Sacramento County
Safe Routes to School
Toolkit

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Prepared for the Sacramento County Department of Transportation

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Contents

Introduction

Purpose of this toolkit

The purpose of this toolkit is to assist parents, guardians, school site staff, and school district staff in the unincorporated areas of Sacramento County to build an effective Safe Routes to School (SRTS) program and prepare for future funding opportunities. This toolkit does not cover general SRTS information in depth, but rather focuses on local issues, solutions, and best practices while referring the reader to web resources for further information on specific topics. Topics are loosely organized into the "Five E's" common to SRTS: evaluation, education, encouragement, enforcement, and engineering.

Keep in mind that there is no prescribed "right" way to build an SRTS program. This toolkit offers guidance on the various steps and strategies an SRTS program organizer can consider taking to build a program in the unincorporated areas of Sacramento County. Select strategies that seem appropriate and possible for your community.

While many school communities may initially feel that costly infrastructure improvements are needed before walking and biking to school can be increased, in fact there are many programmatic and low-cost investments that can be made that will increase the safety of walking and biking. Furthermore, taking meaningful steps to support SRTS will make funding infrastructure improvements more attractive.

What's inside

This toolkit is comprised of seven sections:

1. **Benefits of Safe Routes to School: talking points**
   A brief overview on the benefits of Safe Routes to School that can be used to make the case for SRTS in conversations with parents, guardians, and school administrators.

2. **Getting started**
   How to build support for SRTS at your school in preparation for organizing a one-time event or a long-term program

3. **Identifying obstacles to walking and biking**
   Suggested data to collect to evaluate your SRTS needs and prepare for an SRTS grant application

4. **Increasing walking and biking**
   An overview of typical Education, Encouragement, and Enforcement solutions to increase walking and biking to school, as well as an overview of how the Sacramento County Department of Transportation (SacDOT) can help you with Engineering solutions.

5. **Getting the project funded**
   A discussion on federal and state Safe Routes to School funding, tips on preparing for an SRTS grant application in partnership with SacDOT, and a selection of suggested possible funding sources for programs.

6. **Building a sustainable program**
   Tips for creating an SRTS program that will operate for many years.

7. **Resources**
   Contact information for local SRTS resources and links to key online SRTS resources.

Local examples of successful SRTS programs and projects are found throughout the toolkit.

Links to online resources occur in the text throughout this toolkit. For readers of a printed toolkit, complete URL's are featured as section endnotes. References to cited information are also found in endnotes at the end of each of the seven sections.

The Sacramento County Safe Routes Five E's project

The County Five E's is a three-year (2008-2011) grant program sponsored by the Sacramento County Department of Transportation (SacDOT), funded by a $500,000 federal SRTS grant. The purpose of the project is to provide support for increasing walking and biking to elementary and middle schools throughout the unincorporated county.

To assist with implementing the scope of the grant, SacDOT contracted the services of WALKSacramento in June 2008. WALKSacramento is a community-based non-profit organization that promotes safe walkable communities. WALKSacramento works with community organizations, public agencies, and individuals on policy change, public education, and review of commercial and residential development to create a pedestrian-friendly environment.

The primary objectives of the County Five E's grant program are to:

- Conduct walkability and bikeability audits to identify barriers preventing students from walking or biking to school at fifteen K-8 schools within unincorporated Sacramento County
- Encourage schools to initiate walking and bicycling events and programs
- Hold regional conferences and workshops to encourage, educate and support the development of the Five E's and SRTS programs at the school and school district levels
- Create a Safe Routes Resource Advisory Committee to provide support and technical assistance for the project
- Prepare a "toolkit" that schools can use as a reference to better understand the process for developing their own SRTS grant application and walking/biking programs

1. Benefits of Safe Routes to School: Talking Points

The concept of Safe Routes to School (SRTS) is to increase the numbers of children who walk or bike to school by funding projects that remove the barriers that prevent them from doing so. The following is a brief overview of the various benefits of Safe Routes to School in Sacramento County. These points can serve as basic talking points when introducing SRTS to people or when talking with those who might have concerns about letting children walk or bike to school. Local data is presented below to help make the case that children in Sacramento County aren't getting sufficient physical activity and that there is a need for Safe Routes to School programs. Refer to the National Highway Traffic Safety Administration's Safe Routes to School guide for more information on [health, environment, and safety benefits](#).[1]

Improves physical and mental health

According to the Centers for Disease Control, children need at least one hour of moderate activity a day.[2] Regular physical activity for children is associated with improved muscle and cardiovascular fitness, healthy bones and joints, and a decrease in risk for heart disease, high blood pressure, and diabetes later in life. Recent research shows that children who walk or bicycle to school have higher daily levels of physical activity and better cardiovascular fitness than do children who do not actively commute to school.[3] Children who get regular physical activity also get mental health benefits with improved self-esteem, as well as reductions in anxiety, stress, and depression.[4]

Increases attentiveness and readiness to learn at school

A simple walk or bicycle ride to and from school can reduce stress reactivity in children during the school day, which means they will be more attentive and ready to learn.[5]

Increases safety

Pedestrian injuries and deaths are the second leading cause of death for 5 to 12 year olds in California, following motor vehicle occupant fatalities.[6] However, there is a *decline* in the number of child pedestrian and bicycle injuries in areas that implement Safe Routes to School programs.[7] The Five E's program teaches students the traffic and pedestrian rules of the road through education and enforcement programs.

Reduces traffic congestion around schools and improves air quality and respiratory health

Most schools have major traffic congestion around the school at drop-off and pick-up times. Walking and biking to school is one way to decrease congestion, as well as improve the air quality around the school. According to California Breathing, asthma rates in our state have increased over the past 10 years.[8] Air quality is measurably better around schools with more walkers and bicyclists.[9] Cars are a major source of air pollutants, especially carbon monoxide, particulate matter, ozone, and carbon dioxide (greenhouse gas).

Provides economical travel options in response to busing cuts

In the last few years many school districts have responded to budget shortfalls and deficits by cutting bus routes. Safe Routes to School programs can help identify and create safe alternatives to school buses such as walking school buses and bike trains. A side benefit is that walking and biking to school results in fewer trips to school by car, which saves on gas costs and wear and tear on the car.

Responsibility and empowerment for children

Walking to school develops time and task management: to dress, pack supplies, get organized and start the trip in a timely and organized manner, which are good life skills to start learning as a child.

Sacramento County data

The following data is specific to Sacramento County and comes from the California Health Interview Survey[10] results from 2009.[11] We present it here on the County level, but it can also be broken down to the zip-code level using the HealthyCity[12] website.

