



# Safe Routes to School in California

---

Kristin Haukom, MPH

SRTS Regional Coordinator

SRTS Technical Assistance Resource Center (TARC)

California Active Communities

California Department of Public Health

# California SRTS Technical Assistance Resource Center (TARC)

---



- Support SRTS awardees, general SRTS TA
- Provide no-cost SRTS trainings to low income communities
- Work with Caltrans on SRTS/SR2S implementation
- Housed at CDPH, Caltrans NI





# Start-up Challenges Between Caltrans and Public Health

---

- Understanding each other's goals
- Understanding each other's "culture" and "language"
- Establishing trust and accountability



# Goals in Common

---

- Caltrans – safety and mobility, stewardship and service
- CDPH – promote health and well-being
- Both – Improve the lives of children & families



# Terminology Quiz

---

## 1. What is Capacity?

*Caltrans: max amount of traffic capable of being handled by a given highway section*

*Public Health: The resources, skills, and abilities to perform essential public health functions*



# Terminology Quiz

---

## 2. What is Level of Service?

*Caltrans: measure to determine the effectiveness of elements of transport infrastructure/traffic flow conditions*

*Public Health: Number of clients served by a program*

## 3. What is a Barrier?

*Caltrans: an element to separate traffic*

*Public Health: challenge that makes it difficult to improve health (e.g., income, language, access to care)*



# Why is Public Health Involved in SRTS?

---

- Public Health Crisis: Childhood Obesity
- Children today may have a shorter life expectancy than their parents
- Sedentary lifestyles and poor eating habits are major contributors obesity and other diseases



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



# SRTS is part of the solution!



Walking and biking to school are ideal ways to increase daily physical activity



# Safe Routes to School also helps...

---

- Develop important and lifelong safety skills
- Improve academic achievement
- Improve traffic/air quality around schools
- Build a sense of community
- Identify infrastructure improvements to increase walkability



# Caltrans Funding Opportunities\*

---

- SR2S (State)
  - Cities or counties
  - *Cycle 10 (awardees announced soon!)*
- SRTS (Federal)
  - State, local, and regional agencies.
  - Others must partner with a city, county, MPO, or RTPA to serve as the responsible agency

\*SRTS can be funded as a part of other Caltrans programs, such as HSIP, Environmental Justice grants.





# Caltrans SRTS/SR2S Applications

---

- Cycle 3 and Cycle 10 application and scoring rubrics very similar
- Future applications will look much the same



# SR2S Cycle 10 Application – Brief Overview

## *FOLLOW THE APPLICATION SCORING RUBRICS*

- 1. Public participation and planning process that contributed to the development and selection of this proposed project – 20pts*
  - AB 516
- 2. Identification of current and proposed walking and bicycling routes to school – 5 pts*
  - Full points awarded if applicant has a school travel plan, SRTS plan, or school safety plan to support the need for this proposed project and provides a copy
- 3. Existing Safety Hazards and Demonstrated Needs of the Applicant – 30 pts*
  - More points awarded for demonstrated death or severe injury (see TIMS SRTS maps available at <http://tims.berkeley.edu/resources/srts/main.php>)



## SR2S Cycle 10 Application – Brief Overview...cont'd

### *FOLLOW THE APPLICATION SCORING RUBRICS*

4. *Potential of the Proposal for Reducing Child Injuries and Fatalities – 30 pts*
  - For each of the safety risks/hazards, clearly state how the proposed infrastructure (and potentially the non-infrastructure) strategies are the most appropriate and cost effective out of a range of alternatives.
5. *Potential of the Proposal for Encouraging Increased Walking and Bicycling Among – 10 pts*
  - More points awarded for including NI (the other Es) strategies
6. *Benefit to one or more low-income schools – 5 pts*
  - More points awarded if most or all schools are 75% or higher FRPM
  - AB 516

# Application and Scoring Rubrics

**1. *Public participation and planning process that contributed to the development and selection of this proposed project.*** Describe how the target school(s) were selected and prioritized among potential SR2S projects in the local community or region. Describe how community priorities were identified and community input was gathered to guide the development of the project included in the proposal, and what measures were taken to ensure that community priorities are reflected in the proposal. Describe how the process secured the support of relevant stakeholders, and involved a public participation process that included a public meeting involving the public, schools, parents, teachers, local agencies, the business community, key professionals and other relevant parties. Cite the stakeholder names and organizations/agencies and describe their participation. (RF 6&7) [SH 2333.5(b)(6)] (Max. Pts 20).

