



CHULA VISTA ELEMENTARY SCHOOL DISTRICT SAFE ROUTES TO SCHOOL TOOLKIT



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Chapter 1. Introduction

1.1 What is Safe Routes to School?

Safe Routes to School (SRTS) programs are designed to increase the physical activity of children by encouraging walking and biking and improving infrastructure to create safer, connected routes for students to get to and from school. SRTS programs benefit children’s health and well-being, ease traffic congestion near schools, and improve air quality and community members’ overall quality of life by making it easier and safer for families to choose active modes of transportation when traveling to and from school. Comprehensive SRTS programs include the 5 E’s: Education, Encouragement, Enforcement, Engineering, and Evaluation.

1.2 Purpose

The Chula Vista Elementary School District (CVESD) Safe Routes to School (SRTS) Toolkit is designed to expand and sustain Safe Routes to School programs throughout the District. The Safe Routes to School program is a collaboration among parents, community members, students, school officials, cities’ staff, and public safety officers to identify and address potential safety issues and strategize ways to encourage students to become more physically active. Any school can participate in SRTS, and this toolkit provides ideas and instructions for developing, implementing, and sustaining a SRTS Program. It should be used as a guide to set the stage for schools wishing to promote safety and health for their students and communities. The toolkit provides the steps needed to implement policies and program elements, to review the sample resources for further details, and to recognize that each school or school district is not alone in their quest for healthier and safer schools and neighborhoods.

1.3 Background

The County of San Diego, Cities of Chula Vista and San Diego, and the CVESD have pursued Safe Routes to School initiatives for the better part of a decade. Notably in 2007, the City of Chula Vista and CVESD received funding from SANDAG and Caltrans for both infrastructure and non-infrastructure improvements; these included the Neighborhood Pace Car Program Grant, Walk and Bike Chula Vista Education Encouragement Awareness Campaign, and SRTS program development. The programs and activities described in this toolkit, occurring from 2015-2017, were part of the “It’s Cool to Walk to School” grant, funded by the Caltrans Active Transportation Program. This grant was used to

SRTS benefits children:

- Increased physical fitness and cardiovascular health
- Increased ability to focus on school
- A sense of independence and confidence about their transportation and their neighborhood

SRTS benefits neighborhoods:

- Improved air quality as fewer children are driven to school
- Decreased crashes and congestion as fewer children are driven to school
- More community involvement from parents, teachers, and neighbors; puts “eyes on the street”

SRTS benefits schools:

- Fewer discipline problems because children arrive “ready to learn”
- Fewer private cars arriving to drop off and pick up children
- Opportunities to integrate walking, bicycling and transportation topics into curriculum (e.g. “Walk & Bike Across America”)
- Increased efficiency and safety during drop off and pick up times

establish SRTS programs in 4 pilot schools and to conduct walk audits on 27 of the 46 schools in CVESD. The selection of the 27 schools for walk audits was informed by the top 21 schools prioritized by the 2009 Pedestrian Master Plan described in Section 1.4 and to inventory conditions around 6 additional schools for the first time, including 4 outside the City of Chula Vista. Pilot schools were chosen through community and administrator input reflecting a growing demand for education, awareness, and necessary infrastructure improvements to increase pedestrian safety.

Caltrans awarded CVESD a non-infrastructure SRTS grant of \$499,000 in 2007. The grant funded two pilot schools for one year, then expanded to 15 schools in the second year. Caltrans awarded the City of Chula Vista a complementary SRTS infrastructure grant to fund the infrastructure improvements for the two pilot schools. CVESD partnered with WalkSanDiego (now Circulate San Diego), Chula Vista Community Collaborative, and South Bay Partnership for walk audits, community outreach support, and grant-writing, respectively.



The 2007 SRTS grant addressed some elements of the 5 E's: Education, Encouragement, Enforcement, Engineering, and Evaluation components. Since it was the first such grant awarded in Chula Vista, the City and CVESD were able to work closely with local Caltrans staff to ensure they adhered to the grant requirements. As a result of the walk audits' findings, the City of Chula Vista adopted a Pedestrian Master Plan in order to create a safer, more accessible walking environment for pedestrians. Pilot schools received infrastructure improvements to reduce

vehicle speeds and increase pedestrian safety. Eleven CVESD schools continued SRTS initiatives and events through at least 2012.

The success of CVESD's initial SRTS grant can be attributed to the multi-pronged engagement campaign, leveraging local community leaders, parent volunteerism, flexibility and willingness to employ new strategies if initial efforts were unsuccessful.

In 2011, SANDAG and the Health and Human Services Agency awarded the school district a \$15,000, one-year "Communities Putting Prevention to Work" grant, which utilized bilingual community outreach through Promotoras to promote traffic calming and a Neighborhood Pace Car Program.

1.4 Highlighted Outcomes

Although this SRTS resulted in positive outcomes for walking and biking across CVESD, the following highlight specific victories for each of the 5 E's that had significant impact on individual students and communities.

Education: Bicycle Education Activities

The San Diego County Bicycle Coalition, principals of CVESD schools, and volunteers contributed to the success of bicycle education activities. Students, many of whom may not have had an opportunity to bicycle previously, were equipped with skillsets to keep them safe for the rest of their lives.

Encouragement: Walk on Wednesdays

Without involved community members, SRTS activities lose traction and exist only as rare, novel events. However, a consistent and motivated volunteer pool and school administrators made weekly Walk on Wednesdays part of school culture. Several parents expressed that their students now expect to walk to school on Wednesdays. The event has become routine enough that volunteers can organize it independently.

Enforcement: Senior Citizen Participation

By including senior citizen volunteers in enforcement activities during Walk to School Days, extra “eyes on the street” increased safety and brought different members of the community together. The additional supervision and enforcement allowed schools to create safer and more efficient pedestrian options. Continued senior citizen support requires a SRTS coordinator to ensure volunteers fulfill required background checks.

Engineering: Suggested Route Maps & Deficiency Maps

Both suggested route maps and deficiency maps leveraged community knowledge and input to identify unsafe conditions and better alternatives for walking and biking to school. These maps accurately capture the needs and preferences of the community, and can be shared with City and CVESD staff to make informed decisions. These maps can also be used to obtain future infrastructure funding.

Evaluation

Travel surveys were administered district-wide at the beginning and end of the project to analyze change over time during the course of this program. Individual trips were counted at the four pilot schools using the Active4Me scanning system to count miles walked by participant, grade level, and school.

Empowerment: Kellogg Elementary Parent Presentation

In January, 2016 parents from Kellogg Elementary school presented traffic and safety issues at the intersection of Melrose Avenue and Naples Street to a project team of engineers and designers from the City of Chula Vista. Through this effort, parent volunteers learned and practiced advocacy techniques to express needs and issues to the appropriate staff. Parents learned how to obtain public information about planned projects in their communities, and ways to get involved and affect change. As a result, City staff responded by integrating streetscape improvements for this intersection into their Capital Improvement Program.

1.5 How Can This Toolkit Benefit You?

SRTS programs consist of a variety of outreach, education, and other activities that further program goals and promote safety. This toolkit details specific activities that have succeeded in CVESD and elsewhere. Anyone interested in making schools safer can use this to understand the types of programs available and for implementing in CVESD schools.

Who is this intended for?	How can you use the guide?
Principals	Support goals of encouraging safety on campus, event planning guidelines and considerations, school safety policy guidelines
Parents and Community	Organizing parents to advocate for change, implementing programs with fellow parents and community members
Program Coordinator	Funding opportunities, additional resources and examples of programs, district-wide policy guidelines
Students	Educational and leadership opportunities
School-Based Organizations	Funding opportunities, ways to support school safety, health, and wellness

Chapter 2. Activities for the 5 E's

Comprehensive Safe Routes to School programs are designed around 5 E's: Education, Encouragement, Enforcement, Engineering, and Evaluation. This section outlines existing SRTS activities and provides guidance and sample materials for taking the next step in SRTS programming.

The four pilot schools in CVESD's "It's Cool 2 Walk to School" program participated in different combinations of Safe Routes to Schools activities, including:

- Walk to School Wednesdays
- Walking School Buses or Walk to School Days
- Walkability audits to develop and implement strategies to improve walking and biking for students and their families
- Bike Rodeos
- Suggested Routes to School maps
- Safety Assemblies
- Bike to School Days

These activities provide a strong foundation for, and commitment to, SRTS programs in the District. With this foundation established, additional schools can become engaged and additional activities can be added to move SRTS efforts forward throughout the District.



2.1 Education

Education activities are a key component of successful SRTS programs, providing opportunities for students to learn about safety and how physical activity impacts both their health and the health of the environment. By educating students and parents about SRTS, a solid foundation and motivation for future efforts is provided.

2.1.1 Parent and Caregiver Education

Parents and caregivers are the most important role models for students. Most schools already regularly communicate expectations about safety and driving in the schools area; these messages can be reinforced with encouragement and resources to try walking, biking, and skateboarding, as well as safety resources from police. Potential education topics for parents and caregivers include information about walking and biking benefits, safety tips, and reminders about upcoming SRTS activities and events. These education events can be hosted to coincide with students' safety assemblies (discussed in the following section), or during Back to School Nights (discussed in Section 2.2.1).

Activity	Parent and Caregiver Education
Activity Goal	Provide information about the benefits of walking and biking to school; address safety concerns; encourage parents and caregivers to be good role models for their students
Suitable Grades	N/A
Estimated Time Commitment	10-15 hours to coordinate and execute
Community Partners	CVPD, school administration, PTA
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none">• Spare the Air Youth Climate Change Education• Spare the Air Youth Health & Air Quality Education• Alameda County SRTS

2.1.2 Safety Assembly

A safety assembly teaches children about walking and biking safely, including how to cross a street, being visible, and travelling alone or in groups. These assemblies can be catered to audiences of any age, and cover more advanced topics given the grade level. Safety assemblies can be provided by Police Departments and outside organizations like the San Diego County Bicycle Coalition (shown in the picture here) or Circulate San Diego. Pedestrian or Bicycle safety workshops can be held for parents, teachers, school administrators, and students to assess and prioritize barriers to walking and biking, and to develop strategies around the 5 E's to encourage active transportation travel to and from school.