- 56% of children and teens in Sacramento County indicated that they "did not walk, bike or skate to school in the past week", but 47% of those respondents indicated that they "could have walked or biked to school within a half-hour"
- 18% of Sacramento County children were identified to be "overweight for their age"
- 14% of Sacramento County teens are "at-risk of being overweight" or being "overweight/obese", yet 24% of those respondents consider themselves "slightly or very overweight"
- 16% of all children, teens, and adults in Sacramento County reported being diagnosed with asthma, compared to 14% for the entire state of California

[1] Health, environment, and safety benefits: http://www.nhtsa.gov/people/injury/pedbimot/bike/Safe-Routes-2002/forms.html
[2] US Departments of Health and Human Services and Agriculture, "Physical Activity for Everyone," last modified March 30, 2011, accessed September 29, 2011, http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html.
[3] Davison KK, Werder JL, Lawson CT. "Children's active commuting to school: current knowledge and future directions," *Preventing Chronic Disease* 2008;5(3).
[4] Tomson LM, Andrew P. Hills NAK, Nuala MB, "Physical activity behavior in children and the measurement of physical activity," *Children, Obesity and Exercise Prevention,Treatment and Management of Childhood and Adolescent Obesity*, Routledge2007:pp.113–129.
[5] Lambiase MJ, Barry HM, Roemmich JN. "Effect of a simulated active commute to school on cardiovascular stress reactivity," *Medicine and science in sports and exercise,* 2010;42(8):1609-1616.
[6] California Department of Public Health, "Health Information and Strategic Planning, Vital Statistics Query System," last modified July 18, 2011, accessed September 29, 2011, http://www.apps.cdph.ca.gov/vsq/instruct.asp.
[7] Orenstein MR, University of California BTSC, California. Dept. of T. *Safe routes to school, safety & mobility analysis report to the California Legislature.* [Sacramento, Calif.]: California Dept. of Transportation; 2007.
[8] California Breathing. The Burden of Asthma in California: A Surveillance Report. 2007, accessed September 29, 2011, http://www.cdph.ca.gov/programs/ohsep/Documents/asthmaburden.pdf.
[9] United States Environmental Protection Agency. Travel and environmental implications of school siting. 2003, accessed September 29, 2001, http://purl.access.gpo.gov/GPO/LPS77249.
[10] California Health Interview Survey: http://www.askchis.com/
[11] California Health Interview Survey, 2009, accessed September 29, 2011, http://www.chis.ucla.edu.
[12] HealthyCity: http://www.healthycity.org/

2. Getting started

Organizing support for SRTS at your school

This section discusses building initial support for Safe Routes to School (SRTS) at a school site. It is generally assumed that school-based SRTS efforts will be led by a parent, school staff, or the school district.

Get principal support

Discuss a potential program or project with the school principal. The degree to which a principal will be supportive of your project may depend on factors beyond your control, so don't lose motivation if your principal doesn't share your enthusiasm. If you think there may be some apprehension on the principal's part, set a meeting and come prepared to discuss specific goals of the project, commitment of resources from the school, and liability issues.[13]

If a formal school-endorsed project seems out of reach, consider growing support for your program by talking with the school district. You may also try to get support from parents and neighbors on your way to school and encourage informally walking together. You can still grow SRTS at your school. However, school administration support is required for Safe Routes to School grant funding.

Recruit parents

Parent or guardian involvement is key in building SRTS programs. Some programs start with just one motivated parent. Where can you find parents to help you with your

> **Tips for getting started**
> - Start small and start right now. A lot can be achieved while you're still learning and becoming comfortable with running an SRTS program.
> - Don't be afraid to ask for help. There is a lot of SRTS information out there and it might seem overwhelming. Start with the resources in the back of this toolkit. The folks under "local resources" have been doing this for a long time and are happy to lend a hand or point you to someone who can.
> - Be flexible. There is no single right way to organize an SRTS program.

SRTS program? Start by talking to parents who already walk or bike with their children to school and find out if they are interested in working together to get more students walking and biking. You can also approach your parent-teacher association or organization (PTA or PTO). If your school's parent-teacher association is not active, try the school site council. Another great way to meet interested parents is to set up a table or informational session at a school event such as Back-to-School Night or Safety Week. Set up a mingling area for parents, provide coffee, and start chatting. As you talk to people, remember to ask them if they know anyone else who might be interested. You may consider creating a sign-in sheet, or carrying a business card or small informational handout for people to contact you later. The International Walk to School Day[14] and the California Walk to School Headquarters[15] websites have templates available for download that can help you recruit support from parents and your principal.

Involving the larger school community

As your program grows you should consider involving other groups as needed. Neighborhood associations are sometimes interested in SRTS, particularly for the impact on traffic and crime in the area. Below is a list of some people you may consider involving:[16]

School
- Teachers (physical education or health teachers are a good place to start)
- PTA/PTO representative
- School nurse
- School district transportation director
- School improvement team or site council member
- Adult school crossing guards
- Special Education teacher

Community
- Nearby residents
- Neighborhood or community association members
- Local businesses
- Local pedestrian, bicycle and safety advocates
- Groups representing people with disabilities

Local Government
- Board of supervisors member
- Transportation or traffic engineer
- Local planner
- Public health professional
- Public works representative
- Law enforcement officer
- State or local pedestrian and bicycle coordinator

Remember to keep a list of who you have contacted, who has been involved, and what they have contributed. This information may be useful when preparing the SRTS grant application.

Setting goals

After you've organized a group interested in supporting SRTS at your school, identify what you are going to accomplish with your SRTS program. For example, your goal might be to increase the number of students walking to school, and/or to increase the safety of students who already walk to school. Remember to make S.M.A.R.T. goals, that is, goals that are specific, measurable, attainable, realistic, and time-bound. For example, a goal might be to get 50% of the students to participate in International Walk to School Day.

Setting goals will help you identify who else needs to be involved in the project.

Asking for help

This section does not offer guidance on who specifically to involve in your project because SRTS programs are flexible and unique to each school. Regardless of who you end up contacting, here are some tips to follow to help make your communication effective.
- Let them know who you are and why you're contacting them.
- Briefly describe your program.
- If the person is willing to help, make a specific request. For example, ask, "Can you help us with walk to school day by providing a case of bottled water and two boxes of granola bars?"
- Send thank you letters to those who respond to your requests.

Local example: Bannon Creek Elementary

At Bannon Creek Elementary in Sacramento's Natomas community, a parent volunteer had been successfully organizing walk to school events for several years. But it's hard for even the most active champion to single-handedly grow a program so he set up a Safe Routes to School information and parent recruitment table at Back to School night. This is how he met a parent new to the area who walked with his son to school every day.

The parent team worked in areas they were naturally skilled at. One parent set the vision for the program, developed ideas for encouragement activities, and reached out to involve other partners such as WALKSacramento and the Local Government Commission. The other parent handled much of the logistics of encouragement activities including coordinating parent volunteers, creating promotional flyers and newsletters, distributing t-shirts and raffle prizes, and securing almost $7,000 in easy-to-write local mini-grants.

Together, the parent team grew the Bannon Creek Safe Routes to School program. The walk to school events proved an effective tool for recruiting parents. Parents who just finished walking to school with their children were welcomed with coffee, over which they discussed the program and their participation. Tasks for new parent volunteers were kept simple and specific. For example, walk to school leaders would be instructed, "Meet the kids at the corner, leave by 7:20 am, and pass out the raffle tickets when you reach school." Parents who showed increased interest and initiative were gradually given more responsibility.

The principal and the school district are now active supporters of walking and biking to Bannon Creek Elementary. The parent left behind a culture where walking and biking to school are expected and embraced.

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[13] Liability Issues (scroll down to "liability concerns"): http://www.walksacramento.org/resources/safe-routes-to-school-resources/
[14] International Walk to School Day resources: http://www.walktoschool.org/resources/index.cfm
[15] California Walk to School Day Headquarters resources: http://www.caactivecommunities.org/w2s-resources/additional-resources/
[16] National Center for Safe Routes to School, SRTS Guide: Steps to Creating a Safe Routes to School Program, 2007, available from http://guide.saferoutesinfo.org/steps/index.cfm; Internet; accessed 1 September 2011.

