

**WHARTON BOROUGH
SAFE ROUTES TO
SCHOOL PROGRAM**

**TECHNICAL
MEMORANDUM**

**BEST PRACTICES/
FUNDING MECHANISMS**

Prepared for:
Morris County Division of Transportation

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TECHNICAL MEMORANDUM – BEST PRACTICES/ FUNDING MECHANISMS

PURPOSE

This synthesis of best practices research and identification of funding mechanisms for Safe Routes to School activities provides Morris County and Wharton Borough with a comprehensive source of information and programs that seek to encourage walking and cycling to school.

METHODOLOGY

The RBA Group conducted a broad-based literature review with a focus on existing programs in New Jersey and in other states and countries. Background documentation for the SRTS program was collected from the perspectives of the health, enforcement, educational, engineering and encouragement fields. Research efforts focused on distilling the best elements of individual encouragement programs operating both around the world and in the United States. International programs including Canada's Way to Go!, Great Britain's Sustrans Safe Routes to Schools and Australia's Safe Roads to School were analyzed. Walk to school programs in Marin County, California, Cambridge, Massachusetts, New York City and others are among the likely American models. The team based its initial research on the recent NJDOT SRTS Pilot Project (developed by RBA in 2004) and on subsequent results of the NJDOT Pilot School projects in Montclair, Lumberton and Jamesburg which were conducted in December 2005 for the NJDOT. An update of potential funding/grant program information (previously developed for the New Jersey Safe Routes to School Plan) is included in this task.

INTRODUCTION

Safe Routes to School (SRTS), generally, refers to programs that promote walking and biking to school to achieve a wide range of benefits for students, school and community. These benefits include reduced traffic in the vicinity of schools, improved pedestrian/bicycle access and safety and increased physical activity among students, contributing to healthy lifestyles. SRTS programs are taking place worldwide and New Jersey actively supports SRTS programs for schools statewide.

A variety of improvements and program activities, which both create improved walking and bicycling environments and facilitate walking and bicycling to school, can be included in a SRTS Plan. They include: improving sidewalks and crossings, enforcing speed limits, educating students and parents, and addressing issues of personal safety. Successful programs include the following elements, known as the Five E's – Engineering, Enforcement, Education, Encouragement and Evaluation.

- a) Engineering – Creating operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safer and fully accessible crossings, walkways, trails and bikeways.
- b) Education – Teaching children and parents about the broad range of transportation choices, instructing them in important lifelong bicycling and walking safety skills, and launching driver safety campaigns in the vicinity of schools.

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- c) Enforcement – Partnering with local law enforcement to ensure traffic laws are obeyed in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians in crossings, and proper walking and bicycling behaviors), and initiating community enforcement such as crossing guard programs.
- d) Encouragement – Using events and activities to promote walking and bicycling.
- e) Evaluation – Monitoring and documenting outcomes and trends through the collection of data, including the collection of data before and after the intervention(s).

Although each element can stand alone, the most successful SRTS programs have integrated elements from all approaches to create various maps, concept sketches and templates that guide implementation of action items. By incorporating each of the E's, the SRTS Plan addresses a wide variety of topics relevant to journeys to and from school within a municipality, district or school. The following sections of this memorandum further define each of the five "Es" and provide examples of programs, solutions and resources that may be applicable in Morris County and Wharton Borough. Also, provided is a list of potential funding sources that may be available for implementation of SRTS planning activities, programs, and projects.

BEST PRACTICES

ENGINEERING

Engineering elements include physical improvements to the transportation infrastructure in the vicinity of the school or on school property that are intended to improve access and safety for travel by walking and bicycling. They are typically designed to address specific problems or needs that have been identified and can range from simple sidewalk replacement/repair to more complex traffic calming devices, such as roundabouts or speed humps. More detailed information on SRTS engineering treatments can be found at www.walkinginfo.org/pedsafe. Design standards can be found in the Manual on Uniform Traffic Control Devices (MUTCD) – 2003 Edition, available online at <http://mutcd.fhwa.dot.gov>.

The following engineering treatments have been identified as positive contributors to SRTS goals.

Walkability Assessments/Checklists

The first step in creating a SRTS program involves identifying the key walking and biking routes – a step that the Wharton School District has already taken. Next, the routes should be assessed for walkability, including physical conditions and overall sense of personal safety. These assessment will be important because the conditions of these routes are key determinants of whether or not students will be permitted by parents to walk or bike to school.