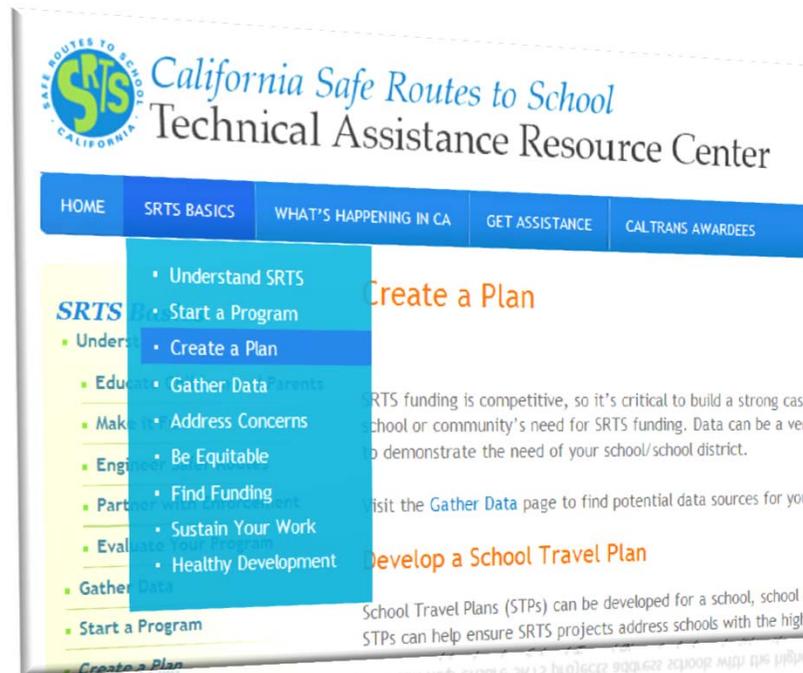
## **Point Breakdown: Maximum 20 points**

The planning process was current and engaged diverse stakeholders including participation of disadvantaged community members impacted by the project	6 points
Applicant gathered input and describes feedback received from key collaborative agencies, including but not limited to school leadership, parent-teacher organizations, the public health department, law enforcement, traffic engineers, and pedestrian/bicycle advocates	5 points
Applicant's school selection process allows for high need/risk schools to be given high priority	3 points
Applicant cites organizations/agencies that participated in planning process	2 points
Applicant attached letters of commitment and / or support from collaborative agencies	2 points
Applicant provides adequate detail of how the schools were selected for funding	2 points

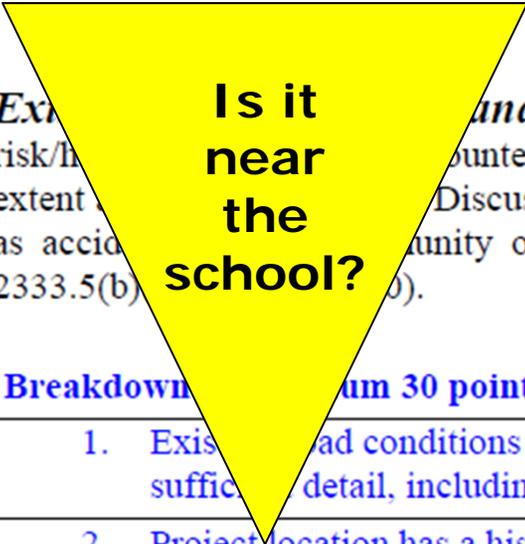
2. **Identification of current and proposed walking and bicycling routes to school.** Did the planning process develop into a school travel plan, safe routes to school plan, or school route plan? If yes, please describe briefly and attach a copy of the plan to this application. If no, please describe any future plans to develop one. (RF 5) [SH 2333.5(b)(5)] (Max Pts 5).