3. Identifying obstacles to walking and biking

Identifying issues through data collection is a recommended step for implementing a successful SRTS program, whatever your ultimate goal. Many of the background data identified in this section are great for use in Safe Routes to School grant applications. The type and amount of data you collect will depend on your project needs, your interest in the data, and your capacity to collect the data. There are no required data for starting an SRTS program, but some data are required for SRTS funding. This section will discuss:

- Baseline walking and biking numbers
- Surveys of parent concerns
- Student attendance information
- Road data
- Walk audits and behavior observation
- Bike audits

The SRTS program must not overlook the needs of students with disabilities. It is important to identify barriers such as no sidewalks, no curb ramps, and physical obstructions. Students with disabilities should have opportunities to participate in encouragement and education programs.

Baseline walking and biking numbers

Establishing baseline numbers of students walking and biking to school will help you measure your effectiveness. Pre- and post-project evaluations are required of Safe Routes to School grant awardees. When applying for grants, having these counts will help you make the case for funding your program and show that you have experience that will help you meet the grant evaluation requirements. Below are ways to establish baseline walking and biking counts.

In-class tallies

The easiest way to get baseline walking and biking numbers is to conduct an in-class student tally using the National Center for Safe Routes to School form.[17] Tallies are gathered by teachers through a show of students' hands. Detailed directions for teachers are included on the survey form. The tallies take five minutes and are easily completed during roll call.

Tips for in-class tally participation from teachers

- Ask the principal to introduce the tallies at a staff meeting and remind teachers to complete them. Make sure you provide information about the project and directions for completing the tallies to the principal.
- Consider including a letter to teachers describing the project and thanking them for their participation.
- Appreciate your office staff. They can be very helpful in collecting the surveys and making sure every teacher has submitted one.

Manual counts

Another way to get baseline counts is to conduct manual counts. At the most basic level, manual counts involve simply counting the number of students at a location. You can use a pen and paper or a handheld tally counter. Though somewhat more labor-intensive than the in-class tallies, manual counting can be particularly helpful if you want more detailed information about travel behavior. The information you

gather may help you identify infrastructure obstacles as well as strengths and weakness of your program (also see Behavior observations, page 15).

Consider gathering information on:
- Students crossing at an intersection and which crosswalks are being used
- Bicyclist helmet use
- Presence of adults accompanying children
- Groups and solo walkers and bikers
- Age and gender

Parent surveys

Surveying parents for their concerns about walking and biking is a way to determine which areas of improvement to focus on. The National Center for Safe Routes to School's form[18] is the best to use because results can easily be entered into an online system that automates reports and the form is available in multiple languages.[19] If you cannot enter the data yourself, the surveys can be sent to the National Center for Safe Routes to School and they will assist free of charge. Some find the National Center for Safe Routes to School's form confusing and/or inadequate. If you decide to use your own form, use it as a supplement because California SRTS grants require use of the National Center for Safe Routes to School's form and entry of the data into the online system.

Ask every student family to complete the survey. This is most easily done by giving every student a survey to take home, though families with more than one child at the school will get multiple copies. Some schools have a system in place to avoid this; ask your office staff or principal. If your school regularly communicates by email, consider using the online survey option.[20]

Whoever is in charge of making copies of surveys should determine the number of non-English-speaking parents and what languages they speak. The office staff will have this information. If parent surveys are not available in the language you need, ask the California Safe Routes to School Technical Assistance Resource Center[21] (TARC) if they can provide translation.

Tips for parent survey participation
- Include a letter to parents with the survey describing the project and how their responses will be used. Use the school logo on the letter or ask the principal to sign it so parents know the survey is endorsed by the school.
- Ask the principal to send an automated recorded phone message to parents encouraging participation.
- Optionally, provide incentives for returning the survey. This could be a gift card raffle for parents or a class party for students.

Student information

It is important to know your audience when developing an SRTS program. Some school demographics information is required in Safe Routes to School grant applications.

The California Department of Education (CDE) has links to School Accountability Report Cards[22] which contain information on enrollment and demographics. CDE also has information on the percentage of

students eligible for the [Free and Reduced Price Meals Program](#)[23] (FRPM) and the County-District-School Code (CDS) numbers which are both required in SRTS grant applications. Additionally, CDE has [physical fitness test results](#)[24] by school, district, county, or statewide for fifth-, seventh-, and ninth-grade students in California.

Know the attendance area of your school and where students are likely to be coming from. You can find links to attendance boundaries for most schools on the school or school district website, or in the "Resources" section of this toolkit. Ask the school or district if they have maps showing where students live. If you are provided with a map of student residences, the information will not be detailed enough to pinpoint exactly where homes are. Maps reveal the general distribution of students and can help you identify the routes most students will take or set up meet-up locations for walking groups of students living near each other. The number of students living within two miles of school is required information in an SRTS grant application.

Road data

Speed surveys

This may come as no surprise, but drivers sometimes exceed the speed limit. Speed surveys determine how fast the average car is really going. Local departments of transportation usually have speed surveys prepared for major roads and may perform them by special request. SacDOT has an online inventory of posted [speed limits](#),[25] and speed survey data is available on request.

Speed surveys are particularly important for setting speed limits. The California Manual on Uniform Traffic Control Devices says, "*The setting of speed limits can be controversial and requires a rational and defensible determination to maintain public confidence. Speed limits are normally set near the 85th-percentile speed that statistically represents one standard deviation above the average speed and establishes the upper limit of what is considered reasonable and prudent. As with most laws, speed limits need to depend on the voluntary compliance of the greater majority of motorists. Speed limits cannot be set arbitrarily low, as this would create violators of the majority of drivers and would not command the respect of the public.*"

Speed is often a significant concern for parents, but because of the way speed limits are set simply lowering the speed limit may not be the best solution. Also, some engineering treatments may not be appropriate for high-speed roadways. Keep this in mind if you are planning to pursue neighborhood traffic calming such as speed bumps.

Crash and injury data

Crash and injury data can help make the case for funding. Safe Routes to School infrastructure grant applications ask for the number of pedestrian and bicycle collisions within two miles of project schools. Mapping crash data may reveal spatial patterns.

Below are some resources for crash and injury data. The data on these sites are often at least a few months old. The easiest site to use is TIMS. SWITRS is a good source for raw data and use of FARS is recommended for those comfortable working with tables.

<div align="center">Crash and injury data</div>

[Transportation Injury Mapping System](#)[26] (TIMS) maintained by	2001-2008 SWITRS data mapped by researchers at SafeTREC. Spatial data-enabled .pdf maps showing the location of every California public school and all pedestrian and bicycle injury crashes from 2006 to 2008 are available for

UC Berkeley SafeTREC[27]	download.[28] Data is only available through 2008. Registration for username and password required. Registration is free.
Statewide Integrated Traffic Records System[29] (SWITRS, maintained by the California Highway Patrol	All reported fatal and injury collisions which occurred on California's state highways and all other roadways, excluding private property, are available for query[30] by jurisdiction and report type. Data is approximately seven months behind. Pedestrian and bicycle reports are difficult to read and not optimized for use in GIS. Requests for reports are returned via email within 24 hours. Registration for username and password required. Registration is free.
Fatality Analysis Reporting System[31] (FARS) maintained by the National Highway Traffic Safety Administration's[32] (NHTSA)	FARS contains data on all vehicle crashes in the United States that occur on a public roadway and involve a fatality. The focus of FARS is on fatalities and may not include non-fatal crashes.
EpiCenter[33] maintained by the California Department of Public Health (CDPH)	Data available on deaths, hospitalizations, and emergency department visits for a variety of injury topics including pedestrian and bicycles injuries. Data can be broken down to the County level within California, and stratified by age, gender, race/ethnicity, year, and month.