Walkability checklists make it easy for children and community members to assess the quality of the walking environment to and around the school. They provide an opportunity for individuals or small groups to identify locations of both adequate and inadequate walking/bicycling conditions, such as gaps in the sidewalk system, extra wide intersections, fast traffic and desolate areas. Components of the assessments include: street width, pavement conditions, conditions of existing sidewalk, traffic volume and speed and distance to the destination. The checklists can be done on scheduled field trips, as part of an extracurricular activity or even in conjunction with a class project. In these cases, it may also be interesting to ask a local community member, such as a historian, architect or environmentalist, to join the walk. Neighborhood groups may also elect to use walkability checklists to detail how children navigate a particular neighborhood. These walkability checklists can be downloaded from the Active Living Resource Center web site at www.activelivingresources.org/checklistsaudits.html.

Sidewalks/Bikeways

Where sidewalks do not exist along school walking routes, they should be installed at a minimum width of five feet. Where possible, sidewalks fronting schools or along school walking routes or at bus and subway stops should be wider than the minimum. Where the curbside lane is a moving travel lane, wider sidewalks and a planting or utility strip of at least four to six feet should be provided between the edge of the sidewalk and the adjacent travel lane to separate pedestrians from passing vehicles, particularly on arterial roadways. The

Case Study:

RoadWise (Australia)

RoadWise of Western Australia identifies safe routes, by 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.

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width of the buffer zone will vary according to the street type. Parked cars and/or bicycle lanes can provide an acceptable buffer zone.

Bicycle lanes have been found to provide more consistent separation between bicyclists and passing motorists than simply providing a wide travel lane. Marking bicycle lanes can also benefit pedestrians; as turning motorists slow and yield more to bicyclists, they will also be doing so for pedestrians. Bicycle lanes also provide a separation between motor vehicle traffic and pedestrians when sidewalks are immediately adjacent to the travel lane, and there is no on-street parking. It is recommended that bicycle lanes be striped a minimum of 5 feet wide when placed adjacent to parked cars and a minimum of 4 feet wide when adjacent to the curb.

Crosswalks

1. **High-Visibility Crosswalks.** High visibility crosswalks should be used to improve safety and to emphasize the recommended path for crossing an intersection. They are at least 10 feet wide and traditionally marked with a 'piano' style pattern.
2. **Overhead Illuminated Crosswalks.** Overhead illuminated crosswalk signs may be installed at unsignalized or uncontrolled marked crosswalks. Two signs are required for each crosswalk and are positioned over the center of the approach lane with an illuminated 'CROSSWALK' sign.
3. **In-Road Illuminated Crosswalks.** In-roadway illuminated crosswalks contain special types of lights that are actually installed into the pavement surface. The lights provide extra warning signals for motorists approaching crosswalks – an ideal treatment for school zones.

Signage

1. **Advance Warning.** School advance warning signs – intended to warn motorists of the drive the upcoming school zone – are typically placed between 150 and 700 feet prior to a designated school crosswalk or school grounds. The signs may be the standard yellow color, or fluorescent strong yellow-green
2. **Roadway Markings.** This type of marking, in the form of words or symbols, is used in the road pavement itself to guide, warn or regulate motorists. Letters/numerals should be white in color and 6 feet or more in height.

Traffic Calming Measures

1. **Curb Extensions.** Curb extensions, also known as bulb-outs or neckdowns, extend the sidewalk curb line out into the street (typically into the parking lane) through a horizontal intrusion of the curb into the roadway. The curb is extended into the parking lane on one or both sides of the roadway.
2. **Speed Humps (Speed Tables).** The purpose of a speed hump is to reduce vehicle speeds. Speed humps should not be confused with the speed 'bump' that is often found in shopping mall parking lots. A 'speed table' is a term used to describe a very long and broad speed hump, typically 22 feet. Sometimes a pedestrian crossing is provided on the flat portion of the speed table.
3. **Raised Intersections.** A raised intersection is an intersection—including crosswalks—constructed at a higher elevation than the adjacent roadways. The purpose of a raised

intersection is to reduce vehicle speeds, better define crosswalk areas, and reduce pedestrian-vehicle conflicts.

4. **Center Island Medians.** A center island median is an elevated median constructed on the centerline of a two-way roadway. Center island medians can serve as a place of refuge for pedestrians crossing the street. Center island medians can also channel pedestrians to safe crossings and discourage dangerous pedestrian movements.

