

# Safe Routes to School Action Planning

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Ceres Community Center

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# Overview

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- What is Safe Routes to School?
- What are the elements of a strong Safe Routes to School program?
- What is a SRTS Travel Plan?
- How do we get started?



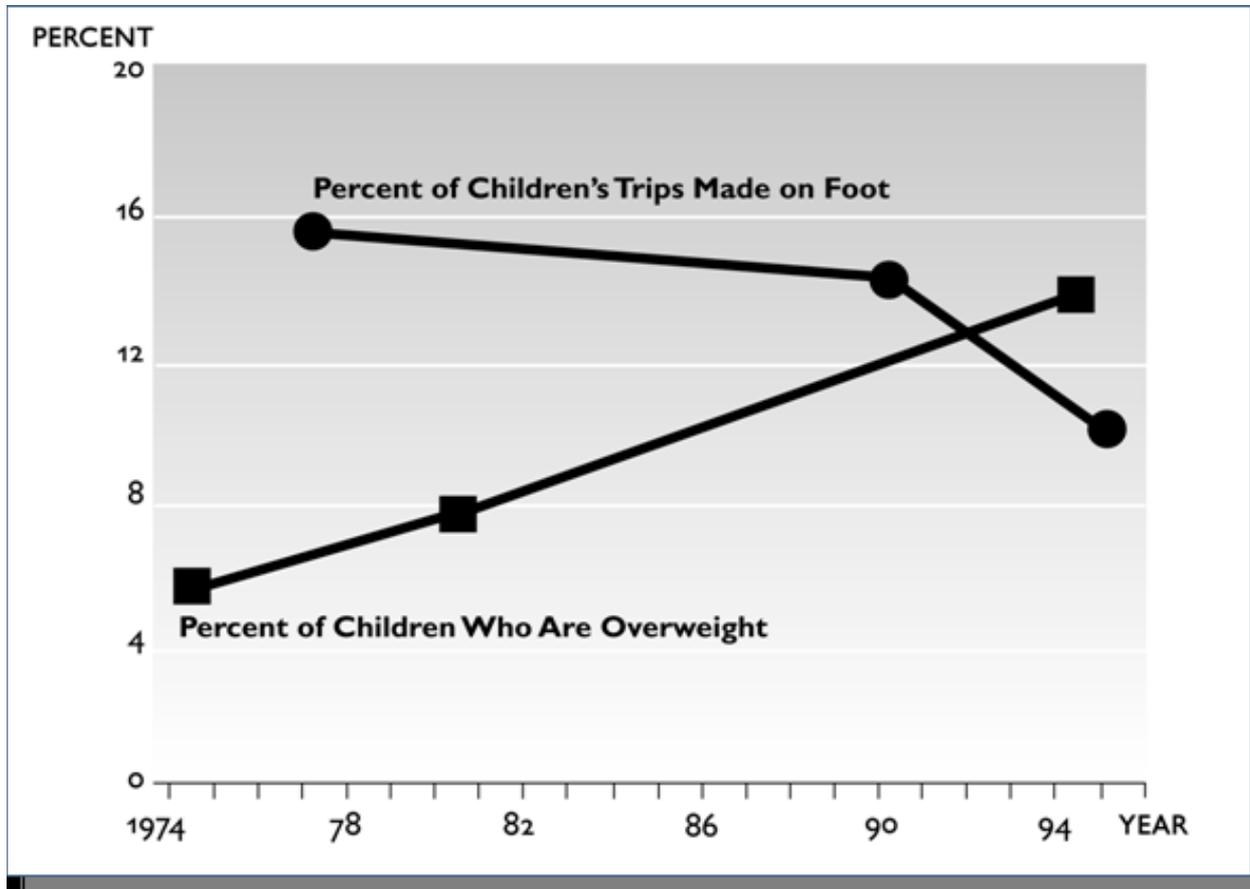
# Safe Routes to School History

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- “Safe Routes to School” first used for program in Denmark in the 1970s that reduced children deaths from walking/cycling to school
- In 1990s, U.S. funded pilot Safe Routes to School programs. Many grass-roots programs started w/o funds!
- In 1999, CA legislated SR2S program
- In 2005, U.S. Congress passed legislation to fund Federal SRTS program