Traffic volumes

Traffic volumes are measured as average daily total (ADT) of vehicles. Including ADT can be helpful when describing a roadway in a grant application or selecting appropriate engineering treatments. SacDOT has traffic counts[34] available for major roadways online. Other roads may be available upon request. Caltrans has traffic counts[35] for state highways.

Roadway characteristics

Key determinants of the safety of walking and biking are roadway characteristics such as road width, lane width, number of lanes, presence of crosswalks, sidewalks, bike lanes, and medians. Being able to identify the relationship between roadway characteristics and safety can help to identify effective solutions and make the case for funding.

Existing plans

Become familiar with existing plans for proposed roadway projects in your area and seek ways to incorporate them into your program. You may find that needed improvements have already been identified and you can work to possibly make them a higher funding priority by talking with SacDOT, getting support from your school district and community, and/or contacting your County supervisor. Check the following plans in the Sacramento County Departments of Transportation and Planning.

<div align="center">Existing plans</div>

Sacramento County Department of Transportation

Sacramento County Pedestrian Master Plan[36]	The Pedestrian Master Plan (PMP) establishes goals and strategies to increase pedestrian safety and improve walkability in the Sacramento County unincorporated area. Of particular interest for Safe Routes to School programs is Table 23 – School District Request CIP Projects. See Figures 1 through 9 for or a quick look at high priority projects in your area.
Sacramento County Bicycle Master Plan[37]	The Bicycle Master Plan (BMP) is intended to guide and influence bikeway policies, programs, and standards to make bicycling in Sacramento County

	more safe, comfortable, convenient, and enjoyable for all bicyclists. The ultimate goal is to increase the number of persons who bicycle to work, school, errands, and recreation in Sacramento County.
[Transportation projects](#)[38]	SacDOT website with links to descriptions of current transportation projects.
[Project Master List](#)[39]	Status of current SacDOT projects.
[Transportation Improvement and Program Guide](#)[40]	A seven-year document detailing SacDOT projects and funding.
[Neighborhood Traffic Management Program project status](#)[41]	The current status of SacDOT's Neighborhood Traffic Management Program (NTMP) projects. More info on the NTMP can be found in the "Increasing walking and biking" section of this toolkit.

Sacramento County Planning Division

[Sacramento County General Plan Update](#)[42]	The County General Plan is a comprehensive countywide plan setting policies for the next 20 years. The last update was approved in 1993; another update is currently underway. Of particular interest are the Circulation and Land Use Elements.
[Specific plans and community plans](#)[43]	Community Plans and Specific Plans provide direction for entire communities or other defined new geographic areas. These plans will take different forms depending on the specific needs of our communities. They typically set forth policy and implementation strategies for such items as land use, transportation, urban design, parks, school facilities and public services.
[Corridor plans](#)[44] and [more corridor plans](#)[45]	The unincorporated area of Sacramento County has miles and miles of aging commercial corridors and many of these corridors are showing signs of wear. Sacramento County has embarked on a program to revitalize these corridors and focus on quality urban design, economic development opportunities, good mobility, and significant community involvement.

Walk audit

A walk audit is a coordinated event with students, staff, parents, and other stakeholders with the purpose of identifying and documenting obstacles to walking and biking to a school. These obstacles can be related to pedestrian and bicyclist safety, access, comfort or convenience, and they are typically transportation infrastructure-related.

If you are planning to partner with SacDOT on a Safe Routes to School grant application, you should have the support of your school and school district and their participation in your walk audit.

Step 1: Invite the right people
Identify the people needed on your walk audit. Parents and guardians, students, and school staff are key to successful SRTS walk audits. They will know the obstacles to walking and their input in identifying obstacles ensures that SRTS programs implement effective solutions. Invite other people from your project team as needed. If you are planning to apply for a Safe Routes to School grant, invite representatives from your school district such as the safe schools manager, the facilities/planning

manager, and the grant program manager. If you already have very strong school district support, invite SacDOT by calling (916) 874-6291.

<p align="center">Potential walk audit participants</p>

School and school district
- Principal
- Parents/guardians
- Students
- PTA/PTO member
- School administration
- Teachers
- Other school staff
- After-school program leader
- Pre-K program leader
- School board member
- Grants programs manager
- School district transportation staff
- Safe schools manager
- School district facilities and planning staff

Community
- Neighborhood association member
- Neighbors
- Local service club member
- Local business owners
- Pedestrian advocates
- Bicycle advocates
- Local transportation staff
- Local planning staff
- Regional planning staff
- Health professionals
- Law enforcement officers
- Recreation and parks staff

Step 2: Bring the right materials

Gather the items you will need on the audit: a camera, paper, pencil, clipboard, an orange safety vest, a walk audit checklist, and a map that covers the route you will walk and that you can mark your findings on. Bring good walking shoes and dress for the weather. If you can, bring poster-sized aerial photos of the area to aid post-audit visualization of findings and recommended improvements. SacDOT or your school district may be able to provide these. You may also consider bringing refreshments for participants such as water or coffee and fruit or cookies.

Walk audit checklists can remind you of what kinds of things to look for on a walk audit and help you capture all the findings. A sample checklist is available at the end of this toolkit. Links to some of the many other school-related walk audit checklists and materials online are found in the "Resources" section of this toolkit.

Step 3: Identify obstacles to walking

Now you can get out and walk! It does not take an expert to identify obstacles to walking. Ask: would a child feel safe walking here? Can you easily and safely cross the street? Are drivers attentive and respectful? Is it pleasant to walk? Even if there are adequate sidewalks and crosswalks it may be unpleasant to walk along busy streets or near gang activity, for example. Complete the walk audit checklist as you walk. You may consider taking pictures of the obstacles you see. Be sure to note specific problems and their exact locations.

Step 4: Identify unsafe behaviors that could be corrected with education or enforcement

Behavior observations typically focus on the area immediately surrounding the school site where pick-up and drop-off occurs and identify behaviors that can be addressed with education or enforcement. Take note of how pedestrians, cyclists, and vehicles are interacting. What unsafe behaviors need to be corrected? The walk audit checklist has a section for noting parent and student behaviors.

Step 5: Document and summarize findings

When you are finished with the walk audit, bring the group back together and summarize what you saw. Make sure all your findings are recorded on the walk audit checklist. This document can be the first step to developing an action plan which can later be used to develop grant applications. Identify who is responsible for making improvements, and use your walk audit checklist to start a conversation on how to

address the issues. If you are partnering with SacDOT on a Safe Routes to School grant application, contact them first at (916) 874-6291, and then send them copies of your checklist.

Bike audit

Bike audits are more difficult to execute due to the logistics associated with organizing a group of riders with varying skill levels, but they are the preferred way to identify obstacles to biking to school. We suggest having a small group of cyclists who are familiar with the area perform the bike audit.

There is a bike audit checklist at the end of this toolkit. The Pedestrian and Bicycle Information Center's Bikeability Checklist[46] is another good checklist to start with. The Center also has information on engineering bicycle-friendly facilities.[47] For more information on conducting bike audits and improving bicycle infrastructure in the Sacramento region, contact the Sacramento Area Bicycle Advocates.[48]

Tips for conducting a bike audit
- Pre-plan the routes you are going to audit. Choose routes that you will be comfortable and confident riding on based on your bicycling abilities.
- Conduct your bike audit during the morning or afternoon school commute time to get an accurate feel for the traffic patterns students will encounter.
- To capture conditions, try riding a segment of road and then stop at intersections to record your findings. Be sure to stop in a safe place out of traffic when taking notes or pictures.