5. **Full/Partial Street Closure.** A full street closure is a barrier extending the entire width of a roadway, which obstructs all motor vehicle traffic movements from continuing along the roadway. A partial closure uses a semi-diverter, curb extension or vertical barrier extending to approximately the centerline of a roadway, effectively obstructing one direction of traffic. Temporary street closures are often used in school zones during specified school hours.

6. **Road Diet.** Reducing the number of lanes on a multi-lane roadway and converting that space to a sidewalk or median can reduce crossing distances for pedestrians and may slow vehicle speeds. This reduction of the number of lanes is referred to as a "road diet." Most cases have utilized a typical three-lane configuration – two travel lanes and a center turn lane.

Case Study:

Sustrans (United Kingdom)

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 identify 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 (www.sustrans.org.uk).

These examples of traffic calming treatments only begin to exemplify the array of options available. Please visit the following web sites for more detailed information on traffic calming:

- Institute of Transportation Engineers (ITE) Traffic Calming Library
www.ite.org/traffic/
- Federal Highway Administration
www.fhwa.dot.gov/environment/tcalm/index.htm
- Local Government Commission – Street Design
www.lgc.org/transportation/street.html
- City of Portland, Oregon Traffic Calming Devices
www.portlandonline.com/transportation/index.cfm?c=35929

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ENFORCEMENT

As a valuable resource for planning, data collection and program implementation, the police should be an integral part of the SRTS program. The police understand travel patterns in the community and have access to crash data, which can be helpful in planning walking routes. However, it should be understood that the enforcement component of SRTS extends beyond just the local police. Quality community design can also guide and support desired behavior in an effort to develop a culture where pedestrians and cyclists are respected and their mobility is given priority.

In addition, school transportation policies and procedures that pertain to walking, bicycling, busing, parking and pick-up/drop-off issues need to be supportive of the SRTS plan. If no such policies or rules exist, a set, which explicitly mentions and supports the SRTS program, can be drafted. If the policy and rules do 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 should be revised.

The following enforcement programs have been identified as positive contributors to SRTS goals.

School Safety Zone

School zone safety involves creating a safer environment for children in the area around the school. Ideally, safe school zones should cover the school campus and all of the surrounding blocks that have a high concentration of school-generated traffic. A successful school safety zone highlights the presence of a school and school children within the surrounding area. Safety is significantly increased when the hazards are identified/eliminated, and when travel speeds are reduced. This can and should be accomplished in cooperation with school representatives, school district administrators and local government, including the police, elected officials, the municipal engineer and city planners. School administrators should work with district officials and the police to make sure the rules of travel around the campus are clear – properly signed and enforced. It is generally good practice to begin any enforcement program with an emphasis on warnings and increased awareness rather than punishment. To this end, parents should be given clear and frequent verbal and written communication on where student drop-offs and pick-ups are permitted. More information on school zone safety, from the Active Living Resource Center, can be found at www.activelivingresources.org/safe_school_zones.html.

Pedestrian Sting Operations

Pedestrian sting operations isolate drivers who fail to respect pedestrian rights. Pedestrian decoys cross at selected intersections and when a motorist fails to yield to the pedestrian, hidden police officers stop the motorists to issue a ticket or warning. One of the goals of this program is to garner media attention that will signify the community's dedication to protecting its pedestrians. More information is available at www.walkinginfo.org/ee/sting.htm.

Speed Trailers

Speed trailers are electronic devices that contain a large digital speed display. They can be parked at or near schools to show passing motorists their speed. They are intended to encourage motorists to drive the speed limit. The SRTS campaign literature or PSAs can help to reinforce the message that speed kills. For instance, the following information can easily be incorporated into a school newsletter or op-ed piece as a reminder to for motorists to drive cautiously:

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- 85 percent of those struck by a motor vehicle traveling 40 mph will die
- 45 percent of those struck by a motor vehicle traveling 30 mph will die
- 5 percent of those struck by a motor vehicle traveling 20 mph will die

More information is available at www.nhtsa.dot.gov/people/injury/research/pub/HS809012.html.

