

# SAFE ROUTES TO SCHOOL: *A Transportation Legacy*

A National Strategy to Increase  
Safety and Physical Activity  
among American Youth



REPORT OF THE NATIONAL SAFE ROUTES  
TO SCHOOL TASK FORCE

JULY 2008



# SAFE ROUTES TO SCHOOL: A Transportation Legacy

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## Acknowledgements

This report represents the work of the National Safe Routes to School Task Force. The Task Force was established by Section 1404 (h) of the Safe, Accountable, Flexible, Efficient Transportation Equity Act – A Legacy for Users (SAFETEA-LU, Public Law 109-59), and was charged with developing a strategy for advancing Safe Routes to School programs nationwide. This report sets forward recommendations to the U.S. Department of Transportation and Congress regarding future efforts to make walking and bicycling safely to school a reality for American school children.

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## Approval and Transmittal Letter from Task Force Members

July 2008

The Honorable Mary E. Peters  
Secretary  
United States Department of Transportation  
Washington DC 20590

Dear Madam Secretary:

We are pleased to transmit to you "Safe Routes to School: A Transportation Legacy - A National Strategy to Increase Safety and Physical Activity among American Youth." With the submission of this report, the National Safe Routes to School Task Force has met the charge given under Section 1404 (h) of the Safe, Accountable, Flexible, Efficient Transportation Equity Act – A Legacy for Users (SAFETEA-LU, Public Law 109-59).

It has been our honor and privilege to serve the American public. Our dedicated group has worked hard since January 2007 in the development of this report and the enclosed strategies for advancing Safe Routes to School programs nationwide. We look forward to the U.S. Department of Transportation transmitting this report to Congress as required by SAFETEA-LU.

Sincerely,



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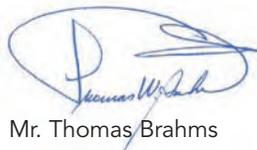
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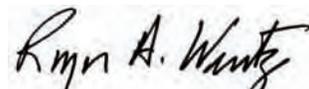
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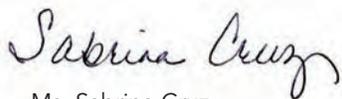
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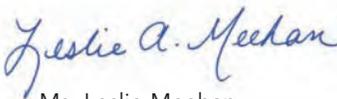
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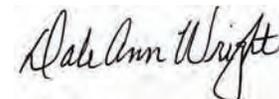
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## CHAPTER I:

# EXECUTIVE SUMMARY

Previous generations of Americans have made strides that have advanced the well-being of those to follow. Progress in technology, health, and science often provide greater opportunity for future generations to lead full, healthy and productive lives. What will be our legacy? Despite many advances, we are documenting epidemic rates of overweight and obesity across the U.S. Children today are suffering health complications such as asthma, diabetes and cardiovascular disease at rates never before seen in history. Vital natural resources – air, water, fuel – are being compromised, as are the rich environmental systems that they sustain.

Simultaneously, we have seen dramatic changes in the way we live and travel. Traffic and land use patterns are causing many communities to become increasingly isolated, removing walking and bicycling as viable modes of transportation. Unintended consequences include record-setting figures of vehicle miles traveled, increased safety conflicts, diminished air quality, less physical activity, and negligible social interaction between neighbors. The multiple impacts of these changes are seen most keenly with respect to travel to school.

Few children today are able to fully enjoy the simple pleasure of walking and bicycling to school. With increasing frequency, American school children arrive at school in the back of a parent or caregiver's automobile – even those who live close enough to get there on foot or by bicycle. As a result, traffic congestion is rising, the opportunity for routine physical activity is missed, and children don't know their neighborhoods very well. Those who do still walk or bicycle to school often face traffic safety hazards that can overshadow any perceived benefits of the activity.



## CHAPTER I: EXECUTIVE SUMMARY

- *In 1969, nearly half of all children ages 5-18 walked or rode their bicycles to school. By the year 2001, this number dropped to less than 15 percent.<sup>1</sup>*
- *As much as 21 percent of morning traffic is generated by parents driving their children to school.<sup>2</sup>*
- *The prevalence of obesity is so great that, due to compounding health effects, today's generation of children may be the first in over 200 years to live less healthy and have a shorter lifespan than their parents.<sup>3</sup>*
- *In the U.S., motor vehicle crashes are the leading cause of death among children ages 3 to 14.<sup>4</sup>*
- *If 100 children at one school walk or bicycle instead of being driven every day for one school year, they will keep nearly 35,000 pounds of pollutants out of the air, and will collectively generate 12,000 hours of physical activity.<sup>5</sup>*

By way of diverse partnerships, Safe Routes to School (SRTS) programs improve the lives of our children and grandchildren by creating safer and more vibrant connections between our schools and our communities. Through a combination of engineering treatments, traffic enforcement, safety education and encouragement programs, families can return to a way of life that gets children to and from school more safely and efficiently, reduces traffic congestion, improves air quality and gets people moving again.

SRTS offers a way for children to become active participants in improving their health, the health of our environment, and the safety of their communities. SRTS is one part of a comprehensive solution that can leave the legacy we always intended.

This report represents the culmination of nearly two years of work by a Task Force of national experts in transportation, education, and child health and safety. The SRTS Task Force was established by Congress in SAFETEA-LU, and was charged with developing a national strategy to support and advance SRTS programs nationwide.

### BACKGROUND

In August 2005, the United States Congress established the national Safe Routes to School program in Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act – A Legacy for Users (SAFETEA-LU). This landmark legislation designated \$612 million in Federal transportation funds for SRTS programs nationwide.

SRTS programs combine engineering, education, encouragement, enforcement and evaluation strategies to impact traffic safety, traffic congestion, pollution and air quality issues associated with school travel. Although a very new program, the Federal SRTS Program has made tremendous progress. All fifty States and the District of Columbia have SRTS programs in various stages of implementation. Every State has a SRTS Coordinator. As of January 2008, forty-three States had announced funding for local and/or statewide SRTS programs involving nearly 2,000 schools, and the remaining States were setting up their programs or were in various stages of the first application cycle. Because of the Federal SRTS legislation, the U.S. is now positioned to become a global leader in enacting programs that enable and encourage children to walk and bicycle to school.

SRTS programs all over the country have brought together broad coalitions of citizens, local officials, health and medical professionals, and transportation professionals to address pedestrian and bicycle issues related to school travel. The grassroots nature of the SRTS movement has galvanized communities to take a fresh look at the way their children journey to and from school.

## TASK FORCE FINDINGS AND RECOMMENDATIONS

Given the success that the SRTS program has demonstrated in the short time it has been in place, the Task Force recommends that the SRTS Program become a permanent feature of future transportation legislation. This will be critical in order to sustain the momentum generated by the Federal SRTS program. The full recommendations of the Task Force are summarized below, and can be found in their entirety in Chapter 6 of this report.

## Our Vision for the Future of SRTS Programs in the U.S.

*Safe Routes to School programs will improve safety and encourage more American youth to walk and bicycle to school, thereby resulting in higher levels of physical activity, less traffic congestion, a cleaner environment, and an enhanced quality of life in our communities.*

– National Safe Routes to School Task Force

### Strategy Number 1:

***Spend current Federal SRTS funds effectively by building on successful implementation strategies.***

The recommendations in this report not only address future legislation, but also strive to achieve the best possible results from current SAFETEA-LU funds. This first strategy therefore addresses the need to streamline complicated Federal procedures for accessing SRTS funds, and recommends States share information and



**The Safe Routes to School funding provided through SAFETEA-LU will reach less than 6% of elementary and middle schools nationwide. Even among the schools that receive funding, most will only receive a fraction of what they need to address safety concerns.**

guidance so that States that are starting new SRTS programs can learn from others that have been operating for a longer time.

**Strategy Number 2:**

**Improve Federal support for SRTS by strengthening forthcoming transportation legislation.**

This report contains detailed recommendations for the inclusion of a Federal SRTS program in future transportation legislation. This strategy addresses aspects of the existing legislation that should be retained, as well as ideas for changes to future legislation that will further empower State and local governments to achieve success. A few examples include:

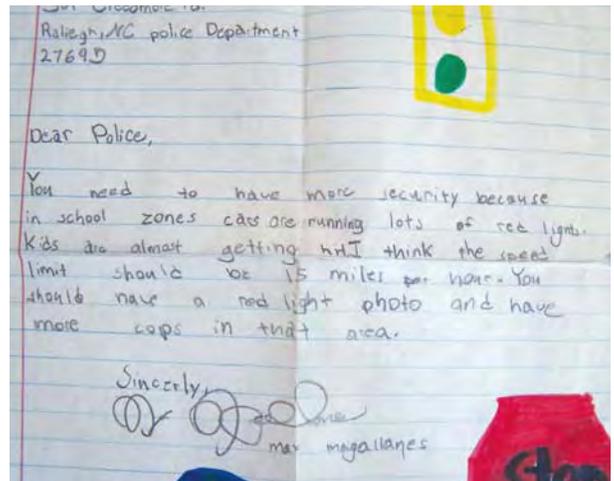
- Continue many aspects of the previous legislation, including the requirement that every State maintain a full-time SRTS Coordinator, that the funds be spent on both infrastructure projects and non-infrastructure activities, and the continued operation of a National Clearinghouse.
- Increase Federal funding to address the need to reach more children with this program.
- Streamline Federal requirements under Title 23 and the government-wide Common Rule for grants management to fit with the unique nature of SRTS projects and programs.

- Expand funding eligibility to Kindergarten – 12th Grade.
- Allow funds to be spent on improving walking and bicycling routes to bus stops in rural areas.
- Develop data collection tools that track the success of local SRTS programs.

**Strategy Number 3:**

**Promote and encourage support for SRTS programs among other partners with a stake in the success of these programs.**

One of the most compelling aspects of the SRTS concept is that it involves a wide variety of stakeholders – including child health and safety advocates, educators, and transportation planners among many others. It is also a movement that invites participation of multiple Federal agencies, multiple State agencies, and a multitude of local agencies and non-profit groups. In order to ensure the long-term success of SRTS programs, the Federal program must continue to support the active involvement of these different stakeholders.



#### **Strategy Number 4:**

**Address other challenges that SRTS programs face.**

SRTS programs present many opportunities as well as challenges, both of which are addressed by this strategy. Examples include engaging educational partners to ensure successful SRTS programs, addressing liability concerns of SRTS program participants, dealing with societal barriers to walking and bicycling to school, and tackling policy issues that affect the availability of community-based schools, such as school siting.

#### **Strategy Number 5:**

**Look towards the future: advance innovative solutions that support SRTS efforts.**

This recommendation looks towards the future of SRTS programs in the U.S. It includes a variety of new ideas and strategies that have been implemented with success at the local level, but have not yet reached widespread use at the national level. Examples include empowering children to become change agents in their communities through more active involvement in SRTS programs, and providing national safety training resources that are easy to access and are directed to children as well as motorists.

### **CASE STUDY**

#### **Arizona: Safe Kids Tucson Trains Teachers and Encourages Students**

*In September 2007, Safe Kids Tucson, through the Tucson Medical Center in Pima County, Arizona, was awarded \$38,200 in Federal SRTS funds from the Arizona Department of Transportation for pedestrian and bicycle safety education and encouragement programs at seven elementary schools in the county. All seven schools will participate in Walk and Roll to School Day in March 2008 and International Walk to School Day in October 2008, hold a six-week Walking School Bus Challenge, and provide pedestrian and bicycle safety lessons. The Pima County SRTS Coordinator and the Pima County Bicycle and Pedestrian Program Engineer will conduct walkabouts at the schools to identify engineering problems and proposed solutions to ensure that the children of Pima County have the safest routes for walking to school. Currently, Safe Kids Tucson and Pima County are preparing to submit an application for Federal SRTS infrastructure funding for the 2009 funding cycle.*

*Excerpt of a Case Study produced by the National Center for Safe Routes to School, Spring 2008.*

***“Parents and the community need to have confidence in their walking and bicycling infrastructure.”***

*SRTS applicant, Arizona*



## CHAPTER II:

# VISION AND GOALS OF SAFE ROUTES TO SCHOOL

## INTRODUCTION

Communities around the country are looking to increase economic vitality and livability. Many are also struggling with pedestrian and bicyclist safety issues, traffic congestion, childhood obesity, air pollution, and other environmental issues. Although these goals and problems may at first appear to be unrelated, communities are discovering that Safe Routes to School (SRTS) programs can have a positive impact on these diverse concerns.

SRTS programs combine engineering, education, enforcement, encouragement, and evaluation strategies to improve the safety and health of school children who walk and bicycle to school. SRTS programs started in the late 1970's in Denmark and since then have spread throughout Europe, Australia, Canada and the United States. With SRTS programs in all 50 States and the District of Columbia, the U.S. is now positioned to become a global leader in enacting programs that enable and encourage children to walk and bicycle to school.

**Definitions:** For the purpose of this document, the terms "bicycling and walking" include students who arrive to school on skateboards, scooters, roller skates, in-line skates, and other non-motorized means, including children with disabilities. The term "schools" includes both public and private schools, and grade levels from kindergarten through eighth grade (unless otherwise specified).



## CHAPTER II: VISION AND GOALS OF SAFE ROUTES TO SCHOOL

### BRIEF HISTORY OF SRTS

The first SRTS program began in Odense, Denmark in response to high numbers of child pedestrian fatalities. From 1955 to 1971, Denmark had the highest rate of child mortality from road crashes in Western Europe. In 1976, the Danish Traffic Act was passed, enabling communities to address these dangers. The City of Odense developed a network of pedestrian and bicycle paths near schools, narrowed roads and built traffic islands. Since the implementation of the program, the total number of crashes in Odense has been reduced by 82 percent as traffic speeds have been decreased (from about 28

**By April of 2007, every State and the District of Columbia had hired full-time or interim Safe Routes to School Coordinators.**

mph to 19 mph). Between 1994 and 1999, child pedestrian crashes dropped 24 percent. Odense is currently working to gather data on the numbers of children walking and bicycling to school; current estimates vary from a low of 24 percent to a high of 73 percent at different schools.<sup>6</sup>

The SRTS concept caught on and spread to other countries. The UK and Canada began SRTS programs in the early 1990's. By the late 1990's State and local programs emerged in the United States:

#### Bronx, NY

Among the early leaders was a local program in the Bronx, NY, which, like Denmark, began in response to an alarmingly high number of fatal child pedestrian crashes. During the mid-nineties, being hit by a car was the number one cause of death for children in the Bronx aged five to fourteen. In 1997, with funding from the Governor's Traffic Safety Council, a local transportation advocacy



### SAFE ROUTES TO SCHOOL TIMELINE

**1980**

Late 1970s SRTS program begins in Odense, Denmark

**1990**

Early 1990s SRTS programs established in United Kingdom and Canada

**1997**

Bronx, NY SRTS program begins; first Walk to School Day in U.S.



group launched a process by which students, parents, teachers, and principals worked together to identify dangerous locations, to create infrastructure improvements, and to designate walking routes. Thirty-eight SRTS Plans were developed at elementary and middle schools in the Bronx.<sup>7</sup>

In 2000, the National Highway Traffic Safety Administration funded two pilot SRTS projects in Marin County, California and Arlington, Massachusetts. In both Marin County and Arlington, the \$50,000 in pilot program funds were supplemented by other funding sources (State and local) which contributed to their success.

### Marin County, CA

In Marin County, nine schools participated in the pilot program. Parent teams were formed at each school, and received guidance, forms, newsletters, and promotional materials. Each school participated in Walk and Bicycle to School days, as well as Frequent Rider Miles contests. In two towns, schools were grouped together to form citywide task forces to study engineering solutions for safety issues on the

**With SRTS programs in all 50 states and the District of Columbia, the U.S. is now positioned as a global leader in enacting programs that enable and encourage children to walk and bicycle to school.**

routes to schools. The program achieved success: before the pilot program, 21 percent of students at participating schools walked and bicycled to school. After two years of the program, this number rose to 38 percent.<sup>8</sup>

### Arlington, MA

In Arlington, the pilot program involved three schools – two elementary and one middle school. The program included the development of walking school buses (in which students walk to school in groups with parent escorts), safety training, and work with local governments to fix safety problems on school walking routes. Before the pilot program, 42 percent of students at the participating elementary schools and 19 percent of students at the participating middle school walked to school. After two years of the program, these numbers increased to 56 percent and 24 percent, respectively.<sup>9</sup>

<p><b>2000</b> U.S. Pilot Programs begin in Marin County, CA and Arlington, MA; California begins state-wide program</p>	<p><b>2001</b> Texas SRTS legislation signed; Maryland conducted SRTS pilot program; Oregon conducted SRTS pilot program</p>	<p><b>2002</b> Florida SRTS legislation signed; Delaware SRTS legislation signed</p>	<p><b>2005</b> SAFETEA-LU establishes first national SRTS program in U.S.</p>	<p><b>2007</b> 50 states and the District of Columbia have full time or interim SRTS Coordinators</p>	<p><b>2009</b> Anticipated reauthorization</p>
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### The Five E's

*SRTS combines many different approaches to make it safer for children to walk and bicycle to school and to increase the number of children doing so.*

**Engineering** strategies create safer environments for walking and bicycling to school through improvements to the infrastructure surrounding schools. These improvements focus on reducing motor vehicle speeds and conflicts with pedestrians and bicyclists, and establishing safer and fully accessible crossings, walkways, trails and bikeways.

**Education** programs target children, parents, caregivers and neighbors, teaching how to walk and bicycle safely and informing drivers on how to drive more safely around pedestrians and bicyclists. Education programs can also incorporate health and environment messages.

**Enforcement** strategies increase the safety of children bicycling and walking to school by helping to change unsafe behaviors of drivers, as well as pedestrians and bicyclists. A community approach to enforcement involves students, parents or caregivers, school personnel, crossing guards and law enforcement officers.

**Encouragement** activities promote walking and bicycling to school to children, parents and community members. Events such as Walk to School Day, contests such as a Frequent Walker/Bicyclist challenge, or on-going programs such as a Walking School Bus or Bicycle Train can promote and encourage walking and bicycling as a popular way to get to school.

**Evaluation** is an important component of SRTS programs that can be incorporated into each of the other E's. Collecting information before and after program activities or projects are implemented allow communities to track progress and outcomes, and provide information to guide program development.

The success of the early U.S. SRTS programs led to new programs around the country. By 2005, a handful of States had conducted statewide SRTS pilot projects or had implemented statewide SRTS programs with one-time or annual budget allocations, including California, Florida, Delaware, Maine, Maryland, Pennsylvania, Texas, and Washington.

In the summer of 2005, the highway and transit reauthorization bill became law (P.L. 109-59). The Safe, Accountable, Flexible, Efficient Transportation Equity Act – A Legacy for Users (SAFETEA-LU), as the law is named, established the first national Safe Routes to School Program (Section 1404) and designated \$612 million in Federal transportation funds for the new program. The funding authorized covers five fiscal years, beginning in 2005 and ending in 2009. The new program provides funding for SRTS programs in all fifty States and the District of Columbia. In addition to providing funding for infrastructure and non-infrastructure projects, the legislation requires a full-time SRTS Coordinator in each State Department of Transportation who is responsible for establishing the program and administering Federal funds. States were provided funding based on school enrollment in grades K-8, with no State receiving less than \$1 million per year. Section 1404 of SAFETEA-LU is included in Appendix B.

## LEGISLATIVE MANDATE AND SCOPE FOR THE TASK FORCE

Section 1404 (h) of SAFETEA-LU requires that the Secretary of Transportation establish a “national safe routes to school task force composed of leaders in health, transportation, and education, including representatives of appropriate Federal agencies, to study and develop a strategy for advancing safe routes to school programs nationwide.” The legislation further requires that a report be submitted by the Secretary of Transportation to Congress containing the results of the Task Force’s study and a description of the strategy developed. The Task Force’s Charter defines the scope and objectives, and stipulates that “the Task Force provides a forum for the development, consideration, and communication, from a knowledgeable and independent perspective, of a strategy for advancing Safe Routes to School Programs nationwide.”

This report represents the work of the Task Force, and fulfills the requirements of Section 1404 (h) of SAFETEA-LU and the Task Force Charter. The Task Force Charter is included in Appendix C.



## CASE STUDY

### Missouri: Community to Provide Education and Infrastructure

*Liberty, Missouri, is a small historic community with a population of less than 30,000 people. Several of Liberty’s nine elementary schools are located in neighborhoods where nearly all of the students live within walking distance of school. Unfortunately, a lack of infrastructure discourages many parents from allowing their children to walk or bicycle to school. In summer 2007, the city of Liberty was awarded \$240,000 in Federal Safe Routes to School funds through the Missouri Department of Transportation. The funds will be used to improve infrastructure around Franklin Elementary School, including the addition of a new sidewalk to connect a neighborhood to the elementary school, and the construction of two small pedestrian bridges to help children cross creeks bordering the school. The state of Missouri approved a contract for surveying Liberty, and the surveyors will be collecting data to provide design information. The design will be finalized by summer 2008, and there is a tentative construction date set for late summer 2008.*

*Excerpt of a Case Study produced by the National Center for Safe Routes to School, Spring 2008.*

***“I grew up riding my bicycle to school and I want my kids to have that same opportunity.”***

*Darla Harmon, parent, Kalispell, Montana*

## CHAPTER II: VISION AND GOALS OF SAFE ROUTES TO SCHOOL

*In 2004, the New York City Department of Transportation announced plans to survey and map conditions and crashes around all 1,357 New York City schools, to identify 135 schools with the worst pedestrian safety problems, and to pick 32 priority schools to receive traffic calming street engineering. In early 2008, 97% of identified short term safety improvements (such as new traffic and pedestrian signals, and high visibility crosswalks) at the 135 schools were completed, and capital construction on long term improvements had begun. An additional 135 elementary and middle schools, as well as 40 high schools will be identified for improvements in the winter of 2008.<sup>10</sup>*



### VISION FOR SRTS IN THE UNITED STATES

As a basis for the national strategy, the Task Force developed a vision for the future of SRTS programs in the United States:

*Safe Routes to School programs will improve safety and encourage more American youth to walk and bicycle to school, thereby resulting in higher levels of physical activity, less traffic congestion, a cleaner environment, and an enhanced quality of life in our communities.*

### PURPOSES FOR SRTS IN THE UNITED STATES

According to Section 1404 of SAFETEA-LU: The purposes of the SRTS program shall be—

- (1)** *to enable and encourage children, including those with disabilities, to walk and bicycle to school;*
- (2)** *to make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and*
- (3)** *to facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.*

The Task Force strongly supports these three goals, and has elaborated on them to provide a solid blueprint for action on a National Strategy toward achieving the vision for SRTS in the United States:

**Goal #1: Improve traffic safety and personal security for American school children who walk and bicycle to school.**

Walking and bicycling to school are as American as apple pie. SRTS programs provide a way to remove safety and environmental barriers and help students travel to and from school using their own two feet or wheels. Through more sidewalks and other infrastructure safety improvements, age-appropriate traffic safety education, personal security education, law enforcement, and parent and school involvement, SRTS programs provide healthy environments that make it possible for students, including those with disabilities to safely wheel, walk, and bicycle to school.

**Goal #2: Reduce traffic congestion and fuel consumption, and improve air quality.**

Far fewer children walk and bicycle to school today, compared to previous generations. The vast majority arrive, instead, in automobiles, vans and buses that contribute to poor air quality and higher levels of traffic congestion surrounding schools. By encouraging and enabling more children and their families to use age appropriate, non-motorized travel methods on their journeys to and from school, SRTS Programs will reduce vehicle miles traveled, reduce traffic congestion and benefit the environment.

