketing

- First: educate
- Second: warn
- Third: ticket



Follow up



Measure results



Repeat if needed

Law enforcement can be effective when:



- The majority of drivers are following the law.
- The built environment supports the law.

Impact lasts several weeks without other strategies.

Summary

- Enforcement requires the action of parents, schools, children, and the community
- Enforcement includes an array of strategies to improve behavior
- Law enforcement officers are valuable partners who can play many roles

Engineering Treatments and Strategies



Creating safe routes with engineering

- Improve children's safety
- Encourage more bicycling and walking



School enrollment boundary

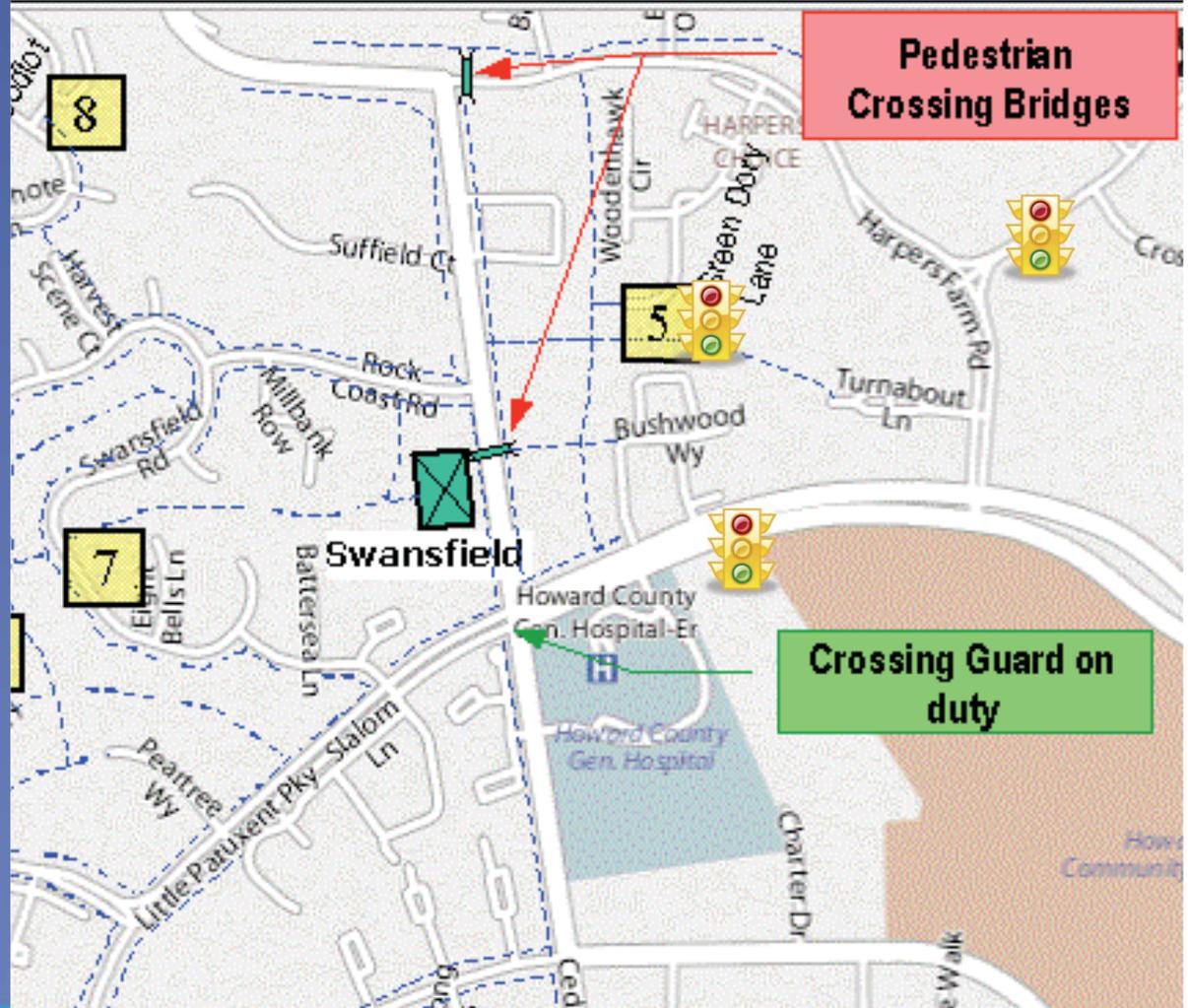


Existing conditions map