Sidewalk, Building and Property Maintenance Laws

Sidewalk, building and property maintenance laws that support a safer, friendlier walking environment must be enforced. For example, overgrown vegetation, namely at corners, can obscure the visibility of the pedestrian to the motorists and vice versa. In addition, sidewalks in disrepair can become a tripping hazard. A small committee can be tasked with inventorying the applicable laws and codes and ultimately fixing these problem spots. The Pedestrian and Bicycle Information Center list of exemplary pedestrian plans can be found at www.walkinginfo.org/pp/exem2005.htm. In addition, the NHTSA resource guide to laws governing pedestrian and bicycle safety can be found at www.nhtsa.dot.gov/people/injury/pedbimot/bike/resourceguide/index.html.

Neighborhood Watch and Escort Programs

In neighborhood watch programs, residents volunteer their homes as “safehouses” where kids can go if they feel threatened or endangered on their way to or from school. The safehouses can be established with a Parent-Teacher Association and/or the local police. Serving a similar purpose, escort programs involve adults taking an active role watching or accompanying students on their way to and from school. The Walking School Bus detailed under Education and Encouragement is one such program. Yet another program involves organizing a network of “Corner Captains,” who are parents or adult volunteers that station themselves at corners along a walking route. Their presence increases the safety and security of children walking to and from school by putting more eyes on the street. They can be given walkie-talkies or cell phones to report any unusual circumstances to the police or school. A bright color hat or shirt will make them more visible and identifiable.

Case Study:

Law Enforcement Presence

The following idea was created by the Edna Maguire School in Mill Valley, California:

Create a citizen warning form and make them available through the schools. Anyone in the community that witnesses a speeding or dangerous driver can fill out a form and turn it into the police department. The police send out a warning notice to the registered owner of the vehicle. The letter notifies the vehicle’s owner that they have been observed breaking traffic laws and warns them about repeating such behavior.

Law Enforcement Presence

One thing that is certain is that behavior changes when police are present. Wherever and whenever possible, increasing the presence of law enforcement around schools during morning and afternoon hours when children are present will establish a safer traveling environment for kids on foot. In some communities police on bikes patrolling around schools has proven to be very effective. One great advantage of this program is that police on bikes are more apt to communicate with the parents and students that are walking, reinforcing safe behavior and modifying unsafe behavior. Another approach is to park manned or unmanned police vehicles on highly travel school routes. Some police departments have their officers park around schools and do their paperwork in their patrol cars. Yet another idea involves citizens and police working together to modify behavior.

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Keep Kids Alive – Drive 25

An excellent program that details a community-based approach to reducing driving speeds is the *Keep Kids Alive – Drive 25* campaign. Their mission involves demonstrating how communities can mobilize in a number of ways, using local resources to effectively reduce travel speeds to 25 mph. Their web site can be found at www.keepkidsalivedrive25.org

Photo Enforcement (Red Light Camera)

Photo enforcement systems detect traffic law violators, photograph their cars, and issue tickets for their respective violations. The most common applications are red light cameras and speed cameras. Red light cameras catch red light violators, while speed cameras use radar or laser to target speeders.

EDUCATION

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 through curriculum changes and extracurricular activities, 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, and 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.

Case Study: GO GREEN (Canada)

Canada's GO GREEN program released a curriculum guide, and accompanying teacher's manual, entitled "Blazing Trails through the Urban Jungle." The program encourages students, from grades three to six, to participate in data gathering/analysis, route mapping and identification of pedestrian/bicycle barriers.
(www.goforgreen.ca)

The following education programs have been identified as positive contributors to SRTS goals.

Neighborhood Working Groups

Neighborhood Working Groups may elect to organize and use walkability checklists or some other assessment tool to detail how kids navigate their neighborhood. The checklists can be used to itemize the barriers and walking hazards, along with the neighborhood assets, connections that work and frequently visited places.

Walk or Bike Across America

Walk or Bike Across America involves students keeping track of the miles they accumulate walking and biking to school. The Walk/Bike 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. For more information, see www.saferoutestoschools.org/events.html.

Walking Math

Walking Math offers lesson plans that link math with walking. Teachers can use various activities for math classes or even take students on a Math Trail. Instructions on holding a *Math Trail* lesson can be found at: www.findarticles.com/p/articles/mi_qa3666/is_200411/ai_n9465002#continue

Classroom Activities

Classroom Activities can also be brought in to health, science, physical education and other class lesson plans. More classroom activity ideas can be found on the web at www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/toc.html. Additional resources for these programs include:

- The National Safe Kids Campaign at www.safekids.org/members/unitedStates.html
- The League of American Bicyclists at www.bikeleague.org/educenter/labsrts.htm
- Safe Kids – New Jersey at (732) 524-3864 or cgiardel@corus.jnj.com

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Guest Speakers

Guest Speakers can address bicycle and pedestrian safety. This could happen as part of a field day, a special assembly or even in lieu of a class trip. www.saferoutestoschools.org

Campus Walks

Campus Walks are events, held on the school campus, that link health to walking. For example, teachers can take students' heart rates before and after the walk.