**CASE STUDY**

**Virginia: Safe Routes to School Activities in Alexandria**

*In 2007, the City of Alexandria was awarded two Federal SRTS grants from the Virginia Department of Transportation. The \$25,000 education and encouragement grant was distributed among four elementary schools and one middle school. The five schools are using these funds on programs such as a school-based pedestrian and bicycle summit, school-wide Frequent Walker/Cyclist incentive program, family-oriented Walking Wednesdays, and targeted pedestrian and bicycle safety education. In addition, the schools are required to participate annually in Walk to School Day and to conduct evaluations of all events, programs, and activities.*

*The \$492,000 infrastructure grant will be used for intersection improvements, new sidewalks, bicycle racks and other improvements to be determined in the design phase. In preparation to receive these funds, the City of Alexandria has completed minor pedestrian safety improvements around the schools that include: intersection improvements in front of two schools, a bulb-out and mid-block crosswalk, new pedestrian countdown timers and curb ramps, and 1.5 miles of bicycle lanes.*

*Excerpt of a Case Study produced by the National Center for Safe Routes to School, Spring 2008.*

### CASE STUDY

#### **California: Comprehensive Program Takes Off in Chula Vista**

*In 2007, the City of Chula Vista and the Chula Vista Elementary School District (CVESD) were awarded SRTS grants from the California Department of Transportation. The City of Chula Vista received \$621,000 for citywide SRTS infrastructure improvements, and CVESD received \$499,000 for a coordinated non-infrastructure program. During the first year, funds will be targeted at Otay and Rice Elementary; Funding and activities will be expanded to an additional 15 schools in year two.*

*Funds from the non-infrastructure grant will allow Chula Vista to establish task forces at all schools, and to organize events like walking school buses and Walk to School Days. Since many of the students in CVESD are English language learners, there are plans to initiate a bilingual campaign including a culturally appropriate logo and mascot that will educate students and parents on the benefits of walking and bicycling to school. Child pedestrian and bicycle education programs and special enforcement strategies, including a Parent Safety Patrol, round out the non-infrastructure efforts.*

*Infrastructure improvements around Otay and Rice Elementary will include crosswalk enhancements such as prominent striping and flashing yellow beacons, curb extensions, and ADA compliant curb ramps.*

*Excerpt of a Case Study produced by the National Center for Safe Routes to School, Spring 2008.*

**Goal #3:** *Enable and encourage children to lead more physically active and healthy lifestyles.*

Long-term health benefits will be realized if more opportunities are provided for children to get their recommended daily allowance of physical activity, particularly through habits that are incorporated into their daily routines. By encouraging more American school children and their families to walk and bicycle to school, SRTS programs can begin to address problems that are created by sedentary lifestyles, including obesity and associated health problems such as heart disease, Type 2 diabetes, and high blood pressure.

**Goal #4:** *Improve the quality of life and self-reliance of school children.*

Children who live in neighborhoods where walking and bicycling is safer are not only more familiar with their neighborhoods, they have a richer social connection to their community. Community-based schools that are in close proximity to homes in such neighborhoods provide an enhanced quality of life for all residents. Walking and bicycling to school helps to foster independence among American youth, and thus encourage a sense of pride and self reliance as they become young adults.

## CHAPTER III:

# WHY SAFE ROUTES TO SCHOOL MATTERS

All parents have dreams for their children. Parents' most fervent wish is that their children grow up safe and healthy, and that they become confident, independent, and successful adults. As a nation, we also have dreams for future generations. We hope they have more opportunities, that they will be safe and secure, and that they have abundant resources. We hope they are able to achieve new technological advances, that they respect and nurture our environment, and that they do their share to advance our great country.

Today, many people are worried that we are not meeting these goals. Children are suffering health complications such as asthma, diabetes and cardiovascular disease at rates never before

seen in history. Traffic and land use patterns are causing many communities to become increasingly isolated, removing walking and bicycling as viable modes of transportation, and contributing to fewer social interactions between neighbors. Vital natural resources – air, water, fuel – are being compromised, as are the rich environmental systems that they sustain.

Some of these problems can be connected to lifestyle choices we are making for ourselves and our children. How did we get here, and how can we reverse these trends? Safe Routes to School (SRTS) programs are one part of a comprehensive solution to improve the safety and livability of our communities.



***“One of the benefits of walking to school with my children is that I have uninterrupted time with them each day.”***

*Monica Koerschner, Parent,  
Ira B. Jones Elementary School,  
Asheville, North Carolina*



### CHANGES IN SCHOOL TRAVEL

In 1969, nearly half of all children<sup>11</sup> walked or rode their bicycles to school. By the year 2001, this number dropped to less than 15 percent.<sup>12</sup> As the number of children walking or bicycling to school has declined, the number of trips made by private vehicles has increased. In 1969, about 15 percent of school children ages 6-12 arrived at school in a private vehicle; by 2001, this number had risen to 50 percent.<sup>13</sup> While distance to school is the most commonly reported barrier to walking and bicycling, private vehicles still account for half of school trips between 1/4 and 1/2 mile.<sup>14-15</sup>

The upshot is that fewer children today get the chance to experience the many benefits that can be gained from walking and bicycling for transportation, resulting in many unintended consequences. If left unattended, this seemingly minor lifestyle choice will have long-lasting impacts, not only on the children, but on entire communities.

### BARRIERS TO WALKING AND BICYCLING TO SCHOOL

Not surprisingly, aside from distance to school, parents say that traffic safety issues are among the top barriers preventing their children from walking or bicycling to school.<sup>16</sup> While there are no specific data on child injuries related to trips to and from school, approximately 23,000 children age 14 and under were injured while walking or bicycling in the United States in 2006, and 429 were killed in the same year.<sup>17</sup> Without efforts to resolve pedestrian, bicycle, and motor vehicle conflicts, these crashes will continue to occur.

Additionally, 12 percent of parents report that fear of crime or personal safety is a barrier to walking and bicycling to school.<sup>18</sup> Whether real or perceived, concerns include kidnapping, bullying, and gangs, as well as other forms of violence. Such safety concerns are not limited to walking and bicycling, and are often cited relative to school bus travel. However, the multidisciplinary approach of SRTS programs – engaging local schools, parents/caregivers, engineers, police officers, etc. – allow them to effectively address these and other issues that can impact crime, such as lack of adequate lighting, and vacant buildings or lots that are in disrepair. Addressing these and other safety concerns is important not only to motivate changes in school travel (driving to walking), but also to protect those children who currently walk or bicycle to school every day out of necessity.

***“We need safer walking routes to Rolling Terrace. This is an important issue to us: our kids’ safety is at stake.”***

*Dr. Robyn Mathias, School Principal, Rolling Terrace Elementary School, Takoma Park, Maryland*

Through the five E's, SRTS programs tackle both traffic safety and personal security issues:

**Engineering** solutions improve safety through infrastructure problems identified by the community, such as new or enhanced crosswalks, sidewalks, signage or traffic calming techniques;

**Education** efforts teach age appropriate pedestrian and bicycle safety behaviors to students, including effective helmet use, the importance of high visibility clothing and other safety equipment, as well as teaching safe driving behaviors to motorists. SRTS education can also include personal security skills training for both students and caregivers;

**Enforcement** strategies such as speed trailers, crossing guards or student safety patrols increase driver, pedestrian and bicyclist compliance with traffic laws;

**Encouragement** activities get more people out of their cars and onto their feet through community events, incentives, or on-going programs such as the Walking School Bus or Bicycle Train in which groups of students are accompanied to school by adults as they walk or bicycle. Research indicates that there is safety in numbers. Studies have shown that areas with higher levels of walking and bicycling experience lower crash rates in comparison to areas with fewer pedestrians and bicyclists;<sup>19</sup>

**Evaluation** efforts measure the effect of the strategies listed above, identify adjustments that may be needed to ensure program effectiveness, and ensure that resources are directed toward efforts that show the greatest likelihood of success. The result is a more complete, efficient and safe transportation system.

## CASE STUDY

### Colorado: Foothill Parents Create a Unique Tool to Count Bicyclists

*To keep track of students participating in the school's locally funded Freiker (Frequent Biker) program, Foothill Elementary School in Boulder, Colorado uses the "Freikometer," a tool developed by parent volunteers. Run by solar-power, the Freikometer counts bicyclists and uploads the data to a computer. Wearing radio frequency identifier tags on their bicycle helmets, students simply ride their bicycle underneath the device to be counted. Each week, students who walk and bike earn points toward "Freikergear"—or various incentive items such as water bottles or bicycle bells.*

*Excerpt of a Case Study produced by the National Center for Safe Routes to School, Spring 2008.*



### BENEFITS OF WALKING AND BICYCLING TO SCHOOL

#### Decreased traffic congestion and improved air quality

Unfortunately, parents that choose to drive their child to school contribute to traffic congestion and potential conflicts with pedestrians near the school and in the larger community. In Marin County, California, for example, 21 percent of morning rush hour traffic has been attributed to parents driving their children to school.<sup>20</sup>

Walking and bicycling are of considerable benefit to the environment, especially when compared to driving. These non-motorized modes of transportation generate no pollutants and require no fuel. While emissions from an individual automobile may be relatively low, in many U.S. cities, the automobile is the single greatest cause of pollution, as combined emissions from numerous vehicles add up.<sup>21</sup> Compounding the effect are idling vehicles and short trip distances, both of which are common in school travel. When parents let their vehicles idle while waiting for their children to be dismissed from school, they further increase the amount of air pollution in their community. And automobiles emit more pollutants when their engines are cold compared to when their engines are hot. According to a 1993



Federal Highway Administration report, "under typical speeds on a local urban street, engines running cold produce 4-5 times the carbon monoxide (CO) and twice the volatile organic compounds (VOC) emissions per mile as engines running 'hot'."<sup>22</sup> Meaning that the 50 percent of school trips within 1/4 to 1/2 mile being made by private vehicles (cited above) could produce two to five times the pollutants as cars traveling from further distances.

Short trips are ideal for walking and bicycling, and when car trips are substituted with non-motorized trips, this added pollution can be avoided. Although walking and bicycling may only displace a small percentage of total vehicle miles, if the displaced trips are those that would be taken with a cold engine, the pollution-reducing benefits can be dramatic.

***"Walking and bicycling promote good health for the heart, muscle and respiratory systems, if it's started young, it becomes a lifelong habit. It's [also] good for the environment. There's less pollution and you're connecting with the environment directly."***

*Mimi Herald, Teacher, Bethel, Connecticut*

### Air quality and health

Decreased pollution has obvious health benefits, as air pollution is an irritant that is known to trigger asthma attacks in children.<sup>23</sup> Asthma is one of the most common chronic illnesses among children.<sup>24</sup> In 1996, the Summer Olympic Games were held in Atlanta, Georgia and single occupant vehicles were virtually banned downtown. A study was published on the effects of the ban and it was shown that morning traffic was down 23 percent, peak ozone was reduced by 28 percent, and asthma-related hospital visits for children decreased by 41.6 percent.<sup>25</sup> Therefore, any reductions in automobile trips that result from SRTS programs may also reduce the incidence of asthma attacks among youth.

### Physical activity and health

In part, as a result of the safety concerns discussed earlier, most children and adults are missing an opportunity to incorporate physical activity into their daily routines. It is commonly known that the vast majority of children today are not getting enough physical activity and as a result are experiencing a number of health problems, such as childhood obesity, Type 2 diabetes, heart disease and high blood pressure. From 1971 to 2004, the prevalence of overweight in school-aged children (6-19 years) more than tripled, with the highest increases seen in the 6-11 age group.<sup>26</sup> Overweight children and teens have been found to have risk factors for cardiovascular disease (CVD), including high cholesterol levels, high blood pressure, and abnormal glucose tolerance. In a study of 5-17 year olds, almost 60 percent of overweight children had at least one CVD risk factor, while 25 percent had two or more CVD risk factors.<sup>27</sup> The prevalence of overweight is so great that, due to compounding health effects, today's generation of children may be the first in

### **Livable Streets for School Children: How Safe Routes to School Programs can improve street and community livability for children**

*This study of 9 and 10 year old children in Contra Costa County, CA highlighted how traffic and traffic speeds impact community perception and livability for children. Children were first asked to draw a map of their neighborhood, between home and school, as if they were describing it to someone. They were then asked to identify areas that they liked and disliked or felt were dangerous. The researchers found that in neighborhoods with heavy traffic and fast speeds, children frequently expressed feelings of dislike and danger and were unable to draw detailed maps of their neighborhoods. In neighborhoods with light traffic volumes and slower speeds, children were able to draw more of the streets, houses, etc. and noted fewer signs of danger or dislike. Further, one year after a Safe Routes to School program resulted in safety improvements in the heavy-traffic neighborhood, the same children expressed that there were fewer threats and were able to draw more detailed representations of their neighborhoods.<sup>31</sup>*

over 200 years to live less healthy and have a shorter lifespan than their parents.<sup>28</sup>

There are many benefits to having an active childhood. According to the Centers For Disease Control and Prevention, "regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem, and may improve blood pressure and cholesterol levels."<sup>29</sup> Additionally, research suggests a positive relationship between physical activity and academic performance.<sup>30</sup>

## CHAPTER III: WHY SAFE ROUTES TO SCHOOL MATTERS



The U.S. Department of Health and Human Services recommends that children and adolescents engage in at least 60 minutes of physical activity on most, preferably all, days of the week.<sup>32</sup> Yet sedentary lifestyles are common among today's youth and most children are not meeting these recommendations. While national data does not exist for younger age groups, the National Youth Risk Behavior Survey indicates that in 2005, only 36 percent of 9th through 12th grade students were meeting the recommended levels of physical activity.<sup>33</sup> Given the marked increase in the prevalence of overweight in the younger age groups, it can be inferred that a similar situation exists for Kindergarten-8th grade students.

Walking and bicycling to school are both great means for children to work towards increasing physical activity levels and to combat the increased health risks associated with not getting

enough exercise. A short, half-mile walk to and from school can result in 30 minutes of physical activity – half of the recommended daily allowance for children.

### Potential impacts of SRTS programs

Using data from a 2000 U.S. Environmental Protection Agency report on average emissions and fuel consumption for passenger cars and light trucks, the following table demonstrates the potential local and national air pollutant reductions and fuel savings if schools averaged 100 walkers/bicyclists on a single day. Added to this data are calculations on potential physical activity hours accumulated while walking to and from school. If 100 children at one school walk or bicycle instead of being driven every day for one school year, they will keep nearly 35,000 pounds of pollutants out of the air, and will collectively generate 12,000 hours of physical activity.

### Quality of life

Walking and bicycling to and from school can help improve the quality of life for students and their parents. Students who walk and bicycle to school acquire and practice important skills, such as social skills and an understanding of the rules of the road, which they will use for the rest of their lives. Walkers and bicyclists can also attain a sense of self-sufficiency, responsibility, and

***“The project is a resounding success for children who walk to school and for the many children and adults that use the school facilities after school and weekends.”***

*Quote from Humboldt County, California, from “SRTS Safety and Mobility Analysis,”  
Report to California Legislature, January 2007*

	SCHOOL IMPACT	COMMUNITY IMPACT <sup>34</sup>	STATE IMPACT <sup>35</sup>	NATIONAL IMPACT <sup>36</sup>
<b>NUMBER OF CHILDREN WALKING OR BICYCLING</b>				
	100	700	133,500	9,738,200
<b>AIR POLLUTION REDUCTIONS</b>				
<i>Hydrocarbons Not Emitted<sup>37</sup></i>	216 Pounds	1,440 Pounds	295,920 Pounds	21,595,320 Pounds
<i>Carbon Monoxide Not Emitted<sup>37</sup></i>	1,620 Pounds	11,520 Pounds	2,209,680 Pounds	161,194,320 Pounds
<i>Nitrogen Oxides Not Emitted<sup>37</sup></i>	108 Pounds	720 Pounds	146,880 Pounds	10,720,440 Pounds
<i>Carbon Dioxide Not Emitted<sup>37</sup></i>	32,976 Pounds	230,760 Pounds	44,022,960 Pounds	321,126,840 Pounds
<b>FUEL REDUCTIONS</b>				
<i>Gasoline Saved<sup>37</sup></i>	1,674 Gallons	11,520 Gallons	2,234,520 Gallons	163,017,360 Gallons
<b>PHYSICAL ACTIVITY HOURS ACCUMULATED (Walking Only)</b>				
<i>Walking 20 min/mile Pace</i>	12,000 Hours	84,000 Hours	16,000,000 Hours	11,685,840,000 Hours

**TABLE 1: Annual benefits from children walking or bicycling instead of being driven to and from school (assuming one two-mile round trip, 180 school days)**

independence that they will not gain while passengers in their parents’ cars. And students who walk and bicycle are able to engage the world around them and to have fun, all while traveling to and from school.

Safe Routes to School programs enhance livability and help children get to know their communities. Researchers have studied how traffic affects children’s perceptions of their environment, specifically their community environment between home and school. One study’s author concluded that “as exposure to auto traffic volumes and speed decreases, a child’s sense of threat goes down, and his/her ability to establish a richer connection and appreciation for the community rises.”<sup>38</sup>

To many, the decline in walking and bicycling appears to be a natural reaction to an increase in motor vehicle use. But the consequences of limiting active modes of transportation, especially on our younger and more vulnerable populations, cannot be overstated. Safe Routes to School programs have the ability to impact traffic congestion, air quality and pollution issues. They also present a unique opportunity to address personal safety concerns and significant child health problems all while enhancing livability and building strong communities. The SRTS movement offers an opportunity to address several challenging national issues simultaneously, and leave a legacy for many generations to come.

CASE STUDY

**South Carolina: A Comprehensive SRTS Program at Rosewood Elementary**

Rosewood Elementary School in Columbia, South Carolina, has approximately 400 students in kindergarten through fifth grade. In 2006, a Rosewood Elementary teacher, who also is a parent, noticed on her morning walks to school with her daughter that cars were driving too fast in front of the school. Almost weekly the teacher witnessed cars running the red light at one of the school's main intersections. Wanting to slow down traffic, the teacher sent a request for ideas to parents and school faculty members. After learning about the Safe Routes to School movement, and with help from a SRTS planning committee, she worked to develop and submit an application for funding.

In October 2007, Rosewood Elementary received a \$200,000 grant from the South Carolina Department of Transportation. A committee of parents, teachers, and school administrators was established to collaboratively design and implement a comprehensive SRTS program encompassing each of the five E's: education,

encouragement, engineering, enforcement and evaluation.

The committee began a pedestrian and bicycle safety campaign immediately, sending educational fliers students' homes, delivering safety announcements over the school's public address system, and incorporating bicycle and pedestrian safety information into the classroom activities. To promote and encourage walking, the school participated in International Walk to School Day on October 3, 2007, in which a majority of the school's students participated. That event led to Walking Fridays, in which parent-led walking school buses escort children to school from two different locations. With the assistance of a traffic engineer, the committee is researching infrastructure barriers such as traffic congestion during drop off and pick up, sidewalk improvements, crosswalk striping and improved school signage.

*Excerpt of a Case Study produced by the National Center for Safe Routes to School, Spring 2008.*



***“I can honestly say I've never had more fun, felt my work was more meaningful, or been as excited about the potential broad impacts of a program, than I have working on Safe Routes.”***

*Mike Eberlein, Michigan SRTS Coordinator*

## CHAPTER IV:

# EARLY WINS — CURRENT STATUS OF THE SAFE ROUTES TO SCHOOL PROGRAM

## TRACKING STATE PROGRESS

Although a very new program, the Federal Safe Routes to School (SRTS) Program has made tremendous progress since it was signed into law in August of 2005. All fifty States and the District of Columbia have SRTS programs in various stages of implementation. Every State has a SRTS Coordinator. As of March 2008, States have committed to spending approximately \$222 million on SRTS programs. Forty-two States have announced funding for local and/or statewide SRTS programs involving nearly 2,600 schools. The remaining States are working to set up their programs or are in various stages of the first application cycle. In nearly every State that has awarded SRTS funding so far, the demand for SRTS projects exceeds the amount of funding available.

SRTS programs all over the country have brought together diverse teams of citizens, public servants, and professionals to address pedestrian and bicycle issues related to school travel. In many cases, the strength of these programs is attributed to the diversity of the stakeholders who are working together to identify and solve problems, including students, parents/caregivers, school principals, teachers, school nurses, law enforcement officers, engineers, school transportation staff, local school boards, municipal elected officials and administrators, health professionals, the business



community, non-profit organizations and others. The grassroots nature of the SRTS movement has galvanized communities throughout the country to take a fresh look at the way that children journey to and from school. The availability of Federal funds has generated a great deal of interest and local spending on pedestrian and bicycle safety countermeasures.

## CHAPTER IV: EARLY WINS — CURRENT STATUS OF THE SAFE ROUTES TO SCHOOL PROGRAM



*New sidewalk funded with Section 1404 funds.*

### LEGISLATIVE SUCCESSES

Section 1404 of SAFETEA-LU, the legislation that created the Federal SRTS program, is an effective and well crafted piece of legislation. Some areas where the legislation is particularly successful are described below:

#### Goals

Section 1404 of SAFETEA-LU lists three goals for the SRTS program. These goals remain relevant and are particularly successful because one goal is not elevated over the others. This is important because schools are motivated to participate in SRTS programs for diverse reasons.

#### Program Guidance

On January 3, 2006, less than 5 months after SAFETEA-LU was signed into Public Law, FHWA issued guidance for implementing the Federal-aid Safe Routes to School program. In preparing this guidance, the Office of Safety conducted an outreach effort, receiving input from many different stakeholders including national bicycle and pedestrian advocacy organizations, a State DOT review team, a FHWA field review team, the National Highway Traffic Administration, FHWA Offices of Policy, Legal and Planning and

Environment, as well as national SRTS experts. This guidance, provided for State DOTs and other stakeholders involved in implementation and administration of SRTS programs, enabled States to move quickly and confidently in creating SRTS programs and spending program funds, eliciting praise from advocates.

#### SRTS Clearinghouse

The legislation requires the establishment and operation of a Clearinghouse to develop information and educational programs on SRTS, and to provide technical assistance and disseminate techniques and strategies used for successful SRTS programs. The National Center for Safe Routes to School (NCSRTS) located at the University of North Carolina Highway Safety Research Center in Chapel Hill, was established in May 2006 and has been serving in this role. The NCSRTS maintains a website ([www.saferoutesinfo.org](http://www.saferoutesinfo.org)) which offers a wealth of information on SRTS techniques and strategies. The NCSRTS also provides training and technical assistance to State SRTS Coordinators and communities, and assistance with evaluation of local/State programs, as well as other services.

#### Infrastructure/Non-infrastructure split

The legislation requires that not less than 10 percent and not more than 30 percent of SRTS funds be used for non-infrastructure activities such as encouragement, education, and law enforcement. This requirement has been effective. It allows States some flexibility in spending their funds, while also guaranteeing that there is a balance between types of SRTS activities in each State.

### 2-mile range

The legislation and guidance specify that SRTS infrastructure, and traffic education and enforcement projects are limited to areas within approximately 2 miles of a school. This limitation is effective because it ensures that SRTS projects are concentrated where the most students can derive benefit.

### Task Force

The legislation requires the establishment of a Task Force to study and develop a strategy for advancing SRTS programs nationwide. The Task Force began meeting in January 2007 and has dutifully studied the successes, challenges, and opportunities facing the SRTS program.