# Trend: Less walking, more childhood obesity



# SRTS Basics – The 5 E's

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- Engineering
- Education
- Encouragement
- Enforcement
- Evaluation



# Infrastructure vs. Non-Infrastructure

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- **Infrastructure** = Engineering changes.  
Physical changes to the built environment.
- **Non- Infrastructure** = Education,  
Encouragement, Enforcement and Evaluation.
- ***Strong SRTS programs incorporate all 5  
E's***

# SRTS Engineering Strategies are

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- Around the school
- Along the routes to school
- Crossing the streets to get to school
- Within a 2 mile radius of the school

Goal: Slow down traffic in higher risk areas.

# Engineering changes: Examples of low-cost & short-term strategies



Signs

Crossing Islands

Paint

Ramps

# Engineering Strategies

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- For examples of funded Infrastructure/Engineering SRTS projects visit Caltrans website:

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

# Education & Encouragement

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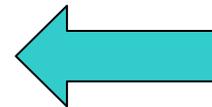
**Education:** Teaches pedestrian or cyclist safety skills; raises awareness of benefits of active transportation to school.

Ex: Assemblies, class lessons.

**Encouragement:** Generates excitement and enthusiasm for walking and rolling to school.

# Education Examples

Mock Cities



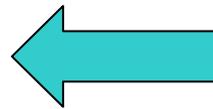
**Bike Rodeos**

# Encouragement examples

Walk 2 School  
Kick-off parade



Walking School  
Bus



# Other popular encouragement strategies:

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- Frequent walker/rider competitions
  - Give incentives for individual participation
    - ex: raffle ticket for every 10 trips by non-motorized travel
  - Class competitions
    - ex: Golden Sneaker or Helmet award
  - Calculating gallons of gas saved/reduced carbon footprint
    - ex: [www.saveagallon.org](http://www.saveagallon.org)

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# Enforcement Strategies:

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- Safety patrols
- Adult school crossing guards
- Neighborhood speed watch programs

# Evaluation

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- Helps tracks what you are doing
- Helps determine if what you're doing is changing behaviors

Ready-made SRTS Evaluation tools available at  
[www.saferoutesinfo.org](http://www.saferoutesinfo.org)

Evaluation tools measure

- Changes in the number of currently walking/biking
- Changes in Parent attitudes walk/bike to school





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# End of Part 1: Safe Routes Basics & The 5 E's

## Questions? *Preguntas?*

# Safe Routes to School Travel Plans

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- Documents how a school and its community partners are going to make travel to/from school safer and more sustainable for pupils, families and school staff
- Serves as a guide for multiple stakeholders; can be used as basis for future funding
- No set format, but some essential elements are suggested
- Addresses problems as well as solutions



## Elements of SRTS Travel Plan: School and/or District Description

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- Which schools are discussed in this plan?
- What are the characteristics of the school?
  - Address/Location of school/Urban, suburban or rural?
  - Physical boundaries of the school's catchment area
  - # of students
  - Grades served
  - Demographics
  - Special needs
  - Strengths and current capacities
  - # of students living within 2 miles of the school (considered a walkable/bikeable distance)
- Why is this school interested in creating a Safe Routes to School program? How does SRTS fit into its mission, existing policies?