Walking Education Programs

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.

Auto Emissions Exercise

During math or science class, students can calculate gas mileage, auto emissions and compare the miles per gallon (MPG) for different vehicles. These figures have a significant impact on the amount of air pollution produced by a vehicle. Students use the following steps to calculate the gas mileage of their family's car:

- Write down the odometer reading when the gas tank is full.
- The next time the gas tank is filled, write down the odometer reading again and how many gallons of gas it took to fill the tank.
- Subtract the first odometer reading from the second odometer reading to calculate the number of miles traveled between the two fill-ups.
- Divide the number of miles traveled by the number of gallons of gas used. This is the gas mileage of your family's car.
- Calculate the amount of pollution generated by your car. Compare that with the amount of pollution generated by buses, by trains, by carpooling, by walking and biking. (Your local Air Quality District can provide this information.)

*Source: NHTSA Toolkit – “Smart Tripper” of Kitsap County, Washington.

Case Study:

Marin County, California

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. (www.saferoutestoschools.org)

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ENCOURAGEMENT

Throughout the process of developing and implementing a SRTS program, it will be necessary to encourage participation in the SRTS activities. Many media tools can be used to do this, including posters, e-mail, newsletters, flyers, and school notices (backpack mail). Existing school and community communication resources and tools can include:

- School newsletters
- Board of Education and/or School District newsletters
- Local newspapers (opinion-editorials)
- Community newsletters
- Neighborhood list-serves (email distribution lists)
- Public Service Announcements (PSAs) on local television and radio stations
- School public information/public relations officer

A variety of contests, which have encouragement (and sometimes educational) aspects to them, can be incorporated into a SRTS program. 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.

The following encouragement programs have been identified as positive contributors to SRTS goals.

Walking School Bus or Cycle Train

The Walking School Bus (WSB) is simply a group of children walked to school by a designated parent or adult, while the Cycle Train is basically the bicycle version of the WSB. Several adult leaders will arrange to lead the WSB or Cycle Train on different days and/or lead different segments. The children generally meet the bus at designated stops, usually corners at the top or bottom of their street, at designated times. The two absolutes are:

- The WSB/Cycle Train needs a schedule and committed leaders
- The WSB/Cycle Train participants (parents and teachers) need to trust it

The WSB has worked in many communities throughout the United States, Canada, Europe and Australia. Additional information on WSBs is available from:

- Pedestrian Bicycle Information Center/Partnership for a Walkable America
www.walkingschoolbus.org
- Active and Safe Routes to School – California
www.saferoutestoschool.ca
- Go for Green – California
www.goforgreen.ca
- Travel Smart – Australia
www.travelsmart.gov.au/schools/schools2.html

Walk-to-School Days

Many schools have utilized Walk-to-School Days to promote the fun, health and safety of kids and adults walking together. Schools/Municipalities can hold their own event, or participate in International Walk to School Day. 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. These events generally garner a decent amount of local media coverage.

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Information on the event, including instructions on how to organize the event, press releases, downloadable signs, posters and other resources, is available at:

- www.iwalktoschool.org
- www.walktoschool-usa.org

Proclamations/Resolutions

A government group declares a proclamation/resolution (i.e. Borough Council) that assists in the Safe Routes to School movement. For example, a Crossing Guard Appreciation Day proclamation urges all citizens to recognize each and every crossing guard for their important work.

Pace Cars

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. Once enough pace cars are identified, the pace cars actually become traffic calming devices.

Bicycle Rodeos

Bicycle Rodeos can be planned as school or community events to teach children bicycle safety. Certified instructors teach practical and safe riding skills. More information on hosting a bicycle rodeo is available through:

- *Bicycling Life* at www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm
- *Guide to Bicycle Rodeos* (Adventure Cycling Association) at 1-800-721-8719

Walk to School Contests

Walk to School Contests can be held monthly, weekly or sporadically. Children who participate can be rewarded with extra credit points or other acknowledgements.

Frequent Walker Cards

Frequent Walker Cards are given to each student. Every time he/she walks or cycles to school, the card is punched. The school decides the rewards.