## PROGRAM SUCCESSES

SRTS programs around the country have resulted in numerous successes. Several highlights are presented here:

### Safety improvements

Communities around the country are using Safe Routes to School funding to provide new sidewalks, age appropriate safety education, and to implement student safety patrols and other measures that have improved pedestrian and bicyclist safety. While infrastructure projects often take some time to construct, communities are realizing immediate safety benefits by using SRTS funding to help organize programs such as Walking School Buses which result in groups of children walking to school together under adult supervision.

## CASE STUDY

### Minnesota: Planning for Safe Routes

*In 2005, the Duluth public school district worked with the Duluth-Superior Metropolitan Interstate Council to develop a SRTS plan for five urban schools in Duluth. Once the Duluth SRTS plan was approved, each of the five schools applied for Federal SRTS funds through the Minnesota Department of Transportation. In fall 2006, Lincoln Park Elementary School was awarded \$25,030 for infrastructure improvements and \$5,000 for non-infrastructure activities. In the spring of 2007, Congdon Park Elementary received \$137,600 for infrastructure improvements along primary routes students use to reach school. Additionally, Duluth's public school district received a non-infrastructure grant for \$50,000 intended for bicycle and pedestrian education at schools within the district. Portions of the education program include development of an age appropriate curriculum, student sized crossing guard vests, student school patrol training. In spring 2008, Stowe Elementary received \$171,360 for infrastructure improvements which will include narrowing a state trunk highway for safer pedestrian crossings and improving school zone crossing visibility.*

*Excerpt of a Case Study produced by the National Center for Safe Routes to School, Spring 2008.*

## CHAPTER IV: EARLY WINS — CURRENT STATUS OF THE SAFE ROUTES TO SCHOOL PROGRAM

### CASE STUDY

#### **Montana: Building Community Support for SRTS**

*Evergreen Elementary School and Evergreen Middle School in Flathead County, Montana are located near a busy five-lane roadway. At a kick-off meeting for the SRTS planning process, the project was met with skepticism from community members who felt frustrated that little had been done in the past for pedestrians and bicyclists. Through the planning process, however, excitement developed among community members and several priority engineering, education, enforcement and encouragement projects were identified.*

*In 2006, the State of Montana approved Federal SRTS funding for the schools, granting nearly \$50,000 for infrastructure improvements and \$10,000 for education, encouragement and enforcement activities identified during the original SRTS planning process. The infrastructure portion of the SRTS funding will aid in improving safety at a busy intersection on the school pedestrian route, and the non-infrastructure portion will fund age-appropriate educational programs.*

*Excerpt of a Case Study produced by the National Center for Safe Routes to School, Spring 2008.*

#### **Increases in walking and bicycling**

In every State, the implementation of SRTS projects is resulting in increases in the numbers of children walking and bicycling to school. For example, in the spring of 2006, only 21 percent of students at Whittemore Elementary School in

Waltham, Massachusetts walked to school. After a new SRTS program implemented a variety of encouragement activities, the number of walkers increased to 53 percent in the fall of the same year.

#### **State Advisory Committees**

State level SRTS advisory committees have been very effective in bringing together various State and regional agencies as well as other SRTS practitioners. Approximately 45 States have formed or are in the process of forming SRTS advisory committees.<sup>39</sup> The committees' responsibilities vary by State, but often they serve to review SRTS funding applications, provide technical assistance to the SRTS program, and offer advice on the administration of the program.

#### **Speedy results**

The non-infrastructure components of SRTS can often be implemented quickly and reach a large number of students. This means that schools and communities experience benefits in a very short period of time.

#### **Volunteerism**

Volunteers make an enormous contribution to the success of SRTS programs. SRTS programs provide plentiful and varied volunteer opportunities, from organizing community events, to participation in a school SRTS Committee. The large numbers of volunteers contributing to SRTS add immeasurable value to Local, State, and Federal SRTS programs.

## CHAPTER V:

# PROGRAM CHALLENGES AND OPPORTUNITIES

## IMPLEMENTING THE CURRENT FEDERAL-AID SAFE ROUTES TO SCHOOL PROGRAM

The implementation of the Federal Safe Routes to School (SRTS) program has presented both challenges and opportunities. As with any new Federal-aid program, there are many steps that are needed to get the program off the ground and running. The FHWA quickly issued guidance to the States regarding program setup, providing the States considerable flexibility in establishing their programs while maintaining a strict adherence to Section 1404.

Under the supervision of their full-time State Coordinators, States have undertaken a careful and deliberate process to ensure that the program meets the objectives that Congress intended for this funding. This was not an easy endeavor, as there are few sources of Federal funding that combine infrastructure funds with non-infrastructure funds. Within the internal structure of most State transportation agencies, these two funding categories are often kept separate and are administered by different divisions within the same agency or by different State agencies. The States were challenged to find ways to administer both types of funding through a single program.

Beyond these initial administrative hurdles, States have identified a variety of challenges and opportunities, some related to the legislation, and some related to the complex and cross-cutting nature of Safe Routes to School programs.



## CHAPTER V: PROGRAM CHALLENGES AND OPPORTUNITIES



### LEGISLATIVE CHALLENGES AND OPPORTUNITIES

The SAFETEA-LU legislation presents some challenges and opportunities to the implementation of SRTS programs. Specific examples are summarized below:

#### Federal aid requirements

State Safe Routes to School Coordinators have indicated that funding SRTS projects is difficult under the current SRTS legislation. In fact, this was the number one issue State SRTS Coordinators cited when asked to identify what aspects of the legislation should change. Typically, SRTS projects are relatively small when compared with other transportation projects commonly funded through the Federal-aid program and this has generated an administrative burden for funding recipients that is out of proportion with the funding amount. This is compounded by the fact that many of the funding recipients are non-traditional partners who have very little (if any) experience with the provisions of Title 23 and the government-wide Common Rule on grant management.

For example, regardless of the size of a SRTS infrastructure improvement (whether it is a series of new crosswalks, warning signs, or a section of missing sidewalk) the consultant selection process must meet Federal requirements. Existing local on-call engineering consultants typically cannot be used for these projects if their selection did not follow the Brooks Act, despite the fact that the projects are simple and small. This means that a new competitive process must be undertaken, involving a considerable commitment of staff time and an additional six to nine months to project completion.

Unfortunately, the communities with the greatest need tend to be the least able to fulfill the requirements. State Coordinators have observed that these requirements deter some schools from applying for funding, and often result in delays to project implementation as well as a high amount of project funding being spent on administrative tasks. Title 23 requirements are better suited to large highway projects for which they were designed, rather than small SRTS infrastructure projects.

#### Limited funding

The limited amount of SRTS funding available represents only a fraction of the amount needed to address safety-related needs for children walking and bicycling to school. Current funding levels provide an exploratory level of support for local SRTS programs. In States receiving the minimum SRTS apportionment (\$1 million per year), project funds are scarce, especially when one considers that one mile of sidewalk installation can cost the majority of a year's budget.<sup>40</sup>

### Opportunity to leverage State and local spending

The legislation prohibits State or local matches for SRTS projects. Federal SRTS funding could be even more effective if it were possible to use the funds to leverage local and State spending.

### Eligibility issues

Currently, there are limits on how SRTS funds can be spent that have proven to be problematic for some States. In some cases, the current law expressly limits funding eligibility for certain types of programs, and in other cases the current law is silent on a potential use of the funds that would be beneficial. For example, some States are finding that their SRTS programs would be more effective if eligibility were expanded to include grades K-12 rather than K-8. Others are finding their programs would be more effective if they were able to provide at least some funding to provide safety improvements for students who walk or bicycle to bus stops. Some have expressed a desire that the Federal legislation be clearer about allowing (and encouraging) the use of funds for a planning phase at participating schools, so that cost effective solutions for the State could be more thoroughly explored. Finally, while most States with tribal governments have found ways to ensure they have access to the funds, this use of funds was not explicitly stated in SAFETEA-LU legislation.

## CASE STUDY

### Maine: Walking Wednesday Events

*In 2005, the Maine Department of Transportation constructed a 0.6-mile long sidewalk connecting the school library of the Lunt and Plummer Motz schools in the town of Falmouth to a shopping center located next to a community park. This completed sidewalk has become a very important part of Falmouth's Walking Wednesday events at which parents and students meet at the community park and then walk to school.*

*In spring 2007, on the first Walking Wednesday of the year, Lunt and Plummer Motz Elementary Schools expanded the event to include car and bus riders. Rather than taking the children to the school, cars and buses dropped off the children at the community park, where they joined school staff and parent volunteers to walk to school. The 2007 Walking Wednesday kick-off event attracted more than 600 children.*

*Excerpt of a Case Study produced by the National Center for Safe Routes to School, Spring 2008.*

### Opportunity for standardized data collection

The Federal-aid SRTS program provides an opportunity to improve the data that are collected on the numbers of youth who walk and bicycle to school and on safety statistics related to travel to and from school. These data have historically been lacking. While additional data will be beneficial, they are not required by the SRTS legislation. Therefore all data are collected voluntarily, and as a result the data will be incomplete.

## CHAPTER V: PROGRAM CHALLENGES AND OPPORTUNITIES

### Obligation limitation issues

While the Federal government distributes money to States to spend on programs, there are limits to the amount of money that States are actually authorized to spend each year. Because of obligation limitations, States have to decide how to use the money that they are allowed to spend. They may decide to fully fund some programs, but not others. For example, a State may decide to fully fund the roadway construction program, but only partially fund the SRTS program. Since the SRTS program does not come with its own obligation authority/limitation, the actual amount of funding spent on SRTS may be limited.

### Reimbursable nature of program

The SRTS program is a reimbursement program. Those who receive funding pay for their projects and programs and wait for reimbursement from the State. Many recipients of SRTS funding, such as schools, are unable to provide upfront capital for SRTS projects and programs. Again, the programs with the greatest need are likely most affected by this facet of the SRTS program.



*School siting greatly impacts the ability of students to walk or bicycle to school.*

## OTHER CHALLENGES THAT SRTS PROGRAMS FACE

### School siting

Travel to school by foot or bicycle only becomes an option if neighborhoods and schools are located within a reasonable distance of one another. Unfortunately, a variety of factors have led to increased distances between home and school – in 2001, over 75 percent of all school trips by children were over 1 mile, compared to nearly 55 percent in 1969.<sup>41</sup> Where we build our schools is as important, if not more so, than how we build them.

New schools are frequently built on large tracts of land on the edges of communities. Such locations are often chosen because the land is less expensive when compared to land in closer proximity to students' homes. Yet transportation costs, including personal expenses, infrastructure expenses and bus transportation, are often not accounted for in school siting decisions.

One such expense is for "hazard busing". Hazard busing describes the use of school buses to transport children short distances (not within eligible bus zones) from home to school to avoid unsafe road crossings and absent sidewalks. While the prevalence of hazard busing nationally is unknown, a South Carolina study found that students attending schools built after 1971 were 3 times more likely than those attending older schools to receive hazard busing.<sup>42</sup> School-related bus transportation is expensive and becoming more so as the cost of fuel increases. Money spent on

hazard busing could instead be used to make SRTS infrastructure improvements, benefiting the entire community.

Ironically, in recent years the focus of new school design has been on designing environmentally “green schools”. But any environmental benefits gained by building new “green design” schools may be partially or wholly offset by the high number of students that are driven by automobile to these schools.

### **Opportunity to address multiple goals of educational institutions**

Some communities have faced challenges in their attempts to involve education departments and school districts in SRTS programs. Educators are under tremendous pressure to achieve academic gains and while they may recognize the societal benefits of SRTS programs, they are sometimes hesitant to add anything to their list of priorities unless they are certain that it will help them meet their educational goals.

## **CASE STUDY**

### **Texas: Potential Engineering Project**

*Abernathy Elementary, Abernathy Middle and Abernathy High School in Abernathy, Texas are all located on the same campus along a fairly busy road. At least half of the students live within walking distance of their school, but there are no sidewalks to help them reach the school safely.*

*In 2007, the City of Abernathy was awarded a \$559,000 Federal SRTS grant and the Abernathy school district was awarded a \$10,800 Federal SRTS grant from the Texas Department of Transportation. The majority of the \$569,000 in grant money will be used for the construction of sidewalks around the schools, and the remaining funds will be directed to pedestrian and bicycle safety education.*

*Excerpt of a Case Study produced by the National Center for Safe Routes to School, Spring 2008.*

***“We are a community of 10,000 residents with 300 streets and only 4 sidewalks...but the lack of sidewalks and bike lanes prohibit walking or biking to school. And, since businesses, recreational facilities, and city services are also within walking distance of our neighborhoods, we feel that if we can make it safe and convenient for a second-grader to walk then we’ll also accommodate the needs of families and the elderly.”***

*Jim Moore, City Alderman of Petal, Mississippi and President of Bike Walk Mississippi*

## CHAPTER V: PROGRAM CHALLENGES AND OPPORTUNITIES

SRTS presents an opportunity to address multiple goals and responsibilities of schools and school districts, such as school wellness policies. In the Child Nutrition and WIC Reauthorization Act of 2004, the U.S. Congress established a new requirement that all school districts with a federally-funded school meals program develop and implement wellness policies that address nutrition and physical activity by the start of the 2006-2007 school year. Additional opportunities exist with respect to school safety plans and education standards of learning.



*SRTS offers opportunities to teach needed pedestrian safety skills.*

### Liability concerns

Liability issues present a challenge to SRTS programs. Some schools have declined to implement a SRTS program out of concerns that they will be sued if a child is hurt on their journey to or from school. Likewise, SRTS program volunteers, such as walking school bus leaders, worry about their liability if something goes wrong during their time spent volunteering. These liability concerns may limit participation in some SRTS programs.

### Societal issues

A number of societal issues commonly present challenges and opportunities to SRTS programs:

- **Time**

Parents are often very busy and pressed for time. Walking or bicycling to school with their children may be perceived to take more time than driving to school.

- **Personal Safety**

Issues of personal safety, including a diversity of concerns such as fear of strangers, bullies, gangs, or aggressive dogs, often present challenges to SRTS programs.

- **Socio-Economic/Cultural Differences among School Populations**

Schools around the country have different community norms. What works in one school does not always work in another. Local level planning for SRTS programs allows communities to create customized programs based on individual community needs.

- **School District Policies**

While neighborhood schools offer the best opportunity for children to safely walk and bicycle to school, there are many school district policies that result in schools where a majority of students do not have the opportunity to walk or bicycle to school (for example, magnet schools, open school enrollment, etc.) These policies are often necessary and desirable to meet other societal policies and goals. It must be recognized, however, that reduced rates of walking and bicycling may be an unintended consequence of enacting such policies.

## CHAPTER VI:

# NATIONAL STRATEGIES FOR ADVANCING SAFE ROUTES TO SCHOOL

As directed by Congress in Section 1404 of SAFETEA-LU, the Task Force has developed strategies for advancing Safe Routes to School (SRTS) programs nationwide. The strategies have been organized into five key areas, which are stated in simple terms below:

- (1) Spend current Federal SRTS funds effectively by building on successful implementation strategies.**
- (2) Continue and strengthen Federal support for SRTS in forthcoming transportation legislation.**
- (3) Promote and encourage support for SRTS programs among other partners with a stake in the success of these programs.**
- (4) Address other challenges that SRTS programs face.**
- (5) Look towards the future: advance innovative solutions that support SRTS efforts.**

Each of these strategies are discussed in more detail on the pages that follow.



### STRATEGY NUMBER 1:

***Spend current Federal SRTS funds effectively by building on successful implementation strategies.***

It will be of critical importance to continue to disseminate data, case studies and promising practices to States to ensure that all of the program funds are used effectively to support SRTS programs nationwide. The following actions are needed to ensure this occurs:

#### **Address challenges created by Title 23 and the government-wide Common Rule on grant management**

As mentioned earlier, State Coordinators have clearly indicated that the administrative overhead generated by Title 23 and the government-wide Common Rule on grant management represents one of the biggest challenges to implementing SRTS projects. Some States have developed strategies to streamline these processes, thereby easing (but not eliminating) the burden on funding recipients.

### CASE STUDY

#### **Example State Programs that Minimize the Burden of Federal Aid Requirements**

*A large number of State SRTS Coordinators have indicated that the Federal Aid Requirements associated with SRTS funding are posing a very large burden to some funding recipients, such as schools and non-profits. This burden is significantly reducing the value of the funding received. A number of States have set up their programs in such a way that this burden is minimized or removed. Three examples are Delaware, Massachusetts, and Vermont.*

*Although the details of the three programs differ, all three States have set up contracts with consulting teams to perform services such as planning, design, permitting, and construction. (Many more States have set up contracts to provide non-infrastructure activities.) These contracts minimize the administrative burden placed on SRTS funding recipients. For example, schools receive infrastructure improvements without having to pay for improvements and wait for reimbursement (which is impossible for many schools). As part of their role, the contracted consulting teams also do the necessary work to fulfill the Title 23 requirements associated with the SRTS funding.*

Effective streamlining strategies should be researched, and additional information should be provided to States on this issue. This information should specifically address strategies States have

used to assist non-traditional partners (such as schools and non-profit agencies) that are typically not familiar with the Federal funding process.

#### **Evaluate local programs**

To determine the effectiveness of this Federal program, it will be critical to evaluate the impact of the funding in relationship to the goals that were stated in the legislation. There are a wide variety of strategies that have been used to improve safety and encourage children to walk and bicycle to school, and there have been a number of studies on the cumulative effect of these strategies at participating schools.<sup>43</sup> More data will be needed in the future to determine what aspects of SRTS programs have proven to be most effective. It is expected that strategies will have different effects based on the demographics and design of the community.

(Note: Under the current legislation, FHWA cannot require States to evaluate their programs, however it is strongly encouraged in the Program Guidance issued by FHWA. A great deal of technical support is being provided by the National Center for SRTS to assist local and State programs with evaluation, including the development of evaluation tools, detailed instructions, and survey forms that can be submitted to a centralized data entry service provided by the National Center.)

#### **Provide information on best practices for SRTS programs**

For most schools participating in a SRTS program for the first time, this is a very new concept and they have a limited knowledge of the best way to proceed. In addition, there are vast differences in the issues and concerns of schools in different parts of the country, and in different types of land uses (urban vs. suburban vs. rural). Sound, evidence-

based guidance is needed at all levels to ensure that programs have access to strategies that help them succeed with both infrastructure projects and non-infrastructure activities.

Guidance is needed for projects that focus on multi-modal connections to new and existing schools so that it is not necessary to use SRTS funds to repair poorly designed school sites and roads in the future. Guidance should be provided not only for large-scale projects, but also for smaller projects that hope to achieve an impact despite limited funds.

### Share operational strategies

The implementation of the Federal-aid SRTS program by the States has involved a high level of innovation and creativity. This is due in part to the flexibility provided in the Guidance issued by the FHWA. Some strategies used by the States to disseminate these funds have proven highly effective. States have also worked to amend and adjust their funding process to ensure that future rounds of funding are used more effectively, and that the funding process is streamlined for grant recipients.

The FHWA's Clearinghouse (National Center for Safe Routes to Schools or NCSRTS) facilitates a wide variety of information exchange activities among the States, including a State Coordinator listserv, annual meetings, best practice reports, training programs and other assistance. This State-level assistance and information exchange should continue. As new challenges arise, new strategies to support State and local SRTS programs should be devised and implemented.



### Ensure long-term sustainability

Long-term sustainability of local SRTS programs is an ongoing challenge that must be met. Recipients should be encouraged to sustain their efforts locally, beyond the initial investment made by the Federal-aid program. For example, most SRTS experts agree that broad-based, multi-disciplinary stakeholder involvement can help to sustain local education, encouragement and enforcement programs over time. Engineering projects are easier to sustain because they are permanent fixtures in the landscape, however ongoing maintenance is needed in order to keep these facilities in good repair. In addition, SRTS programs are more likely to be sustainable if schools are located and designed with the deliberate intention of promoting and facilitating walking and bicycling to school.

Programs that have achieved long-term sustainability should be documented in order to determine common factors that lead to success.



### **STRATEGY NUMBER 2:**

***Improve Federal support for SRTS by strengthening forthcoming transportation legislation.***

The Federal SRTS program has proven to be a successful and popular transportation program. It specifically addresses issues that concern the American public, including traffic congestion, air quality, and child pedestrian safety. Considering the level of success and interest this program has generated, it should become a permanent feature of future transportation legislation. The original SRTS legislation in SAFETEA-LU has many strengths, and many of the original provisions of this legislation should be retained (as enumerated below). This Task Force report also recommends a number of changes that should be made to future SRTS legislation, based on the experience gained through the implementation of SRTS projects and programs that were funded by SAFETEA-LU. Those recommendations are also provided below.

### **Aspects of the legislation that should remain the same**

- ***Retain original program goals***

SAFETEA-LU established a number of goals for the SRTS program, wisely choosing not to elevate any one goal above all others. This proved to be very effective, because schools are motivated to participate in SRTS programs for different reasons. Some schools are primarily motivated by safety, rather than increasing the numbers of children bicycling and walking (a good example would be an urban school that already has a high percentage of students accessing the school on foot or bicycle, but has serious concerns about recent child pedestrian crashes). Others may be primarily motivated by opportunities to reduce congestion around the school, improve air quality, or address health concerns. By establishing goals with equal weight, the original legislation encourages participation among a wide variety of schools that are motivated by different aspects of the program.

- ***Continue the operation of a National Clearinghouse***

Section 1404 called for the establishment of a National Clearinghouse for SRTS—it is recommended that this provision be retained, however it should be called the “National Resource Center” to better reflect the role of this entity. The National Clearinghouse (currently operated by the National Center for Safe Routes to Schools or NCSRTS located at the University of North Carolina Highway Safety Research Center, Chapel Hill)

***“Walking is very important for health, and having a safe place to walk is what needs to be done.”***

*Andrew Morosky, Town Engineer, Bethel, Connecticut*

performs many vital functions in support of the Federal program, including coordination between the States, training, provision of guidance and standards, collection of data on local SRTS programs, coordination of Walk to School Day, and the development of resources for State and local SRTS programs, among other duties. The continued operation of a National Clearinghouse will be important to ensure ongoing data collection and dissemination, and overall support to SRTS programs nationwide. Future SRTS legislation should continue to provide a healthy administrative budget to enable the National Clearinghouse to offer the support that it has provided in the past, as well as to enhance its role and enable it to carry out many of the activities and recommendations contained in this report.

- **Continue to require that each State maintain a full-time SRTS Coordinator**

One reason that the Federal SRTS program has been successful is due to the hard work and dedication of full-time State SRTS Coordinators. Due to the fact that this funding source combines infrastructure and non-infrastructure funds (which are not commonly combined in Federal transportation programs), State SRTS Coordinators are in charge of complex programs that involve many different types of stakeholders. Their continued presence will be critical in the future to provide leadership and guidance at the State level that this Program needs.

- **Retain the ability to use Federal SRTS funds for local SRTS program managers**

The current legislation allows the use of Section 1404 funds for local SRTS program managers.