Local walk audit example: Mary Deterding Elementary

In April 2008, a local Girl Scout troop began a photojournalism project with Safe Kids USA for whom the purpose of the project was to educate children about pedestrian safety and to see the pedestrian environment through the eyes of children utilizing photographs taken by children around the world.

First, the troop received a presentation from Safe Kids Greater Sacramento on walking safety. The next month, armed with their new knowledge, the troop conducted a walk audit around Deterding Elementary with Safe Kids USA, FedEx, and WALKSacramento. The Scouts mapped out six routes and split into groups of three to four accompanied by one adult. Each Scout took four photographs and then chose one or two to write a paragraph about. The Scouts presented and discussed their photographs after the walk audit. The findings, in the Scouts' own words, were:
- Add sidewalks and plant trees.
- Bigger sidewalks and more cross signs
- People should park in their driveways
- It should have a painted crosswalk
- Street should get bigger bicycle lanes
- Make the sidewalks bigger where people have enough room to walk

To further identify obstacles, the Scouts sent surveys home to parents to capture parent concerns regarding walking and biking. The troop invited Safe Kids, SacDOT, WALKSacramento, and Sacramento Area Bicycle Advocates (SABA) to a second walk audit in January 2009. The troop received video and voice training from Safe Kids USA prior to the walk audit. They filmed their walk to document findings. The Scouts' video can be viewed on YouTube. In February 2009, the troop met with the PTA to discuss preliminary findings and recommendations for improvements. The PTA provided input based on their knowledge of the area. In April the Scouts presented their video from the walk to the local community planning council.

The recommendations from the troop's walk audits provided the basis for a successful Safe Routes to School grant application in 2010.

[17] Evaluation: Student In-Class Travel Tally: http://www.saferoutesinfo.org/program-tools/evaluation-student-class-travel-tally

[18] Evaluation: Parent Survey: http://www.saferoutesinfo.org/program-tools/evaluation-parent-survey

[19] Parent Survey Other Language Options: http://www.saferoutesinfo.org/program-tools/evaluation-parent-survey-other-language-options

[20] Evaluation: Parent Survey Online Surveying Option: http://www.saferoutesinfo.org/program-tools/evaluation-parent-survey-other-language-options

[21] California Technical Assistance Resource Center: http://www.casaferoutestoschool.org/

[22] School Accountability Report Card: http://www.cde.ca.gov/ta/ac/sa/

[23] Free/Reduced Price Meals Program: http://www.cde.ca.gov/ta/ac/sa/

[24] Physical fitness test results: http://www.cde.ca.gov/ta/tg/pf/

[25] Sacramento County Posted Speed Limits: http://www.msa2.saccounty.net/transportation/Pages/SpeedLimitDatabase.aspx

[26] Transportation Injury Mapping System: http://tims.berkeley.edu/

[27] Safe Transportation Research and Education Center: http://safetrec.berkeley.edu/

[28] TIMS SRTS Resources: http://tims.berkeley.edu/resources/srts/main.php

[29] Statewide Integrated Traffic Records System: http://www.chp.ca.gov/switrs/

[30] SWITRS Query: http://iswitrs.chp.ca.gov/Reports/jsp/CollisionReports.jsp

[31] Fatality Analysis Reporting System: http://www-fars.nhtsa.dot.gov/Main/index.aspx

[32] National Highway Traffic Safety Administration: http://www.nhtsa.gov/

[33] EpiCenter: http://epicenter.cdph.ca.gov/

[34] Sacramento County Traffic Count Program: http://www.msa2.saccounty.net/transportation/Pages/TrafficCountProgram.aspx

[35] California Department of Transportation Traffic Data Branch: http://traffic-counts.dot.ca.gov/

[36] Sacramento County Pedestrian Master Plan: http://www.msa2.saccounty.net/transportation/Pages/PedestrianMasterPlan.aspx

[37] Sacramento County Bicycle Master Plan: http://www.msa2.saccounty.net/transportation/Pages/BikewayMasterPlan.aspx

[38] Sacramento County Transportation Projects: http://www.msa2.saccounty.net/transportation/Pages/projects.aspx

[39] Sacramento County Transportation Project Master List: http://www.msa2.saccounty.net/transportation/Pages/PML.aspx

[40] Sacramento County Transportation Improvement and Program Guide: http://www.msa2.saccounty.net/transportation/Pages/TIP.aspx

[41] Neighborhood Traffic Management Program project status: http://www.msa2.saccounty.net/transportation/Pages/NTMP-ProjectStatus.aspx

[42] Sacramento County General Plan Update: http://www.msa2.saccounty.net/planning/Pages/GeneralPlanUpdate.aspx

[43] Sacramento County Specific Plans/Community Plans/Special Projects: http://www.msa2.saccounty.net/planning/Pages/SpecificPlansCommunityPlansSpecialProjects.aspx

[44] Sacramento County Corridor Plans: http://www.msa2.saccounty.net/planning/Pages/cplans.aspx

[45] Sacramento County Other Corridor Plans: http://www.msa2.saccounty.net/planning/Pages/OtherCorridorPlans.aspx

[46] Bikeability Checklist: http://www.bicyclinginfo.org/pdf/bikeability_checklist.pdf

[47] Engineer Bicycle Facilities: http://www.bicyclinginfo.org/engineering/

[48] Sacramento Area Bicycle Advocates: http://sacbike.org/

4. Increasing walking and biking

Solutions to overcoming Safe Routes to School barriers are conventionally placed in one of four categories, or the "four E's": education, encouragement, enforcement, and engineering. Some activities fall under more than one "E," and many "E's" are usually more effective working together than only using one strategy. For example, after using engineering to make crossing a street easier, you might use education to teach kids how to cross the street safely. Then you might begin a walk to school program and encourage more students to walk and use the crosswalk.

Because many excellent resources for the four "E's" can be found online, this section provides a very brief overview with links for further reading. More resources can be found in the "Resources" section of this toolkit.

Education

Education strategies seek to change behavior by providing information. The National Center for Safe Routes to School's SRTS Guide has an excellent chapter on education.[49]

Educating students
Students who walk or bike to school should receive pedestrian and bicycle safety skills education so that they can be safe and courteous users of the roadway. Students may also receive personal safety education to keep them safe from crime while walking to school, and environmental and health education so they understand the benefits of active transportation. See the National Center for Safe Routes to School's SRTS Guide Strategies for Educating Children.[50]

Educating parents
Parents sometimes need to be reminded of how to be safe drivers at their school and around children. If your school has a pick-up and drop-off procedure plan, make sure that parents are aware of the procedure. Parents may also receive training on how to be safe pedestrians and cyclists, and how to teach their children to be safe pedestrians and cyclists. See the National Center for Safe Routes to School's SRTS Guide Key Messages for Parents.[51]

Educating neighbors
In addition to driving safely, neighbors can have an impact on SRTS by making the sidewalks and streets in front of their homes pleasant to walk or bike past: keeping the sidewalks clear of vegetation, keeping the bike lanes or shoulders clear of waste, and securing dogs away from the sidewalks. See the National Center for Safe Routes to School's SRTS Guide Key Messages for Neighbors.[52]

Encouragement

Encouragement activities make walking and biking to school fun for students. Encouragement is probably the easiest "E" for a parent to start, and the scope of encouragement can range from a one-time, one-day activity such as Walk-to-School Day to ongoing programs such as mileage clubs. The National Center for Safe Routes to School's guide has a good section on encouragement.[53]