Golden Sneaker Awards

Golden Sneaker Awards are essentially a pair of athletic shoes spray-painted gold. They can be awarded to classrooms or individuals who walk the most.

Walk and Wave/Walking Wednesday

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. Similarly, Walking Wednesdays is a strategy to continue walking programs throughout the year by encouraging students to walk on every Wednesday.

Case Study:

Marin County, California

Marin County introduced “Frequent Rider Miles” to attract the attention of students. This program awards points each time a student walks, rides, or carpools 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. (www.saferoutestoschools.org)

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Walk and Roll School Days

Walk & Roll School Day events may be a great alternative or complementary program to the Walking School Bus. As practiced in Marin County, California, these weekly or monthly events encourage students to walk and bike to school through rewards and outreach. The recurring event can serve as a catalyst that implants the SRTS program as part of the culture of the school. A Walk and Roll Guidebook, which details organization of the program, is available at www.saferoutestoschool.org.

Bicycle and Pedestrian Safety Quiz Show

This activity was designed with children in mind, but could easily be adapted to adult audiences as a fun way to educate parents and community residents. The idea comes from the NHTSA Safe Routes to School Toolkit, which can be located at www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/classact.html#3.

EVALUATION

A SRTS Task Force will generally be formed to handle evaluation, or tracking the progress of the SRTS program as a whole. Evaluation is necessary to:

- Assess progress in implementing the plan
- Progress towards the completion of each element, especially those of significant duration
- Identify success in the achievement of the overall goals and objectives

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.

This tracking of the process can seem a tedious task at times, yet several ideas, including a survey instrument, can aid in this process. Other key factors, indicating success of SRTS, include:

- Behavior of children
 - Number of children walking/biking to school
 - Walking/biking safety skills
- Behavior of drivers
 - Number of vehicles at drop-off and pick-up time
 - Speed of vehicles near the school
- Community facilities
 - Number/quality of sidewalks/bike lanes
 - Safely designed intersections
- Community buy-in
 - Different people involved
 - Level of commitment
- Environmental quality
 - Levels of pollution

Finally, given that sufficient resources to immediately undertake all possible SRTS initiatives are unlikely to be available, the practical approach involves phasing the implementation of these improvements to maximize their utility. In addition, some recommended improvements, by their nature, may be implemented quickly, and implementing these early on (providing that they have immediate utility) can demonstrate that the SRTS program is progressing.

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FUNDING

This table lists the more likely funding sources that may be available to fund Safe Routes to School (SRTS) planning, program activities and projects. While SRTS funding opportunities are constantly changing, this list will provide you with a place to begin your search. Because SRTS programming ranges from engineering improvements to encouragement campaigns, education courses to enforcement operations, the funding sources are quite diverse. Thus, the sources have been categorized as **planning** assistance, **program** activities or **project** implementation funds. Please note that the agencies listed in the table have not been consulted, but SRTS initiatives may be eligible under each entry. The entries are not presented in any particular order.

TITLE / WEBSITE	TYPE	TIMELINE	DESCRIPTION
<p>Discretionary Funding Program www.state.nj.us/transportation/business/localaid/descrfunding.shtm Source: NJDOT</p>	Project	Applications can be made at any time.	This program is administered by NJDOT's Division of Local Aid and Economic Development. Primarily, this funding is used to address both emergency and regional needs. Projects are approved by the Commissioner. Under this program, counties and municipalities may apply for bicycle and pedestrian projects. Payment of project costs is the same as the Municipal Aid Program.
<p>Locally Initiated Bicycle Projects www.state.nj.us/transportation/business/localaid/bikeways.shtm Source: NJDOT</p>	Project	<p>Typically, a solicitation is sent out in January</p> <p>Application Deadline falls in mid April</p> <p>Note: As of 2/7/06, solicitation letters for FY 2007 have not been sent out.</p>	NJDOT's Division of Local Aid and Economic Development administers this program. These funds could be used for roadway projects to improve bicycle travel or for designated bikeways such as signed routes, bicycle lanes, or multi-use trails. NJDOT staff evaluates projects and the Commissioner determines the final selection.
<p>Safe Streets to Schools www.state.nj.us/transportation/business/localaid/safestreets.shtm Source: NJDOT</p>	Project	<p>Typically, a solicitation is sent out in January</p> <p>Application Deadline falls in mid April</p> <p>Note: As of 2/7/06, solicitation letters for FY 2007 have not been sent out.</p>	This program, administered by NJDOT's Division of Local Aid and Economic Development, is for pedestrian access and safety projects along routes to schools. NJDOT Staff evaluates projects and the Commissioner determines the final selection.