## CASE STUDY

### **Oregon: Building a Safe Routes Dialogue in Eugene**

*Eugene, Oregon, is home to Roosevelt Middle School, which was constructed in 1942. The school's small parking lot, in conjunction with the high volume of car traffic, created safety hazards for student pedestrians and bicyclists. Parents and teachers at Roosevelt Middle recognized that promoting bicycle and pedestrian safety must occur alongside addressing car traffic concerns. In 2005, Roosevelt Middle began tackling safety issues through a School Wellness Committee of parents, community members and school personnel. The committee focused on improving safety and the traffic flow in the school's overcrowded parking lot. In April 2007, the committee decided to use the public park adjacent to the school as an alternate parking lot to reduce the number of single occupancy motor vehicles using the school's small main parking lot. By decreasing traffic congestion, the wellness committee members aimed to create a safer atmosphere for students walking and bicycling to school.*

*Excerpt of a Case Study produced by the National Center for Safe Routes to School, Spring 2008.*

This has been an effective use of the funds, enabling communities to pay a local coordinator to launch multi-school SRTS efforts, to coordinate volunteers, and to get a variety of education, enforcement and encouragement programs off the ground. The Task Force therefore recommends that this aspect of the legislation be retained.



- ***Continue to fund infrastructure and non-infrastructure projects***

Another highly effective aspect of the Federal SRTS Program has been the dual focus on both infrastructure (engineering) needs, as well as non-infrastructure (education, enforcement, encouragement) programs. It has been widely documented that a multi-faceted approach is needed to achieve success, both for SRTS programs here in the U.S. and in other countries. Furthermore, the flexible spending levels in the original legislation have proven to be on target. Future legislation should retain the 70 - 90 percent spending levels for infrastructure projects and the 10 - 30 percent spending levels on non-infrastructure projects.

- ***Retain the 2-mile radius for infrastructure programs***

This range encompasses the majority of potential walking and bicycling routes without being overly restrictive.

- ***Retain the ability for non-traditional partners to receive SRTS Federal funds***

Schools and non-profit organizations have demonstrated success in implementing SRTS programs, particularly non-infrastructure activities. They have generated grassroots support by bringing together creative local partnerships, they have successfully implemented comprehensive safety training programs in schools, and they have helped parent-teacher organizations to develop programs that encourage students to walk and bicycle to school on a daily basis, among many other programs. Their involvement has contributed to the success of the Federal SRTS program. Their ability to receive funding should be preserved in future legislation.

### **Aspects of the legislation that should change**

- ***Increase Federal funding***

The reach of the current Federal SRTS program is limited due to the small amount of funding available. It is estimated that the current funding provided through SAFETEA-LU will reach approximately 7.5 percent of elementary and middle schools nationwide.<sup>44</sup> Even among the schools that receive funding, most will only receive a fraction of what they need to address all of their safety concerns. More funding is needed to extend the benefits of this program to many more school children and communities who need it.

The funding levels provided for the Federal SRTS program in SAFETEA-LU enabled States to explore whether the SRTS concept could accomplish transportation goals of reducing congestion and increasing safety around schools. Given the initial data collected to date, it is evident that this

Program is an effective use of Federal transportation funds. It has already been used to leverage transportation funding among non-traditional partners such as the health industry, education agencies, local businesses, and others.

- **Allow local contributions**

Federal SRTS funding could be even more effective if it were possible to use the funds to leverage local and State spending. However, voluntary local contributions cannot be a scoring factor in a competitive application process under the current legislation, which stipulates that the program shall provide 100 percent funding for projects and activities, to ensure that schools in low income areas can participate in the Federal program.

Therefore, it is the majority opinion of the Task Force that the requirement for 100% Federal funding for projects and activities be continued; however, this does not preclude applicants from providing State, local or private supplemental project contributions. If supplemental funds are considered in the application process, means should be taken to ensure that disadvantaged schools (following guidelines for schools that receive free and reduced lunch programs as established by the

United States Department of Agriculture) and schools in areas where child pedestrians are at higher risk of death and injury are not at a disadvantage in the selection process. FHWA should be tasked with developing guidance on these issues.

- **Expand eligibility to Kindergarten -12th Grade**

The original legislation limited eligibility for SRTS funds to schools that serve Kindergarten through 8th grades, i.e. elementary and middle schools. In many communities, however, high school students regularly walk and bicycle to school and face the same traffic safety issues that younger students face. They also have the same health issues caused by sedentary lifestyles. There are already a number of excellent examples of high school-based SRTS programs. Some high school programs have arisen because students have been involved in SRTS programs in earlier grades, and participating as high school students has been a logical progression. While the SRTS concept may not be appropriate for every high school, the funds should be available for schools that are ready, willing and able to implement programs. This strategy assumes that Federal funding amounts for the SRTS program are increased to account for this expanded eligibility.

***“With rising obesity rates among children, we are eager to remove barriers to walking and riding to school, and then educate and encourage more children to do so. We think this will work best as a community-wide program that also encourages parents to participate with their children. University experts in traffic flow and exercise science will assess the outcome of our efforts and document changes in traffic patterns, fitness levels and attitudes to help refine our program.”***

*Mike Mossing, City of Oxford Pathways Committee Chair, Oxford, Mississippi*

- ***Allow funds to be spent on improving routes to bus stops in rural areas***

Many States have found it difficult to make SRTS funds available to rural areas, because often only a small proportion of students live within a 2-mile radius of rural schools. Safe access to bus stops can be a greater problem for these schools, because students often must walk or bicycle along high-speed rural roadways, and sometimes must also cross roadways and railways at unsafe locations. Therefore, it is the majority opinion of the Task Force that funding eligibility be expanded to include cost effective safety improvements to routes that access bus stops in rural areas. FHWA should issue clear guidance to ensure that these funds are spent wisely and in a manner that is consistent with the original safety goals of the Federal SRTS program.

- ***Revise language that limits traffic education programs to the 2-mile radius***

Section 1404 currently limits traffic education and enforcement to a 2-mile radius around schools. In future legislation, this provision should be changed to only limit *enforcement* to the 2-mile zone, since traffic education should be an eligible activity throughout the school enrollment area.

- ***Clarify the eligibility of the program to tribal governments***

While most States with tribal governments have found ways to ensure they have access to Federal SRTS funds, they were not included in the list of eligible recipients in SAFETEA-LU legislation. FHWA determined in 2006 that federally recognized tribes are eligible sub-recipients of State administered programs, however it would be beneficial to explicitly state this in future legislation.

- ***Charge the USDOT (and partners) with developing data collection tools***

In order to gain a better understanding of the strategies that lead to the success of SRTS programs and to develop programmatic interventions, it is of critical importance to collect local data on the effect of SRTS programs on school-based travel habits and safety. In addition, data are needed on other aspects of the program, if it is determined that they can effectively be measured. Examples include the effect of SRTS programs on levels of physical activity, academic progress and/or student behavior, traffic congestion and air quality. The USDOT should work with partner agencies (health, education, environment) to develop standardized data collection tools that can be used at schools that participate in the Federal-aid SRTS program. In addition, the USDOT should augment the National Household Travel Survey to collect school travel data.

- ***Explicitly allow planning grants in legislation***

Some States have found it beneficial to encourage or require schools to develop a SRTS Plan (or a pedestrian and bicycle safety audit) prior to requesting funding for new projects and programs. After a SRTS Plan has been completed, funding applicants often have a better idea of what changes are necessary to improve walking and bicycling conditions. Although this use of funding was not explicitly stated in the original legislation, it was permitted in the Guidance issued by the FHWA, therefore some (but not all) States have permitted funds to be used for planning. It is recommended that this use of funds be explicitly permitted in future Federal legislation under the infrastructure funding category.

- **Expand eligibility to other non-motorized modes of travel**

Currently, the Federal program focuses only on bicycling and walking to school. There is a desire by many to see other non-motorized transportation options, such as skateboards, inline/roller skates, kick scooters, etc. included in the SRTS program, so that programs are free to promote other creative ways for children to get to school under their own power. The inclusion of other forms of non-motorized travel should adhere to policies and guidance of the American Academy of Pediatrics, specifically with respect to age and use of safety/protective equipment.<sup>45</sup>

- **Adjustments to the designation of funds**

Future SRTS legislation should retain the requirement that the funds remain non-transferable. However, to ensure that the future Federal SRTS program is fully funded by the States in the funding amounts intended by Congress, the program should come with its own obligation authority at 100%. Also, rather than allow the funds to remain available until expended, it is the desire of the Task Force that this program be treated like regular Federal-aid funds and be made available for four years. This will provide an added incentive to the States to spend the funds in a timely manner. After four years, Federal-aid contract authority that has not been obligated should be re-distributed to other State SRTS Programs.

- **Enable and encourage small SRTS projects by issuing a clarification on Title 23**

Language should be provided in future SRTS legislation that explicitly directs FHWA to streamline compliance and assurance processes under Title 23 for SRTS projects. The current Federal SRTS program requires that funding recipients

## CASE STUDY

### **Illinois: Chicago Community Makes it Safer for Children to Walk to School**

*To further ensure a safe walk to school in the Logan Square Neighborhood of Chicago, the Active Living by Design partnership, of which the Logan Square Neighborhood Association is a lead partner, began a walking school bus program in 2006. Parents committed to daily walking to and from school, providing both physical and emotional safety to the children.*

*After a successful year, the neighborhood walking school bus program had 70 children walking to school. The community applauds the walking school bus program, and there are plans to continue the event in future years. In fact, the Active Living by Design partnership plans to apply for Federal SRTS funds through the Illinois Department of Transportation for the fall 2008 school year.*

*Excerpt of a Case Study produced by the National Center for Safe Routes to School, Spring 2008.*

comply with Title 23, competitive bidding, and other Federal contracting requirements. These requirements were originally intended for large, Federally-funded construction projects that have substantial environmental and community impacts. In comparison, SRTS projects are typically small and have minimal environmental impacts (examples include warning signs, flashing beacons, and cross-walk markings). In fact, they provide an excellent illustration of the considerable impact that small Federal funding grants can have on community safety and mobility.



*SRTS offers opportunities to teach needed pedestrian safety skills.*

Unfortunately, the Federal requirements imposed on this program create a burden on small projects that severely limits the program's effectiveness. In fact, this was the number one issue State SRTS Coordinators cited when asked to identify what aspects of the legislation should change. Townships, rural jurisdictions, tribal governments, individual schools, and economically disadvantaged communities often do not have the staff resources needed to complete the steps necessary to access the funds. In addition, these Federal requirements can greatly increase the cost of simple projects.

Despite these difficulties, the Task Force is aware that Title 23 plays an important role in the Federal funding process. Title 23 ensures that Federally-funded projects are built in a fair and equitable manner, do not denigrate our environmental and historical resources and provides for accountability of the public's money.

- ***Allow the National Task Force to sunset***

With the completion of this report, the purpose of the current National Task Force has been fulfilled. While there are many tasks yet to be accomplished at the national level, it is the majority opinion of the

Task Force that these tasks are more appropriately handled by the National Clearinghouse and the various groups of experts it convenes. In addition, FHWA should provide reports every two to three years to Congress on the progress and strategic direction of the Federal SRTS program. It is therefore recommended that future legislation not include an ongoing Task Force or Federal Advisory Committee.

### **STRATEGY NUMBER 3:**

***Promote and encourage support for SRTS programs among other partners with a stake in the success of these programs.***

This strategy speaks to the need to build upon successful collaborative efforts among diverse partners, and to further stimulate and encourage diverse support for SRTS programs among a variety of other stakeholders at the local, State and Federal levels. Because SRTS programs address many different community concerns (traffic safety, health, environmental, quality of life, etc), they offer an excellent opportunity to get non-transportation partners involved. This is already taking place in many communities throughout the U.S. at both the State and local levels, and represents a tremendous strength of the SRTS program.

### **Stimulate local support for SRTS programs**

Diverse local support (including funding as well as other resources such as in-kind donations, staff support, etc) is particularly important for SRTS programs, since local funds are often more flexible than Federal-aid funding and can be used to address funding needs that are unmet by Federal spending. In addition, sooner or later every local

SRTS program must find ways to achieve long-term sustainability as Federal funds are depleted, therefore local partners play a critical role. Potential local stakeholders include local government agencies, non-profits, and civic associations.

### **Engage key partners at the State level**

SRTS programs offer a method by which a number of different State agencies and organizations (in addition to State DOTs) can achieve their goals. For example, State agencies and organizations that are concerned with child health issues can serve as excellent partners for SRTS programs, because they are able to further their own missions of encouraging higher levels of physical activity among children. In addition, State education, environmental, recreation and smart growth agencies and organizations can serve as partners for SRTS programs. These partners often reach different audiences and can greatly expand the visibility of SRTS efforts.

### **Engage key partners at the Federal level**

While the Federal SRTS program primarily addresses a transportation need, and should therefore remain a USDOT program, it is important that other Federal government agencies that have a stake in SRTS programs become involved. Key agencies include the Department of Education,

the Department of Health and Human Services, the Environmental Protection Agency, and the Centers for Disease Control and Prevention. Each of these agencies could play a logical role in support of SRTS programs nationwide. For example, the Department of Education could support the development of standardized pedestrian and bicycle safety curricula, and could promote their use among schools nationwide.

### **Develop performance measures that appeal to all partners**

In order to achieve the participation of Federal, State and local partners identified above, it will be important to develop performance measures for SRTS programs that not only address transportation goals, but also address the types of goals that other (non-transportation) partners will support. This will require data collection and analysis in a wide variety of subject areas, including transportation, health, environment, quality of life and education. For example, air pollution measures could provide an incentive for environmental agencies to become involved in SRTS programs. Performance measures related to health (i.e. increasing the number of minutes of physical activity that students get each day) is another example of a type of performance measure that would appeal to health organizations.

***“School administrators and the community as a whole are very interested in the project. Twenty nine percent of the students at one school alone have elevated body mass indexes. So, the school is actively implementing programs to address the need for physical activity.”***

*Carol Rogers, RN, SSO, Amory School District, Amory, Mississippi*

### STRATEGY NUMBER 4:

**Address other challenges that SRTS programs face.**

#### Engage institutional partners

Education departments and school districts are key participants in SRTS programs, however they sometimes do not feel that SRTS programs fit into their existing priorities. Education departments and school districts should be encouraged to see the potential of including SRTS programs in their academic curricula. Case studies are needed to document the effectiveness of SRTS programs in terms of increased physical activity among children, improvements to student safety, and positive behavioral change. These studies may demonstrate that SRTS programs are indeed consistent with the existing priorities of education departments and school districts.

#### Address liability issues

All transportation programs come with a responsibility to ensure the protection of people who will participate in those programs and use those facilities. Liability concerns among some stakeholder groups may, however, limit participation in SRTS programs. Resources should be developed that address

these concerns, and that provide useful information from which informed decisions can be made. SRTS programs that address safety concerns through engineering, enforcement, and education programs are more likely, in fact, to *reduce* liability risks rather than increase them.

#### Address societal issues

Creative approaches should be taken to address societal issues that affect SRTS programs. A national education/ promotion campaign should be conducted with the goal of reaching more people with messages about the benefits of walking and bicycling to school, the need for drivers to be more vigilant around schools and watch for students who are walking and bicycling, and other key messages. In many cases, parents simply don't consider walking and bicycling as an option.

New strategies should also be developed to address the amount of time it takes for parents and caregivers to walk with their children to school, versus the convenience of driving. For example, more could be done to encourage bicycling as a time-efficient way for children to get to and from school. Additional methodologies should be developed to address personal safety concerns such as fear of strangers, bullies, gangs, or aggressive dogs.

National promotion materials should be developed that can be adapted to fit local and regional needs. It will be important not only to develop the materials, but to evaluate their effectiveness among different audiences. Each community is different and what works in one community may not work in another.



### Locate, design and build school campuses and roadways the right way the first time

Federal SRTS funds are typically used to retrofit school grounds and surrounding streets that were not originally designed to safely accommodate pedestrians and bicyclists. However, new schools and roadways are built every day, and offer a tremendous opportunity to incorporate the needs of pedestrians and bicyclists from the outset. This strategy addresses three components: (1) school siting, (2) school campus design, and (3) roadway design.

- (1) School siting has a significant impact on the ability of some communities to implement SRTS programs. Distance is the number one barrier to walking and bicycling to school, and schools that are located on the outer edges of communities, rather than in central locations, represent missed opportunities to encourage walking and bicycling.
- (2) School campuses should be designed so that pedestrians and bicyclists can easily access building entrances without coming into conflict with bus zones, parking entrances and student drop-off areas.
- (3) Streets and roadways should provide multi-modal connections to the community, accommodating pedestrians and bicycles as a standard component of planning, design, construction and maintenance practices. Many of these roads serve as access points to schools, so ensuring that streets meet the needs of all users is an important part of a national SRTS strategy. In particular, the speed of motor vehicle traffic is integral to the safety of pedestrians and bicyclists, and must be kept to a minimum in school zones.

## CASE STUDY

### Tennessee: Knoxville SRTS

*Beaumont Elementary School in Knoxville, Tennessee, is a public magnet school located not far from downtown Knoxville. In 2005, the Knoxville Regional Transportation Planning Organization began partnering with the Knox County Health Department to improve safety, encourage walking and bicycling, and increase the number of parents accompanying children to school. These efforts began with participation in Walk to School Day and with encouraging the formation of informal walking school buses.*

*In 2007, the school was awarded approximately \$250,000 in Federal SRTS funds by the Tennessee Department of Transportation to install a sidewalk and a number of traffic calming elements, and to improve signage and striping near the school. Funds will also be used to continue education, enforcement and encouragement programs.*

*Excerpt of a Case Study produced by the National Center for Safe Routes to School, Spring 2008.*

More guidance is needed regarding school siting and school campus design, as well as roadway design that accommodates and encourages walking and bicycling. While the Task Force recognizes these are issues of high importance, the Task Force also feels these issues should be addressed by multiple Federal agencies rather than solely by the USDOT. The Task Force strongly suggests that Federal agencies (USDOT, Environmental Protection Agency, Department of Education, and the Department of Health and Human Services) and other relevant stakeholders collaborate on these issues and develop strategies to address them effectively.

### Policy issues, best practices, and other issues of national significance.

There are a variety of other policy issues in education that have a profound effect on school travel and the ability to implement SRTS programs. These include open enrollment, the establishment of charter and magnet schools, and school desegregation policies, among others. Many of these policies have the result of increasing the distance between schools and the homes of students who attend them. However, there are other reasons for instituting these policies that have sometimes superseded the desire for community-based schools.

In all cases where such policy decisions are being made, the dialogue should include the benefits of community-based schools where students are able to walk and bicycle, as well as the high cost of transporting students greater distances. The impact of these decisions should be discussed not only in terms of the cost of bus transportation, but also the effect on the environment, traffic congestion and reduced levels of physical activity among children. Such a dialogue is needed at

the Federal, State and local levels so that these important decisions are based on a more complete understanding of and accounting for all potential trade-offs.

The National Clearinghouse should convene a group of experts (including stakeholders from other Federal agencies and national organizations as well as those at the State and local level) to develop strategies to address these and other issues that impact school travel and the goals of the Federal SRTS program.

### STRATEGY NUMBER 5:

*Look towards the future: advance innovative solutions that support SRTS efforts.*

### Empower children to participate in SRTS programs

Ultimately, SRTS programs are intended to benefit children. The highest benefit will be gained through the active involvement of children. Children are often highly motivated to walk and bicycle to school and may be eager participants in neighborhood speed reduction programs, the promotion of a cleaner environment, and health programs. In particular, children are often eager participants in programs to promote “greener” school policies and transportation options. Many successful programs in the past have used children to reach adults with important safety and health messages, such as seatbelt use, anti-smoking campaigns, anti-littering campaigns, etc. The SRTS program should build upon the natural energy and enthusiasm that children can bring to SRTS programs.



### Develop innovative tools to support SRTS programs

Innovative tools should be incorporated into SRTS programs. New tools (both low and high-tech) are constantly under development and many offer opportunities to improve SRTS programs. Examples of innovative tools include automated speed detection devices and automated devices to count walkers and bicyclists at schools (as part of school walking/bicycling encouragement programs). Multi-media internet resources that involve children, as well as savvy social marketing tools should be developed for national use.

Innovative engineering solutions should be developed that increase pedestrian and bicycle safety, and should be tested for their effectiveness through the Federal Highway Administration's experimentation process. This will enable innovative solutions to become incorporated in Federal standards for roadway design, such as the Manual on Uniform Traffic Control Devices.

### Provide national safety resources

National safety education resources should be developed to provide age-appropriate hands-on pedestrian and bicycle training as well as classroom learning. These resources should be made widely available so that schools and school districts can easily access them online, and can adapt them as needed for use in their own local school district. These safety resources should also be evaluated to determine if they are effective.



### Profile successful SRTS programs

Successful and innovative SRTS programs throughout the U.S. should continue to be profiled in order to provide inspiration to new programs. The sharing of creative ideas will serve to advance SRTS programs nationwide. Particular emphasis should be given to profiling programs that use new and creative approaches, and are able to document significant increases in safety and/or the number of children walking and bicycling to school.

## CONCLUSION

Together, the five strategies described above will advance SRTS programs nationwide. While Strategy 2 speaks directly to actions that should be taken by the U.S. Congress in future transportation legislation, the other strategies will require the involvement of a wide variety of stakeholders at the Federal, State and local level. These partnerships will ensure that future Federal funds are invested wisely, and stimulate support from other logical sources who have a stake in the health, safety and mobility of America's school children.



## APPENDIX A:

# EARLY SUCCESS STORIES BY STATE

The following case studies demonstrate some of the early successes of the Safe Routes to School program. The case studies were written and produced by the National Center for Safe Routes to School, unless otherwise noted. Please refer to [www.saferoutesinfo.org](http://www.saferoutesinfo.org) for the most up-to-date case studies.

### **ALABAMA:** *Huntsville PTA Members Take Charge of Walk to School Day*

The Parent Teachers Association (PTA) at Challenger Elementary School in Huntsville, Alabama has organized Walk to School Day in conjunction with International Walk to School Day for five years.

Challenger Elementary is a neighborhood school where a majority of students live within walking distance. The school has a few buses to transport those students who live too far from school to walk or bicycle. Although the majority of the 563 students at Challenger Elementary live within walking distance, most of the students are driven to and from school. To encourage the students to take advantage of the school's proximity, Challenger Elementary holds its Walk to School Day on the first Wednesday in October to coincide with International Walk to School Day. To promote the event to the students and parents, the PTA members advertise the upcoming event in the monthly newspaper, design posters to be hung on classroom doors and send notes home to the parents. There also is a coloring contest using images from [www.iwalktoschool.org](http://www.iwalktoschool.org). On Walk to School Day, some of the students meet at a nearby church and walk to school from there, while others walk from their homes to school. A crossing guard helps the students to cross the street, and when the students arrive at school, a healthy snack awaits them. The Walk to School Day prizes and food are provided by the PTA and by donations from local businesses.<sup>46</sup>

### **ALASKA:** *Reflective Gear Reveals a Bright Future for SRTS*

Anchorage, Alaska, has a winter dark period lasting from October until April, in which the sun rises as late as 10:00 a.m. and sets as early as 3:30 p.m. The lack of visibility creates hazardous conditions for students walking or bicycling to school or to the bus stop. Through data review and research, the Alaska Injury Prevention Center (AIPC) has determined high risk areas and implemented programs to aid students in safer travel to and from school. AIPC found that the long winter dark periods and lack of street lighting made it difficult for drivers to see children walking to school. To address these issues, the AIPC decided the most effective approach would be to promote the use of reflective gear to children.