A safety assembly discusses:

- Safe places to walk, bike, and cross
- Being aware of your environment and driver behavior
- Interactions with strangers



Implementing the activity:

- Consider holding the course during PE class, an after-school program, or in conjunction with another event
- Partner with the CVPD, SDPD, County Sheriff, or CHP to provide safety assemblies
- Seek experienced volunteers to help host the event and train parent volunteers

Activity	Safety Assembly
Activity Goal	Teach basic pedestrian safety skills to students
Suitable Grades	K+
Estimated Time Commitment	10-15 hours to coordinate and execute
Community Partners	CVESD, parent volunteers, Police Department, Circulate San Diego, San Diego County Bicycle Coalition, Rady Children's Hospital
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • Marin County Safe Routes to Schools Curriculum • Alameda County Walk and Roll Education Resources • Street Smarts

2.1.3 Bicycle Rodeo

A bicycle rodeo teaches students how to bike safely while encountering basic real-world situations. Children learn how to control their bike, avoid obstacles, use hand signals, and be predictable. Learning bike skills at a young age instills safe riding habits as children get older. Students are best suited to participate in a bicycle rodeo beginning in 3rd grade and take more advanced bike safety classes as they get older. This event can feature bike and helmet giveaways, bike education, obstacle courses, and lessons on how to maintain and repair bikes.



A bicycle rodeo reviews:

- How to properly wear a helmet
- How to use hand signals
- Riding confidently in a straight line
- Avoiding obstacles
- Scanning and looking over your shoulder

Implementing the activity:

- Consider holding the course during PE class, an after-school program, or at a citywide event
- Seek League Certified Instructors (LCIs) from the League of American Bicyclists or San Diego County Bike Coalition
- Seek assistance from local Police Departments to assist with teaching the course and/or to provide bike registration on site (to help retrieve stolen bikes)
- Reach out to local businesses, such as sporting goods stores and bike shops, to provide donated attendance incentives such as helmets or bicycle lights.

Activity	Bicycle Rodeo
Activity Goal	Teach students basic bike handling skills and build confidence
Suitable Grades	Grades 3+
Estimated Time Commitment	15-20 hours to coordinate and execute
Community Partners	School District, Police Department, parent volunteers, local businesses
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • Marin County Safe Routes to Schools Curriculum • Alameda County Walk and Roll Education Resources • Street Smarts

2.1.4 Community Bike Ride

Community bike rides afford children the opportunity to demonstrate the skills learned in Bicycle Rodeos. These are designed to enable children safely practice biking on roads or paths with their parents. Children and parents attend and learn together. A safety talk should be provided before the ride outlining easy tips for preparing your bike for a fun and safe ride. An introduction to bike trains can be provided with a fact sheet on how to get one started at the school.



A community bike ride reviews:

- Basic bike skills
- Rules of the road
- Effective communication
- Planned route
- Following the review, the community bike ride follows the designated route.

Implementing the activity:

- Partner with the school district or a community event to draw a large audience
- Seek League Certified Instructors (LCIs) to lead the class
- Seek assistance from the Chula Vista Police Department for any traffic control

Activity	Community Bike Ride
Activity Goal	Teach students and parents how to ride safely on the road together
Suitable Grades	Grades 3+
Estimated Time Commitment	15-20 hours to coordinate and execute
Community Partners	Local event coordinator, School District, Police Department
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • San Francisco Bicycle Coalition’s Family Biking Guide • Bike East Bay’s Education Page

2.2 Encouragement and Empowerment

Encouragement activities generate awareness and excitement for walking and biking. Successful encouragement activities demonstrate that walking and biking is often easier and more convenient than driving, and offer ways for parents to get involved and reinforce safe behaviors to children. Although “Empowerment” is not one of the 5 E’s, specific programs and events tailored to Chula Vista are detailed in this section that taught parents and residents how to advocate for themselves and influence change in their communities.

2.2.1 Back-to-School Encouragement

Families set their transportation habits for the year during the first few weeks of school, providing an important opportunity to distribute information to families regarding transportation options and routes. Many families do not consider alternatives to driving because it is their most commonly used means of travel.

Back-to-school marketing should promote walking, biking, taking the bus or transit, and organizing carpools. The marketing campaign can include the suggested route maps, safety education materials, volunteer opportunities (e.g. SRTS Coalition membership), event calendars, and traffic safety enforcement notices.



Implementing the activity:

- Develop SRTS promotional materials for back-to-school events, “backpack mail,” and post materials online
- Host a table at back-to-school night. Consider offering a prize for families to walk, bike, or carpool to back-to-school night events.

Activity	Back-to-School Encouragement
Activity Goal	Promote SRTS and walking, biking, carpooling to school
Suitable Grades	K+
Estimated Time Commitment	8-10 hours to organize materials, plus time to attend back-to-school events
Community Partners	School staff, parent volunteers

<p>Tools & Resources</p> <p><i>(See Appendix A)</i></p>	<ul style="list-style-type: none">• Portland Bureau of Transportation Safe Routes to School• Safe Routes to School Marin County's Promoting Your Program Resources• Rancho Cucamonga's Look, Look, Look - Stay Alert, Stay Alive pedestrian safety campaign
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2.2.2 Walk to School Days

International Walk to School Day is celebrated on the first Wednesday of October. It generates attention for active transportation and traffic safety in a celebratory way. This event kicks off SRTS activities for the school year and can be continued monthly or weekly. The event focuses on morning festivities as students arrive to school on foot with school staff, volunteers, parents, City/County staff, and elected officials getting involved.

Implementing the activity:

- Register your school on the national website and download free materials
- Find a meeting location or two (depending on volunteers) and select a route to school
- Invite elected officials and City/County staff to join students on the walk to school
- Make banners and signs for students to carry on the walk, or invite students to make their own publicizing the event and advocating for safety
- Set up a greeting table at school entrances to reward students for walking, and count the number of students who walked (see Active4.me in Section 2.3.2)
- Promote “Park and Walk” locations for families who live too far to walk
- Coordinate with the local Police Department to control traffic as necessary



Activity	Walk to School Days
Activity Goal	Promote walking to school, celebrate active transportation
Suitable Grades	K-6
Estimated Time Commitment	8-10 hours to coordinate and implement
Community Partners	PTA, school staff, volunteers, student leadership groups, elected officials, City staff, Police Department
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • National Center for Safe Routes to School • WalkArlington’s Bike & Walk to School Day Toolkit • Alameda County Safe Routes to School’s Event Resources

2.2.3 Bike to School Days

Similar to Walk to School Day, Bike to School Day promotes biking. National Bike to School Day typically takes place on the second Wednesday of May and can involve organized group rides to school. The Walk Bike to School website provides official dates and guides to lead a successful Bike to School Day.

Implementing the activity:

- Register online at www.walkbiketoschool.org and download free materials
- Find a meeting location or two, depending on volunteers, for the morning of the event. Prior to Bike to School Day, review the routes to school for safety and adjust as necessary
- Set up a greeting table at school entrances to reward students for biking, and count the number of students who rode to school (see Active4.me in Section 2.3.2)



Activity	Bike to School Days
Activity Goal	Promote biking to school, celebrate active transportation
Suitable Grades	3+
Estimated Time Commitment	5-10 hours to coordinate and implement
Community Partners	PTA, school staff, volunteers, student leadership groups, elected officials, City staff, Police Department
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • National Center for Safe Routes to School • BikeArlington’s Bike & Walk to School Day Toolkit • Alameda County Safe Routes to School’s Event Resources

2.2.4 School Pool

Carpools are a great way to reduce traffic congestion and pollution in front of the school and still involve families who live too far to walk or bike. They build community by bringing families together. Similar to Walk and Bike to School Days, a Carpool to School Day can be used to promote carpooling and serve as a catalyst to organize a carpool that runs the remainder of the school year. Carpools can be organized through school communications or online tools. However, recent experiences in Bay Area communities found that focusing on relationship-building and designating neighborhood captains was more effective than online tools.

Another way to formalize carpooling and modified Walk to School Days is by establishing Park and Walk sites. Identify parking lots or public spaces within close proximity to schools typically vacant during school drop-off or pick-up times, such as malls, parks, or churches. Doing so allows students who live too far to walk or bike, or who would have an otherwise unsafe route, to participate in Safe Routes to School programs and reduces traffic congestion at the school.

- Implementing the activity:
- Consider promoting Carpool to School Day on the same day as Walk to School Day so the event is more inclusive
- Establish Park and Walk sites several blocks from campus
- Develop an informational flyer to be sent home as backpack mail a few days before the event reminding carpoolers to exchange contact information with the other parents or promote the activity through school and district websites (see select Recommendation Maps in the Master Plan for identified sites for SchoolPools to Park and Walk)
- Have parent volunteers give stickers or prizes to kids who arrive by carpool, public transit, or school bus

Activity	Carpool to School Days
Activity Goal	Establish carpools for families who live too far to walk or bike
Suitable Grades	K+
Estimated Time Commitment	5-8 hours to coordinate and implement
Community Partners	PTA, parent volunteers, local businesses/organizations for shared use of parking lots
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • Sonoma Safe Routes to School's Carpool to School Day • National Center for Safe Routes to School Guide • Park and Walk Guide (United Kingdom) • Bus Stop & Walk (Minneapolis, MN)

2.2.5 Monthly or Weekly Walk & Roll Days

Walk and Roll to School Days occur more frequently than the larger Walk to School Day and Bike to School Day. They invite students and their families to make walking and biking a habitual mode of travel to school, with events held weekly or monthly to keep students excited. Some events are branded, such as Feet First Friday or W.O.W. (Walk or Wheel) Wednesday. Providing a theme or fun competitions help keep the events fresh and maintain student and parent enthusiasm.

Implementing the activity:

- Set a schedule for weekly or monthly events
- Create themes to help families remember the event and to keep it fun
- Provide incentives for participation
- Consider implementing a punch card program where students can earn a prize for frequent walking and rolling (perhaps in conjunction with Active4.me)
- Count participants throughout the year and watch the program grow
- A strong parent group can eventually assume responsibility for organizing of this activity



Activity	Monthly or Weekly Walk & Roll Days
Activity Goal	Encourage frequent walking, biking, and scooting to school
Suitable Grades	K-6
Estimated Time Commitment	5-8 hours to establish, plus 1-2 hours per event
Community Partners	PTA, school staff, volunteers, student leadership groups
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • Alameda County Safe Routes to School’s monthly themes

2.2.6 Walking School Buses & Bike Trains

A Walking School Bus is an organized group of students who walk to school under the supervision of a parent/adult volunteer. Parent champions take turns walking along a set route to and from school, collecting children from designated “bus stops” along the way. Suggested Routes to School maps are a great tool to advertise walking school bus and bike train routes. Walking School Buses and Bike Trains require more planning than Walk/Roll to School Days because they follow a prescribed route at a predetermined time from a designated meeting point.