International Walk to School Day	International Walk to School Day is held the first Wednesday in October every year. Register your event, find an event, and download promotional materials at walktoschool.org and at the California Walk to School Headquarters[54] website.
Ongoing walk to school days	Encourage walking regularly with weekly or monthly events such as "Walking Wednesdays" or "Walking Third Thursdays." For these low-key walking events students might receive a sticker or raffle ticket for walking or biking to school.
Frequent walker/rider mileage clubs	Mileage club programs keep track of the number of miles or trips students take to school on foot or by bike. This is typically done with stamp cards carried by students, but Save a Gallon[55] and Boltage[56] are good choices for the more tech-savvy. Some programs use raffle prizes and awards at mileage milestones for incentives. Another choice is to award the classroom with the highest percentage of students walking or biking. Mileage clubs may also track non-school trips for students whose parents do not feel comfortable letting them walk or bike to school.
Drop-and-walk/ Park-and-walk	For students who live too far to walk or bike to school, drop- or park-and-walk programs are ideal. Parents drop students off at some distance away from school (one-quarter to one-half mile) and walk the rest of the way. This ensures these students can participate in SRTS activities.

Remember to be inclusive of all students in your SRTS encouragement programs. Students of all languages, mental and mobile abilities, and distance from school should have opportunities to participate.

Local encouragement example: Mariemont Elementary

A parent champion at Mariemont Elementary successfully built a walk to school program in a neighborhood that does not have sidewalks. Citing the potential for reducing the dangerous traffic conditions during pick up and drop off, she got the principal on board in supporting the work. She organized "Walk and Roll Wednesdays" to promote walking and bicycling. She worked with her school's PTA to recruit "Walk Ambassadors" who lead walking groups and bike trains from pre-determined locations to the school. To encourage parent involvement, she hosted Muffin Mornings once a month for parents and children. Signs promoting the weekly "Walk and Roll" were posted along the school's fence and other prominent places to increase awareness of the active, ongoing nature of the program.

She provided a rotating schedule for the Walk Ambassadors so they wouldn't burn out. They were encouraged to contact each other if they needed to swap times or dates. This self-management gave the ambassadors a sense of responsibility for and involvement in the program. In 2011 she left the school as her child moved on to middle school. By not relying on too few volunteers to do too much, she was able to secure a replacement as lead parent to carry on the work.

Enforcement

Enforcement is used to ensure people are safe and in compliance with safety rules.

Pick-up and drop-off monitors

Drop-off and pick-up times can be frustrating to everyone involved – students, parents, school teachers, staff, and administration, neighbors, and people driving near or past the school. Keeping traffic moving is important to keeping the peace, and monitors can help at the curb and in the parking lot.

Drop-off and pick-up monitors assist with the enforcement of the school's policies and plans for student drop-off and pick-up. Generally, school staff and/or parent volunteers help to keep traffic moving safely and efficiently. Some of the ways this might be accomplished is to direct traffic, help students get out of or into vehicles, or remind drivers and students of appropriate behavior. Pick-up and drop-off behaviors are easier to correct if your school has a plan that defines these procedures. Parents should be given this plan at the start of the school year, and periodically throughout the year. The district may also consider posting the plan on the school website.

Crossing guards

At the right locations, crossing guards can help students to make safe street crossings. Factors that are important to the effectiveness of crossing guards include the children's ages, number of children needing to cross, gaps in traffic, traffic speed, number of turning vehicles, crossing distance, number of traffic lanes, distance from the school, and traffic signals and stop signs.

In the unincorporated areas of Sacramento, the Sacramento County Department of Transportation (SacDOT) provides very limited assistance regarding crossing guards. If you would like to request consideration for crossing guards at your school, please contact SacDOT customer service at (916) 875-5171.

Traffic enforcement

The California Highway Patrol (CHP) is responsible for traffic enforcement in the unincorporated areas of Sacramento County, although it has jurisdiction throughout the state to enforce all state laws. There are three CHP offices in the Sacramento area: North Sacramento office (916-338-6710), South Sacramento office (916-681-2300), and Rancho Cordova area office (916-464-2090).

If you feel there is a need for officers to patrol your school area or respond to a particular situation, please call the watch commander for your area. Be prepared to provide the location, time of day, and specific information on the issue.

Parking enforcement

The Sacramento County Sheriff's Department handles parking enforcement in the unincorporated areas of Sacramento County. The Parking Enforcement Detail provides education to the community, enforcement to protect the rights of all pedestrians and bicyclists, and enforcement that ensure safe and orderly traffic flow. The Sheriff's Department can also help educate students on the rules of the road to improve their safety.

Call the Parking Enforcement Detail office at (916) 876-6642 between 8:00 a.m. and 3:00 p.m. to report a parking violation. After business hours, call (916) 606-2023.

Radar trailers

A radar trailer is a device that measures each approaching vehicle's speed and displays it next to the legal speed limit in clear view of the driver. They can be placed on a street for a limited amount of time, then relocated to another street, allowing a single device to be effective in many locations.

The County of Sacramento CAN (Care About Neighborhoods) program provides radar trailers for use in neighborhoods that have requested but may not qualify for a Neighborhood Traffic Management Program (NTMP). The CAN program is an alternative to the Sacramento County NTMP program.

Two components of the CAN program can provide radar trailers on neighborhood streets. The Neighborhood Speed Watch Program uses radar trailers to identify speeders. Letters are then sent to the registered owners of the identified vehicles reminding them to obey speed limits. The Neighborhood Speed Awareness Program also uses radar trailers, but it provides immediate feedback to drivers of what their speeds are relative to appropriate and legal speed in the neighborhood. Contact SacDOT at (916) 875-5171 for more information.

The California Highway Patrol also has radar trailers that are used to help address concerns about speeding vehicles. Please call the watch commander for your area: North Sacramento office (916-338-6710), South Sacramento office (916-681-2300), and Rancho Cordova area office (916-464-2090).

Local enforcement examples

After hearing the findings of the Girl Scout troop's research on the traffic conditions around Mary Deterding Elementary (see Local walk audit example: Mary Deterding Elementary, page 16), the principal contacted the California Highway Patrol, who manages community traffic safety for the school. The CHP worked with the school to set up a plan for using orange traffic cones to direct the morning drop-off and afternoon pick-up traffic around the school. The simple, low-cost cones are put out and returned by the school custodian every day as part of her duties. This has resulted in safer driver behavior entering and leaving the school drop off area, and made it easier for students walking and biking to access campus.

Principals have had an impact on enforcement at other schools too. The principal at Greer Elementary found she was able to get cooperation of parents in cars by handing out small goodie bags to those demonstrating good driving behavior during drop-off. Because negative reinforcement can sometimes lead to confrontations with parents, the principal at Bannon Creek Elementary arranged for a parent dressed as the school's mascot to humorously point out unsafe behavior to drivers.

Engineering

It is the responsibility of SacDOT to plan and construct infrastructure within the street right-of-way in unincorporated areas. The locations of needed improvements such as sidewalks, curb ramps, and bike lanes need to be specifically identified when they are requested. Certain constraints such as the need to acquire property right-of-way from the adjacent land owner may limit the project scope due to funding availability. Engineering is a lengthy and costly process. It is recommended that schools try to increase

the safety of walking and biking through education, encouragement, and enforcement while pursuing engineering improvements.