Partnering with FedEx and Safe Kids, AIPC began to implement a reflective gear program and experiment with various reflective accessories before deciding on the use of reflective tape. The tape allows students to cut out designs and then put their custom design onto their backpacks or jackets. As of fall 2007, the AIPC distributed reflective tape to more than 10,000 students at no cost thanks to funding from the Municipality of Anchorage and the Alaska Highway Safety Office. The AIPC staff promotes the reflective gear during a reflective tape fashion show at the end of Walk to School Day. During Walk to School Day, held in the fall, the school pedestrian routes are lined by mascots such as law enforcement officials, Safe Kids members, state workers, superintendents, FedEx employees and even one person dressed in the safety seal mascot uniform. There is a reception for the parents who walk their children to school followed by the reflective gear fashion show. Students can buy or are given reflective gear at the end of the fashion show.<sup>46</sup>

## APPENDIX A: EARLY SUCCESS STORIES BY STATE

### **ARIZONA: Safe Kids Tucson Trains Teachers and Encourages Students**

Safe Kids Tucson, through the Tucson Medical Center in Pima County, Arizona, recently was awarded \$40,790 in Federal SRTS funds to set up SRTS pedestrian and bicycle safety education and encouragement programs at seven schools in the county. Each of the seven elementary schools will participate in Walk and Roll to School Day in March 2008 and plan to participate in the October 2008 International Walk to School Day. Also, the Safe Kids Tucson program will implement a six weeklong Walking School Bus Challenge which will kick off on International Walk to School Day. The school staff also will teach pedestrian and bicycle safety lessons to the students. Second grade teachers will be trained to teach pedestrian safety lessons and the fourth grade teachers will learn how to teach bicycle safety lessons. Another SRTS program activity will be a walkabout conducted by the Pima County SRTS coordinator and the Pima County Bicycle and Pedestrian program engineer. Using information from the walkabout, they will compile a report on the problems and proposed solutions needed to ensure that the children of Pima County have safe routes to school.

Currently, Safe Kids Tucson is conducting parent surveys at seven schools to determine the barriers to walking and bicycling to school, and identify improvements needed to encourage parents to allow their children to walk or bicycle to school. The data gained by the walkabout will be used in a SRTS application that Safe Kids Tucson and Pima County plan to submit for infrastructure funding by the 2009 funding cycle.<sup>46</sup>

### **ARKANSAS: SRTS Pedestrian Safety Education**

Flippin Elementary School, Flippin Middle School and Flippin High School are all found on the same campus in the small, rural town of Flippin Arkansas. Approximately 100 of 920 Flippin students regularly walk to school despite limited sidewalks around the schools and busy highway bordering part of campus. In 2007, Flippin public schools were awarded a \$27,500 Federal SRTS grant through the Arkansas State Highway and Transportation Department. The funds will be used for pedestrian education and the installation of flashing traffic signs along the roads adjacent to the schools.

While waiting for the infrastructure improvements, the elementary and middle schools plan to begin a safety education program in fall 2007. Students in kindergarten through eighth grade will participate in a pedestrian and bicycle safety program called "First Steps to Safety." The physical education health classes will integrate this program into the current curriculum, and a school resource officer will help the teachers educate the students on pedestrian and bicycle safety issues. Upon completion of the pedestrian and bicycle safety education classes, the students will receive safety goodie bags filled with age-appropriate items and materials.<sup>46</sup>

### **CALIFORNIA: Comprehensive Program Takes Off in Chula Vista**

The California Department of Transportation (Caltran) awarded the Chula Vista Elementary School District (CVESD) with \$621,000 in Federal SRTS funds for infrastructure improvements. Caltran also awarded CVESD a grant for \$499,000 in Federal SRTS funds for a coordinated non-infrastructure program. Otay and Rice Elementary were selected to receive grant money, because demonstration walking audits for the areas showed obvious needs for infrastructure improvements that would be enhanced by a non-infrastructure component. During the first year, the non-infrastructure funds will be used for activities at Otay and Rice Elementary. During the second year, funding and activities will be expanded to an additional 15 schools.

Funds from the non-infrastructure grant will allow the CVESD to establish task forces at each school to organize events, such as walking school buses and Walk to School Days. Many of the students at Otay and Rice are English language learners, so to reach as many students and parents as possible, there are plans to initiate a bilingual campaign. This campaign will have a culturally appropriate logo and mascot that will educate students and parents on the benefits of

walking and bicycling to school. Community health workers, or “promotores,” also will disseminate the information about the goal of SRTS, incentives, evaluations and Parent Safety Patrols to homes, parks, and churches. In addition, the funds will go toward pedestrian and bicycle education programs that the teachers will integrate into their everyday lesson plans. For example, students in math class might calculate the number of steps they have taken, or social studies students might explore different transportation choices.

Enforcement improvements around the schools will include special enforcement efforts and a Parent Safety Patrol program implemented and run by school resource officers.

The infrastructure improvements around Otay and Rice Elementary will occur within one-quarter mile buffer zones of the school. The improvements will include an offset median, curb extensions, setback limit lines, enhanced striping, prominent crosswalk zebra striping, non-slip sidewalk grating and pedestrian ramps compliant with the Americans with Disabilities Act. Crosswalk enhancements, the addition of flashing yellow beacons and school zone warning signs will reduce potential driver and pedestrian conflicts.<sup>46</sup>

***“This project was a great success. Nearly two years later, we are still being thanked for putting in this sidewalk...Vehicle and pedestrian traffic from the school now has less impact on the neighborhood traffic flow. The neighborhood also appreciates the increased visibility and safety that came with the three new street lights.”***

*Quote from San Mateo County, California, “SRTS Safety and Mobility Analysis,” Report to California Legislature, January 2007*

## APPENDIX A: EARLY SUCCESS STORIES BY STATE

### **COLORADO:** *Foothill Parents Create a Unique Tool to Count Bicyclists*

A small, but dedicated, group of parents at Foothill Elementary School in Boulder, Colorado have developed pedestrian and bicycle encouragement programs, such as monthly Walking and Wheeling Wednesdays and a “Freiker” (Frequent Biker) program. They began their efforts without any funding until fall 2005, when they received a \$1000 mini-grant from Bicycle Colorado, the City of Boulder and the Boulder Valley School District for non-infrastructure activities at the school. Even with minimum funding available at this time, the encouragement programs increased the number of students walking and bicycling to school.

In 2007, Foothill Elementary received additional funding from two Federal SRTS grants. The first grant for \$73,000 was distributed among the six schools in the district for education and encouragement programs. At Foothill Elementary, the money went toward increasing the frequency of Walk and Wheel Wednesdays, promoting these events and providing snacks after each event. The second grant, which totaled \$150,000, was shared with another school and used for infrastructure improvements to increase pedestrian and bicycle safety. Foothill Elementary applied this money toward building a bulb-out on a shared use path and constructing a connecting sidewalk between the path and the school. To keep track of students participating in the Freiker program, Foothill Elementary uses the “Freikometer,” a tool developed by parent volunteers. Run by solar-power, the Freikometer counts bicyclists and uploads the data to a computer. Students bicycle under the device, and it counts the students, who have radio frequency identifier tags on their bicycle helmets. The device plays a sound, so the students know they have been counted. The device will play a song randomly after a student is counted, indicating that student has won a prize.<sup>46</sup>

### **CONNECTICUT:** *Grass “Routes” Effort in Vernon*

Skinner Road School in Vernon, Connecticut is a kindergarten to fifth grade school that supports 330 racially and economically diverse students. In 2003, Skinner Road had the lowest testing scores in the district. At this time, the school also had poor fitness test scores, with only 9 percent of fourth graders passing all four parts of the fitness test. In 2006, school staff and parent volunteers initiated Skinner Road’s first SRTS program with the belief that healthier students learn better.

In 2006 and 2007, the school participated in International Walk to School Day. Prior to the event, posters and signs promoting the event and encouraging participation were placed throughout the school grounds. On International Walk to School Day, all of the students were encouraged to meet at a designated location and walk to school together. In addition to the International Walk to School Day events, Skinner Road has several ongoing SRTS-related activities throughout the school year, such as bi-monthly Walking Wednesday events. These events are similar to Walk to School Day in that school staff, parents, children, pedestrians, bus riders and those who use private transportation, meet at an off-campus location and walk to school together.

With the incorporation of healthy messages and activities into all aspects of the school, from recess to the classroom to the journey to and from school, Skinner Road has seen a marked improvement in the health of its students. In 2004, Skinner Road had 2.4 percent of its students passing all four parts of the fourth grade fitness test. This number increased to 36 percent in 2006 and then to 42 percent in 2007. From 2006 to 2007, the school demonstrated significant improvements in mathematics, reading and writing among students in the third, fourth and fifth grade. While walking and bicycling to school is not the only factor contributing to the improved fitness and academic scores, the school administration at Skinner Road believes the SRTS program is partly to thank.<sup>46</sup>

**DELAWARE: Newark Big Rewards Encourage Big Results**

Delaware's SRTS Program began in May 2004 after a SRTS Program was formally established through a bill that included starting pilot programs in schools throughout the state. Each school received a \$15,000 grant and consultant support to guide the schools through the creation of SRTS plans. Downes Elementary faced several major issues related to congestion during pick-up and drop-off times, access problems from surrounding neighborhoods, safety problems at street crossings and lack of awareness regarding motorist, pedestrian and bicycle safety. The school now has a strong SRTS committee and a tradition of participating in International Walk to School Day. The new SRTS programs initiated at Downes Elementary were used to start up a strong program, and many aspects might be ineligible for Federal SRTS funding.

About 500 students participated in International Walk to School Day in 2006. Changes in the pick-up and drop-off patterns have reduced conflicts between students and buses. The school staff and administrators report an increase in students walking and bicycling to school and in parents walking and riding to meet their children. To accommodate the increased number of bicycles, the school has purchased two new bicycle racks.<sup>46</sup>

**FLORIDA: Promoting Wellness through Walk to School Day**

Unlike many of the surrounding schools, Gove Elementary in Belle Glade, Florida is confronted with some very unique challenges pertaining to implementing its SRTS program. Gove Elementary is a Title 1 school located in a rural area with many of its students coming from families of migrant workers. The constant influx and outflow of students can be challenging for teachers, staff and the students themselves. Despite these challenges, Gove Elementary has achieved success in promoting safety and wellness both in the school and in the surrounding community.

In 2000 the school began implementing Walk to School Day to kick off its Wellness Week. Since 2003, they have hosted two Walk to School Day events each year, one in the fall and one in the spring. The majority of students participated in this year's fall Walk to School Day event. Gove Elementary staff participated along with community members from the city government and sheriff and fire departments.

The success of Walk to School Day created hope of increasing participation in other wellness projects. Now the event kicks off the school's Wellness Week where they hold a Wellness Fair and a community walk. With other partners in the community, Gove Elementary is currently applying for a \$25,000 grant from Palm Beach and Martin County, which they have titled "Putting the Unity Back in CommUnity." If awarded, this grant will focus on improving opportunities for wellness among families and at Glade Belle Title 1 schools. Gove plans to build upon their past Wellness Week success by adding a third Walk to School Day to their calendar of events and expanding their Wellness Fair.<sup>46</sup>



## APPENDIX A: EARLY SUCCESS STORIES BY STATE

### **GEORGIA: Safe Routes Athens**

Safe Routes Athens (SRA) was established in fall 2005 by the joint forces of the Clarke County School District and BikeAthens, a local non-profit organization that encourages walking and bicycling in the Athens community. SRA is a community effort, supported by volunteers wishing to promote SRTS activities and healthy living practices to the local school children.

A pilot SRTS program began at Barrow Elementary in fall 2005. A task force was created, comprised of parents, school employees, community volunteers and representatives from the health care system, transportation department, planning department and police department. Since 2005, the task force has been setting policy for SRTS education and encouragement activities for the school district, paying special attention to Barrow Elementary's pilot program. This past year, the task force worked to establish SRTS programs at four other elementary schools and has plans to expand to at least one middle school next year.

Barrow Elementary expects to complete its SRTS plan by November 2007 and then apply for Federal funds. SRA currently is working to begin SRTS programs at four additional elementary schools within the Clarke County School District, while continuing to participate in the expanding efforts at Barrow Elementary. SRA also continues to develop its bicycle education programming and offers instruction to children, as well as to parents and other adults.<sup>46</sup>

### **HAWAII: PATH Paves a Way for SRTS Activities in Waimea**

Since 1999, Peoples Advocacy for Trails Hawaii (PATH) has been the lead agency in the state of Hawaii for SRTS programs. PATH has focused on applying to the Hawaii Department of Transportation (HDOT) for Federal SRTS funds to both build and improve infrastructure in communities and educate and encourage safer travel to school. Recently, PATH applied for \$34,000 in SRTS Federal funds for education and encouragement activities at numerous schools on the island of Hawaii. Currently, PATH is working with Waimea, Waikoloa and Kahakai Elementary Schools.

In 2006, PATH began working with Waimea Elementary School, a pre-kindergarten through fifth grade school in the village of Waimea, with the goal of increasing the safety for all modes of transportation to school – walking, bicycling, driving and busing. PATH has applied to the HDOT for \$250,000 in SRTS Federal funds, which will go toward constructing sidewalks within the school campus. Only 12 percent of Waimea Elementary students live within one mile of the school, which makes it difficult to encourage students to walk to school. PATH first will focus on improving safety of all modes of transportation, including cars dropping kids off, so there is predictable, safe vehicular traffic amongst kids walking and bicycling to school.

***“Pre-construction estimates were that about 800 of the school’s approximately 1000 students walked to school each day without the use of the sidewalk. The number of children now walking to school ‘without’ walking on the road suggests this was a project well worth doing, and we consider it a success here at the Kern County Roads Department.”***

*Quote from Concord, Contra Costa County, California, from “SRTS Safety and Mobility Analysis,” Report to California Legislature, January 2007*

Waikoloa Elementary School, which has grades pre-kindergarten through fifth, is in Waikiloa Village, a newer community with more sidewalks and better traffic circulation than most of the other communities on the Hawaii Island. With almost 60 percent of Waikoloa Elementary students living within one mile of the school, there is great potential for the students to walk and bicycle to school. In September 2007, PATH received funds from the Hawaii Department of Health to create and promote a Walking School Bus program.

PATH also has worked with Kahakai Elementary School in Kahakai for nearly a decade to create pedestrian and bicycle-friendly routes. PATH has applied to HDOT for \$230,000 in Federal SRTS funds to install a concrete path linking the school to the community. Kahakai has seen a 51 percent increase in students walking to school, and an increase from zero students bicycling to school on a regular basis to more than 10 students bicycling to school.<sup>46</sup>

#### **IDAHO: Using Funding as a Program Catalyst**

The Federal SRTS program acted as a catalyst for New Plymouth, Idaho, to concentrate its efforts to improve safety and to encourage students to walk and bicycle to school. Before the Federal SRTS program, school and city officials were unaware of SRTS and had no programs to encourage or improve the safety of children walking and bicycling to school. As a result of the Federal program, students at two schools in New Plymouth have already benefited from improved infrastructure along school routes and from pedestrian and bicycle encouragement and education programs. New Plymouth received \$95,000 in Federal SRTS funding from Idaho for SRTS programs. The majority of funding will be used for the construction of sidewalks and lights leading to New Plymouth Elementary School and New Plymouth Middle School. The remainder of funding will be used to host the city's first Walk to School event in September 2007 and a bicycle rodeo in August 2008.<sup>46</sup>

#### **ILLINOIS: Chicago Community Makes it Safer for Children to Walk to School**

In 1995, the Logan Square Neighborhood Association (LSNA) began the Parent-Mentor program, in which parents work in eight neighborhood schools. Each year, about 120 parents, or 10 to 15 parents per school, are hired and trained to assist teachers for two hours each school day. At the beginning and end of each day, some of the parents act as crossing guards and help the children to cross nearby streets. Although the city provides crossing guards at major street crossings, the parent-mentors help the children at smaller street crossings near the school.

To further ensure a safe walk to school, the Active Living by Design partnership, of which LSNA is the lead partner, began a walking school bus program in 2006. The program works in collaboration with Chicago public schools, Ames Middle School and its neighboring feeder school, McAuliffe Elementary School. Several parents who already walk with their children to school agreed to become captains and lead other children to school. Parents committed to daily walking to and from school, providing both physical and emotional safety to the children. Active Living by Design annually hires an AmeriCorps member, who is also a community resident, to serve as program coordinator. The coordinator's responsibilities are to recruit parents who have passed a background check and tuberculosis test and to recruit students. To promote the program, LSNA organized a logo design contest among the students. The winner won a bicycle and had the design printed on walking school bus t-shirts.

A partner of Active Living by Design is Chicago Alternative Policing Strategy (CAPS), a Chicago police program that works closely with the community. CAPS staff trains walking school bus captains.<sup>46</sup>

## APPENDIX A: EARLY SUCCESS STORIES BY STATE

### **INDIANA:** *Walk to School Day, a Big Success in a Small Town*

The Union County school system in Indiana has a total enrollment of 1,600 students. For the past three years, College Corner Union Elementary (one of the two elementary schools in the county) has participated in International Walk to School Day (IWALK).

The Walk to School event has been a big success over the past three years, and there is a desire to sustain IWALK activities throughout the year. To achieve this goal, the next step is to conduct a "Walkability Survey," to identify barriers faced when walking in Union County. Other goals include receiving funds to hire a crossing guard for the school system, expanding the Walk to School Day event to other schools in the county and partnering with Think Ahead, a local organization designed to provide pedestrian and bicycle safety education to first through third graders.<sup>46</sup>

### **IOWA:** *New London Starts New SRTS Program*

The SRTS committee in the City of New London, Iowa, is in the beginning phases of implementing SRTS activities within the community. In New London, Clark Elementary School, a kindergarten through fifth grade school, is on the same block as the local community childcare center and the New London Junior-Senior High School, which houses the sixth through twelfth grade. The combination of schools and childcare center creates significant traffic congestion, leading to unsafe conditions for students walking or bicycling to school. With future infrastructure improvements and SRTS activity support, New London will significantly increase the level of safety of students walking and bicycling to school.

The New London SRTS committee received \$145,500 in Federal SRTS funding from the Iowa Department of Transportation, the bulk of which is for infrastructure improvements. With the funding, city employees had the means to install a flashing yellow light at a critical intersection, and they plan to install parking curbs at the elementary school and paint the crosswalk lines. The remainder of the infrastructure money will go toward sidewalk reparations. Although the bulk of the grant money is for infrastructure projects, \$10,000 is earmarked for non-infrastructure-related planning.<sup>46</sup>

### **KANSAS:** *Wichita Education and Encouragement Activities*

The Wichita Area Metropolitan Planning Organization (WAMPO) region encompasses 10 different school districts within Wichita, Kansas, and several smaller surrounding communities. Many of the outlying towns have good infrastructure that allows children to walk or bicycle to school, but with limited encouragement activities, few children take advantage of the situation. In 2006, the Kansas Department of Transportation (KDOT) awarded WAMPO \$15,000 in Federal SRTS funds to create a regional SRTS plan focusing on education and encouragement. This money was used to administer two surveys to 10 schools in the region. The survey results identified which schools would most likely benefit from various SRTS activities. The surveys will be conducted again in December 2008 to evaluate progress within the region.

After the regional plan is completed, WAMPO will apply to KDOT for a second phase of funding, which will allow them to implement education and encouragement activities at various schools. The activities will include Walk to School Days, Walking School Buses and pedestrian and bicycle safety education. The funds will also help to increase the presence of law enforcement in school zones.<sup>46</sup>

### **KENTUCKY: SRTS**

In 2006, Bowling Green, Kentucky received \$196,000 in SRTS funding from the Kentucky Department of Transportation. A total of \$125,450 was earmarked for sidewalk reconstruction while the remainder of the funding allowed for the implementation of a comprehensive SRTS program including all 5 E's (education, encouragement, enforcement, engineering, and evaluation).

Dishman-McGinnis Elementary School, as well as four other elementary schools in Bowling Green, Kentucky, has been implementing a SRTS program since 2006. The activities of the SRTS program focus on encouraging those children who already walk or bicycle to school to continue doing so, and educating those children within walking distance from school. As part of the program, children are also encouraged to walk to school using walking school buses led by parents. Law enforcement officers work with the school's SRTS coordinator to provide targeted speed enforcement in school zones. Since the implementation of the SRTS program, Dishman-McGinnis has enjoyed an increase in the number of students walking and bicycling to school plus an increase in the involvement of parents. The walking school buses have successfully encouraged children to walk to school, while education received in the classroom has reinforced bicycle and pedestrian safety.<sup>46</sup>

### **LOUISIANA: Walk This Way**

More than 250 students in grades kindergarten through fifth attend Polk Elementary School in Baton Rouge, Louisiana. In 2007, Polk Elementary was the target of the Walk this Way program, which focuses on a different school within the Baton Rouge school district each year. The Walk this Way program was designed to teach safe behavior to motorists and pedestrians and to create safer, pedestrian-friendly communities. Another important piece of the program was to encourage students to walk to school. Polk Elementary held a Walk to School Day event in fall 2007. The primary success of the Walk this Way program at Polk Elementary was the education and increased awareness that was provided to students. Since the activities took place as part of the Walk this Way program, Polk Elementary was only able to offer pedestrian and bicycle safety information for one year. The school still plans, however, to continue reminding, educating and informing its students on pedestrian safety and the health benefits of walking to school safely.<sup>46</sup>

### **MAINE: Walking Wednesday Events**

In summer 2005, the Maine Department of Transportation, constructed a 0.6 mile long sidewalk that connects the library at the Falmouth elementary school complex to a shopping center located next to a community park. The completed sidewalk is important for Walking Wednesday events, which are held for six weeks at the beginning and end of each school year. For the Walking Wednesday events, parents and students meet at the community park and then walk to the school complex. The kick-off days are successful, with 50 to 150 students participating. However, as the weeks progress, participation decreases, with the exception of the last 2007 session. Activities to encourage children to participate in the Walking Wednesdays include posting pictures of the

## APPENDIX A: EARLY SUCCESS STORIES BY STATE

participants in the school's hallway and gymnasium, stamping the hands of participating students and hanging footprints with the children's names on them along the gym wall.

The kick-off day for the Walking Wednesday event in spring 2007 expanded to car and bus riders. Rather than taking the children to the school, all of the buses dropped off the children at the community park, where they joined school staff and volunteer parents to walk to school. Just as in previous years, a law enforcement officer attended the first Walking Wednesday event to discuss pedestrian safety with the children before they walk to school. Another law enforcement officer was positioned at the crosswalk of a busy intersection to stop motor vehicles as the children crossed the street.

For six weeks after the first Walking Wednesday, there are optional Walking Wednesdays for the students. At these optional Walking Wednesdays, the elementary schools have had almost 100 children and their parents walk from a designated location to the school, for a total distance of 0.6 miles. To help the families cross the street, crossing guards direct traffic at the intersections.