Implementing the activity:

- Recruit parent volunteers to be your walk and bike leaders
- Create fun themes for each walk to motivate students to participate. Themes can be “Superhero,” “Crazy Socks,” or “Favorite Color T-shirt” Walk
- Host a kick-off walk to school in October during International Walk to School Day. Invite community partners to be walk leaders

Activity	Walking School Buses & Bike Trains
Activity Goal	Establish regular walking and biking routes and promote frequent walking and biking
Suitable Grades	K-6
Estimated Time Commitment	5-10 hours initial start up
Community Partners	PTA, parent volunteers, City staff
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • National Center for Safe Routes to School’s Walking School Bus Guide • Sonoma Safe Routes to School’s Walking School Bus Basics • Marin County Safe Routes to Schools’ SchoolPool Marin materials

2.2.7 Promotional Competitions and Incentives

Encouraging students to shape Safe Routes to School gives them a sense of ownership of the program while informing them of its goals. Competitions can include a mascot, designing artwork centered around traffic safety principles, and video contests for use in social media campaigns and program publicity.

Data collected from Active4.me, discussed in-depth in Section 2.3.2, can be used in competitions between grade levels, homerooms, or schools to see what students can bike or walk to school the most. Competitions can be modified as necessary to include students participating via Park and Walks or carpools. Incentives and prizes can include bike helmets, shoelaces, stickers, or raffles.

Implementing the activity:

- Consider creating evolving themes and narratives for the SRTS program based on the adventures of Cami the Penguin
- Identify opportunities to incorporate student artwork into educational materials and website

Activity	Promotional Competition
Activity Goal	Increase awareness for SRTS, create sense of ownership in students
Suitable Grades	3+
Estimated Time Commitment	5-10 hours initial start-up; varied time for judging, incorporating artwork into marketing campaigns
Community Partners	PTA, parent volunteers, City staff
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • City of Davis Traffic Safety Poster Contest • Tacoma, WA Traffic Safety Book

2.2.8 Advocacy Training Workshops

Advocacy Training Workshops teach citizens how to communicate with different levels of government in order to solve problems relating to safety and walkability around schools and in neighborhoods. It details creating strategies for influencing decision-makers via Action Plans, Fact Sheets, whom to contact and through which channels. Invite elected officials to send a message that they are receptive to their constituents' voices.

Activity	Advocacy Training
Activity Goal	Teach citizens how to influence leaders to improve safety
Suitable Grades	Parents, City officials
Estimated Time Commitment	10-20 hours
Community Partners	Local advocacy groups, Circulate San Diego
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • Advocacy Advance • Safe Routes to School California Alliance for Biking and Walking Advocacy Training • Safe Routes to School California Training Updates • Safe Routes to School California Advocacy Resources



2.2.9 Intergenerational Activities

Incorporating senior citizens into a SRTS program has many benefits - it adds “eyes on the street,” provides an opportunity to for older residents to stay active and interact with their community, and fills supervision gaps if parent volunteers are in short supply. Possible volunteers can be located through existing senior citizen fitness or walking groups.

Implementing the activity:

- Conduct SRTS training
- Research background check requirements
- Provide incentives for participation

Activity	Intergenerational Activities
Activity Goal	Community-building, increase number of adult volunteers
Suitable Grades	All
Estimated Time Commitment	20 hours for group coordination, background check requirements, and training; 1-2 hours for each event attended
Community Partners	Senior Citizen organizations, AARP, Walking for Fitness
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • Walking for Fitness • League of California Cities Intergenerational Narrative

2.2.10 SRTS Volunteer/Parent Champion Program

A SRTS volunteer or Parent Champion can act as a liaison between the school and SRTS program. Champions, who can be parents, grandparents, neighbors, or school volunteers, can be identified for each school and trained to conduct “5 E’s” activities. These training workshops provide in-depth knowledge of how to implement SRTS activities and events. SRTS volunteers or Parent Champions can assist SRTS programs by volunteering for an event, coordinating with other parents, or establishing a safety working group. Champions can use Implementation Guidebooks and planning resources to organize events and coordinate with other volunteers. Parent Champion turnover is a difficult aspect of this volunteer program. It can be challenging to recruit and retain Parent Champions, particularly in schools without strong parent involvement. Parent Champions may have trouble maintaining their involvement over multiple years without sufficient support, and eventually their students will move on from the school. At lower-income schools, parent time for volunteering may be hard to come by; thus Parent Champions may not be a reliable tool to consider for a SRTS program. Instead, schools may opt to partner with external organizations, grants, or school staff to fulfill the role of “champion” for the school.

Activity	SRTS Volunteer/Parent Champion Program
Activity Goal	Create a pool of educated volunteers to implement trainings and activities
Suitable Grades	All
Estimated Time Commitment	20 hours for group coordination, background check requirements, and training
Community Partners	PTA, parents
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • Parent Champion recruitment flier (Alameda County, CA) • The 4 R’s of Successful WSB Volunteer Organizing • Neighborhood Captain’s Guide (Marin County, CA)

2.3 Evaluation

Evaluating SRTS efforts plays an important role in determining the success of the program and providing data to secure additional funding for both infrastructure and non-infrastructure activities. Additionally, evaluation efforts help determine if goals are being met, directs resources to where they are needed the most, and identifies where adjustments to the program are needed to ensure success. Evaluation efforts typically include:



2.3.1 Surveys

The Safe Routes to School Parent Survey asks information about travel mode and distance, attitudes towards the program, and what factors affect whether parents allow their children to walk or bike to school. Surveys should be administered at the onset and conclusion of the SRTS program or school years in order to track behavior changes and overall success of the program. For longitudinal tracking, the CVESD SRTS survey should be used year after year, building on the baseline, and updated data collected in 2015, and 2017, respectively. Additionally, a take-home survey can be downloaded for free from the National Center for Safe Routes to School, or administered online from their database. The National Center for Safe Routes to School can analyze data from tallies and surveys for a school, but require the data entry to be completed by someone from the school or a volunteer.

Activity	Surveys
Activity Goal	Determine baselines and program success
Suitable Grades	K+
Estimated Time Commitment	10-20 hours for each survey administered
Community Partners	City officials, school administrators, volunteers
Tools & Resources (See Appendix A)	National Center for Safe Routes to School

**PHOTO: Ben Herrera, City of Chula Vista Public Works Engineering/Traffic Department with Alta Planning + Design and Circulate San Diego staff.*

2.3.2 Active4.Me Student Tracking

The Active4.me tracking system has been implemented in the 4 pilot schools to log students' trip to school via barcode scanning. Parents register their students and volunteers scan students' barcodes as they arrive at school via mobile phone app (iPhone or Android) or handheld device. Active4.Me tracks the number of trips made, miles walked or biked, calories burned, money saved, and carbon reduced. Activity can be tracked at the individual, classroom, school, and district level. The data can also be used to measure competition between grades, classes, or schools to see what students can walk or bike the most. See Section 2.2.7 for suggestions on Active4.me's use in student competitions.

Activity	Student Tracking
Activity Goal	Increase awareness for SRTS, create sense of ownership in students
Suitable Grades	K+
Estimated Time Commitment	5-10 hours initial start-up; 10-20 for data analysis
Community Partners	PTA, parent volunteers, school administrators
Tools & Resources <i>(See Appendix A)</i>	https://active4.me

2.4 Enforcement

2.4.1 Crossing Guard Program

While infrastructure upgrades can take a long time to implement, a Crossing Guard Program can be instituted quickly and offer some traffic control to keep children safe on their way to and from school. Potential crossing guards must complete online training and be properly equipped in compliance with the California Manual on Uniform Traffic Control Devices. Older students can assist with Crossing Guard Programs, but these initiatives require the supervision of trained adults and approval of school administrations.

Activity	Crossing Guard Program
Activity Goal	Create safer crossing conditions for children arriving at and departing school
Suitable Grades	5+ (for student volunteers)
Estimated Time Commitment	5-10 hours initial start-up; 1-1.5 hours each during drop-off and pick-up times at school
Community Partners	School administrators, parent volunteers
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • SRTS Guide Adult School Crossing Guard Guidelines • National Center for Safe Routes to School Adult School Crossing Guard Guidelines • ChangeLabSolutions Crossing with Confidence • Vermont Safe Routes to School Crossing Guard Training • Washington Traffic Safety Commission School Zone Safety Curriculum Kit & Resource Guide



2.4.2 Incorporating Senior Volunteers

Retirees and senior citizens are valuable community members who can be leveraged to bolster any of the described programs in this Toolkit. Combined with their flexible schedules and existing organizations, senior groups can help enforce traffic circulation during school beginning and dismissal, serve as crossing guards, controlling entrances to school sites, and as discussed previously, chaperone Walk/Bike to School Days. The Chula Vista Senior Volunteer Patrol has direct lines of communication with the Chula Vista Police Department and is already trained in parking enforcement and traffic control.

Activity	Senior Volunteer Enforcement
Activity Goal	Amplify enforcement efforts to create safer traffic conditions around schools
Suitable Grades	N/A
Estimated Time Commitment	20 hours for group coordination, background check requirements, and training; 1-2 hours per school event
Community Partners	Police Departments, CHP, Senior Groups
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • http://www.sdsheriff.net/volunteer_svp.html • 211 San Diego

2.4.3 Police Department Liaison

Given that initiating many of Enforcement and Encouragement activities require coordination with the local Police Department, a single point of contact should be established through whom to route Safe Routes to School activities. This contact should preferably work in the Community Policing Unit.

For CVESD schools in the unincorporated areas of San Diego County, the Sheriff's Department provides generalized patrol and investigative services. Their main office is the [John Duffy Administration Center](#), and the nearest Substation is [Lemon Grove](#). The [Senior Volunteer Patrol](#) is comprised of more than 700 volunteers. The California Highway Patrol has the primary jurisdiction for traffic services in unincorporated areas. The local CHP Area is part of the Border Division (858) 650-3600, and the statewide Senior Volunteer Commander, Captain James Newberry can be reached at jnewberry@chp.ca.gov.

CVESD schools in the City of San Diego are in the [San Diego Police Department's Southern Division](#). The School Task Force provides law enforcement on and around secondary schools. Officer Tom Parrilla of the San Diego Police Department's Southern Division Juvenile Service Team can also be contacted at trparrilla@pd.sandiego.gov or (619) 424-0435.