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Borough of Wharton, NJ**

TITLE / WEBSITE	TYPE	TIMELINE	DESCRIPTION
<p>County Aid Program www.state.nj.us/transportation/business/localaid/countyaids.htm Source: NJDOT</p>	Project	Application Deadline falls in mid April	<p>This program is administered by NJDOT's Division of Local Aid and Economic Development. The program provides funding 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. Each county must develop an Annual Transportation Program (ATP). The program must indicate each project to be undertaken and the estimated cost of each. It is NJDOT's policy 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." Independent bicycle or pedestrian projects could be funded under this program.</p>
<p>Municipal Aid Programs www.state.nj.us/transportation/business/localaid/municipaids.htm Source: NJDOT</p>	Project	<p>Typically, a solicitation is sent out in January</p> <p>Application Deadline falls in mid April</p> <p>Note: As of 2/7/06, solicitation letters for FY 2007 have not been sent out.</p>	<p>This program is administered by NJDOT's Division of Local Aid and Economic Development. The program provides funding to municipalities in New Jersey. It is NJDOT's policy 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." Independent bicycle or pedestrian projects could be funded under this program. NJDOT will pay 75 percent of the total cost at the time of the award and the other 25 percent at the time of completion of the project.</p>
<p>Centers of Place www.state.nj.us/transportation/business/localaid/centerplace.shtm Source: NJDOT</p>	Project	<p>Typically, a solicitation is sent out in January</p> <p>Application Deadline falls in mid April</p> <p>Note: As of 2/7/06, solicitation letters for FY 2007 have not been sent out.</p>	<p>This program is administered by NJDOT's Division of Local aid and Economic Development. The Centers of Place program is designed to assist municipalities who have formally participated in implementation of the New Jersey State Development and Redevelopment Plan (SDRP). The program provides an opportunity to apply for funds to support non-traditional transportation improvements to advance growth management objectives.</p>

**Safe Routes to School Program
Borough of Wharton, NJ**

TITLE / WEBSITE	TYPE	TIMELINE	DESCRIPTION
<p>Transit Villages www.state.nj.us/transportation/business/localaid/transitvillage.shtm Source: NJDOT</p>	Project	<p>Typically, a solicitation is sent out in January</p> <p>Application Deadline falls in mid April</p> <p>Note: As of 2/7/06, solicitation letters for FY 2007 have not been sent out.</p>	<p>This program is administered by NJDOT's Division of Local aid and Economic Development. The Transit Village Grant Program is designed to assist municipalities who have been formally designated as Transit Villages by the Commissioner of Transportation and the inter-agency Transit Village Task Force.</p>
<p>Transportation Enhancements (TE) www.state.nj.us/transportation/business/localaid/enhancements.shtm Source: FHWA/NJDOT</p>	Project	<p>Typically a solicitation is sent out in early February. No solicitation has been made yet this year.</p>	<p>This program administered by NJDOT's Division of Local Aid and Economic Development, focuses on transportation-related projects that promote alternative modes of transportation while preserving and protecting environmental resources. The program fosters more livable communities, enhances the overall travel experience, and promotes new transportation partnerships. The program is funded by a set-aside percent of Federal Surface Transportation Program Funds.</p>
<p>Local Scoping Projects Source: FHWA/NJDOT/NJTPA www.state.nj.us/transportation/business/localaid/scoping.shtm</p>	Planning and Project	<p>MPO's establish application and selection timeline.</p>	<p>This program, administered by the MPO provides federal funds to the sub-regions (counties, Newark and Jersey City) to advance projects through preliminary engineering and environmental reviews. Municipalities are eligible for the program but must work through the County. NJDOT is involved in the selection process and in requesting authorization of federal funding and review of environmental documents.</p>
<p>Local Lead Projects Source: FHWA/NJDOT/NJTPA www.state.nj.us/transportation/business/localaid/lead.shtm</p>	Planning and Project	<p>MPO's establish application and selection timeline.</p>	<p>This program administered by the MPO (NJTPA) provides funding (on a competitive basis) to advance projects through final design and right-of-way. Once a project is selected, NJDOT is involved in processing, establishing federal funding, and reviews.</p>