On International Walk to School Day in October 2007, Falmouth Middle School held its first walking event. Because of unsafe walking conditions near the middle school, school buses dropped off the participating students and staff at the school track, and they walked for 15 to 20 minutes until the school bell rang.<sup>46</sup>

### **MARYLAND: Rockville SRTS Program**

For several years the City of Rockville has coordinated SRTS programs in Rockville schools with an emphasis on education, enforcement, encouragement programs, and transportation improvements. The goal of the programs is to improve the safety of children walking and bicycling to school. In April 2007 the City's Department of Public Works received \$435,500 in Federal SRTS funds to initiate a more comprehensive Safe Routes to School program, which the City will use to target six schools with speeding and pedestrian safety issues. The City of Rockville has a strong SRTS presence in nearly all its elementary schools and many middle schools. The grant will fund additional transportation improvements, increase law enforcement presence, strengthen pedestrian and bicycle safety programs, and help launch walk-to-school encouragement activities. With the education portion of the grant, Rockville's Recreation and Parks Department will coordinate a pedestrian and bicycle safety training program taught to kindergarten through fifth graders, where the students use a mock street course that is designed for practicing pedestrian and bicycle safety. For the enforcement portion of the grant, the Rockville Police Department will conduct enforcement activities within the walk zones of the schools, in an effort to decrease the number of speeders in the school zones and to increase proper motorist yielding behavior at crosswalks. As a separate program from the Federal grant, recently both portable and fixed speed cameras have been implemented in school walk zones. Since the initial programs were implemented in Rockville many improvements have been noticed.<sup>46</sup>

### **MASSACHUSETTS: Community Involvement in Arlington Leads to Success**

In 2001, Arlington, Massachusetts, was selected to be one of two cities in the country to participate in a SRTS pilot program. Arlington began working with the National Park Service Rivers and Trails program and MassHighway to start a SRTS program in two elementary schools and one middle school. Dallin Elementary School, Thompson Elementary School and Ottoson Middle School each received \$15,000 from the National Highway Traffic Safety Administration to start their programs. The elementary schools used these funds for various pedestrian and bicycle education and encouragement programs. A safety training program was taught, an image based newsletter profiling students and crossing guards was distributed, frequent bicyclist/pedestrian cards were used and a walkability audit was performed to identify problems around the school. Other activities included a global warming awareness program, in which students participated in art and writing contests, and a family activity month, in which different local companies donated food or gift certificates for a drawing. After the first year of the program, there was an increase in the number of children walking to and from each of the three schools. Overall, there was a 213 trip per day increase for all of the schools. The number of students walking to Dallin Elementary increased by 12 percent, Thompson Elementary experienced a 10 percent increase, and Ottoson Middle saw a six percent increase. Since the initial pilot program's start in 2001, it has expanded to all seven of the elementary schools in Arlington and continues to flourish.<sup>46</sup>

### **MICHIGAN: Michigan SRTS Program**

In May 2003, Michigan's Department of Transportation (MDOT), in partnership with other organizations, convened a "Designing Healthy Communities" mini-conference to discuss the relationship between the built environment and the ability of community residents to embrace and engage in exercise. As a result of these discussions, the SRTS movement was identified as having potential to improve this relationship. Within the same year, the Michigan Fitness Foundation (MFF) and the DOT applied for and received funding for a two-year pilot project, thereby marking the beginning of Michigan's Safe Routes to School (MI-SR2S) initiative. This pilot project has become one of the hallmarks of the MI-SR2S program. The purpose of the project was to develop a SRTS handbook to help elementary schools begin and sustain MI-SR2S initiatives. In May 2006, the MFF and MDOT launched the handbook statewide and offered the book, training and technical assistance to schools that registered their programs with the MFF. The most telling evidence of the success of MI SR2S and the handbook is the steadily increasing rate of school registrations. As of August 1, 2007, there are 218 schools registered for SRTS programs. These registered schools form the pool of potential applicants for MI-SR2S funding. Their action plans, designed with guidance from the handbook, form the basis of their funding proposals. Of the eight applications received as of June 30, 2007, the average amount requested per school is roughly \$150,000, with 95 percent of the requested funding directed to infrastructure.<sup>46</sup>

***"An increase in bicycles in the bike racks and in children walking to school is evident."***

*Quote from Waterford, Stanislaus County, California, from the "SRTS Safety and Mobility Analysis," Report to California Legislature, January 2007*

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### **MINNESOTA:** *Planning for Safe Routes*

In August 2005, a steering committee was formed in Duluth, Minnesota and held its first meeting. The steering committee included representatives from the police department, school board, city council, health department and the principals from each of the five schools selected. The steering committee met six times to discuss conditions at each school and the appropriate improvements to be made.

In October 2005, each school administered surveys to students in the third through eighth grade and to their parents. The teachers conducted the student surveys, in which students who walked or bicycled to school were asked to draw their route on school maps. The survey results revealed that between 24 and 34 percent of students in the five schools walked to school.

Parents' concerns included a lack of crossing guards and sidewalks, traffic congestion and chaos around the school's drop-off areas from the combination of buses, cars, pedestrians and bicyclists. An additional concern, voiced by parents as well as by school administrators and law enforcement officers, was the Duluth School District Bike Policy, which prevents bicycling without the principal's approval. The principals are concerned the steep hills, traffic congestion and the bicyclists' young age might affect their understanding of traffic laws. The steering committee, along with the principals, agreed that bicycling to school should be a long-term goal after bicycle education and safety measures improve. The police department suggested parents sign permission slips allowing their child to bicycle to school and for the fire and park department to teach safety education clinics and to conduct bicycle check-up clinics.<sup>46</sup>

### **MISSISSIPPI:** *In Petal, Bike Lanes and Sidewalk Connect Students to Places*

Petal, Mississippi, is a community of 10,000 people, 300 streets and four sidewalks. Petal Elementary School and Petal High school are located off a busy highway about four miles outside of town and cannot be approached safely by foot or bicycle. W. L. Smith Elementary School and Petal Middle School are located in the downtown area and are more accessible by foot or bicycle, but they still lack the necessary infrastructure to allow many children to safely walk or bicycle to school. In 1993, the current Ward 4 Alderman of Petal brought bicycle education to the elementary schools of Petal. The program featured stunt bicyclists who performed for approximately an hour with breaks to teach the children important bicycle and pedestrian safety rules. The performances were a great success and were delivered 75 more times over the next three years, reaching a 13 county area.

In summer 2007, Mississippi's Department of Transportation announced that Petal would receive \$213,028 in Federal SRTS funds. The money will fund one mile of bicycle lanes and five miles of sidewalk, including a sidewalk connecting W. L. Smith to a YMCA three blocks away. A portion of the money will be dedicated to connecting some of the surrounding subdivisions to Petal Elementary School. Additionally, \$3,000 will be used for education and encouragement programs, such as the successful stunt bicycle performances.<sup>46</sup>

### **MISSOURI:** *Community to Provide Education and Infrastructure*

Franklin Elementary is one of the neighborhood elementary schools in Liberty, Missouri, that has been participating in Walk to School Days for several years. In addition to the annual event, students are encouraged to walk around the tennis courts and school gym during recess, physical education class and after school with their parents or friends. The

students keep track of the number of laps completed and report it to their teacher, who records the number of laps and converts them into miles. The teachers then graph the miles onto a map of the United States, so the students can see how far they have traveled as a school. The children who walk the farthest receive tokens and are awarded small prizes.

Franklin Elementary also provides pedestrian and bicycle safety education in their health classes. By combining classroom education and physical activity, the health and physical education teachers collaborate to educate students on how to live healthier lifestyles. The teachers emphasize the importance of walking whenever it's possible, even though society makes other transportation options easily accessible.<sup>46</sup>

#### **MONTANA: Building Community Support for SRTS**

At the kick-off meeting for the SRTS planning process in Flathead County, Montana, community members quickly expressed their skepticism about SRTS. Many felt frustrated that little had been done in the past for pedestrians and bicyclists, and they felt that conditions would not change. During the planning process, however, excitement for the SRTS activities developed among parents, local businesses, the school district, county commissioners

and the Parent-Teacher Organization. Together, the community identified priorities for engineering, education, enforcement and encouragement projects.

The Evergreen schools received a grant from Montana's Community Transportation Enhancement Program to fund the installation of a sidewalk leading to the schools. The state of Montana also has approved Federal SRTS funding for the schools, granting about \$50,000 for infrastructure improvements and \$10,000 for non-infrastructure activities identified in the SRTS study. The infrastructure portion of the SRTS funding will aid in improving safety at a busy intersection on the school pedestrian route. Before sidewalk construction begins, Montana Department of Transportation must approve the project, which is expected to occur in March 2008.

With the non-infrastructure funds, education and encouragement activities were created. In October 2007, more than 100 students participated in the school's International Walk to School Day. With the funds, 250 backpack safety lights were purchased, some of which were given to students on International Walk to School Day. The remaining safety lights will be given to the children during the spring 2008 bike rodeo. Other encouragement activities have been placed on hold until the construction of the new sidewalk is completed.<sup>46</sup>

***“Funding from the SRTS program gives us additional resources to meet some very important goals we’ve established in creating an excellent community with a high quality of life...We also feel that having kids ‘closer to the ground’ improves their sense of connectivity with the world.”***

*Shelly Johnstone, Deputy Director of Planning for the City of Hernando, Mississippi*

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### **NEBRASKA:** *Safe Routes Nebraska*

The Nebraska Department of Roads (NDOR) launched Safe Routes Nebraska (SRN) in October 2006. The success of SRN is attributed to five factors. The first factor is SRN's Web site, which serves as the center of the campaign and is designed to assist with the application process, inform parents, empower teachers, and engage children. Second is program management, which is headed by a full-time coordinator from a private architecture firm, Sinclair Hille Architects. By hiring an outside firm, NDOR can dedicate full-time attention to the program, thus increasing the time spent working with the Nebraskans who benefit from SRN funding. Also contributing to the success of SRN is the implementation assistance NDOR provides.

The final two factors contributing to the success of SRN involve the application process. Great effort went into designing an application process that is simple but still useful in helping applicants create high-quality project proposals. By implementing a phased application process, applicants can communicate with administrators throughout the process. The final success factor is the delivery of prompt funding, made possible by the five person select committee recruited by NDOR and comprised of experts in SRTS-related areas. The select committee scores and ranks the applications and then offers funding to those programs that most closely fit the program's intent. Of the 81 final project applications, the select committee recommended 23 projects (13 infrastructure, 10 non-infrastructure) for funding.<sup>46</sup>

### **NEVADA:** *Grass Roots Effort Leads to Two SRTS Pilot Programs*

In 2006, Muscle Powered, a local walking and bicycling advocacy group in Carson City, Nevada, initiated a project to pilot a Walk to School program at two elementary schools using a \$12,000 grant from the Nevada Office of Traffic Safety. With the grant money, a part-time coordinator was hired to organize SRTS Committees at both Seeliger and Mark Twain Elementary. The coordinator, Muscle Powered members, and the SRTS committees conducted walking assessments near the school during pick-up and drop-off periods. The SRTS committee members and community partners, including a city engineer and law enforcement officer, attended one of two half-day workshops that used curriculum from the SRTS National Course module, "Why Safe Routes Matter." Both schools selected encouragement events as priorities. The objective of the project was to increase the number of students commuting to school by walking or bicycling on Walk 'n' Roll Day by 20 percent.

The results exceeded expectations. Mark Twain Elementary saw a 38 percent increase in the number of students walking to school the day of the event, and Seeliger Elementary saw a 25 percent increase. At Seeliger, many students continued to walk to school on Wednesdays once the Walking Wednesday program began. At Mark Twain Elementary, a large number of students participate in the Walking Wednesday strolls during lunch. Students say they enjoy Walking Wednesdays because of the prizes, the fresh air and the opportunity to listen to the birds sing. While developing SRTS events, the school staff learned several lessons on how to improve future SRTS efforts.<sup>46</sup>

### **NEW HAMPSHIRE: Farmington SRTS Program**

Farmington, New Hampshire, is a close-knit rural community with almost 7,000 residents. Valley View Community School and Henry Wilson Memorial School are located in town and serve approximately 975 students in kindergarten through eighth grade. Some of the parents of these students expressed concern that many neighborhoods did not have the necessary sidewalks and marked crosswalks to provide children with a safer route for walking or bicycling to school. In response to such concerns, law enforcement officers and school personnel worked together to design a SRTS program that addressed the concerns of the parents. Upon receiving a grant from the state of New Hampshire in 2004, the design of a SRTS program came to realization with the construction of the Tiger Trail. Named after the schools' mascot, the Tiger Trail connects local neighborhoods to the elementary schools. Since the construction of the Tiger Trail, the SRTS program leaders have noticed increasing numbers of children walking to school. Parents enjoy the Tiger Trail because it solves many of their safety concerns, while the children enjoy the opportunity to be outside.<sup>46</sup>

### **NEW JERSEY: SRTS Success Leads to "Safe Routes to School Year"**

Wharton Borough, New Jersey, is a small town occupying about two square miles in Morris County. Wharton Borough schools began a SRTS pilot program in 2005 with a \$145,000 grant from the North Jersey Transportation Planning Authority. The first SRTS programs began at MacKinnon Middle and Duffy Elementary School, with the goal of encouraging more children to walk or bicycle to school. To begin the planning process, a community visioning workshop was held to discuss activities, route planning and infrastructure improvements with other community members, teachers, parents and students. The educational component of this SRTS

program included a curriculum workshop where a consultant presented teachers with lesson plans to be incorporated into daily learning. Directed at different grade levels, the lessons mostly focused on the environmental impacts and mathematics involved with walking to school.

In summer 2007, the New Jersey Department of Transportation announced the selection of MacKinnon Middle and Duffy Elementary to receive \$337,000 in Federal SRTS funds. These funds will pay for infrastructure improvements around the school, including a raised crosswalk at the three way intersection in front of the school and sidewalk extensions and repairs around the school grounds. The two schools also have received mini-grants from various local organizations, allowing them to give helmets to students and install two new bicycle racks at the schools. The SRTS program has gathered a great amount of support at the local, county and state level, and Wharton Borough declared the 2006 to 2007 school year as "Safe Routes to School Year."<sup>46</sup>

### **NEW MEXICO: Community in Albuquerque Looks to Sustain Its SRTS Activities**

Corrales Elementary is in an affluent, rural community, while Valle Vista Elementary is in a low income, urban neighborhood mostly comprised of Spanish speaking residents. Each community is connected by historic irrigation ditches designed to transport water for crops. Community members use the service roads bordering these ditches as makeshift pedestrian paths to reach commercial areas, schools and other neighborhoods.

Valle Vista Elementary began working with Albuquerque Alliance for Active Living (AAAL) and the National Park Service to engage community residents and students in walk audits, provide pedestrian and bicyclist safety courses and to

## APPENDIX A: EARLY SUCCESS STORIES BY STATE

organize Walk to School Days and Walking School Buses. In summer 2007, Corrales Elementary received \$15,000 of Federal SRTS program funds through the New Mexico Department of Transportation to expand their program. The National Park Service's Rivers, Trails, and Conservation Assistance Program is providing technical assistance to community partners interested in repairing the trails along the irrigation ditches. These trails would run directly adjacent to the two schools and link transportation throughout the larger Albuquerque area. The trails adjacent to the two schools will have three or four designated school drop-off zones, which will allow children to walk part of the way to school and also will decrease traffic congestion around the schools. The locations of these drop-off zones also will serve as pick-up points for Walking School Buses. Children, parents, and community members make the trek to school. The Federal SRTS grant funds will allow SRTS activities to expand and increase the number of children safely walking to school. Valle Vista Elementary will continue to work with AAAL and other partners to organize Walk to School Days and Walking School Buses and to make physical trail and street crossing improvements.<sup>46</sup>

### **NEW YORK: SRTS Efforts Raise Awareness**

The Village of Ossining is located within Westchester County, New York along the Hudson River. The elementary schools within Ossining are divided into two grade increments, and several buses serve each school. The necessary busing program and a lack of physical infrastructure prevent many children from walking to school.

The SRTS committee selected Claremont Elementary School and Anne M. Dorner Middle School as the main locations for the SRTS activities because of their unique locations. The elementary school is on village land, while the middle school is on town land, presenting the opportunity to work with both village and town officials to coordinate a walk day. On May 4, 2007, the planning and organizing efforts came together in the inaugural Ossining School/Community Walk Day. Parent and teacher volunteers, senior citizens and personnel from small businesses met buses from Claremont Elementary and Anne M. Dorner Middle at a designated drop point approximately 0.4 mile from the schools. The children were then escorted to their respective schools for more individualized walk day activities.

The School/Community Walk Day produced promising results for Ossining. More than 100 community volunteers contributed their time and skills to make the walk day a success. Approximately 1,200 children from Claremont Elementary and Anne M. Dorner Middle participated in the walk day, with an additional 1,200 students participating through exercise and walking activities at area schools.<sup>46</sup>

***“Our walk to school day was quite a success. We had 171 participants, that is 51% of the school! Our parking lot was so empty, there were only 18 cars, so the majority of the staff walked or biked too. I don't know if this was a fluke, but in 13 years at Aspen, I have never had a morning without a single visitor to my nurse's office. On walk to school day, that happened!”***

*School RN, Aspen Elementary School, Los Alamos, New Mexico, 2007 Walk to School Day*

**NORTH CAROLINA: Encouraging Walking and Wheeling School-Wide in Asheville**

Ira B. Jones Elementary School in Asheville, North Carolina, has been participating in International Walk to School Day for a number of years. Since the event's inception in 2004, the event has evolved from a yearly event to a biannual event and then to a monthly "Walking and Wheeling" or "Strive Not to Drive" event.

For the Walk to School events at Jones Elementary, walkers meet at a designated meeting place and then walk to school together. Once they arrive at school, walkers are rewarded with pencils, erasers and other prizes that are donated by a local business. Walkers are also treated to snacks such as bagels, which are donated by the parent who organizes the events. Because of the walking encouragement events at Jones Elementary, interest in walking and bicycling has grown. In general, the environment around the school is friendly for walking and bicycling, but recently there have been some improvements to make walking and bicycling even better. Conversations between one of the school's parents and the city engineer have resulted in the improvement of school zone signs around the school. Last year, the Parent Teacher Organization (PTO) worked with a local bicycle shop to purchase a bicycle rack for the school. The PTO was able to purchase the rack at the bicycle shop's cost, minimizing the expenditure of PTO funds. The encouragement activities at Jones Elementary have resulted in an increased number of walkers throughout the school year, despite the fact that the school is a magnet school and only a small percentage of students live close enough to walk. Excitement about walking and bicycling continues to grow at the school. All of this has been made possible due to the passion and commitment of a single parent.<sup>46</sup>

**NORTH DAKOTA: Safe Kids Promotes Comprehensive SRTS Program**

For the past 20 years, Safe Kids, a group focused on childhood injury prevention, has worked with the Grand Forks school district, in Grand Forks, North Dakota, to encourage its students to walk and bicycle safely to school. Currently, the city works with 18 public schools in Grand Forks to implement SRTS activities. And with the recent award for two infrastructure projects, pedestrian and bicycle safety will continue to improve for Grand Forks students. In conjunction with the Grand Forks school district, Safe Kids was awarded a non-infrastructure grant for \$42,000 in Federal SRTS funds through the North Dakota Department of Transportation. About \$21,000 of this grant money purchased crosswalk equipment, safety vests, handheld stop signs and traffic cones to mark no parking zones. The remainder of the grant money went toward various education and encouragement activities in Grand Forks.

In April 2007, the city of Grand Forks applied for two Federal SRTS infrastructure grants to be used for seven Grand Forks elementary and middle schools. One grant is for \$84,100 to improve pedestrian crossing and traffic devices, and the second is a \$43,018 grant for the installation of accessibility ramps around the schools. The city plans to install recessed pavement marking, so the plows can drive over the stripes without causing them to fade. Also, the City will update its signage to become more visible to pedestrians, bicyclists and drivers.<sup>46</sup>

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### **OHIO: Dayton SRTS Program**

In 2002, a Federal judge ended a 25-year-old program of cross-town busing in Dayton, Ohio. As a result, pedestrian and bicycle safety has become one of the most critical issues facing the city because of the new emphasis on neighborhood schools. Many of the parents of the students attending these schools have expressed concern that walking to school is not safe. Since January 2007, Dayton's Department of Planning & Community Development has been working with five of Dayton Public Schools to implement a SRTS program that addresses the pedestrian and bicycle safety concerns of the schools and the parents.

The SRTS program focuses on five Dayton Public Schools designated as "Neighborhood School Centers" (NSCs). The five NSCs of focus are Edison, Fairview, Kiser, Ruskin, and Cleveland Public Schools. Each of these schools has a neighborhood planning committee to help shape the SRTS program through walking audits and a full-time site coordinator in charge of connecting each school with its neighborhood and organizational partners. As of October 2007, the schools' SRTS programs were in the beginning stages of planning and development. The first step of the planning process was completed when a school site coordinator was elected at each school to work with the community and the Department of Planning & Community Development. The school staff, neighborhood planning committees, parents and school site coordinator are currently developing the components of the SRTS program. The program will also consist of engineering improvements made to sidewalks, bicycle safety education taught by a volunteer or a police officer and walking school buses to encourage more students and parents to walk to school.<sup>46</sup>

### **OKLAHOMA: SRTS Program**

Cleveland Elementary School is located in urban Oklahoma City, Oklahoma. The kindergarten through fifth grade school has more than 300 students. Wanting to increase the amount of physical activity among the students, school staff and community leaders organized an event in fall 2007 to encourage walking and bicycling to school. This event was in conjunction with International Walk to School Day. Teachers, community leaders, parents and the principal worked together to ensure Walk to School Day's success. The event was coordinated through the Parent Teachers Association, which positioned teachers, community leaders and parents at both of the starting points before walking with the students to school. The firemen and policemen were coordinated through Oklahoma City. Before the event began, students made signs to carry during the walk. A city council member, firemen from the Oklahoma City Fire Department and a local newspaper recognized and publicized the event.

More than 200 students and adults participated in Walk to School Day. Also, parents and community members had the chance to be involved with the school. Although this year's Walk to School Day took place without any funding from outside grants, the school staff and volunteers hope to use this event to secure future grants, which will go toward funding upcoming Walk to School Days, improving sidewalks and implementing a safety education program.<sup>46</sup>

### **OREGON: Building a Safe Routes Dialogue in Eugene**

Eugene, Oregon, is home to Roosevelt Middle School, which was constructed in 1942. The school's small parking lot in conjunction with the high volume of car traffic created safety hazards for student pedestrians and bicyclists. Parents and teachers at Roosevelt Middle recognized that promoting bicycle and pedestrian safety must occur alongside addressing car traffic concerns. In 2005, Roosevelt Middle began addressing health and safety issues through a School Wellness Committee of parents, community members and school personnel, which worked with local resources, including a University of Oregon professor in Urban Planning, city officials, engineers and planning personnel. The committee's focused on improving safety and the traffic flow in the school's overcrowded parking lot. In April 2007, the wellness committee decided to use the public park adjacent to the school as an alternate parking lot to reduce the number of single occupancy motor vehicles using the school's small main parking lot. By decreasing traffic congestion, the wellness committee members aimed to create a safer atmosphere for students walking and bicycling to school. The alternate lot is connected to school grounds via a one-tenth mile paved multi-use path, which allows the children to access the school without crossing major intersections and or the congested main parking lot.