2.4.3 Speed Watch/Feedback Signs and Enforcement Cameras

Fast-moving traffic is a major deterrent to walking and biking to school, especially where students have to cross arterial roadways or sidewalks are not continuous. Radar detection can help reduce speeds and enforce speed limit violations. Speed radar trailers can be used as both an education and enforcement tool. By itself, the unmanned trailer serves as effective education to motorists about their current speed compared to the speed limit. As an alternative enforcement measure, the police department may choose to station an officer near the trailer to issue citations to motorists exceeding the speed limit. A permanent speed radar sign can be used to display approaching vehicle speeds and speed limits on roadways approaching the school site. In order to maximize effectiveness for school settings, the radar display should be set to only activate during school commute hours. Roadways approaching the school site are the most appropriate location to display speeds, instead of streets along the school frontage that will likely have lower speeds due to pick-up/drop-off traffic.

Enforcement cameras are fixed cameras that issue citations to speeding drivers. They operate by using digital signal processing and in-ground point-to-point loop detectors to make multiple measures of a vehicle as it passes through the speed zone. The vehicle's speed is calculated based on the time it takes to travel between the loop detectors.

Activity	Speed Watch/Feedback Signs and Enforcement Cameras
Activity Goal	Reduce speeding; issue citations to speeding motorists
Suitable Grades	N/A
Estimated Time Commitment	10 hours to coordinate set-up
Community Partners	CVPD/Safety officers, school administrators, Public Works officials
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • Role of the Enforcement Officer (SRTS) • School Zone Speed Cameras (City of Seattle)

2.4.4 Enforcement Campaigns

Enforcement campaigns can cover a wide range of traffic offenses, including crosswalk stings, speeding, distracted driving, and distracted walking/bicycling. In a crosswalk sting operation, the local police department targets motorists who fail to yield to pedestrians in a school crosswalk. A plain-clothes “decoy” police officer walks into a crosswalk or crossing-guard monitored location, and motorists who do not yield are given a citation by a second officer stationed nearby. The police department or CVESD may alert the local media to crosswalk stings to increase public awareness of crosswalk safety, and news cameras may accompany the police officers to report on it. Enforcement staff who participate in these activities should be trained in cultural competency and participate in sensitivity trainings to minimize potential profiling or other negative outcomes.

Activity	Enforcement Campaigns
Activity Goal	Remind motorists to drive safely near schools, increase awareness of pedestrian laws, leverages
Suitable Grades	N/A
Estimated Time Commitment	10 hours per campaign
Community Partners	CVPD/Safety officers, school administrators, City Staff, local media
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • Role of the Enforcement Officer (SRTS) • Greenville, NC, Distracted Driving Research Project • School Safety Campaign (Pasadena, CA)

2.4.5 School Safety Campaign

A Safety Campaign is an effective way to build awareness of students walking, bicycling, and skateboarding to school and to encourage safe driving behavior. Campaigns can use media at or near schools—such as posters, business window stickers, yard signs, or street banners—to remind drivers to slow down and use caution in school zones. This type of campaign can also address other specific hazards or behaviors, such as school bus safety, distracted driving, and parent drop-off and pick-up behavior. Campaigns can be produced with a small budget, using hand-painted signs made by students (see Section 2.2.7 on Promotional Campaigns). With larger budgets, high-quality, professional promotional materials can be produced. Collateral can often be covered through grants. Advertising on bus shelters, benches, and billboards can also be an important part of safety campaigns to expand the reach of messaging. A collaborative effort between the police department and CVESD can further the campaign’s reach by coordinating it between several schools in an area.

Activity	School Safety Campaign
Activity Goal	Remind motorists to drive safely near schools, increase awareness of pedestrian laws, leverages
Suitable Grades	K+
Estimated Time Commitment	10 hours per campaign
Community Partners	CVPD/Safety officers, school administrators, City Staff, local media
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • City of Tacoma’s “This Lane is Your Lane” campaign • Review of Bicycle Safety Campaigns • “Every Step Counts” Marketing Materials • Street Smarts Program (San Jose, CA) • MnDOT Share the Road

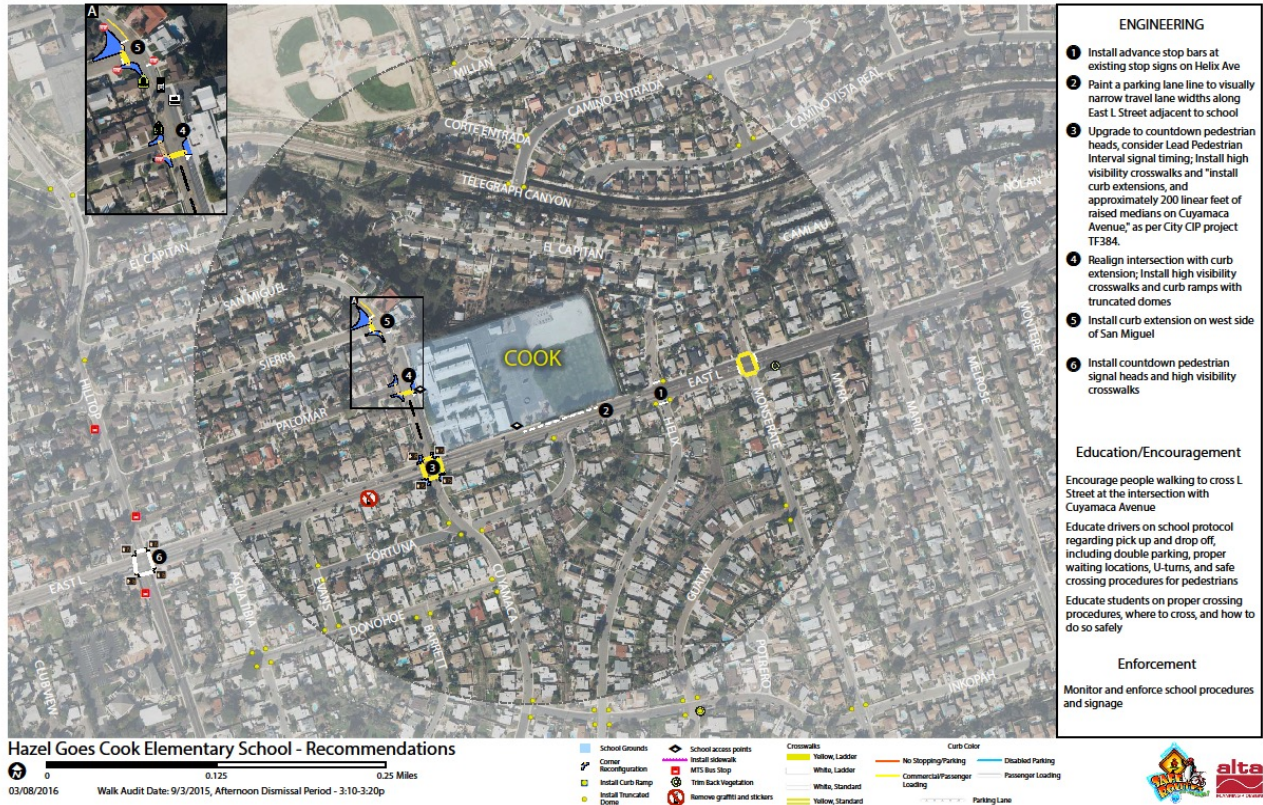
2.4.6 Neighborhood Beautification

Clean neighborhoods, free of trash and graffiti, can create a sense of safety and contribute to reducing crime rates. Neighborhood beautification projects around schools, such as clean-up days, graffiti removal, and tree planting can help families feel more comfortable and increase safety for walking and biking to school. Incorporate murals and other neighborhood art projects to help foster a “sense of place” and community pride. Intersection and street painting has been proven to reduce traffic speeds and volumes on neighborhood streets. Neighborhood beautification projects are relatively easy and cost effective ways to engage students and create safer communities around schools.

Activity	Neighborhood Beautification
Activity Goal	Create cleaner, attractive neighborhood; build community pride
Suitable Grades	3+
Estimated Time Commitment	10 hours per campaign
Community Partners	CVPD, CVESD, Public Works Department
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • Spare the Air Youth Equity Guidebook • The City Repair Project (Portland, OR) • Neighborhood murals (Davis, CA) • Street Mural Program (Vancouver, WA)

2.5.2 Recommended Improvement Maps

Based off the information collected from Walk Audits, the most urgent infrastructure improvements, such as sidewalk repairs and signal installations, can be documented on a map. These maps can be used to apply for future funding, and to demonstrate to City/County Public Works officials where safer conditions are needed.

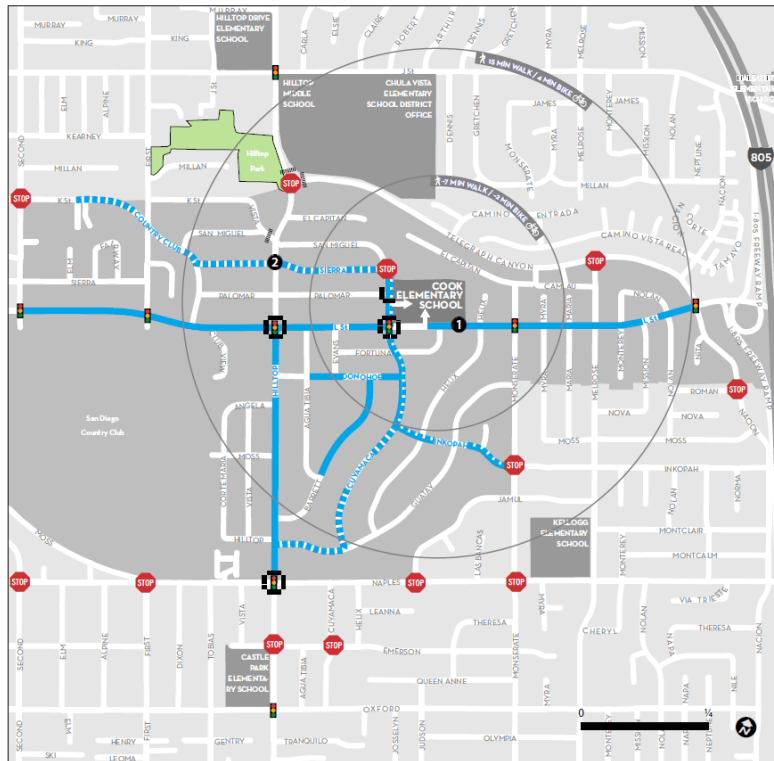


Activity	Recommended Improvement Maps
Activity Goal	Analyze existing conditions around schools for barriers to safe walking and biking to school
Suitable Grades	N/A
Estimated Time Commitment	4-6 hours per school
Community Partners	City/County staff (Public Works, Engineering), Police Department or Safety Officers
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • CVESD Safe Routes to School Master Plan • Safe Routes to School Online Guide

2.5.3 Suggested Routes to School Maps

The first Suggested Routes to School maps were adopted in 2008. These maps are a great encouragement tool for families that are considering allowing their child to walk or bike to school, and inform the City of desired routes and street people use or would like to use. Maps can include walking school bus and bike train pick up coordination instructions. These maps should be continuously updated if road conditions change.