**Safe Routes to School Program
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TITLE / WEBSITE	TYPE	TIMELINE	DESCRIPTION
<p>Pedestrian Safety Grants Source: NHTSA/NJDLPS (Section 402 Funds) www.nj.gov/lps/hts/grants/pedestriangrants.html www.njsaferoads.com/downloads/instrucgrant.pdf www.njsaferoads.com/downloads/grant_application.pdf</p>	Program	Grant operates on the Federal Fiscal Year (i.e. FY 2007 = October 1, 2006-September 30, 2007). Grant application deadline is February 28, 2006; Grant approval letters will be sent July/August, 2006.	This program provides funding to governmental subdivisions, often police departments, for pedestrian safety education and enforcement. The education component provides funding for materials to educate high-risk pedestrian groups. The enforcement component provides overtime funding to enforce traffic laws at high-risk pedestrian locations. Grants are typically given to police departments.
<p>Comprehensive Traffic Safety Programs (CTSP) Source: NHTSA/NJDLPS (Section 402 Funds) www.nj.gov/lps/hts/grants/ctspgrants.html www.njsaferoads.com/downloads/instrucgrant.pdf www.njsaferoads.com/downloads/grant_application.pdf</p>	Program	Grant operates on the Federal Fiscal Year (i.e. FY 2007 = October 1, 2006-September 30, 2007). Grant application deadline is February 28, 2006; Grant approval letters will be sent July/August, 2006.	Grants are available typically to counties to initiate a comprehensive traffic safety program. Under the guidance of a steering committee at the county level, funds can address a variety of traffic safety issues including impaired driving, pedestrian/bicycle safety, school bus safety, work zone safety, aggressive driving, speed enforcement and child safety.
<p>Safe Routes to School Funding (Under SAFETEA-LU) Source: FHWA/NJDOT</p>	Program and Project	Program guidelines and funding process to be established in 2006.	The SR2S program is a new program under the current Federal transportation funding legislation. Safe, Flexible, Efficient Transportation Equity Act: A legacy for Users (SAFETEA-LU). Federal funding is administered by the State SR2S coordinator. The program will fund the planning, and implementation of projects and programs that access and safety and thereby facilitate walking and bicycling to school.

Safe Routes to School Program
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TITLE / WEBSITE	TYPE	TIMELINE	DESCRIPTION
Transportation Management Associations (TMAs) <i>Source:</i> FHWA/NJDOT	Program and Planning		TMAs receive substantial funding assistance through the NJDOT and New Jersey Transit. In recent years, these funds have been from federal sources (CMAQ or 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, effective cycling presentations, etc.
School District Funds	Program and Project		School Districts can provide funds through the annual budget to provide program support or capitol improvements. Each individual school district will have several different ideas for funding.
County or Municipal Funds	Program and Project		Counties and municipalities can provide funds in the Capital Improvement Budget for physical improvements and program development and support. For example, sidewalks can be added instead of providing courtesy busing.
Association of New Jersey Environmental Commissioners (ANJEC) 2006 Smart Growth Planning Grants for Municipalities www.anjec.org	Planning	Application Deadline March 31, 2006	A matching grant program with grants of up to \$20,000 for New Jersey communities. The goal of the grant program is to promote local land use planning that reduces sprawl, creates efficient, walkable communities with open space and green areas and protects environmentally sensitive areas.

MORE RESOURCES

SRTS Guidance and Exemplary Programs

The following web sites offer a wealth of information on SRTS programs, including sample press releases, data, how-to guides, community presentations and ideas to help develop messages.

- NHTSA Safe Routes to School Tool Kit
www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2002/toc.html
- NHTSA Safe Routes to School: Practice and Promise
www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2004
- Safe Routes to School: Pledging Safe Communities for our Children
www.bikeleague.org/educenter/srts_pledge.pdf
- FHWA's Office of Safety – SRTS
<http://safety.fhwa.dot.gov/saferoutes>
- National Center for Bicycling & Walking
www.bikewalk.org/safe_routes_to_school/SR2S_introduction.htm
- Pedestrian & Bicycle Information Center
www.saferoutesinfo.org
- Active Living Resource Center
www.activelivingresources.org
- CDC, Kids Walk to School (community presentation)
www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm
- Marin County (CA) Safe Routes to School
www.saferoutestoschool.org
- Go For Green (Canada)
www.goforgreen.ca/walktoschool.com
- Green City (Canada)
www.greencity.org
- Sustrans SR2S program (Bristol, UK)
www.saferoutestoschools.org.uk