Through their planning and implementation efforts, the Roosevelt SRTS Committee realized the need for a more comprehensive district-wide discussion and implementation of safer school routes. To start the dialogue, the committee applied for Federal SRTS program funds available through the Oregon Department of Transportation. They received \$37,532. The grant money will be used to purchase program supplies and provide a stipend for the program manager. The program manager will be based at Roosevelt Middle School and will pilot SRTS programs within the school as well as develop

a district-wide bicycle and pedestrian advocacy policy proposal. Additionally, the program manager will develop and advocate for a collaboration between the school district and City of Eugene on developing a comprehensive SRTS regional approach to maximize the students' ability to safely bicycle and walk to school, to improve student personal health and to improve the community's air quality.<sup>46</sup>

### **PENNSYLVANIA: Section of Mechanicsburg Sees New Walk to School Events**

Broad Street Elementary School is located in the borough of Mechanicsburg, an older section of town where the traditional pattern of the blocks make it a great place to walk. Many of the school's students already walked to school, but there was no formal SRTS program or an annual Walk to School Day until 2005. In October 2005, Broad Street Elementary participated in its first Walk to School Day. Two weeks before the annual walk, golden painted shoes were hidden in downtown Mechanicsburg and along pedestrian routes utilized by students walking to school. Students who found the shoes were entered into a drawing to win a gift certificate for a pair of new sneakers donated by a local Footlocker distributor. On the day of the event, local high school cheerleaders and band members greeted the students, and Capital Blue Cross donated lunch coolers filled with healthy snacks from Giant Food stores to them. Broad Street Elementary also provided Frequent Walker/Biker cards for students who walked or bicycled to school on a regular basis. Walk to School Day at Broad Street Elementary attracts 95 percent of their student body and is seen as a great success. Currently, 40 percent of the students regularly walk to school, and the SRTS task force is working to increase that statistic to 50 percent by 2010.<sup>46</sup>

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### **RHODE ISLAND:** *Community Support Aims to Increase Health and Safety in Jamestown*

Melrose Elementary and Lawn Middle Schools in Jamestown, Rhode Island, have been concerned about students safely walking to school for several years. Since 2005, both Melrose Elementary and Lawn Middle have held bicycle rodeos that teach children general traffic rules and how to safely ride a bicycle. In fall 2007, the two schools began incorporating SRTS lesson plans into their health and physical education classes. They also motivate students to participate in the program with various encouragement activities, such as Bicycle and Walk to School Days, Walking Wednesdays and a Bicycle and Walk to School Month. The local law enforcement officers are involved in all of the activities, which increases their presence at the school and safety. Stakeholder involvement has been critical in this process and is comprised of the Parent-Teacher Organization, school administration, town administration, planning and recreation departments, local sports groups and local businesses and residents. Community support is essential for Jamestown because all SRTS depend on community volunteers and local business donations.

The future of SRTS in Jamestown is promising. The new land use plan for the Jamestown schools and vicinity, which is beginning development in summer 2007, will develop an infrastructure plan for the two schools and the surrounding areas. The new plan will focus on improvements both at the schools and nearby athletic and skate parks to encourage walking to school and physical activity. The information gathered for the land use plan also will be used to apply for Federal SRTS grant funding to expand the SRTS programs.<sup>46</sup>

### **SOUTH CAROLINA:** *Group Finds Funds for SRTS Improvements*

In October 2007, Rosewood Elementary received a \$200,000 grant from the South Carolina Department of Transportation. Recognizing the need to work collaboratively to decide how to spend the fund effectively, a committee was established of parents, teachers, members from the school administration and the school nurse. Together, the committee has been designing and implementing a comprehensive SRTS program encompassing each of the five E's: education, encouragement, engineering, enforcement and evaluation.

The committee sends fliers with safety information to the students' homes and makes informative announcements over the school's public address system to help educate students and parents on safety. There are preliminary plans to hold bicycle workshops in fall 2008 to teach students about bicycle safety procedures and equipment. The committee also is incorporating bicycle and pedestrian safety information into the classroom activities.

To promote and encourage walking, Rosewood Elementary organized an International Walk to School Day on October 3, 2007. The majority of the school's students participated in a parade, which began at a designated location several blocks away from the school and ended at Rosewood Elementary. The children who rode the bus to school and could not meet at the designated location instead participated in games at the school. As the parade neared the school, they joined the parade of classmates, teachers, parents, the principal and the local mascots.

Currently, Rosewood Elementary students participate in Walking Fridays. Every Friday, parent-led walking school buses walk the children to school from two different locations. The location to the north of the

school has been successful with seven to eight children regularly participating. The location to the south of the school has had two regular participants. To better understand why participation in the second walking school bus was low, the committee conducted a mapping activity. From the activity, they identified an alternate school route that passes by more students' homes, which makes it easier for students to walk. The committee plans to implement the new route later this spring and anticipates more students will walk as a result.

The committee acknowledges that there are certain engineering issues to be addressed to increase the safety of the children who walk to school. One issue is the school's layout, which contributes to the traffic congestion at pick-up and drop-off times. The committee is researching ways that will improve the flow of traffic during these times, including collaborating with a traffic engineer to create a construction plan for sidewalk improvements, crosswalks striping and school zone signage.

As for enforcement, in 2006, law enforcement officers increased their patrolling of the streets surrounding the school after parents informed them of their concerns regarding speeding cars. Since this time, law enforcement officers have become a regular presence around the school during morning arrival and afternoon dismissal to enforce school zone speed limits.

The school plans to survey the parents and students to gather their opinions on the SRTS program throughout the various stages of implementation. In addition, parents will be asked about the barriers of walking to school and how these barriers should be addressed. Teachers also will contribute to the evaluation efforts by conducting in-class tallies to measure the different modes in which the students travel to and from school.<sup>46</sup>

### **SOUTH DAKOTA: Walk to School Day Event**

Pierre, South Dakota, is a rural town with approximately 13,000 residents. One of its local elementary schools, Jefferson Elementary School, has more than 400 students in kindergarten through fifth grade. In 2003, the Jefferson Elementary Parent and Teachers Association (PTA) wanted to implement a program designed to encourage healthy behavior in the students. The PTA decided that yearly Walk to School Day events would be the best encouragement program for the students. Each year, the school staff, district superintendent, local media, parents and neighborhood volunteers attend the event. To help ensure the safety of the students and parents walking, the South Dakota Department of Transportation recruits crossing guards to monitor busy intersections. Upon arriving at the school, the students and parents enjoy juice and muffins donated by the PTA and parent volunteers. To continue the momentum for physical activity started by the morning walk to school, the physical education teacher incorporates walking games into recess activities.

Since the first Walk to School Day event, the number of student pedestrians has increased from approximately 100 walkers in 2003 to more than 300 walkers in 2007. Aside from the increasing number of participants, Walk to School Day has had many other successes at Jefferson Elementary. Because of this event, parents and students recognize that it is possible to walk or bicycle to school.<sup>46</sup>

### **TENNESSEE: Knoxville SRTS**

Beaumont Elementary School is a public magnet school located not far from downtown Knoxville. Because it is a magnet school many students live farther than walking distance and are either bused or driven to school. However, nearly 30% of children walk, many from a public housing complex nearby. In 2005, the Knoxville Regional Transportation Planning Organization began partnering with the

## APPENDIX A: EARLY SUCCESS STORIES BY STATE

Knox County Health Department to improve safety, to encourage more walking and bicycling and to increase the number of parents accompanying children to school. These efforts began with participation in Walk to School Day and with encouraging the formation of informal walking school buses.

In 2007 the school received just under \$250,000 in Federal SRTS funds to install a sidewalk and a number of traffic calming elements and to improve signage and striping near the school. Funds will also be used to continue education, enforcement and encouragement programs. The Knoxville Regional Transportation Planning Organization is partnering with the City of Knoxville, Knox County Health Department, the Knoxville Police Department and Knox County Schools in support of these efforts.<sup>46</sup>

### **TEXAS: Potential Engineering Project**

The Abernathy School District and the City of Abernathy both applied for a SRTS grant through the Texas Department of Transportation. In October 2007, it was announced that the city would receive \$559,000, and the school district would receive \$10,800, for a total of \$569,000 in Federal SRTS funds. Most of the grant money will be used for the construction of sidewalks around the schools, and the remaining funds will be directed to pedestrian and bicycle safety education. Because half of the students from the elementary, middle and high schools live within walking distance of the schools' complex, the number of students walking to school could increase greatly. Additionally, the middle school and high school students have the option of an open lunch period, at which time they can leave campus and eat lunch at a nearby restaurant or home. Without any sidewalks along the roads, many of the students do not feel comfortable walking the short distance to the downtown area. If the grant is received, a portion of the money will be used to create a sidewalk connecting the schools' campuses to the downtown area, potentially increasing the number of students utilizing the free lunch period.

A portion of the SRTS funds will also be used for safety education classes, which a local instructor will teach during physical education class. The school also will organize a bicycle rodeo in spring 2008 to teach the students helmet and bicycle safety, as well as proper bicycle maintenance. The bicycle rodeo will be held in the elementary school parking lot, and it will be for the elementary and middle school students.<sup>46</sup>

### **UTAH: Safe Sidewalks and Safe Routes Work Hand in Hand in Holladay**

The City of Holladay, Utah, decided to incorporate a Safe Sidewalks program into its city plans in 2003. Designed to fund the construction of sidewalks in high pedestrian traffic areas, the program's engineers focused their infrastructure improvements on priority areas, such as neighborhood schools. Granite School District's SRTS program has been working with Safe Sidewalks to deliver a safer means for the children of the City of Holladay to arrive safely at school. Cottonwood Elementary was one of the local elementary schools involved in SRTS and Safe Sidewalks combined efforts. Parents and school staff from Cottonwood Elementary have identified the less safe pedestrian routes by mapping these routes and then working with Safe Sidewalks engineers to improve them. Along with creating a more walkable infrastructure, they also designed and implemented SRTS activities to ensure the students' safety. In fall 2007, Cottonwood Elementary applied for and was awarded a Federal SRTS grant for \$150,000 from the Utah Department of Transportation. This year, part of Cottonwood Elementary's SRTS grant is dedicated to data evaluation, which marks the school's first attempt at any formal pre or post evaluation. Cottonwood Elementary's principal will continue to encourage students to walk to school and incorporate it with Utah's Gold Medal School program, which teaches and focuses on healthy lifestyles and nutrition for students.<sup>46</sup>



### **VERMONT: Encouraging Healthy Living**

Putney Central School is a kindergarten through eighth grade school in Putney, Vermont, a rural area with a population of approximately 2,600 residents. Most of the students who attend Putney Central live a good distance from the school, and the combination of distance, unsafe drivers and lack of sidewalks prevent children from walking or bicycling to school. Before Putney Central implemented a SRTS program, it already had strategies to encourage walking and bicycling. A trained educator came to teach students about bicycle safety, and the school participated in Walk to School Days for five years. For each of the fall 2005 and 2006 school years, Putney Central received \$1,500 from the Vermont Transportation Agency for non-infrastructure related projects. These funds were used for community meetings, surveys and children's safety devices, such as reflectors for backpacks.

The community held meetings to gather input regarding the new SRTS program. The meetings indicated that many parents enjoyed driving their children to school, as it allowed them to accompany their children inside and provided them with an opportunity to meet other parents and teachers. To accommodate parent needs while still encouraging children to walk or bicycle to school, Family Walk to School Days will be introduced in the fall 2007 school year. For six weeks at both the beginning and end of the year, there will be a weekly walk for parents and their children. Since many of the students live far away, the school arranged for the parents to park their cars at the beginning of the walk, which is in the town center, one mile south from the school. Putney Central also is in the process of applying for Federal SRTS grant money for infrastructure improvements. If received, the funds will be channeled to improve crosswalks, create better signage as to alert drivers to pedestrian areas and build sidewalks from the town center to the school.<sup>46</sup>

### **VIRGINIA: SRTS Activities in Alexandria**

The SRTS programs in Alexandria are comprehensive and include some combination of engineering, education, encouragement and enforcement activities.

Since 1999, Alexandria has set aside a portion of the city budget for traffic calming measures to increase safety around the schools. In 2002 and 2003, neighborhood residents were able to apply for grants for infrastructure improvements, such as speed tables, bicycle lanes, pedestrian refuge islands and curb extensions, with the goal of decreasing traffic speed in their neighborhood.

Currently, many of the schools teach pedestrian and bicycle safety. The physical education teacher at Francis Hammond Middle School teaches bicycle safety each year, and many of the elementary school teachers teach pedestrian safety. The high school and the middle schools also have installed bicycle racks on the school grounds and bought 33 bicycles and helmets for bicycle training. Since 2003, many schools in the district also have participated in Walk to School Day.

One important enforcement practice at the schools is the organization of crossing guards, led by a crossing guard supervisor within the police department. At the beginning of the year, each school's Parent-Teacher Association holds a meeting to survey where the demand for crossing guards is greatest. Every school has crossing guards who can move easily to different streets depending on demand. To further increase safety around the schools, the school zone speed limits have decreased to 15 miles per hour.<sup>46</sup>

## APPENDIX A: EARLY SUCCESS STORIES BY STATE

### **WASHINGTON:** *Safety Solutions are a Community Effort in Moses Lake*

Because of its rural setting, Longview Elementary School and the Moses Lake community in Washington State faced unique issues surrounding child safety and safer walking programs. A small number of students walk to school, and residents were concerned with the safety of the two main roads leading up to the school's entrance. Parents and teachers voiced concerns about safety conditions on the roads and took the initiative to work with the community in finding solutions.

Initial efforts to create a safer walking environment began in May 2005 with the help of personnel from Safe Kids of Grant County and the Moses Lake Police Department, which placed and trained crossing guards at the intersections in front of the school. Building on the crossing guard strategy, the school staff and parents also saw the need for safer travel to and from school along Maple Street and Apple Street, the main school access roads. Aided by its strong partnership with Moses Lake Trails Planning Team, the Grant County Public Works and the City of Moses Lake Community Development Department, the school applied for Federal SRTS program funding through the Washington Department of Transportation in 2006 to implement infrastructure improvements and to fund a school wide safety awareness event. In April 2006, the school received a total of \$132,365, of which \$8,900 was dedicated to educational components, \$12,000 went to engineering and \$111,465 went to construction. After receiving the funds, construction began on a multi-use pathway and a sidewalk on Maple Street and Apple Street, respectively. Additionally, the county contributed approximately \$20,000 to install sidewalks on both sides of Apple Street. In addition to these improvements, the school administration and staff, parents, Safe Kids of Grant County personnel and community members planned a pedestrian-focused safety awareness day at Longview Elementary.

The immediate result of the community's efforts is the sidewalk and multi-use path that connects the school and nearest neighborhood, providing a safer route for the estimated 50 children who walk to school at Longview Elementary. Additionally, the combined efforts of safety education and enforcement have decreased unsafe behavior such as students crossing the street at undesignated areas to arrive at school.<sup>46</sup>

### **WEST VIRGINIA:** *Charleston's SRTS Program*

Piedmont Elementary School in Charleston, West Virginia, is a public school for pre-kindergarten through fifth grade students. Located in the historic east-end district of Charleston, the school has many of the strengths and challenges that come with being an intercity school. Even though most children live within walking distance of the school, most parents still drive their children to school because of their perception that there is too much crime, which creates an unsafe condition for the children to walk. Funded only through volunteer time and business donations, Piedmont Elementary had its first Walk to School Day. The event began at 7 a.m. when children and parents walked from their homes to the local community center about five blocks from the school. For children who live too far away to walk, a bus dropped them off at the community center. A personal trainer volunteered to lead the children in stretches and exercises before they began their walk to school. While walking to school, parents, teachers, neighborhood volunteers and the principal lead the children down the sidewalks while police officers blocked the intersections of busy streets. Upon arriving at school, the children attended an assembly highlighting the importance of exercise and providing pedestrian and bicycle safety education. At the end of the assembly, the children ate a healthy breakfast donated by local businesses.<sup>46</sup>

### **WISCONSIN: Student Participation Increases School Routes Safety**

A photo-visioning project was conducted in two 5th grade classes at Franklin Elementary School in LaCrosse, Wisconsin. The project was designed to give children the opportunity to learn how to take pictures, and show adults the traffic challenges children face on the way to and from school. In conjunction with the photo-visioning project, the school also conducted a show of hands survey in the two classes. To help educate the children on the SRTS concept and the basics of photography a teaching session was held in one of the classrooms. Children received disposable cameras, provided by the City, to take photos of their own trip home from school that day and trip back to school the next day. After the cameras were returned and the photos were developed and a class session was held to unveil the photographs and give the children time to talk about what they learned. The show of hands survey gathered data on the mode of transportation children used to get school the day the survey was administered and how they got home the day before school. The children were also asked to describe the area and driver behavior around the school.

The students described numerous barriers to walking and bicycling to school including cars running stop signs and traffic signals, speeding cars, driver impatience when in the student drop off area and fear of peer bullying. After the photo-visioning workshop was complete, La Crosse County dedicated \$150,000 that will be used to formally organize SRTS programs at Franklin Elementary and other schools in the county. With the money, they plan on hiring a SRTS school coordinator in La Crosse County to build support for SRTS programs and position La Crosse school district to apply for additional Federal SRTS funds for the 2008/2009 school year.<sup>46</sup>

### **WYOMING: Green River's Greenbelt Trail System**

During the late 1980s and early 1990s, the City of Green River, Wyoming, began construction on the Greenbelt Pathways and Trail System. Because a gas pipeline runs underneath a vacant land area in the city, no buildings can be constructed on top of it. With the approval of \$200,000 in Federal SRTS funds from the Wyoming Department of Transportation and through private donations, the Parks and Recreation Department has begun constructing the Conoco Pipeline Pathway on the once unused land. Construction on the Pathway began in June 2007 and will finish in December 2007. To accommodate all users, the path is designed to meet the standards set forth in the Americans with Disabilities Act. The path's 10-foot width allows for its easy and safe usage by both pedestrians and bicyclists. Additionally, park benches, garbage receptacles and directional signage will be stationed along the pathway. When complete, the Pathway will extend eight-tenths of a mile along the route of the underground gas pipeline and connect neighborhoods, several schools and a recreational center to the already existing Greenbelt Trails System.

Once complete, the pathway will be a fun and safe way for children to get to and from school, as well as a location for promoting physical activity among the city's residents. Of the \$200,000 in Federal SRTS funds received to construct the Pathway, \$25,000 went to engineering and design costs and \$175,000 to pathway construction. The Greenbelt Trail System, of which the Pathway will be a part, was featured in the Best Practices for Trail Systems in the September 2007 issue of P&R magazine, which is the National Recreation and Park Association's monthly publication.<sup>46</sup>

## APPENDIX A: EARLY SUCCESS STORIES BY STATE

### **DISTRICT OF COLUMBIA: *Pace Car Program***

Recognizing that one of the most critical factors regarding the safety of children walking to school is motor vehicular speed, the Washington Area Bicyclist Association (WABA) instituted the D.C. Neighborhood Pace Car pilot program. This program educates drivers of the effects their motor vehicles have on a neighborhood and encourages drivers to travel within the speed limit by signing the Pace Car pledge, placing the Pace Car sticker on the rear of their vehicles and obeying the posted speed limits in neighborhoods and school zones, thereby setting the “pace” for a higher standard of safety for themselves and for other drivers.

The Pace Car pilot program targeted three schools located near one another in Ward 3 of Washington, D.C. The idea was to choose schools in close proximity to each other so that the efforts at one location will enhance the efforts at the other locations. In 2006, WABA received a SRTS grant from the D.C. Department of Transportation for \$15,000. From November 2006 to April 2007, WABA used this money to develop materials and to gain support from the schools’ administrations, parents, community leaders and law enforcement officers. Support from the parents was encouraged by creating a competition among the three schools. Pace Car brochures, stickers and an explanation about the competition were distributed to all of the classrooms and then sent

home with the students. The parents were given ten days to sticker their vehicles and return the signed pledges. The school with the highest percentage of signed pledges won the competition. Since it was fun, interactive and reasonable, the contest was a huge success. The winning school had more than 50 percent of parents sign and return their pledge cards. In total, Washington, D.C.’s Pace Car pilot program garnered more than 800 participants, with 500 registered through the schools, 200 registered online, and 100 registered through various community presentations. The program has been so successful that WABA is considering starting a Pace Car training program designed to teach other cities how to work with schools and communities to create a program that is readily acceptable by the community.<sup>46</sup>

## APPENDIX B:

# SAFETEA-LU SECTION 1404

### PROGRAM LEGISLATION - SAFETEA-LU

(Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users, (Public Law 109-59))  
SEC. 1404. SAFE ROUTES TO SCHOOL PROGRAM.

**(a) ESTABLISHMENT**—Subject to the requirements of this section, the Secretary shall establish and carry out a safe routes to school program for the benefit of children in primary and middle schools.

**(b) PURPOSES**—The purposes of the program shall be –

- (1) to enable and encourage children, including those with disabilities, to walk and bicycle to school;
- (2) to make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and
- (3) to facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

**(c) APPORTIONMENT OF FUNDS**—

- (1) IN GENERAL—Subject to paragraphs (2), (3), and (4), amounts made available to carry out this section for a fiscal year shall be apportioned among the States in the ratio that –
  - (A) the total student enrollment in primary and middle schools in each State; bears to
  - (B) the total student enrollment in primary and middle schools in all States.
- (2) MINIMUM APPORTIONMENT—No State shall receive an apportionment under this section for a fiscal year of less than \$1,000,000.
- (3) SET-ASIDE FOR ADMINISTRATIVE EXPENSES—Before apportioning under this subsection amounts made available to carry out this section for a fiscal year, the Secretary shall set aside not more than \$3,000,000 of such amounts for the administrative expenses of the Secretary in carrying out this subsection.
- (4) DETERMINATION OF STUDENT ENROLLMENTS—Determinations under this subsection concerning student enrollments shall be made by the Secretary.

**(d) ADMINISTRATION OF AMOUNTS**—Amounts apportioned to a State under this section shall be administered by the State's department of transportation.

**(e) ELIGIBLE RECIPIENTS**—Amounts apportioned to a State under this section shall be used by the State to provide financial assistance to State, local, and regional agencies, including nonprofit organizations, that demonstrate an ability to meet the requirements of this section.

## APPENDIX B: SAFETEA-LU SECTION 1404

### (f) ELIGIBLE PROJECTS AND ACTIVITIES—

#### (1) INFRASTRUCTURE-RELATED PROJECTS—

- (A) IN GENERAL—Amounts apportioned to a State under this section may be used for the planning, design, and construction of infrastructure-related projects that will substantially improve the ability of students to walk and bicycle to school, including sidewalk improvements, traffic calming and speed reduction improvements, pedestrian and bicycle crossing improvements, on-street bicycle facilities, off-street bicycle and pedestrian facilities, secure bicycle parking facilities, and traffic diversion improvements in the vicinity of schools.
- (B) LOCATION OF PROJECTS—Infrastructure-related projects under subparagraph (A) may be carried out on any public road or any bicycle or pedestrian pathway or trail in the vicinity of schools.

#### (2) NON-INFRASTRUCTURE-RELATED ACTIVITIES—

- (A) IN GENERAL—In addition to projects described in paragraph (1), amounts apportioned to a State under this section may be used for non-infrastructure-related activities to encourage walking and bicycling to school, including public awareness campaigns and outreach to press and community leaders, traffic education and enforcement in the vicinity of schools, student sessions on bicycle and pedestrian safety, health, and environment, and funding for training, volunteers, and managers of safe routes to school programs.
- (B) ALLOCATION—Not less than 10 percent and not more than 30 percent of the amount apportioned to a State under this section for a fiscal year shall be used for non-infrastructure-related activities under this subparagraph.
- (3) SAFE ROUTES TO SCHOOL COORDINATOR—Each State receiving an apportionment under this section for a fiscal year shall use a sufficient amount of the apportionment to fund a full-time position of coordinator of the State's safe routes to school program.

### (g) CLEARINGHOUSE—

- (1) IN GENERAL—The Secretary shall make grants to a national nonprofit organization engaged in promoting safe routes to schools to –
  - (A) operate a national safe routes to school clearinghouse;
  - (B) develop information and educational programs on safe routes to school; and
  - (C) provide technical assistance and disseminate techniques and strategies used for successful safe routes to school programs.
- (2) FUNDING—The Secretary shall carry out this subsection using amounts set aside for administrative expenses under subsection (c)(3).