Implementing the activity:



Suggested Routes to:
Hazel Goes Cook Elementary School

LEGEND

- Recommended Walking Route
- - - Recommended Bicycling Route
- · - · - Recommended Bicycling and Walking Route
- STOP All-Way Stop
- T Traffic Signal
- Crosswalk
- E School Entrance
- C School Campus
- A School Attendance Area
- O Outside School Attendance Area
- P Park

RECOMMENDATIONS

- 1 Do not cross here! Use the crosswalk at Cuyamaca Avenue to cross L Street safely.
- 2 Use caution crossing Hilltop Drive. Options dismount and walk your bike across.

HOW TO USE THIS MAP

This suggested route to school map is intended to encourage adults and students to consider walking or bicycling to school. Adults are responsible for choosing the most appropriate option based on their knowledge of the different routes and the skill level of their student.

Recommended routes are based on routes currently used by students and parents as well as the relative presence or quality of sidewalks, crosswalks, and bike lanes.

Walk and bike times are estimates based on average walking and cycling speeds.

8/9/2016 an altia company

- Ask the City for a Suggested Route to School map for your school
- Distribute maps in back to school packets and during other events and ask the school to post it on their website
- Use the maps as an encouragement and volunteer recruitment tool

Activity	Suggested Routes to School maps
Activity Goal	Establish suggested routes to school, promote specific walking and biking routes
Suitable Grades	N/A
Estimated Time Commitment	4-6 hours per school
Community Partners	City Staff (Public Works, engineering), Safety Officers
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • CVESD Safe Routes to School Master Plan • Safe Routes to School Online Guide • Spare the Air Resources

2.5.4 School Drop-off/Pick-up Policies

Unlike most public facilities, school traffic movements are heavily synchronized around a specific schedule. Left to organize itself, school traffic can easily overburden local roadways and pose unique safety hazards to students. Inefficient drop-offs and pick-ups can also increase local air pollution and strain relationships with adjacent residents and community members. The following are examples of policies to create a more consistent, organized system, reduce congestion and safety hazards, and encourage carpooling:

Valet Drop-off: “Valet” is a technique to improve traffic flow within the drop-off and pick-up loop by assisting students into and out of vehicles. This technique eliminates the need for parents to get out of the vehicle to open the door for a child or remove bags and other items, thereby reducing delays and unnecessary idling. Student volunteers, school staff, or other volunteers can assist with the valet to ensure its smooth operation.

Platooning Drop-off/Pick-up: In a platooning system, all vehicles unload/load simultaneously, then proceed to the exit. If a vehicle unloads or loads more efficiently than the vehicle in front of it, the rear vehicle must wait, then follow the lead vehicle. This tool is best used to deter the parent inclination to always drop-off and pick-up students directly in front of the school.

Carpool Priority Parking and Load Zones: Policies that successfully encourage carpooling help limit demand on school facilities and on the local roadways. For older students and faculty/staff, priority parking permits can be awarded to those who commit to carpooling.

Activity	Suggested Routes to School maps
Activity Goal	Establish suggested routes to school, promote specific walking and biking routes
Suitable Grades	5+ for student volunteers
Estimated Time Commitment	4-6 hours per school
Community Partners	Volunteers, school administrators
Tools & Resources <i>(See Appendix A)</i>	<ul style="list-style-type: none"> • SRTS Guide: Student Drop-off and Pick-up Tools • Spare the Air Youth School Site Transportation Policies

Chapter 3. Sustaining SRTS

The key to a sustainable SRTS program is to focus efforts on institutionalizing SRTS activities at schools and promoting a culture of active and shared trips to school. Schools must commit to continue the program and integrate SRTS activities into other activities and communications.

3.1 SRTS-Supportive Policies

Adopting SRTS-supportive School District policies promotes continuity of SRTS programs. ChangeLab Solutions, in conjunction with the Safe Routes to School National Partnership, has developed a Safe Routes to School District Policy Workbook that provides sample language for SRTS policies and allows users to build their policy online. Example policies featured in the District Policy Workbook includes:

- Providing adequate storage for bikes, scooters, and skateboards
- Encouraging or mandating pedestrian and bicycle safety education
- Incorporating SRTS policies into Student and Parent Handbooks
- Creating a School Travel Plan
- Build a SRTS policy for your school district using ChangeLab Solutions Safe Routes to School District Policy Workbook available at: <http://changelabsolutions.org/safe-routes/welcome>



3.2 Engaging Volunteers

Volunteers are vital to sustaining SRTS programs. Realizing that parent volunteers have other responsibilities outside SRTS, it is beneficial to have a large pool of parent volunteers to share and manage the workload. Volunteer recruitment will occur perpetually throughout the school year.



An important strategy to promote program sustainability and a continued pool of champions and volunteers is to establish a SRTS seat on the PTA, which can fall under the Health and Wellness Chair, the Parent ELAC Committee, or another parent group. Establishing a dedicated position responsible for SRTS activities at each school integrates SRTS efforts into the school culture. It becomes another set of activities that the school participates in each year, and as participation continues, increases in walking and biking to school will be seen.

3.2.1 SRTS Parent Task Forces/Coalitions

Many schools in the Chula Vista Elementary School District have Parent Coalitions of residents, law enforcement, school administrators, teachers, bicycling advocates, planners, and engineers, that meet on a monthly basis, identifying challenges for students to walk or bicycle to school, and developing strategies to overcome these barriers and improve safety for all students, including education and encouragement efforts coupled with the provision of safer facilities for bicyclists.

SRTS Coalitions are vital to successful SRTS programs and increasing safety in the school neighborhood. Starting a SRTS Coalition begins by identifying the right people – SRTS Champions, partnering with existing school groups, engaging teachers and school administrators, and working with City staff – to bring everyone together. Once the right people have been identified, hold a kick off meeting to discuss barriers to walking and bicycling to school and to establish goals. A regular monthly meeting schedule should be established by the end of the first meeting and a Coalition volunteer should circulate agendas and meeting minutes to keep the discussion moving forward throughout the school year. When first setting up the Coalition, it may be helpful to sit in on a Coalition or Parent Task Force meeting at a neighboring school and reach out to those involved with any questions. The District’s SRTS manager / coordinator can act as program manager can also coordinate assist schools and Coalitions coordinate SRTS activities.

Coalitions are critical to sustaining SRTS programs, empowering parents and students to assess their neighborhoods and communities and develop comprehensive strategies to promote and encourage walking and bicycling by either implementing programs or activities, or by advocating for infrastructure changes at the school or city level.

3.3 Maintaining the Program

Once the SRTS program has been established, it is important to maintain program activities and the volunteer base, while also implementing new activities and best practices. Listed below are various ways to perpetuate the Safe Routes to School Program, seek funding opportunities, and stay current on best practices:

3.3.1 Attend Workshops

The California Safe Routes to School blog is a great resource to find workshops nearby: <http://saferoutescalifornia.org/>

3.3.2 Watch Webinars

Keep up to date on new ideas with free webinars through the National Safe Routes to School Partnership or California SRTS website:

<http://www.saferoutespartnership.org/resources/browse/webinars>

View California-related webinars on the California Safe Routes to School website:

<http://www.casaferoutestoschool.org/get-assistance/webinars/>

3.3.3 Maintain School Support

School support is just as vital to the program as the Parent Task Force. School support makes it feasible to hold events, conduct evaluation, and promote a culture of active and shared transportation to school. Important ways the school can help with SRTS outreach and promotion include:

- Using the school calendar to promote SRTS event dates to the school community and engage volunteers
- Posting events and calls for volunteers on the school's website
- Using email blasts to promote events and recruit volunteers
- Offering a table at school events to promote the SRTS program



3.3.4 Funding Opportunities

Obtaining funding for both non-infrastructure and infrastructure projects and programs ensures that SRTS efforts can be sustained. Active SRTS programs and parent task forces can partner with the City/County to collect data, prioritize infrastructure projects, and write letters of support to leverage federal and state grants that encourage walking and biking to school. Funds can be used to improve the built environment to make walking and bicycling safer, buy incentive items and school supplies, or host special events. See Appendix B for funding resources.

Appendix A

Recommended Resources

2.1.1 Parent and Caregiver Education

- Spare the Air Youth Climate Change Education:
www.sparetheairyouth.org/climate-change-education
- Spare the Air Youth Health & Air Quality Education:
www.sparetheairyouth.org/health-air-quality
- Alameda County SRTS:
<http://alamedacountysr2s.org/plan-an-event/activitiesandresources/?type=education>

2.1.2 Safety Assembly

- Marin County Safe Routes to Schools Curriculum:
<http://www.saferoutestoschools.org/curriculum.html>
- Alameda County Walk Education Resources:
<http://alamedacountysr2s.org/plan-an-event/activities-and-resources/?type=education>
- Street Smarts
<http://street-smarts.com/>

2.1.3 Bicycle Rodeo

- Marin County Safe Routes to Schools Curriculum:
<http://www.saferoutestoschools.org/curriculum.html>
- Alameda County Walk Education Resources:
<http://alamedacountysr2s.org/plan-an-event/activities-and-resources/?type=education>
- Street Smarts:
<http://street-smarts.com/>

2.1.4 Community Bike Ride

- San Francisco Bicycle Coalition's Family Biking Guide:
<https://goo.gl/jQCKZN>
- Bike East Bay's Education Page:
<https://bikeeastbay.org/education>

2.2.1 Back-to-School Encouragement

- Portland Bureau of Transportation Safe Routes to School:
<https://www.portlandoregon.gov/transportation/68013>

- Safe Routes to School Marin County’s Promoting Your Program Resources:
http://www.saferoutestoschools.org/promotion_tools.html
- Rancho Cucamonga’s Look, Look, Look – Stay Alert, Stay Alive pedestrian safety campaign:
http://static1.1.sqspcdn.com/static/f/473877/22192092/1363361807377/CityofRanchoCucamonga_Look+Look+Look+-+Stay+Alert+Stay+Alive_Campaigns+-+Public+Safety.pdf?token=iWAmdzJ5E8RVqFfXMkS1LD4ugY4%3D

2.2.2 Walk to School Days

- National Center for Safe Routes to School:
<http://www.walkbiketoschool.org/>
- WalkArlington’s Bike & Walk to School Day Toolkit:
<http://www.walkarlington.com/initiatives/safe-routes-to-school/>
- Alameda County Safe Routes to School’s Event Resources:
<http://alamedacountysr2s.org/plan-an-event/activities-and-resources/?type=encouragement>