Sidewalks
and
pathways

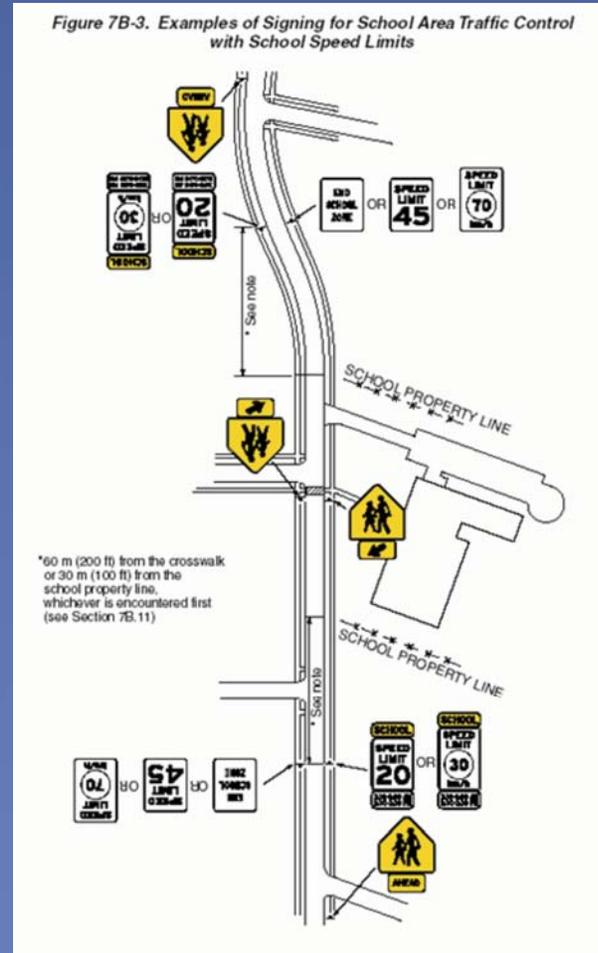
Walking
school bus
locations

6

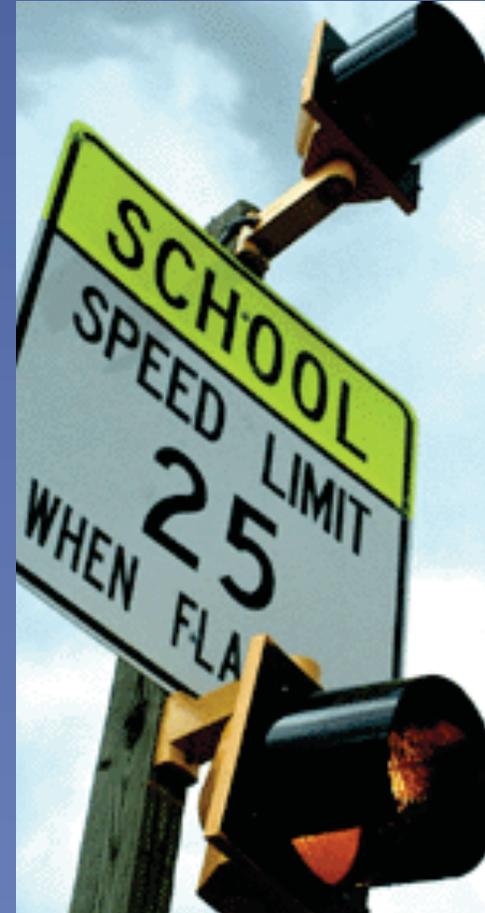


Signing and marking the school zone

Manual on Uniform Traffic Control Devices



School area speed limit signing



School flasher and reduced speed limit sign



Overhead school flasher/speed sign



Changeable message signs



Speed feedback signs



School crosswalk signs and advance warning signs



Fluorescent yellow-green post covers

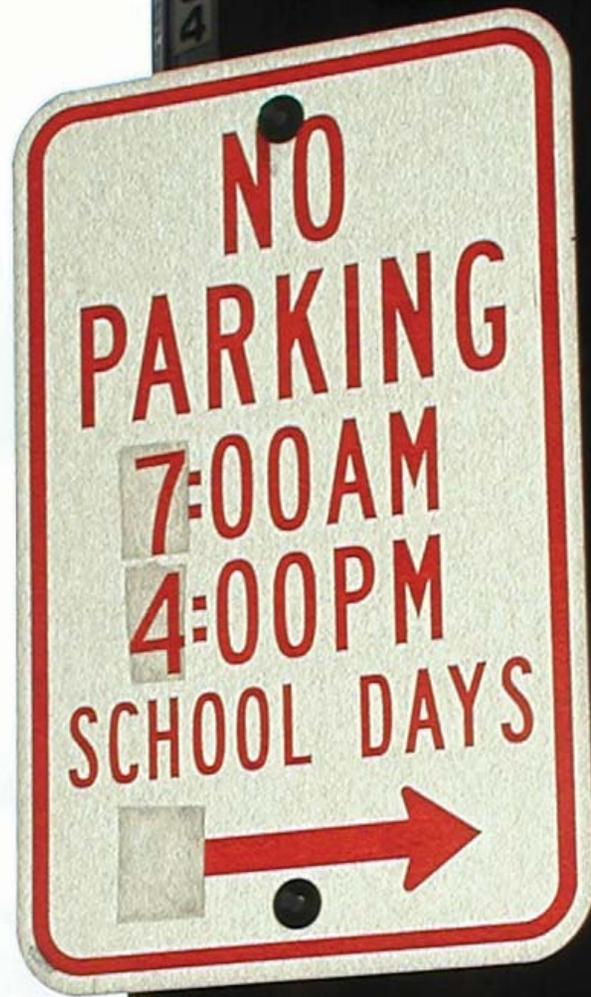


old style



new style

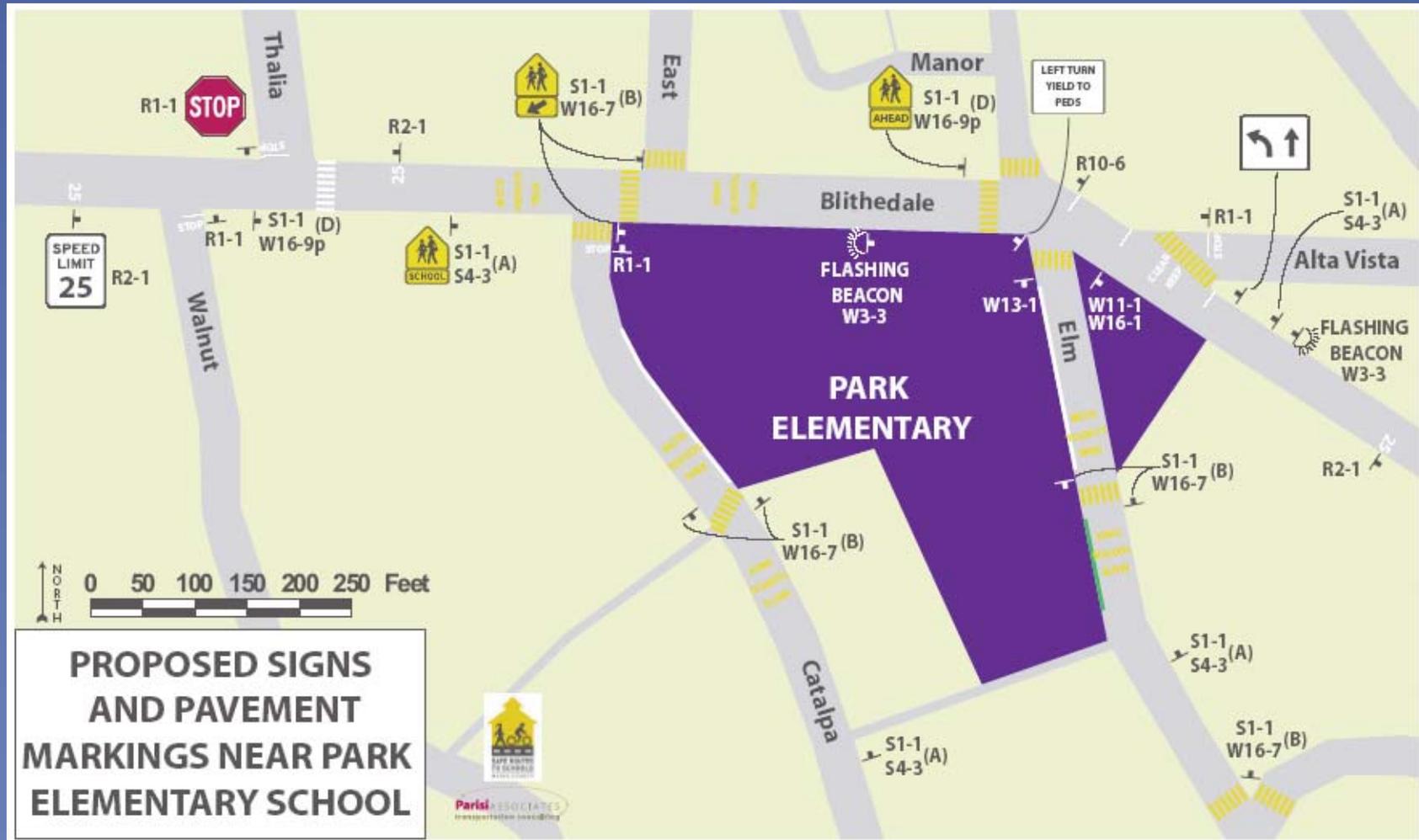
Parking regulations



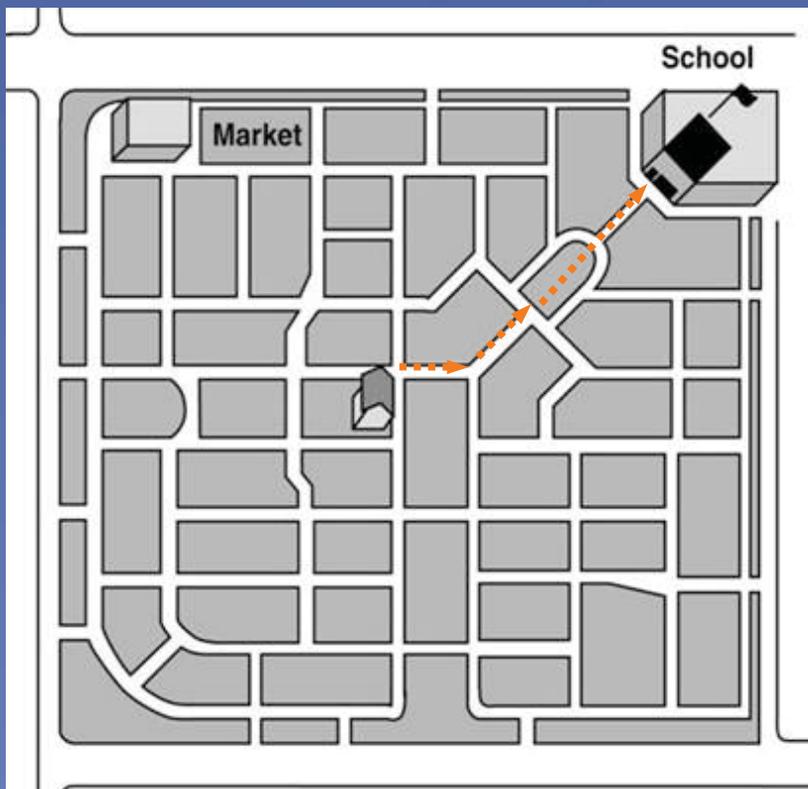
School pavement markings



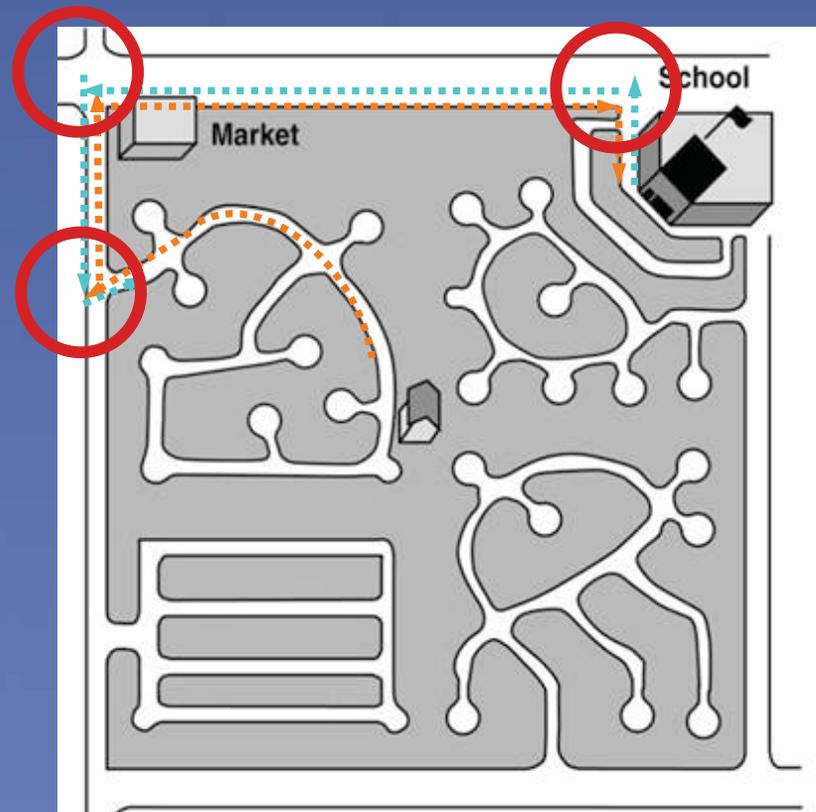
Sample school traffic control plan