**Point Breakdown: Maximum 5 points**

Applicant has a school travel plan, SRTS plan, or school safety plan to support the need for this proposed project and provided a copy	<u>EITHER</u> 5 points
Applicant describes future plans to develop a school travel plan, etc.	<u>OR</u> 1 point



[www.CAsaferoutestoschool.org](http://www.CAsaferoutestoschool.org)



3. **Existing and Demonstrated Needs of the Applicant.** Describe each safety risk/hazard encountered at the project location when walking or bicycling to school and the extent of the risk/hazard. Discuss how each item was determined to be a risk/hazard. (e.g. cite data such as accident reports, community observations, surveys, reports, walk or bicycle audits) (RF 1&4) [SH 2333.5(b)]

**Point Breakdown (Maximum 30 points)**

1. Existing road conditions or safety risk/hazard is clearly described in sufficient detail, including the extent and severity of each	15 points
2. Project location has a history of pedestrian/bicycle crashes and / or injuries	10 points
- Project location has a history of pedestrian/bicycle crashes with motor vehicles causing death or severe injury to the pedestrian/bicyclist	(EITHER 10 points)
- Project location has a history of pedestrian/bicycle crashes with motor vehicles causing no or minor injuries	(OR 5 points)
- Project location has a history of trip and fall or other injuries	(OR 2 points)
3. Applicant states how each identified safety risk/hazard was determined to be a hazard and describes how the supported documentation was used to evaluate the risk/hazard	5 points

4. ***Potential of the Proposal for Reducing Child Injuries and Fatalities.*** Describe how the proposed project addresses each identified safety risk/hazard and how the project will improve bicycle and pedestrian safety and calm traffic. Explain why this proposed project is the best alternative for the situation. (RF 2) [SH 2333.5(b)(2)] (Max. Pts 30).

**Point Breakdown: Maximum 30 points**

Solutions are provided and are appropriate for each of the safety risks/hazards	20 points
A range of alternatives considered for each safety risks/hazards are included	5 points
A cost effective solution was determined based upon alternatives considered	5 points



5. ***Potential of the Proposal for Encouraging Increased Walking and Bicycling Among Students.*** Describe how increased walking and bicycling among students will be encouraged and sustained after the project is completed. (e.g. partnership building, policy change, future funding, etc). Identify any specific education, encouragement, enforcement, and evaluation activities included in this project and attach a non-infrastructure activity worksheet, if applicable to the application or explain any on-going efforts that support this project. (RF 3) [SH 2333.5(b)(3)] (Max. Pts 10).

**Point Breakdown: Maximum 10 points**

Applicant has adopted/implemented a clear and comprehensive plan to ensure sustainability of walking and bicycling to school	4 points
Applicant identifies appropriate and realistic ways to sustain walking and bicycling	3 points
Applicant addresses any education, encouragement, enforcement, and evaluation components and includes activities that are supported by literature and promising practices	3 points

Up to 10% of construction costs can be used for NI activities (i.e., education, encouragement, enforcement, and evaluation)



# Non-Infrastructure (the other Es)

---



- Education
- Encouragement
- Enforcement
- Evaluation

5<sup>th</sup> E = ENGINEERING

# Education



- Teaches safety skills
- Creates safety awareness
- Fosters life-long safety habits
- Includes parents, neighbors and other drivers

# Examples of Education Strategies

---

- Bicycle rodeo for students
- Pedestrian safety assembly
- Safe driving flyers sent home to parents
- Safety messages or SRTS campaign posters placed on streets around the school



# Encouragement

- Increases popularity of walking and biking
- Is an easy way to start SRTS programs
- Emphasizes fun of walking and biking



# Examples of Encouragement Strategies

---

- Frequent Walker/Cyclist program
- Themed Walking/Biking Days
- Golden Shoe Award
- Walking school buses
- Bicycle trains
- Park and walk sites
- International Walk to School Day



# Enforcement



- Increases awareness of pedestrians and bicyclists
- Improves driver behavior
- Helps children follow traffic rules
- Decreases parent perceptions of danger

# Example of Enforcement Strategies

---



- Crossing guards
- School safety patrol
- "Tickets"
- Law enforcement presence
- Speed trailers

# Evaluation

## SURVEY ABOUT WALKING AND BIKING TO SCHOOL - FOR PARENTS -

Dear Parent or Caregiver,

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

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

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

1. What is the grade of the child who brought home this survey? (K-8) \_\_\_\_\_ grade
2. Is the child who brought home this survey male or female?  MALE  FEMALE
3. How many children do you have in Kindergarten through 6<sup>th</sup> grade? \_\_\_\_\_ children
4. What is your ZIP Code? (please provide ZIP +4 if known) \_\_\_\_\_ ZIP code  
(note: many utility bills will show your ZIP +4)
5. How far does your child live from school? (choose one)
 