Some solutions such as changing posted speed limits, providing traffic signals at intersections, or speed reduction measures such as speed bumps, require a traffic study to be conducted by SacDOT. The traffic study is a detailed technical evaluation to determine if a specific improvement is "warranted." This traffic study generally takes time to schedule, coordinate, and perform.

Neighborhood traffic calming

Neighborhood residents may pursue traffic calming[57] on residential streets through SacDOT's Neighborhood Traffic Management Program[58] (NTMP). The goal of the NTMP is to improve safety and the quality-of-life for residents by reducing the impacts from speeding vehicles and careless drivers on residential streets. The process[59] for seeking improvements through the NTMP must be spearheaded by residents.

Contact SacDOT at (916) 875-5171 for more information or to begin the NTMP process.

Requesting improvements

Currently there are over $318 million of identified pedestrian needs (mostly sidewalks) throughout the unincorporated County. Funding for projects is scarce and it will likely take many years for a requested project to become funded.

Any parent or resident of the unincorporated County is free to contact SacDOT to request curb ramps or sidewalk sections at specific locations. These requests will be added to a special request list that SacDOT maintains independent of the SRTS funding program. These requests will be considered with all the other county wide pedestrian related priorities when funding comes available, which will likely be several years. When requesting improvements you will need to provide your name, phone number, and specific location and nature of the request. The number to call is (916) 874-6291.

Seeking SRTS funding

The federal and state SRTS programs are two funding mechanisms that can be pursued if requested projects are near a school. If you plan to seek SRTS funding, it is advised that a parent or school administrator work with the school district to make the project a high-priority for the school district. Consider conducting a walk audit. The school district can then contact SacDOT to request SRTS engineering and application assistance. State and Federal Safe Routes to School grant programs require partnering with a city or county transportation planning agency such as SacDOT.

Local engineering example: Bannon Creek Elementary

Sometimes engineering improvements are the best solution, and this was the case at Bannon Creek Elementary School. The school is located on Millcreek Drive, a block north of West El Camino Avenue. Just south of West El Camino Avenue is a large apartment complex that is home to a significant number of students who attend the school. These students would have loved participating in Bannon Creek Elementary's walk-to-school program, but West El Camino Avenue was a wide, fast, four-lane street with nothing more than a crosswalk and signage at the intersection with Millcreek Drive. Parents were driving their students literally a quarter mile to school from the apartment complex because of concern for crossing the street.

A parent champion approached the City of Sacramento Department of Transportation about seeking a Safe Routes to School grant for the intersection. The great need and great potential were documented. The grant was drafted and submitted, and approved for funding. Parent champions met with the City staff as the plans and construction were followed through. The resulting improvements

- Traffic signal with pedestrian countdown
- Curb extensions to shorten crossing distance
- Dedicated left turn lanes with stop lines for safe walking
- Bike lanes with bicycle-activated signal
- "Chipper" traffic signal alert for the visually impaired

The new intersection was celebrated with a rousing walk to school in December 2006. Pedestrian traffic from the complex to the school has increased dramatically.

Before improvements

After improvements

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[49] SRTS Guide: Education: http://guide.saferoutesinfo.org/education/index.cfm
[50] Strategies for Educating Children: http://guide.saferoutesinfo.org/education/strategies_for_educating_children.cfm
[51] Key Messages for Parents: http://guide.saferoutesinfo.org/education/key_messages_for_parents.cfm
[52] Key Messages for Neighbors: http://guide.saferoutesinfo.org/education/key_messages_for_neighbors.cfm
[53] SRTS Guide: Encouragement: http://guide.saferoutesinfo.org/encouragement/index.cfm
[54] California Walk to School Headquarters: http://www.caactivecommunities.org/our-projects/california-walk-to-school-headquarters/
[55] Save a Gallon: http://saveagallon.org/
[56] Boltage: http://www.boltage.org/
[57] NTMP traffic calming: http://www.msa2.saccounty.net/transportation/Pages/NTMP-ToolBox.aspx
[58] Neighborhood Traffic Management Program:
http://www.msa2.saccounty.net/transportation/Pages/NeighborhoodTrafficManagement.aspx
[59] NTMP process: http://www.msa2.saccounty.net/transportation/Documents/ntmpFlowchart.pdf

5. Getting the project funded

This section features information on the federal and state Safe Routes to School funding programs, provides a selection of potential funding sources for SRTS programs, and discusses preparing to partner with the Sacramento County Department of Transportation (SacDOT) on a Safe Routes to School grant.

State and federal Safe Routes to School funding

There are two distinct Safe Routes to School funding sources: the California SR2S program and the federal SRTS program. Both programs are administered by the California Department of Transportation[60] and are intended to increase the number of children walking and bicycling to school by making it safer for them to do so. Differences between the two programs are outlined below.

PROGRAM FEATURES	STATE SR2S	FEDERAL SRTS
ELIGIBLE PROJECTS	Infrastructure with up to 10% for non-infrastructure	Infrastructure and non-infrastructure
LOCAL MATCH	10% required	None
TARGETED BENEFICIARIES	Grades K-12	Grades K-8
MAX PROJECT FUNDING AWARD	$500,000 to $1 million (including 10% match)	$500,000 to $1 million

Non-profit organizations, school districts, health and education departments, and hospitals may sponsor a federal SRTS project, but a local city, county, MPO, or RTPA must serve as the responsible agency.

The state (SR2S) and federal (SRTS) grant funding cycles have historically opened up every one to three years to receive grant applications. The pool of funding available statewide is generally in the range of $20-50 million. The high demand for funds makes the applications very competitive. Local jurisdictions are limited to submitting three grant applications per funding cycle, with no guarantee of any being awarded.

Partnering with SacDOT on a Safe Routes to School grant

Both federal and state Safe Routes to School grant applications must be submitted to Caltrans by SacDOT for schools in the unincorporated county. SacDOT receives many requests for funding, and may submit up to three applications per grant cycle. Caltrans requires that every application submitted be prioritized by the submitting jurisdiction. Typically only one of the three grants submitted is awarded, and there is no guarantee of any grants being funded.

To partner with SacDOT on an application, a school and school district must strongly support the application. Because funding is competitive, schools and school districts are strongly encouraged to demonstrate their interest in a Safe Routes to School grant through executing a number of the tasks discussed in this toolkit including building support for the project among parents; collecting data relevant to a grant application including student tallies and parent surveys; conducting a walk audit; and creating a

walk-to-school program including education, encouragement, and enforcement activities. Letters of support from the school and the school district are required to be included with the grant application.

Due to the competitive nature of the SRTS grants among schools within the unincorporated county, SacDOT has established a methodology to score each school candidate to determine the strength of that school as a potential SRTS grant applicant. The "School Assessment Selection Criteria" sample is included at the end of this toolkit.

Other funding sources

There are sources of funding other than federal and state programs and agencies, but they are often for smaller amounts. While these funds may be too little to pay for engineering solutions, they may be sufficient to help with programs and events. Some of the funding sources in this section can provide enough money to pay for minor engineering treatments on campus such as pavement painting, signs, or walkways.

The following list of sources is not an exhaustive list. The funding amounts and dates are given for illustrative purposes. You'll need to check with each source to verify if funds are available and when the current application period is open.

Many grants are available only to non-profit organizations. To be able to access these types of grants, you'll have to partner with an organization that has 501(c)(3) status.