Connectivity can reduce walking distances and crossings required



Connected streets

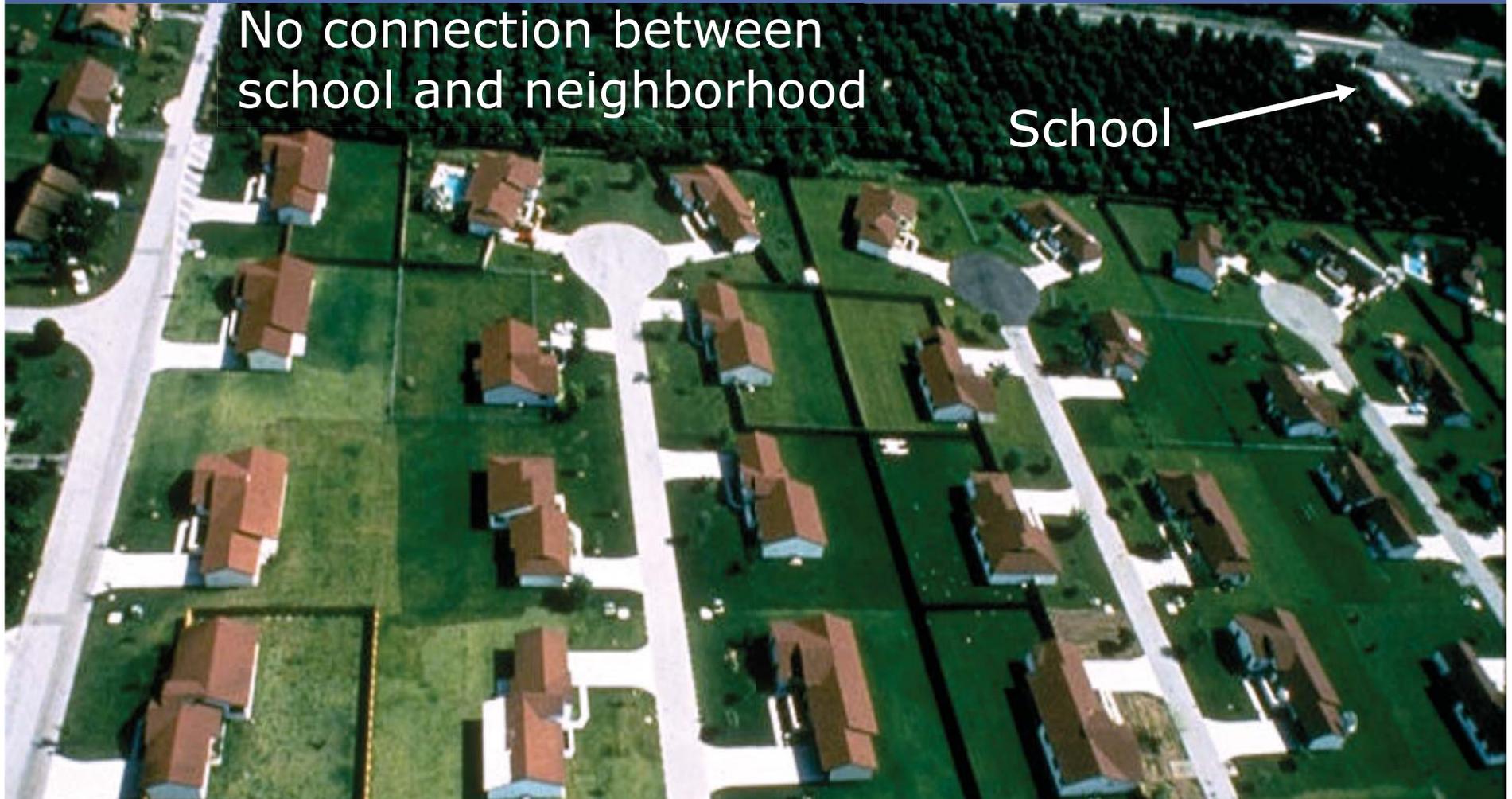


Lollipop pattern

Connecting cul-de-sacs

No connection between school and neighborhood

School



Parking restrictions at corners

Better visibility for both drivers and pedestrians



Modify traffic signal timing



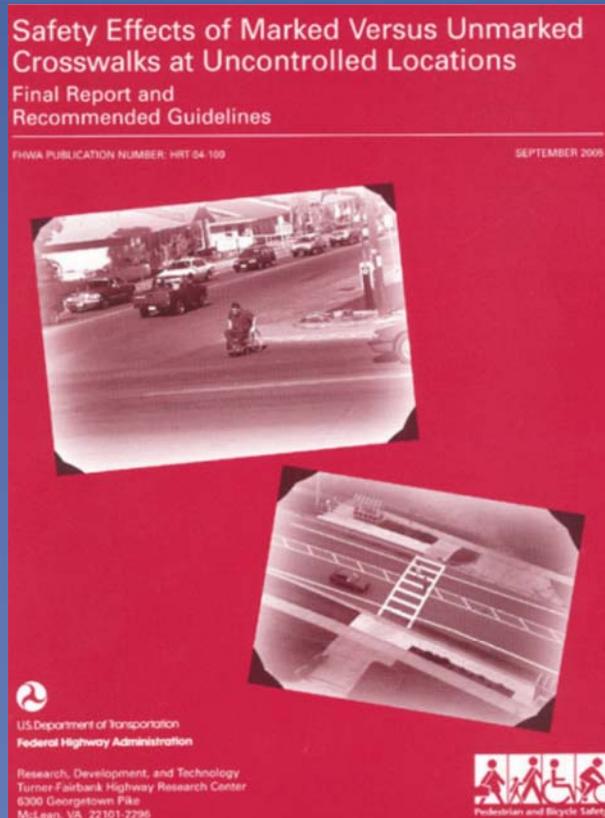
No right-turn-on-red



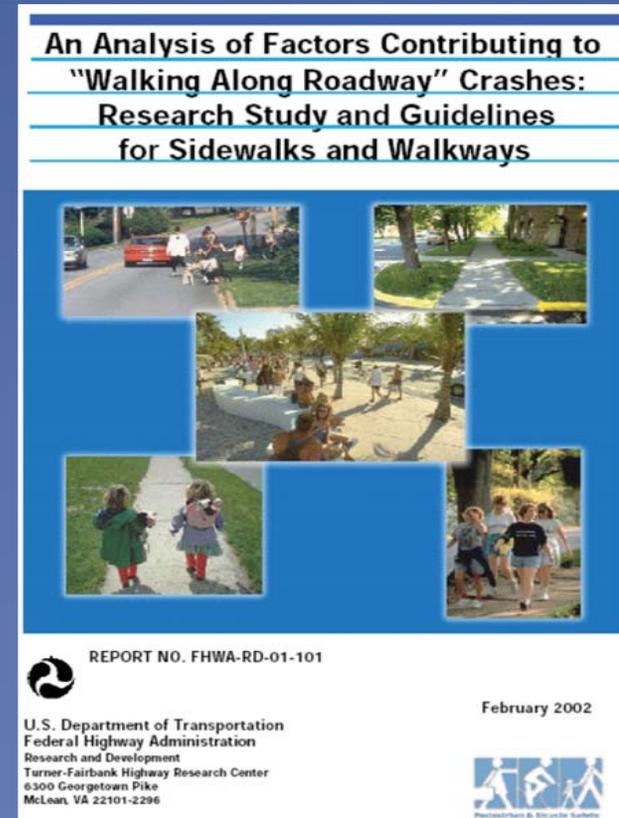
Raised pedestrian crosswalks



FHWA references



Crosswalk Study



Sidewalk Study

PED SAFE

[skip navigation links](#)

PEDSAFE



Pedestrian Safety Guide and Countermeasure Selection System