<input type="checkbox"/> a. less than 1/4 mile	<input type="checkbox"/> d. 1 mile up to 2 miles
<input type="checkbox"/> b. 1/4 mile up to 1/2 mile	<input type="checkbox"/> e. More than 2 miles
<input type="checkbox"/> c. 1/2 mile up to 1 mile	<input type="checkbox"/> f. Don't know

6. On most days, how does your child arrive at school and leave for home after school? (circle one choice per column)
 

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

## SAFE ROUTES TO SCHOOL STUDENT ARRIVAL AND DEPARTURE TALLY SHEET

School Name: \_\_\_\_\_ Grade: \_\_\_\_\_ # of students enrolled in class \_\_\_\_\_

Teacher: \_\_\_\_\_ Monday's Date: \_\_\_\_\_

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

Teachers, here are simple instructions for using this form:

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

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

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

# Is the program making a difference?

# SAFE ROUTES TO SCHOOL APPLICATION NON-INFRASTRUCTURE ACTIVITY WORKSHEET

*Add additional rows as necessary to include all activities.*

Activity	Timeline	Responsible Party	Deliverable(s)
<b>Education Activities</b>			
<b>Encouragement Activities</b>			
<i><b>Example</b> Organize, promote, and conduct Walk and Bike to School events at 4 elementary schools.</i>	<i>May 2012 – October 2012</i>	<i>Consultant or In-House Staff</i>	<i>Flyers, posters, newsletter announcements, and other material promoting Walk and Bike to School events</i>
<b>Enforcement Activities</b>			
<b>Evaluation Activities</b>			

6. ***Benefit to one or more low-income schools.*** Describe how the project will benefit low-income school(s) and what portion of the project funds will be directed towards providing this benefit. (RF 7) [SH 2333.5(b)(7)] (Max. Pts 5)

**Point Breakdown: Maximum 5 points**

1. Applicant provides clear evidence of benefit to one or more low-income schools	4 points
- Applicant provides clear evidence of benefit to one or more low-income schools and 100% of project funds will benefit this (these) school(s)	( <u>EITHER</u> 4 points)
- Applicant provides clear evidence of benefit to one or more low-income schools and at least 75% of project funds will benefit this (these) school(s)	( <u>OR</u> 3 points)
- Applicant provides clear evidence of benefit to one or more low-income schools and at least 50 % of project funds will benefit this (these) school(s)	( <u>OR</u> 2 points)
- Applicant provides clear evidence of benefit to one or more low-income schools and at least 25 % of project funds will benefit this (these) school(s)	( <u>OR</u> 1 point)
2. The proposed project will benefit a rural low-income school	1 point

- TIMS SRTS maps
- CA Department of Education Ed-Data

# Engineering

*IF YOU BUILD IT, WILL THEY COME???*

- Can influence the way people behave





# I + NI = SUCCESS

---

- Combining Engineering/Infrastructure (I) with Non-Infrastructure (NI) makes for:
  - Stronger applications
  - Better project/program results



# Keys to Successful SRTS Programs (from TARC Case Studies & Vignettes)



- Have complementary I and NI projects/awards
- Utilize a SRTS Coordinator/Champion (paid/unpaid)
- Broadly engage the community, city, schools, and nonprofit partners

# California SRTS Website!

[www.CAsaferoutestoschool.org](http://www.CAsaferoutestoschool.org)



California Safe Routes to School  
Technical Assistance Resource Center



A program of  
California Active  
Communities

HOME

SRTS BASICS

WHAT'S HAPPENING IN CA

GET ASSISTANCE

CALTRANS AWARDEES

search...

SEARCH

Welcome to the  
California SRTS  
Technical Assistance  
Resource Center

## News and Events

Four California communities receive National Center for SRTS mini-grants!

Please join us in congratulating the California recipients of the National Center for Safe Routes to School spring 2011-2012 mini-grants! [...]



SRTS Basics

What's Happening in CA

Get Assistance

Caltrans Awardees

Contact Us



**When walking and bicycling are made safer  
for children, walking and bicycling  
are made safer for everyone!**



# Contact Information

---

Kristin Haukom, MPH

[Kristin.Haukom@cdph.ca.gov](mailto:Kristin.Haukom@cdph.ca.gov)

916-208-1885

[www.CAsaferoutestoschool.org](http://www.CAsaferoutestoschool.org)