2.2.3 Bike to School Days

- National Center for Safe Routes to School:
<http://www.walkbiketoschool.org/>
- BikeArlington’s Bike & Walk to School Day Toolkit:
<http://goo.gl/T5heo9>
- Alameda County Safe Routes to School’s Event Resources:
<http://alamedacountysr2s.org/plan-an-event/activities-and-resources/?type=encouragement>

2.2.4 School Pool

- Sonoma Safe Routes to School’s Carpool to School Day:
<http://www.sonomasaferroutes.org/content/carpool-school>
- Ride Matching Services:
<http://www.sparetheairyouth.org/carpooling>
- Sonoma Safe Routes to School’s Carpool to School Day:
<https://www.sonomasaferroutes.org/content/carpool-school>
- National Center for Safe Routes to School Guide:
http://guide.saferoutesinfo.org/encouragement/park_and_walk.cfm
- Park and Walk Guide (United Kingdom):
www.buckscc.gov.uk/bcc/transport/park_walk.page
- Bus Stop & Walk (Minneapolis, MN):
http://emss.mpls.k12.mn.us/bus_stop_walk

2.2.5 Monthly or Weekly Walk & Roll Days

- Alameda County Safe Routes to School's monthly themes:
<http://alamedacountysr2s.org/plan-an-event/monthly-walk-roll-to-school-days/>

2.2.6 Walking School Buses & Bike Trains

- National Center for Safe Routes to School's Walking School Bus Guide:
<http://www.walkingschoolbus.org/>
- Sonoma Safe Routes to School's Walking School Bus Basics:
<http://sonomasaferroutes.org/content/walkingbicycling-school-bus>
- Marin County Safe Routes to Schools' SchoolPool Marin materials:
<http://www.schoolpoolmarin.org/>

2.2.7 Promotional Competition

- Davis, CA Traffic Safety Poster Contest:
<http://cityofdavis.org/city-hall/public-works/bike-pedestrian-program/street-smarts>
- Tacoma, WA Traffic Safety Book:
<http://cms.cityoftacoma.org/Planning/Hilltop--MLK%20Subarea/McCarver%20Book.pdf>

2.2.8 Advocacy Training Workshops

- Advocacy Advance:
<http://www.advocacyadvance.org/trainings>
- Safe Routes to School California Alliance for Biking and Walking Advocacy Training:
<https://saferoutescalifornia.org/2011/08/09/abw-boot-camp/>
- Safe Routes to School California Training Updates:
<https://saferoutescalifornia.org/tag/training/>
- Safe Routes to School California Advocacy:
<https://saferoutescalifornia.org/state-network/funding-advocacy-resources/>

2.2.9 Intergenerational Activities

- League of California Cities Intergenerational Narrative:
<https://www.cacities.org/Member-Engagement/Helen-Putnam-Awards/California-City-Solutions/2015/Intergenerational-Safe-Routes-to-School-Program>
- Walking for Fitness:
<http://www.chulavistaca.gov/departments/recreation-department/walking-for-fitness>

2.2.10 SRTS Volunteer/Parent Champion Program

- Parent Champion recruitment flier (Alameda County, CA):
www.alamedacountysr2s.org/wp-content/uploads/2014/04/intro-SR2S-champion-description.pdf

- The 4 R's of Successful WSB Volunteer Organizing:
www.slideserve.com/kelli/recruit-reward-retain-refocus
- Neighborhood Captain's Guide (Marin County, CA):
www.saferoutestoschools.org/captains_guide.html

2.3.1 Surveys

- <http://www.saferoutesinfo.org/data-central/data-collection-forms>
- <http://www.saferoutesinfo.org/data-system-tutorial-online-parent-survey>

2.3.3 Student Tracking-Active4.Me

- <https://active4.me>

2.5.1 Crossing Guard Program

- SRTS Guide-Adult School Crossing Guard Guidelines:
http://guide.saferoutesinfo.org/crossing_guard/index.cfm
- National Center for Safe Routes to School:
http://guide.saferoutesinfo.org/crossing_guard/pdf/crossing_guard_guidelines_web.pdf
- ChangeLabSolutions Crossing with Confidence:
http://www.changelabsolutions.org/sites/default/files/SRTS_Crossing-Guard-Programs_FINAL_20140926.pdf
- Vermont Safe Routes to School Crossing Guard Training:
<https://www.youtube.com/watch?v=pNmKXKWFdzo&feature=youtu.be>
- Washington Traffic Safety Commission School Zone Safety Curriculum Kit & Resource Guide:
<http://www.seattle.gov/transportation/docs/srts/School-Zone-Safety-Kit.pdf>

2.5.2 Incorporating Senior Volunteers

- 211 San Diego:
<https://211sandiego.communityos.org/zf/profile/service/id/654166>

2.5.3 Speed Watch/Feedback Signs and Enforcement Cameras

- Role of the Enforcement Officer (SRTS):
www.saferoutesinfo.org/guide/enforcement/role_of_the_enforcement_officer.cfm
- School Zone Speed Cameras (City of Seattle):
www.seattle.gov/police/technology/speed_photo.htm

2.5.4 Enforcement Campaign

- Role of the Enforcement Officer (SRTS):
www.saferoutesinfo.org/guide/enforcement/role_of_the_enforcement_officer.cfm
- Greenville, NC, participated in a distracted driving research project, neighborhood speed watch program, installed speed feedback signs, and increased law

enforcement before and after school:

www.saferoutesinfo.org/sites/default/files/resources/srts_gettingresults_drivingbehavior_0.pdf

- School Safety Campaign (Pasadena, CA):
www.altaplanning.com/projects/pasadena-safe-routes-to-school-program/

2.5.5 School Safety Campaign

- City of Tacoma’s “This Lane is Your Lane” campaign about traffic laws:
<http://www.cityoftacoma.org/cms/One.aspx?portalId=169&pageId=72640>
- Review of Bicycle Safety Campaigns -
www.issuelab.org/resource/bicycle_safety_campaign_review
- “Every Step Counts” Marketing Materials:
www.saferoutesinfo.org/program-tools/every-step-countsmarketing-materials
- Street Smarts Program (San Jose, CA):
www.getstreetsmarts.org/
- MnDOT Share the Road:
www.dot.state.mn.us/sharetheroad/

2.5.6 Neighborhood Beautification

- Spare the Air Youth Equity Guidebook:
www.sparetheairyouth.org/sites/all/themes/mtc/images/pdfs/STAY_Equity_Guidebook_Final.pdf
- The City Repair Project (Portland, OR):
www.cityrepair.org/
- Neighborhood murals (Davis, CA):
www.davisenterprise.com/local-news/mural-lights-up-davis-manorneighborhood/
- Street Mural Program (Vancouver, WA):
<http://www.cityofvancouver.us/publicworks/page/street-muralprogram>

2.6.1 Walk Audits

- Safe Routes to School Guide Walking and Bicycling Audits:
http://guide.saferoutesinfo.org/engineering/walking_and_bicycling_audits.cfm
- Spare the Air Youth Walking & Bicycling Audits:
<http://www.sparetheairyouth.org/walking-bicycling-audits>

2.6.2 Recommended Improvement Maps

- SRTS Guide:
<http://guide.saferoutesinfo.org/engineering/index.cfm>

2.6.3 Suggested Route to School Maps

- SRTS Guide:
<http://guide.saferoutesinfo.org/engineering/index.cfm>
- Spare the Air Youth:
<http://www.sparetheairyouth.org/suggested-route-maps>

2.6.4 School Drop-off/Pick-up Policies

- SRTS Guide: Student Drop-off and Pick-up Tools:
http://guide.saferoutesinfo.org/dropoff_pickup/student_dropoff_and_pickup_tools.cfm
- Spare the Air Youth School Site Transportation Policies:
www.sparetheairyouth.org/school-sitetransportation-policies

3.1 SRTS-Supportive Policies

- <http://changelabsolutions.org/safe-routes/welcome>

3.2 Engaging Volunteers

- Marin County's Safe Routes to Schools Guidebook for School Volunteers:
<http://www.saferoutestoschools.org/SR2Simages/Walk-and-Roll-Wednesdays-Guide.pdf>
- Keys to a Successful SRTS Program: Recruiting and Retaining Volunteers Webinar:
<http://www.saferoutesinfo.org/training/srts-webinars/keys-successful-srts-program-recruiting-and-retaining-volunteers>
- It is also important to show appreciation of volunteers. This can be done in a variety of ways and at the City, school district, or school level.
- The City of La Mesa's Safe Routes Guide provides some ideas to show appreciation to SRTS volunteers:
<http://goo.gl/eSGGv9>
- Energize, Inc. provides a variety of ideas for appreciating volunteers of all types:
https://www.energizeinc.com/how_to_volunteer_management/recognition

3.3.1 Attend Workshops

- <http://saferoutescalifornia.org/>

3.3.2 Watch Webinars

- National Safe Routes to School Partnership:
<http://saferoutespartnership.org/resourcecenter/National-Partnership-Webinars>
- California Safe Routes to School:
<http://www.casaferoutestoschool.org/get-assistance/webinars/>
- National Center for Safe Routes to School:
<http://www.saferoutesinfo.org/training/srts-webinars>

Appendix B

Funding Sources

FEDERAL SOURCES		Type of Project						
Agency	Funding Source	Pedestrian	Bicycle	SRTS	Trails	Planning	Construction	Other
Department of Housing and Urban Development	Community Development Block Grants	•	•	•	•	•	•	•
Department of Transportation	Transportation Investments Generating Economic Recovery (TIGER)	•	•		•	•	•	•
Environmental Protection Agency	Partnership for Sustainable Communities	•	•			•		•
Environmental Protection Agency	Smart Growth Program	•	•			•		•
Federal Highway Administration	Fixing America's Surface Transportation Act (FASTACT)	•	•			•	•	•
Federal Highway Administration	Surface Transportation Block Grant Program	•	•	•	•	•	•	•

STATE SOURCES								
Agency	Funding Source	Pedestrian	Bicycle	SRTS	Trails	Planning	Construction	Other
California Conservation Corps	Labor Assistance	•	•		•		•	•
Caltrans	Active Transportation Program	•	•	•	•	•	•	•
Caltrans	Highway Safety Improvement Program	•	•	•	•		•	
Caltrans	Petroleum Violation Escrow Account	•	•				•	
Caltrans	Regional Surface Transportation Program	•	•			•	•	•
Caltrans	Sustainable Transportation Planning Grant Program	•	•			•		
Caltrans	Transportation Development Act Article III Funds	•	•		•	•	•	
Office of Traffic Safety	Office of Traffic Safety Grants	•	•					