The Pedestrian Safety Guide and Countermeasure Selection System is intended to provide practitioners with the latest information available for improving the safety and mobility of those who walk. The online tools provide the user with a list of possible engineering, education, or enforcement treatments to improve pedestrian safety and/or mobility based on user input about a specific location. [\[read more\]](#)

Resources:

Background – understand what is needed to create a viable pedestrian system.

Crash Statistics – learn about the factors related to the pedestrian crash problem.

Crash Analysis – learn how crash typing can lead to the selection of the most appropriate countermeasures.

Objectives – learn how selected treatments may address many requested improvements to the pedestrian environment.

Implementation – read about the necessary components for implementing pedestrian treatments.

More Info – access additional information through a variety of resources.

Downloads – access print versions of the guide and other relevant materials.

Available Tools:



Selection Tool – find appropriate countermeasures on the basis of desired objectives and specific location information.

Interactive Matrices – view the countermeasures associated with crash types and performance objectives.

Countermeasures – read descriptions of the 49 engineering, education, and enforcement treatments.

Case Studies – review real-world examples of implemented treatments.

Project sponsored by:



U.S. Department of Transportation
Federal Highway Administration

[site map](#)

This site is best viewed in [Mozilla 1.4+](#), [Netscape 7.0+](#), or [Internet Explorer 6.0+](#) browsers.

Funding Safe Routes to Schools

*An Overview of Funding for
SR2S in California*

Funding Sources

- Federal (SRTS) – established in SAFETEA-LU; will need reauthorization
- State (SR2S) – AB 57 extended the program indefinitely

Federal SRTS Funding Program

- Process
- Eligible Applicants
- Program Funding
- Eligible Projects
- Inappropriate Uses
- Application Form

Process

- Obtain application form at:

<http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm>

- Submit application form by July 15
- Caltrans District 7 Local Assistance Coordinator:
Dale Benson— (213) 897-2934
- Other districts: <http://www.dot.ca.gov/hq/LocalPrograms/dlae.htm>
- Send applications to your Caltrans District
- Applications reviewed by District Review Committee

Eligible Applicants

- Any regional or local public agency
- Cities, counties, Metropolitan Planning Organizations , Regional Transportation Planning Agency
- Native American Tribes
- School or school district (district preferred)
- Non-profits
- School districts and non-profits encouraged to partner with local agency or knowledgeable consultant

Program Funding

- \$42 million for two years
- Spend \$ within 4 years
- Statewide Target
 - 70% infrastructure
 - 30% non-infrastructure

Eligible Projects

Must be for Elementary or Middle Schools

- Engineering
- Education
- Encouragement
- Enforcement
- Evaluation

No match required

Eligible Projects:

Infrastructure in School Vicinity (2 mi.)