## Elements of SRTS Travel Plan: Stakeholder/partnerships description

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- Provide a list of individuals (with titles, affiliations and contact information) who contributed to the plan
- Encourage multiple stakeholders to participate including:
  - Principal, teachers, staff
  - District representatives
  - School nurse
  - Parents, neighbors, nearby business owners
  - Transportation planners and engineers
  - Community organizations
    - Law enforcement
    - Health agencies
    - Walk/bicycle advocates, *SafeKids* coalitions

Elements of SRTS Travel Plan:  
Stakeholder/partnerships description

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## Action Planning Activity:

- Get to know the partners in the room*
- Create partner list for each school and which “E” they can help address.*
- If desired individuals are not in room today, please add them to your list in another color ink.*



## Elements of SRTS Travel Plan: Description of Current walking/biking barriers

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- Describes how students currently travel to and from school
  - Recommended content:
    - Results of administering student travel tallies
    - Existing rules or policies – Interview principal!
    - Description of travel concerns, identified by parent surveys. Observe drop-off & pick-up!
    - Conditions of sidewalks/shoulders of streets within 2 mile radius of the school
    - Traffic problems such as speeding/congestion
    - Photos
    - Crash records
- <http://tims.berkeley.edu/resources/srts/main.php>

# Elements of SRTS Travel Plan: Current walking/biking barriers

Conduct a walk-audit to identify barriers.

For walk audit guide visit:

[http://www.caactivecommunities.org/wp-content/uploads/2011/03/1-walkability\\_checklist.pdf](http://www.caactivecommunities.org/wp-content/uploads/2011/03/1-walkability_checklist.pdf)

The screenshot shows a web browser window displaying a checklist titled "How walkable is your community?". The checklist is designed for a walk-audit and includes the following sections:

- Location of walk:** A blank line for the user to enter the location.
- Rating Scale:** A scale from 1 to 6, labeled "awful", "many problems", "some problems", "good", "very good", and "excellent".
- 1. Did you have room to walk?**
  - Yes
  - Some problems:
    - Sidewalks or paths started and stopped
    - Sidewalks were broken or cracked
    - Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.
    - No sidewalks, paths, or shoulders
    - Too much traffic
    - Something else \_\_\_\_\_- Locations of problems: \_\_\_\_\_
- Rating: (circle one) 1 2 3 4 5 6

- 2. Was it easy to cross streets?**
- Yes
- Some problem: \_\_\_\_\_
- 3. Was it easy to follow safety rules? Could you and your child...?**
- Yes
- No
- Yes
- No
- Yes
- No
- Yes
- No

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

- Locations of problems: \_\_\_\_\_
- Rating: (circle one) 1 2 3 4 5 6
- 4. Was your walk pleasant?**
- Yes
- Some unpleasant things: \_\_\_\_\_

At the bottom of the browser window, there is a "Click to add notes" button and a taskbar showing various open applications and the system clock at 12:35 PM.

## Elements of SRTS Travel Plan: Map of the School Neighborhood

- Provide a map (2 mile radius of school)
- Show best walking/biking conditions
- Identify areas needing improvement



## Elements of SRTS Travel Plan: Goals and Actions

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- Address all five E's: Engineering, education, enforcement, encouragement and evaluation
- Recommended content:
  - Clearly define the party responsible for each item
  - Clearly state a timeline for completion of each action
  - Clearly identify what projects are already in process
  - Clearly identify what resources might be needed

## Elements of SRTS Travel Plan: Goals and Actions – SAMPLE CHART of Proposed Actions

Education Actions	Responsibility	Time Frame	Cost
Conduct pedestrian safety assembly school-wide assembly	Local Safe Kids coalition	Fall 2011	Low
Encouragement			
Organize Walking School Buses for Walk to School Day	Parent group	Summer 2011. Event day October 2011	Low
Enforcement			
Provide added traffic enforcement for Walking Wednesdays at X street and Broadway between 8:00 – 8:30am.	Police department	Year round	Moderate/high

## Elements of SRTS Travel Plan: Program Evaluation and Monitoring

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- Conclude your plan by identifying how this plan will be kept up to date
- Future versions of the plan should include
  - What has been changed from the original plan
  - What was learned as a result of implementation
  - New partnerships and additions/changes to roles and responsibilities

# Elements of SRTS Travel Plan

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## Questions?

Contact: [victoria.custodio@cdph.ca.gov](mailto:victoria.custodio@cdph.ca.gov)  
or 916.552.9833





***no* GAS  
REQUIRED**