REGIONAL AND LOCAL SOURCES								
Agency	Funding Source	Pedestrian	Bicycle	SRTS	Trails	Planning	Construction	Other
SANDAG	iCommute Mini-Grants		•					•
SANDAG	TransNet Smart Growth Incentive Program	•	•			•	•	•
South Coast Air Quality Management District	Clean Air Fund (AB434/2766)	•	•					•
N/A	Cable Installation Projects	•	•				•	•
N/A	Developer Impact Fees	•	•				•	
N/A	Local Bond Measures	•	•				•	•
N/A	Utility Projects	•	•				•	

PRIVATE SOURCES								
Agency	Funding Source	Pedestrian	Bicycle	SRTS	Trails	Planning	Construction	Other
Conservation Fund	Kodak American Greenways Program	•	•		•	•		•
Fire Up Your Feet	Active Schools Fundraising	•	•					•
PeopleForBikes	Community Grant Program	•	•		•			•
REI	Various Grants and Local Partnerships							•
Robert Wood Johnson Foundation	Various Grants							•
Wal-Mart Foundation	Various Grants							•
N/A	Corporate Donations							•
N/A	Volunteer and Public-Private Partnerships							•

Federal Sources

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT-COMMUNITY DEVELOPMENT BLOCK GRANTS

The Community Development Block Grants (CDBG) program provides money for streetscape revitalization, which may be largely comprised of pedestrian improvements. Federal CDBG grantees may “use Community Development Block Grant funds for activities that include (but are not limited to): acquiring real property; building public facilities and improvements, such as streets, sidewalks, community and senior citizen centers and recreational facilities; paying for planning and administrative expenses, such as costs related to developing a consolidated plan and managing Community Development Block Grant funds; provide public services for youths, seniors, or the disabled; and initiatives such as neighborhood watch programs.” Trails and greenway projects that enhance accessibility are the best fit for this funding source.

More information: www.hud.gov/cdbg

DEPT. OF TRANSPORTATION-TRANSPORTATION INVESTMENTS GENERATING ECONOMIC RECOVERY (TIGER) PROGRAM

Can be used for innovative, multimodal, and multi-jurisdictional transportation projects that promise significant economic and environmental benefits to an entire metropolitan area, region, or nation. These include bicycle and pedestrian projects. Project minimum is \$10 million.

More information: www.transportation.gov/tiger

ENVIRONMENTAL PROTECTION AGENCY-PARTNERSHIP FOR SUSTAINABLE COMMUNITIES

Founded in 2009, the Partnership for Sustainable Communities is a joint project of the Environmental Protection Agency (EPA), the U.S. Department of Housing and Urban Development (HUD), and the U.S. Department of Transportation (USDOT). The partnership aims to “improve access to affordable housing, provide more transportation options, and lower transportation costs while protecting the environment in communities nationwide.” The Partnership is based on five Livability Principles, one of which explicitly addresses the need for bicycle and pedestrian infrastructure - “Provide more transportation choices: Develop safe, reliable, and economical transportation choices to decrease household transportation costs, reduce our nation’s dependence on foreign oil, improve air quality, reduce greenhouse gas emissions, and promote public health.” The Partnership is not a formal agency with a regular annual grant program. Nevertheless, it is an important effort that has already led to some new grant opportunities (including the TIGER grants).

More information: <https://www.sustainablecommunities.gov/>

ENVIRONMENTAL PROTECTION AGENCY - SMART GROWTH PROGRAM

EPA’s Smart Growth Program helps communities improve local development practices and get the type of development residents desire. The Smart Growth Program works with local, state, and national experts to discover and encourage development strategies that protect human health and the environment, create economic opportunities, and provide attractive and affordable neighborhoods for people of all income levels. The Smart Growth Program is housed in EPA’s Office of Sustainable Communities, which also coordinates EPA’s Green Building Work.

More information: <https://www.epa.gov/smartgrowth/epa-smart-growth-grants-and-other-funding>

FHWA-FIXING AMERICA'S SURFACE TRANSPORTATION ACT (FAST ACT)

The FAST Act, which replaced Moving Ahead for Progress in the 21st Century Act (MAP-21) in 2015, provides long-term funding certainty for surface transportation projects, meaning States and local governments can move

forward with critical transportation projects with the confidence that they will have a Federal partner over the long term (at least five years).

The law makes changes and reforms to many Federal transportation programs, including streamlining the approval processes for new transportation projects and providing new safety tools. It also allows local entities that are direct recipients of Federal dollars to use a design publication that is different than one used by their State DOT.

More information: www.transportation.gov/fastact

FHWA-SURFACE TRANSPORTATION BLOCK GRANT (STBGP)

The FAST Act expanded the existing Surface Transportation Program (STP) into the Surface Transportation Block Grant Program (STBGP), which places more decision-making power in the hands of state and local governments. The FAST Act simplifies the list of uses eligible for program funds and increases the ways that funds can be used for local roads and rural minor collectors. The Transportation Alternatives Program (TAP) is a set-aside program of this block grant. The new program requires 55 percent of program funds be distributed within each state on the basis of population, compared to 50 percent under STP. In California, STBGP is allocated through the Regional Surface Transportation Program (RSTP). The TAP program is allocated through the Active Transportation Program (ATP).

More information: <http://www.fhwa.dot.gov/fastact/factsheets/stbgfs.cfm>

State Sources

CALIFORNIA CONSERVATION CORPS-LABOR ASSISTANCE

The California Conservation Corps (CCC) provides labor assistance for projects related to natural resource management. Public agencies can hire a CCC team at low cost. Anaheim and the City of Los Angeles both have CCC offices.

More information: <http://www.ccc.ca.gov/about/glance/faqs/about hiring a crew/Pages/faq hire crew.aspx>

CALIFORNIA TRANSPORTATION COMMISSION-STATE TRANSPORTATION IMPROVEMENT PROGRAM (STIP)

Funds new construction projects that add capacity to the transportation network. STIP consists of two components, Caltrans' Interregional Transportation Improvement Program (ITIP) and regional transportation planning agencies' Regional Transportation Improvement Program (RTIP). STIP funding is a mix of state, federal, and local taxes and fees. Bicycle and pedestrian projects may be programmed under ITIP and RTIP.

More information: <http://www.catc.ca.gov/programs/stip.htm>

CALTRANS-ACTIVE TRANSPORTATION PROGRAM

With the consolidation of federal funding sources in MAP-21 and again under the FAST Act, the California State Legislature has consolidated a number of state-funded programs centered on active transportation into a single program. The resulting Active Transportation Program (ATP) consolidated the federal programs, Bicycle Transportation Account, the Safe Routes to Schools Program, and the Recreational Trails Program. The ATP's authorizing legislation (signed into law by the Governor on September 26, 2013) also includes placeholder language to allow the ATP to receive funding from the newly established Cap-and-Trade Program in the future. The Statewide Competitive ATP has \$240 million available through the 2020/2021 fiscal cycles. The California Transportation Commission writes guidelines and allocates funds for the ATP, while the ATP will be administered by the Caltrans Division of Local Assistance. Goals of the ATP are currently defined as the following:

- Increasing the proportion of trips accomplished by biking and walking;
- Increasing safety and mobility for active transportation users;

- Advancing active transportation efforts of regional agencies to achieve the greenhouse gas reduction goals;
- Enhancing public health;
- Ensuring that disadvantaged communities fully share in the benefit of the program; and,
- Providing a broad spectrum of projects to benefit many types of active transportation users.

More information: www.dot.ca.gov/hq/LocalPrograms/atp/index.html

CALTRANS SUSTAINABLE TRANSPORTATION PLANNING GRANTS

Caltrans also administers the Transportation Planning Grant Program that funds projects to improve mobility and lead to the planning, programming, and implementation of transportation improvement projects. Most recently, Caltrans awarded \$10.0 million in grant funding to 70 applicants, in two sub-categories: Environmental Justice grants and Community Based Transportation Plan grants.

More information: www.dot.ca.gov/hq/tpp/grants.html

CALTRANS-COMMUNITY BASED TRANSPORTATION PLANNING GRANT PROGRAM

The Community Based Transportation Planning (CBTP) grant program promotes transportation and land use planning projects that encourage community involvement and partnership. These grants include community and key stakeholder input, collaboration, and consensus building through an active public engagement process. CBTP grants support livable and sustainable community concepts with a transportation or mobility objective to promote community identity and quality of life.

More information: www.dot.ca.gov/hq/tpp/offices/ocp/completed_projects_cbtp.html

CALTRANS-HIGHWAY SAFETY IMPROVEMENT PROGRAM

The FAST Act eliminates the ability of states to shift funds designated for infrastructure safety programs to behavioral or educational activities, ensuring resources remain in construction-related programs. It also designates several new safety improvements eligible for funding including vehicle-to-infrastructure communication and roadway improvements that provide separation between pedestrians and motor vehicles.

With regards to unpaved roads, the FAST Act allows states to “opt out” of collecting safety inventory data for unpaved/gravel roads if certain conditions are met, as long as the states continue to collect data related to serious crashes and fatalities. It also requires that USDOT to review data and report to Congress on best practices for roadway infrastructure improvements that enhance commercial motor vehicle safety.

The Highway Safety Improvement Program (HSIP) is a data-driven funding program, and eligible projects must be identified through analysis of crash experience, crash potential, crash rate, or other similar metrics. Infrastructure and non-infrastructure projects are eligible for HSIP funds. Bicycle and pedestrian safety improvements, enforcement activities, traffic calming projects, and crossing treatments for active transportation users in school zones are examples of eligible projects. All HSIP projects must be consistent with the state’s Strategic Highway Safety Plan. In California, HSIP is administered by Caltrans.

More information: <http://www.dot.ca.gov/hq/LocalPrograms/hsip.html>

CALTRANS-PETROLEUM VIOLATION ESCROW ACCOUNT

In the late 1970s, a series of federal court decisions against selected United States oil companies ordered refunds to the states for price overcharges on crude oil and refined petroleum products during a period of price control regulations. To qualify for Petroleum Violation Escrow Account (PVEA) funding, a project must save or reduce energy and provide a direct public benefit within a reasonable time frame. In California, Caltrans Division of Local Assistance administers funds for transportation-related PVEA projects. PVEA funds do not require a match and can be used as match for additional federal funds.