- Sidewalk improvements
- Curb ramps
- Trails
- Under/overpasses
- Ped and bike crossing improvements
- Bikeways (paths, lanes, routes)
- Bicycle parking
- Bicycle route signage
- Traffic calming
- Roundabouts, speed humps, bulb-outs, median refuges, etc.
- Up to 10% for incidental costs (Other Es, on school grounds, landscaping)

Cap at \$1 million per project

Eligible Projects: Non-Infrastructure

- SRTS Coordinator
- SRTS Planning
- Safety education for students
- Education for motorists
- Enforcement of laws
- SRTS workshops
- Developing SRTS maps
- Walkability checklists
- Equipment and training for crossing guards
- Incentives for contests
- Community outreach
- Paying substitute teacher for other teachers to attend SR2S functions

Cap at \$500,000 per project

Best to establish community coalition!

Inappropriate Uses

- Recurring costs, like crossing guards (crossing guard training – OK)
- If costs will recur in future years, identify funds
- Improvements to pick-up/drop off, unless directly benefits safety of students walking/cycling
- Bus safety improvements

Application Form

- Info about applicant
- General info about project
- Organizational capacity
- Detail info about project: maps, site plan, detailed engineer's estimate, warrants
- Cost estimates
- Project delivery schedule

What's New

- Electronic version – send in + 2 hard copies
- More info requested on each school
- Student and parent tallies for past funded projects
- Good standing of past funded projects
- Existing site conditions table
- Promote walking and rolling for disabled students

Rating Factors

- Stakeholder input
- Descriptions of safety risks and demonstrated need
- 5 E program
- Promote participation of disabled students
- Program sustainability
- Other complementary efforts (bike plan, etc.)
- Agency and partner commitment

State SR2S Funding Program

- Process
- Eligible Applicants
- Program Funding
- Eligible Projects
- Inappropriate Uses
- Application Form

Process

- Obtain application form at:

<http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/sr2s.htm>

- Submit application form by due date
- Caltrans District 7 Local Assistance Coordinator:
Dale Benson– (213) 897-2934
- Send applications to your local district
- Other districts: <http://www.dot.ca.gov/hq/LocalPrograms/dlae.htm>
- Applications reviewed by District Review Committee

Eligible Applicants

- City agency
- County agency

Program Funding

- \$- million statewide (depends on year)
- Caltrans will post amount available

Eligible Projects: Infrastructure

- Sidewalk improvements
- Curb ramps
- Trails
- Under/overpasses
- Ped and bike crossing improvements
- Bikeways (paths, lanes, routes)
- Bicycle parking
- Bicycle route signage
- Traffic calming
- Roundabouts, speed humps, bulb-outs, median refuges, raised crosswalks, etc.

Non-Infrastructure

- Must be related to infrastructure improvements
- Public outreach
- Safety education
- Promotion

Inappropriate Uses

- Improvements to pick-up/drop off, unless directly benefits safety of students walking/cycling
- Sidewalk repairs
- Pavement maintenance
- Crossing guard salary

Application Form

- Maximum 30 pages
- Must be stapled
- Do not use binders, protective covers, spiral binding, etc.

Application Form

- Application info
- Project info
- Cost estimate
- Project schedule
- Signatures
- Attachments
 - General map
 - Site plan
 - Detailed engineer's estimate
 - Letters of support
 - Applicable warrants

Rating Factors

- Descriptions of safety risks and demonstrated need
- Potential to reduce student fatalities and injuries
- Identification of current and potential walk/bike routes to school
- Stakeholder input
- Potential to increase participation
- Deliverability of the project

Miscellaneous

- Cap at \$- per project (depends on year)
- Minimum 10% match required
- Engineering, planning, environmental clearance eligible
- Right-of-way eligible
- Must comply with design standards, ADA

General Advice

- Work with the community
 - School administrators
 - Parents
 - Teachers
 - Crossing guards
 - Local police
 - Local planning, transportation, public works
 - Local media
 - Local walk/bike groups
 - Neighborhood groups
- Hold SR2S workshop
- Submit no more than one or two good applications each year
- Demonstrate direct benefit to school
- Check Caltrans SR2S website for what has been funded

Resources

- <http://safety.fhwa.dot.gov/saferoutes/index.htm>
- <http://www.saferoutespartnership.org/>
- <http://www.saferoutesinfo.org/>
- <http://www.walkingschoolbus.org/>
- <http://www.saferoutesinfo.org/training/>
- <http://www.saferoutestoschools.org/Programs/Workshops.htm>

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transportation planning for livable communities