**(h) TASK FORCE—**

- (1) IN GENERAL—**The Secretary shall establish a national safe routes to school task force composed of leaders in health, transportation, and education, including representatives of appropriate Federal agencies, to study and develop a strategy for advancing safe routes to school programs nationwide.
- (2) REPORT—**Not later than March 31, 2006, the Secretary shall submit to Congress a report containing the results of the study conducted, and a description of the strategy developed, under paragraph (1) and information regarding the use of funds for infrastructure-related and non-infrastructure-related activities under paragraphs (1) and (2) of subsection (f).
- (3) FUNDING—**The Secretary shall carry out this subsection using amounts set aside for administrative expenses under subsection (c)(3).

**(i) APPLICABILITY OF TITLE 23—**Funds made available to carry out this section shall be available for obligation in the same manner as if such funds were apportioned under chapter 1 of title 23, United States Code; except that such funds shall not be transferable and shall remain available until expended, and the Federal share of the cost of a project or activity under this section shall be 100 percent.

**(j) TREATMENT OF PROJECTS—**Notwithstanding any other provision of law, projects assisted under this subsection shall be treated as projects on a Federal-aid system under chapter 1 of title 23, United States Code.

**(k) DEFINITIONS—**In this section, the following definitions apply:

- (1) IN THE VICINITY OF SCHOOLS—**The term "in the vicinity of schools" means, with respect to a school, the area within bicycling and walking distance of the school (approximately 2 miles).
- (2) PRIMARY AND MIDDLE SCHOOLS—**The term "primary and middle schools" means schools providing education from kindergarten through eighth grade.

**SAFETEA-LU, Joint Explanatory Statement of the Committee of the Conference, House Report 109-203, pp. 866-867**

Sec. 1404. Safe Routes to School Program

*House Bill*

Sec. 1122(a)

This section establishes two new programs – a Safe Routes to School Program and a Non-motorized Transportation Pilot Program.

Subsection (a) establishes a Safe Routes to School Program for the benefit of children in primary and middle schools. The purposes of the program are to enable and encourage children, including those with disabilities, to walk and bicycle to school, to make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and to facilitate the planning, development and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

## APPENDIX B: SAFETEA-LU SECTION 1404

Funding is made available by formula to State departments of transportation on the basis of student enrollment in primary and middle schools. No State shall receive less than \$2 million annually. Funds will be used by the State to provide financial assistance to State, local and regional agencies, including nonprofit organizations, which demonstrate an ability to meet the requirements of this section.

The program funds two distinct types of projects: infrastructure projects and non-infrastructure related activities. States should be encouraged to create competitive applications forms, criteria, and evaluations that are appropriate for the two different types of projects.

The creation of a State-level safe routes to school coordinator position provides a central point of contact for the program. Funding for the State-level safe routes to school coordinator position is not included in the 10 to 30 percent of funds required to be used for non-infrastructure related activities under this subsection. The State coordinator's position is to be funded from the balance of the State's safe routes to school funds.

The safe routes to school clearinghouse provides an important opportunity to insure successful implementation of the program. As a new program, States will be interested in guidance on implementing the program effectively and efficiently. The clearinghouse can provide case studies, gather and disseminate information, track implementation, and monitor the program.

Given the broad scope of the safe routes to school activities, the Committee acknowledges the need to include a broad range of agencies and organizations in the Task Force authorized by this section. In addition to representatives from Federal agencies, additional task force members could include representatives from State and local agencies as well as relevant non-profit organizations and associations including organizations or associations that represent automobile drivers.

### *Senate Bill*

Sec. 1405.

This section creates a new Safe Routes to Schools Program, section 150 of title 23. The Secretary shall establish and carry out a safe routes to schools program for the benefit of children who walk and bicycle to school.

The Safe Routes to Schools program works towards this goal by making bicycling and walking safer and more appealing transportation alternatives. For this program, the Secretary shall set aside \$65,704,024 from section 148 to facilitate the planning, development, and implementation of projects and activities that will improve safety within two miles of primary and secondary schools. The Secretary shall distribute these funds using the formula established in section 148.

### *Conference Substitute*

**The Conference adopts the House provision with a modification to reduce the minimum State apportionment to \$1 million.**

**APPENDIX C:  
TASK FORCE CHARTER  
FEDERAL ADVISORY COMMITTEE CHARTER**

**NATIONAL SAFE ROUTES TO SCHOOL TASK FORCE  
PROGRAM ADVISORY COMMITTEE**

**U.S. DEPARTMENT OF TRANSPORTATION**

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- 1. PURPOSE:** This charter establishes the National Safe Routes to School Task Force pursuant to the Federal Advisory Committee Act, as amended, 5 U.S.C., App. 2, and sets forth policies for its operations. The statutory authority for the Task Force is section 1404 (d) of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users. (Pub. L. 109-59).
- 2. SCOPE AND OBJECTIVES:**
  - a. The Task Force will study and develop a strategy for advancing safe routes to school programs nationwide.
  - b. The Task Force will submit a report to the Secretary of Transportation containing the results of the study conducted, and a description of the strategy developed above, and the report shall contain information regarding use of funds for infrastructure-related projects and non-infrastructure related activities funded by the new Federal-aid Safe Routes to School Program.
  - c. The Task Force will not exercise program management, regulatory or program guidance responsibilities. It makes no decision directly affecting the programs on which it provides advice. The Task Force provides a forum for the development, consideration, and communication, from a knowledgeable and independent perspective, of a strategy for advancing Safe Routes to School Programs nationwide.
- 3. DUTIES:** The Task Force will be responsive to the specific assignment provided for in law:
  - a. Study and develop a strategy for advancing safe routes to school programs nationwide.
  - b. Produce a report to the Secretary of Transportation containing the results of the study conducted, a description of the strategy developed, and information regarding the use of funds for infrastructure-related projects and non-infrastructure activities funded by the new Federal-aid Safe Routes to School Program.
- 4. DURATION:** The Task Force will remain in existence for 2 years from the effective date of this charter, unless recommended for termination or renewal by the Secretary of Transportation.
- 5. OFFICIAL TO WHOM TASK FORCE REPORTS:** The Task Force will report to the Secretary of Transportation through the sponsor.

## APPENDIX C: TASK FORCE CHARTER

**6. SPONSOR AND AGENCY PROVIDING SUPPORT:** The Federal Highway Administration (FHWA) Office of Safety serves as sponsor of the Task Force and will designate a Designated Federal Official to direct the affairs of the Task Force and will provide necessary administrative support.

### 7. MEMBERSHIP:

- a. The Task Force shall be composed of representative members appointed by the Secretary of Transportation upon recommendation by the FHWA Office of Safety. Task Force members shall represent a cross section of the diverse agencies, organizations and individuals that are involved in Safe Routes to School activities and programs in the United States. By statute, the membership will be composed of leaders in health, transportation and education, including representatives of appropriate Federal agencies. Pursuant to congressional conference report language, Task Force members could also include representatives from State and local agencies, as well as relevant non-profit organizations and associations including organizations or associations that represent automobile drivers. The FHWA Office of Safety may consult with applicable organizations to determine the appropriate individuals to be recommended.
- b. Members may also be considered who are not from the categories listed above to achieve the broad range of experience and understanding noted above.
- c. Nonparticipation by any member in Task Force activities will be sufficient reason for the appointment of a replacement member by the Secretary. However, members may be represented at Task Force meetings and activities by alternates representing the same interest as the member. Alternates shall have full rights and duties of the membership. If a current member is unable to attend a meeting, that member or his/her organization may nominate an alternate for approval by the Task Force sponsor, at any time prior to the meeting or activity for which the appointment is made. Unless otherwise specified by the member, the appointment is valid for only one meeting or activity including any continuation of that meeting or activity.
- d. Additional persons may be designated by the Chairman to serve on working groups of the committee to assist in the performance of its functions. Representatives of the Office of the Secretary of Transportation, any agency of the U. S. Department of Transportation, or any other Federal agency may participate in any meeting of the Task Force with the approval of the Designated Federal Official.

**8. TASK FORCE OFFICERS:** The Chairman will be appointed by the FHWA Office of Safety from among the members of the Task Force. The Chairman will conduct each meeting using generally accepted meeting management techniques, provide an opportunity for participation by each member and by public attendees, ensure adherence to the agenda, maintain order, and with the Designated Federal Official, prepare any recommendations to be submitted to the FHWA Office of Safety. In the absence of the Chairman, the Designated Federal Official will appoint a Vice Chairman to perform these duties.



## 9. MEETINGS:

- a. Meetings will be held at the call of or with the advance approval of the Designated Federal Official. The Task Force will meet approximately three times the first year. Special meetings and working group meetings may be called as necessary. Notice of each scheduled meeting will be published in the Federal Register.
- b. All meetings are open to the public. Members of the public are permitted to appear before or file statements with the Task Force. The Designated Federal Official, or a Departmental employee alternate designated by the DFO, must be present at each Task Force meeting. This official has the authority and duty to adjourn the meeting whenever such action is deemed to be in the public interest. A quorum exists when at least one-half of the appointed members are present. A quorum must exist for any official action, including voting, to occur. In any situation involving voting, the majority vote of members present will prevail. An agenda for each meeting must be approved in advance by the Designated Federal Official in consultation with the Task Force Chairman.

**10. COMPENSATION:** Members of the Task Force may receive travel and per diem, as allowed by regulations and U. S. Department of Transportation policy.

**11. COSTS:** Operating expenses are borne by the Task Force Sponsor. The estimated annual cost to the government is \$200,000 inclusive of administrative contract support, report writing, meeting costs, travel, and other logistics expenses.

**12. AVAILABILITY OF RECORDS:** Subject to Section 552 of Title 5, United States Code, the records, reports, minutes, agenda, and other documents made available to or by the Task Force will be available for public inspection and duplication in the FHWA Office of Safety, or through the Office of Safety Safe Routes to School Web site, [www.safety.fhwa.dot.gov/saferoutes/htm](http://www.safety.fhwa.dot.gov/saferoutes/htm).

**13. REPORTS:** The Designated Federal Official will furnish detailed minutes of each meeting to the sponsor. The minutes contain a record of the persons present, a complete and accurate description of matters discussed and conclusions reached, and copies of all reports received, issued or approved by the Committee. The Chairman and Designated Federal Official will certify the accuracy of the minutes.

## 14. WORKING GROUPS:

- a. The Task Force Chairman may establish working groups to perform specific assignments with the approval of the Designated Federal Official. The Chairman may designate members from either the Task Force or the public to serve on working groups. The Working Group Chair will be a Task Force member. Recording or videotaping of working group meetings may only be performed by the sponsor, Designated Federal Official, or their designee.
- b. Any recommendations to the Department by working groups must be approved by the Task Force as a whole.

**15. FILING DATE:**   OCT 27 2006   is the filing date and the effective date of this Charter which will expire in 2 years from this filing date, unless sooner terminated or extended.

## ENDNOTES:

- <sup>1</sup> Federal Highway Administration, National Household Travel Survey, 2001
- <sup>2</sup> Marin Congestion Management Agency. Accessed at [www.co.marin.ca.us/depts/pw/main/MarinTraffic/facts.htm](http://www.co.marin.ca.us/depts/pw/main/MarinTraffic/facts.htm) on April 30, 2008.
- <sup>3</sup> S. Jay Olshansky, Ph.D., Douglas J. Passaro, M.D., Ronald C. Hershov, M.D., Jennifer Layden, M.P.H., Bruce A. Carnes, Ph.D., Jacob Brody, M.D., Leonard Hayflick, Ph.D., Robert N. Butler, M.D., David B. Allison, Ph.D., and David S. Ludwig, M.D., Ph.D., "A Potential Decline in Life Expectancy in the United States in the 21st Century," *New England Journal of Medicine*: Volume 352:1138-1145, March 17, 2005.
- <sup>4</sup> National Highway Traffic Safety Administration, National Center for Statistics and Analysis, Traffic Safety Facts 2005: Children (publication DOT HS 810 618). Accessed at [www.nrd.nhtsa.dot.gov/Pubs/810618.pdf](http://www.nrd.nhtsa.dot.gov/Pubs/810618.pdf) on February 19, 2008.
- <sup>5</sup> Calculations were computed based on data from the following: U.S Environmental Protection Agency Emission Facts: Average Annual Emissions and Fuel Consumption for Passenger Cars and Light Trucks. EPA420-F-00-013, April 2000. Accessed at [www.epa.gov/otaq/consumer/f00013.htm](http://www.epa.gov/otaq/consumer/f00013.htm) on August 29, 2007.
- <sup>6</sup> Troels, A. "Safe routes give healthy cycling children." On Cykelby Web site, accessed at [www.cykelby.dk/eng\\_safe%20routes.asp](http://www.cykelby.dk/eng_safe%20routes.asp) on August 24, 2007.
- <sup>7</sup> "Safe Routes to School Timeline" *Transportation Alternatives Magazine*, Spring 2004, p. 12.
- <sup>8</sup> History of Marin County Safe Routes to Schools. Accessed at [www.saferoutestoschools.org/about.html#History](http://www.saferoutestoschools.org/about.html#History) on October 22, 2007.
- <sup>9</sup> National Highway Traffic Safety Administration, Safe Routes to Schools: Practice and Promise
- <sup>10</sup> Safe Routes to Schools, Safety and Education Resources, New York City Department of Transportation. Accessed at [www.nyc.gov/html/dot/html/safety/saferoutes.shtml](http://www.nyc.gov/html/dot/html/safety/saferoutes.shtml) on February 12, 2008.
- <sup>11</sup> Defined as children 5 to 18 years of age.
- <sup>12</sup> Federal Highway Administration, National Household Travel Survey 2001; NHTS Brief on Travel to School, January 2008.
- <sup>13</sup> Federal Highway Administration, National Household Travel Survey 2001; NHTS Brief on Travel to School, January 2008.
- <sup>14</sup> U.S. Centers for Disease Control and Prevention, Morbidity and Mortality Weekly Report September 30, 2005, "Barriers to Children Walking to or from School, United States 2004." Accessed at [www.cdc.gov/mm\\_wrr/preview/mmwrhtml/mm5438a2.htm](http://www.cdc.gov/mm_wrr/preview/mmwrhtml/mm5438a2.htm) on August 24, 2007.
- <sup>15</sup> Federal Highway Administration, National Household Travel Survey 2001; NHTS Brief on Travel to School, January 2008.
- <sup>16</sup> U.S. Centers for Disease Control and Prevention, Morbidity and Mortality Weekly Report September 30, 2005, "Barriers to Children Walking to or from School, United States 2004." Accessed at [www.cdc.gov/mm\\_wrr/preview/mmwrhtml/mm5438a2.htm](http://www.cdc.gov/mm_wrr/preview/mmwrhtml/mm5438a2.htm) on August 24, 2007.
- <sup>17</sup> National Highway Traffic Safety Administration, National Center for Statistics and Analysis, Traffic Safety Fact Sheets 2006, Children. Accessed at [www.nhtsa.gov/portal/site/nhtsa/menuitem.6a6eaf83cf719ad24ec86e10dba046a0/](http://www.nhtsa.gov/portal/site/nhtsa/menuitem.6a6eaf83cf719ad24ec86e10dba046a0/) on May 6, 2008.
- <sup>18</sup> U.S. Centers for Disease Control and Prevention, Morbidity and Mortality Weekly Report September 30, 2005, "Barriers to Children Walking to or from School, United States 2004." Accessed at [www.cdc.gov/mm\\_wrr/preview/mmwrhtml/mm5438a2.htm](http://www.cdc.gov/mm_wrr/preview/mmwrhtml/mm5438a2.htm) on August 24, 2007.
- <sup>19</sup> Jacobsen, Peter L. "Safety in Numbers: More Walkers and Bicyclists, Safer Walking and Bicycling." *Injury Prevention*, September 2003; 9: 205-209.
- <sup>20</sup> Marin Congestion Management Agency. Accessed at [www.co.marin.ca.us/depts/pw/main/MarinTraffic/facts.htm](http://www.co.marin.ca.us/depts/pw/main/MarinTraffic/facts.htm) on October 19, 2007.
- <sup>21</sup> U.S Environmental Protection Agency, Office of Mobile Sources. "Motor Vehicle Emissions: An Overview," August, 1994 Fact Sheet OMS-5, 400-F-92-007. Accessed at [www.epa.gov/otaq/consumer/05-autos.pdf](http://www.epa.gov/otaq/consumer/05-autos.pdf) on January 23, 2006.
- <sup>22</sup> Federal Highway Administration, National Bicycling and Walking Study, Case Study 15, "Environmental Benefits of Bicycling and Walking." January 1993.
- <sup>23</sup> American Lung Association, "Childhood Asthma Overview." Accessed at [www.lungusa.org/site/pp.asp?c=dvLUK9Q0E&b=22782](http://www.lungusa.org/site/pp.asp?c=dvLUK9Q0E&b=22782) on October 19, 2007.
- <sup>24</sup> Centers for Disease Control and Prevention, Healthy Youth, Asthma. Accessed at [www.cdc.gov/HealthyYouth/asthma/index.htm](http://www.cdc.gov/HealthyYouth/asthma/index.htm) on October 19, 2007.
- <sup>25</sup> Michael S. Friedman et al, "Impacts of Changes in Transportation and Commuting Behavior During the 1996 Summer Olympic Games in Atlanta on Air Quality and Childhood Asthma," *Journal of the American Medical Association (JAMA)*, Vol. 285, February 2001, pp 897-905.
- <sup>26</sup> Ogden CL, Flegal KM, Carroll MD, Johnson CL, "Prevalence and trends in overweight among US children and adolescents, 1999-2000." *JAMA* 2002;288(14):1728-1732. 46. Ogden CL, Carroll MD, Curtin LR, McDowell MA, Tabak CJ, Flegal KM, "Prevalence of overweight and obesity in the United States, 1999-2004." *JAMA* 2006;295(13):1549-1555.
- <sup>27</sup> Centers for Disease Control and Prevention, Overweight and Obesity, Childhood Overweight, Consequences. Accessed at [www.cdc.gov/nccddphp/dnpa/obesity/childhood/consequences.htm](http://www.cdc.gov/nccddphp/dnpa/obesity/childhood/consequences.htm) on February 15, 2000.
- <sup>28</sup> S. Jay Olshansky, Ph.D., Douglas J. Passaro, M.D., Ronald C. Hershov, M.D., Jennifer Layden, M.P.H., Bruce A. Carnes,

Ph.D., Jacob Brody, M.D., Leonard Hayflick, Ph.D., Robert N. Butler, M.D., David B. Allison, Ph.D., and David S. Ludwig, M.D., Ph.D., "A Potential Decline in Life Expectancy in the United States in the 21st Century," *New England Journal of Medicine*, Volume 352:1138-1145, March 17, 2005.

<sup>29</sup> Centers for Disease Control and Prevention, *Youth Risk Behavior Surveillance—United States, 2005*. *Morbidity & Mortality Weekly Report* 2006;55(SS-5):1–108.

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<sup>31</sup> Appleyard, Bruce S. "Livable Streets for Schoolchildren." *National Center for Bicycling and Walking (NCBW) Forum Article* 3-7-05, March 2005.

<sup>32</sup> U.S. Department of Health and Human Services and U.S. Department of Agriculture, *Dietary Guidelines for Americans 2005*, Chapter 4. Accessed at [www.health.gov/dietaryguidelines/dga2005/document](http://www.health.gov/dietaryguidelines/dga2005/document) on August 29, 2007.

<sup>33</sup> National Youth Risk Behavior Survey: 1991-2005. Trends in the Prevalence of Physical Activity.

<sup>34</sup> National Center for Education Statistics, "Number of public school districts, 2004-2005" Average number of schools per district was calculated to be seven. Accessed at [www.nces.ed.gov](http://www.nces.ed.gov).

<sup>35</sup> National Center for Education Statistics, "Number of regular and public elementary and secondary schools by instructional level and State or jurisdiction: School year 2005-2006" Average number of elementary and middle schools per State was calculated to be 1,335. Accessed at [www.nces.ed.gov](http://www.nces.ed.gov).

<sup>36</sup> National Center for Education Statistics, "Number of operating public elementary and secondary schools, school year 2005-2006" Total number of schools listed as 97,382. Accessed at [www.nces.ed.gov](http://www.nces.ed.gov).

<sup>37</sup> Calculations were computed based on data from the following: U.S. Environmental Protection Agency, "Emission Facts: Average Annual Emissions and Fuel Consumption for Passenger Cars and Light Trucks. EPA420-F-00-013, April 2000." Accessed at [www.epa.gov/otaq/consumer/f00013.htm](http://www.epa.gov/otaq/consumer/f00013.htm) on August 29, 2007. Estimates were calculated by multiplying the component emission rate per mile by two miles times number of children walking or bicycling by 180 schools days. Emission rates are as follows:

- Hydrocarbons - .006 lbs/mile
- Carbon Monoxide - .045 lbs/mile
- Nitrogen Oxides - .003 lbs/mile
- Carbon Dioxide - .916 lbs/mile
- Gasoline - .04565 gallons/mile

<sup>38</sup> Appleyard, Bruce S. "Livable Streets for Schoolchildren." *National Center for Bicycling and Walking (NCBW) Forum Article* 3-7-05, March 2005.

<sup>39</sup> "State of the States, March 2008," Safe Routes to School National Partnership. Accessed at [www.saferoutespartnership.org/media/file/State\\_of\\_States\\_Mar\\_08.pdf](http://www.saferoutespartnership.org/media/file/State_of_States_Mar_08.pdf) on March 18, 2008.

<sup>40</sup> According to 2006 cost estimates taken from Vermont Agency of Transportation (VTRANS) Bicycle and Pedestrian Program Unit Cost Database, one mile of 5-ft curbed sidewalk would cost \$696,960 in construction costs only (not including engineering, permitting, right of way or project management). In 2006, Vermont's Federal SRTS funding level was \$990,000 meaning that if they used SRTS funds to build one mile of sidewalk on one side of a road, that year, they would have used over 70 percent of their funding. ("Report on Shared-Use Path and Sidewalk Unit Costs, updated February 10, 2006. Accessed at [www.aot.state.vt.us/ProgDev/Documents/LTF/ReportSharedUsePathandSidewalk021006/2\\_06costreport\\_FINAL.pdf](http://www.aot.state.vt.us/ProgDev/Documents/LTF/ReportSharedUsePathandSidewalk021006/2_06costreport_FINAL.pdf) on March 10, 2008.

<sup>41</sup> Federal Highway Administration, National Household Travel Survey 2001; NHTS Brief on Travel to School, January 2008.

<sup>42</sup> Kouri C. "Wait for the Bus: How Lowcountry School Site Selection and Design Deter Walking to School and Contribute to Urban Sprawl." Charleston: South Carolina Coastal Conservation League; November 1999.

<sup>43</sup> National Highway Administration, *Safe Routes to School: Practice and Promise Chapter 4: From Whom Can We Learn?* Accessed at [www.nhtsa.dot.gov](http://www.nhtsa.dot.gov).

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<sup>46</sup> National Center for Safe Routes to School, *Safe Routes to School Case Studies*, available by State at [www.saferoutesinfo.org](http://www.saferoutesinfo.org).

American Academy of Pediatrics, Committee on Injury and Poison Prevention. Bicycle helmets. *Pediatrics*. 2001;108:1030-1032 (Reaffirmed January 2005)

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