More information: www.dot.ca.gov/hq/LocalPrograms/lam/prog_g/g22state.pdf

CALTRANS-REGIONAL SURFACE TRANSPORTATION PROGRAM

THE REGIONAL Surface Transportation Program (RSTP) was established by California State Statute utilizing Surface Transportation Program Funds that are identified in Section 133 of Title 23 of the United States Code. This program provides flexible funding that may be used by States and localities for projects to preserve and improve the conditions and performance on any Federal-aid highway, bridge and tunnel projects on any public road, pedestrian and bicycle infrastructure, and transit capital and intercity passenger projects.

MORE INFORMATION:

http://www.dot.ca.gov/hq/transprog/federal/rstp/regional_surface_transportation_program-map21_090115_1.pdf

CALTRANS-TRANSPORTATION DEVELOPMENT ACT ARTICLE III FUNDS

Transportation Development Act (TDA) Article III funds awarded annually to local jurisdictions for bicycle and pedestrian projects in California. These funds originate from the state gasoline tax and are distributed to counties based on population, with a competitive process administered by OCTA for local jurisdictions. Funds may be used for the following bicycle and pedestrian activities:

- Engineering expenses
- Right-of-way acquisition
- Construction and reconstruction
- Retrofitting existing bicycle and pedestrian facilities, including signage installation and ADA compliance
- Route improvements such as signal controls for cyclists, bicycle loop detectors, rubberized rail crossings and bicycle-friendly drainage grates
- Support facilities, such as bicycle parking and pedestrian amenities

More information: <http://www.dot.ca.gov/hq/MassTrans/State-TDA.html>

OFFICE OF TRAFFIC SAFETY (OTS) GRANTS

The Office of Traffic Safety (OTS) distributes grants statewide to establish new traffic safety programs or fund ongoing safety programs. OTS grants are supported by federal funding under the National Highway Safety Act and MAP-21. Grants are used to establish new traffic safety programs, expand ongoing programs or address deficiencies in current programs. Bicycle safety is included in the list of traffic safety priority areas. Eligible grantees are governmental agencies, state colleges, state universities, local town and county government agencies, school districts, fire departments, and public emergency services providers. Grant funding cannot replace existing program expenditures, nor can traffic safety funds be used for program maintenance, research, rehabilitation, or construction. Grants are awarded on a competitive basis, and priority is given to agencies with the greatest need. Evaluation criteria to assess need include potential traffic safety impact, collision statistics and rankings, seriousness of problems, and performance on previous OTS grants. The California application deadline is January of each year. There is no maximum cap to the amount requested; however, all items in the proposal must be justified to meet the objectives of the proposal.

More information: www.ots.ca.gov/Grants/Apply/default.asp

Regional & Local Sources

SANDAG- ICOMMUTE MINI GRANTS

These grants are issued yearly to coincide with annual National Bike Month in May. These \$3,000 grants are awarded to local non-profits, Chambers of Commerce, and other community agencies/organizations to facilitate various biking activities to occur between April and mid-June that complement many SRTS education and encouragement activities.

More information: <http://www.sandag.org/index.asp?newsid=933&fuseaction=news.detail>

SANDAG- TRANSNET SUSTAINABLE GROWTH INCENTIVE PROGRAM & ACTIVE TRANSPORTATION PROGRAM

These two programs are both funded by TransNet, the half-cent sales tax, funded through 2044, for highway, transit, and local road projects. The Smart Growth Incentive and Active Transportation Grant Programs both work to encourage high-density mixed use development and mobility choices. Cycle 3 awarded \$15 million to various jurisdictions in San Diego County.

More information: <http://www.sandag.org/index.asp?classid=12&projectid=491&fuseaction=projects.detail>

SCAQMD-CLEAN AIR FUND (AB 434/2766 - VEHICLE REGISTRATION FEE SURCHARGE)

Administered by South Coast Air Quality Management District (SCAQMD). Local jurisdictions and transit agencies can apply. Funds can be used for projects that encourage biking, walking, and/or use of public transit. For bicycle-related projects, eligible uses include: designing, developing and/or installing bikeways or establishing new bicycle corridors; making bicycle facility enhancements/improvements by installing bicycle lockers, bus bicycle racks; providing assistance with bicycle loan programs (motorized and standard) for police officers, community members and the general public. Matching requirement: 10-15 percent.

More information: www.aqmd.gov/home/programs/local-government/local-government-detail?title=ab2766-motor-vehicle-subvention-program

CABLE INSTALLATION PROJECTS

Cable television and telephone companies sometimes need new cable routes within public right-of-way. Recently, this has most commonly occurred during expansion of fiber optic networks. Since these projects require a significant amount of advance planning and disruption of travel lanes, it may be possible to request reimbursement for affected bicycle and pedestrian facilities to mitigate construction impacts. In cases where cable routes cross undeveloped areas, it may be possible to provide for new transportation facilities following completion of the cable trenching.

DEVELOPER IMPACT FEES

As a condition for development approval, municipalities can require developers to provide specific infrastructure improvements, which can include bikeway projects. These projects have commonly provided Class II bicycle facilities for portions of on-street, previously-planned routes, and sidewalks. They can also be used to provide bicycle parking, shower and locker facilities, signal modifications, transit stop modifications, and storm water modifications. The type of facility that should be required to be built by developers should reflect the greatest need for the particular project and its local area. Legal challenges to these types of fees have resulted in the requirement to illustrate a clear nexus between the particular project and the mandated improvement and cost.

LOCAL BOND MEASURES

Local bond measures, or levies, are usually initiated by voter-approved general obligation bonds for specific projects. Bond measures are typically limited by time, based on the debt load of the local government or the project under focus. Funding from bond measures can be used for right-of-way acquisition, engineering, design,

and construction of pedestrian and bicycle facilities. Bond measures are often used by cities for local match in grant applications. Transportation-specific bond measures featuring a significant bicycle/pedestrian facility element have passed in other communities, such as Seattle’s “Closing the Gap” measure.

UTILITY PROJECTS

By monitoring the capital improvement plans of local utility companies, it may be possible to coordinate upcoming utility projects with the installation of motor vehicle, transit, bicycle, and pedestrian infrastructure within the same area or corridor. Often times, utility companies will mobilize the same type of forces required to construct transportation projects, resulting in the potential for a significant cost savings. These types of joint projects require a great deal of coordination, a careful delineation of scope items, and an agreement or memorandum of understanding, which may need to be approved by multiple governing bodies.

Private Sources

CONSERVATION FUND-THE KODAK AMERICAN GREENWAYS PROGRAM

The Conservation Fund’s American Greenways Program has teamed with the Eastman Kodak Corporation and the National Geographic Society to award small grants (\$250 to \$2,000) to stimulate the planning, design, and development of greenways. These grants can be used for activities such as mapping, conducting ecological assessments, surveying land, holding conferences, developing brochures, producing interpretive displays, incorporating land trusts, and building trails. Grants cannot be used for academic research, institutional support, lobbying, or political activities.

More information: www.conservationfund.org

FIRE UP YOUR FEET-ACTIVE SCHOOLS FUNDRAISING

Fire Up Your Feet is a core program of the Safe Routes to School National Partnership. Its 3 components are year-round resources, Activity Challenges, and Active Schools Fundraising. The Active Schools Fundraising is a platform through which schools can raise money through healthy activities, such as walk-a-thons and other physical events.

More information: <http://activeschoolsfundraising.org/how-it-works>; <http://fireupyourfeet.org/>

PEOPLEFORBIKES COMMUNITY GRANT PROGRAM

PeopleForBikes is a coalition of bicycle suppliers and retailers that has awarded \$2.9 million in community grants and leveraged an additional \$670 million since its inception in 1999. The community grant program funds bicycle paths and rail trails, as well as mountain bicycle trails, bicycle parks, BMX facilities, and large-scale bicycle advocacy initiatives. Spring 2015 grant awards ranged between \$800 and \$10,000 and contributed to greenway and other infrastructure projects, as well as bicycle parking and bicycle-related programming.

More information: www.peopleforbikes.org/pages/community-grants

REI GRANTS

The REI grants program makes funding available to local non-profit organizations to provide the resources and capacity to organize stewardship activities and get volunteers involved. The cities could partner with local advocacy groups to pursue these funds.

More information: <https://www.rei.com/stewardship/community.html>

THE ROBERT WOOD JOHNSON FOUNDATION

The Robert Wood Johnson Foundation was established as a national philanthropy in 1972, and today, it is the largest U.S. foundation devoted to improving the health and health care of all Americans. Grant making is concentrated in four areas:

- To assure that all Americans have access to basic health care at a reasonable cost
- To improve care and support for people with chronic health conditions
- To promote healthy communities and lifestyles
- To reduce the personal, social and economic harm caused by substance abuse: tobacco, alcohol, and illicit drugs

More information: www.rwjf.org/applications/

THE WAL-MART FOUNDATION

The Wal-Mart Foundation offers a Local, State, and National Giving Program. The Local Giving Program awards grants of \$250 to \$5,000 through local Wal-Mart and Sam's Club Stores. Application opportunities are announced annually in February with a final deadline for applications in December. The State Giving Program provides grants of \$25,000 to \$250,000 to 501c3 nonprofits working within one of five focus areas: Hunger Relief & Nutrition, Education, Environmental Sustainability, Women's Economic Empowerment, or Workforce Development. The program has two application cycles per year: January through March and June through August. The Wal-Mart Foundation's National Giving Program awards grants of \$250,000 and more, but does not accept unsolicited applications.

More information: <http://foundation.walmart.com/apply-for-grants>

CORPORATE DONATIONS

Corporate donations are often received in the form of liquid investments (i.e. cash, stock, bonds) and in the form of land. Employers recognize that creating places to bicycle and walk is one way to build community and attract a quality work force. Bicycling and outdoor recreation businesses often support local projects and programs. Municipalities typically create funds to facilitate and simplify a transaction from a corporation's donation to the given municipality. Donations are mainly received when a widely supported capital improvement program is implemented. Such donations can improve capital budgets and/or projects.

VOLUNTEER AND PUBLIC-PRIVATE PARTNERSHIPS

A public-private partnership involves an agreement between a public agency and a private party, in which the private party delivers a public service or project to the public agency. Projects can be funded solely by the private party or through a collection of private monies and taxpayer dollars.

OTHER SOURCES

Volunteer programs may be developed to substantially reduce the cost of implementing some routes, particularly shared-use paths. For example, a local college design class may use such a shared-use route as a student project, working with a local landscape architectural or engineering firm. Work parties could be formed to help clear the right of way for the route. A local construction company may donate or discount services beyond what the volunteers can do. And a challenge grant program with local businesses may be a good source of local funding, in which the businesses (or residents) can "adopt" a route or segment of one to help construct and maintain it.