A selection of funding sources for SRTS programs

Grants and funding from national companies and organizations	
National Center for Safe Routes to School Funding Portal[61]	The National Center's provides information on mini-grants; local, private, and federal funding; and a searchable list of federally funded SRTS projects. The National Center has been awarding up to 25 $1,000 mini-grants[62] once or twice annually for several years.
Lowe's Toolbox for Education[63]	Lowe's awards grants of $2,000 to $5,000 to more than 1000 schools across the country each year. Parent groups that don't have 501(c)(3) status may be able to apply through their school. Consider applying for a school landscaping project that improves the walking route from the edges of campus to classrooms.
Lowe's Charitable and Educational Foundation[64]	Grants of $5,000 to $25,000 are awarded for community improvement projects and public education. Funding is available only to 501(c)(3) organizations and public agencies that are located in communities where Lowe's has stores or distribution centers.
REI nonprofit partnership and grant[65]	Organizations may partner with a store team who may then nominate the organization for an REI grant.
Kodak American Greenways Program[66]	$500 to $2,500 grants are awarded by a partnership of Eastman Kodak Company, The Conservation Fund, and the National Geographic society for projects that are important to local greenway development efforts. Some example projects include improving a greenway or blueway with a foot bridge, signage, or planning a bike path. Non-profit organizations receive priority over local or regional public agencies. The 2011 application deadline was June 30th.
Fuel Up to Play 60[67]	$300 to $3,000 grants to purchase incentives for the Fuel Up to Play 60 program that encourages K-12 students to consume

	nutrient-rich foods and achieve at least sixty minutes of physical activity per day. While this may not explicitly be a SRTS program, it could be used to encourage more students to walk and bike to school.
Home Depot Community Impact Grants[68]	Home Depot provides grants up to $5,000 for projects that will impact the community, including repairs, refurbishments, and modifications to schools, and planting trees. The 2011 deadline to apply was August 14, but the program will resume in 2012.
The North Face Explore Fund[69]	Grants of up to $2,500 to 501(c)(3)non-profits for re-connecting children to the outdoors. Within the list of requirements for these grants, there are several that are related to SRTS efforts: proposals that encourage community involvement, and programs that focus on breaking down barriers to getting youth outdoors.
Grants and funding from local companies and organizations	
Teichert Foundation[70]	$3,000 to $7,500 grants for a total of $500,000 per year are planned by the Teichert Foundation. Categories that will be considered and are related to Safe Routes to School include transportation and planning, environmental planning and preservation, and youth and elderly.
Sacramento Tree Foundation[71]	The *Trees for Schools* program provides from 5 to 50 trees, stakes, ties, and tools to use on planting day. The Sacramento Tree Foundation is sometimes able to help fund trees for public schools, depending on the location and the availability and applicability of grant funds. Contact the Sacramento Tree Foundation's Greenprint Relations Director for more information.
First 5 Sacramento[72]	Nutrition and physical activity program funding is available to combat childhood obesity by creating, among other things, safe outdoor places for children to be active.
Nonprofit Resource Center Local Funding[73]	The Center provides assistance and resources to nonprofit organizations within the northern Central Valley and Sierra Nevada regions. Their Local Funding page has links to various local funding sources.
Local sources and means	
Safe Kids Greater Sacramento[74]	The Safe Kids Walk This Way program, provided by Safe Kids Worldwide and sponsor FedEx, are conducted by local chapters and coalitions of Safe Kids USA. Events, such as International Walk to School Day, are used to teach motorists and children safe behavior. Group work, such as organizing Pedestrian Task Forces and School Safety Committees, is used to create more walkable communities.
Elected officials[75]	Members of the Board of Supervisors may have discretionary funds that could support walking and biking events at your school.
PTA/PTO	PTA's and PTO's may be able to provide funding for an SRTS program. Consider including SRTS as a line item in the PTA/PTO budget for guaranteed funds.
Businesses	Many businesses want to support the community that supports them. Banks, bike and running shops, restaurants, bakeries, coffee shops, and even chain stores are a few of the businesses that may want to provide in-kind donations or discounts that you can use for encouragement and motivation.

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[60] Caltrans Safe Routes to School Programs: http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm
[61] SRTS funding portal: http://www.saferoutesinfo.org/funding-portal
[62] SRTS mini-grants: http://www.saferoutesinfo.org/funding-portal/mini-grants

[63] Lowe's Toolbox for Education: http://www.toolboxforeducation.com/
[64] Lowe's Charitable and Educational Foundation: http://www.cybergrants.com/lowes/start_app.html
[65] REI nonprofit partnership and grants: http://www.rei.com/stewardship/rei_grants_partnerships
[66] Kodak American Greenways Program: http://www.conservationfund.org/kodak_awards
[67] Fuel Up to Play 60: http://www.fueluptoplay60.com/
[68] Home Depot Community Impact Grants: http://www.homedepotfoundation.org/how-we-help/grants.html
[69] The North Face Explore Fund: http://www.explorefund.org/
[70] Teichert Foundation: http://www.teichert.com/grant-requirements.cfm
[71] Sacramento Tree Foundation: http://www.sactree.com/default.aspx
[72] First 5 Sacramento: http://www.first5sacramento.net/Funding/default.htm
[73] Nonprofit Resource Center Local Funding: http://www.nprcenter.org/local-funding
[74] Safe Kids Greater Sacramento: http://www.safekids.org/in-your-area/coalitions/greater-sacramento.html
[75] Sacramento County Board of Supervisors: http://www.bos.saccounty.net/default.htm

6. Building a sustainable program

A sustainable Safe Routes to School program is one that will last for many years. When starting a new Safe Routes program, there is the short term goal of getting more students walking and biking to school, as well as the long term goal of keeping the excitement going over the years. Keep the following points in mind in order to build a Safe Routes program that will last through the years.

Start small

Many Safe Routes to School efforts start out with just one motivated organizer (parent, teacher, or school administrator) who wants to make a difference. Some first-time organizers can get caught in the trap of trying to create an entire Safe Routes to School program all at once (i.e. too big, too soon). By starting small, the lead organizer will avoid getting overwhelmed or burned out. First time organizers may want to consider starting with a one-time event, such as international Walk and Roll to School Day. A successful one-time event can be the primary building block for a whole Safe Routes program down the road.

Manage volunteers

One of the biggest keys to a sustainable program is wise management of volunteers. Problems can occur when the lead organizer doesn't recruit any or enough volunteers and takes on all the work single-handedly. The program may lose momentum when this organizer leaves. When the lead organizer *delegates responsibility* and *empowers volunteers*, it creates more community investment in the program and a shared sense of success. A wise lead organizer will delegate specific tasks to volunteers, observe which volunteers emerge as leaders and ask those individuals to join the Safe Routes to School committee or task force.

Create a Safe Routes to School committee or task-force

A successful event will generate enthusiasm from students, parents and school administrators that can be harnessed. The lead organizer can take advantage of this energy by convening a Safe Routes to School committee or task force group to dialogue about ways to build a program. Anyone who showed an above average interest in the event or showed leadership potential when volunteering should be invited to join the committee. Be sure to let the PTA know about the committee, and encourage them to send a delegate. It's also important to define "term limits" for all members of the committee. If volunteers know that they will only be involved for a specific amount of time, they will be more likely to join and not fear that it will be an "unending term of service." If the lead organizer knows that they will only be in that role for a limited amount of time, they should communicate this to the group well in advance. This will give the group a chance to identify and choose its next leader which keeps the group sustainable over the long term.

Identify funding

Consider delegating a committee member to approach the PTA about including Safe Routes to School as a line item in their budget. This can act as a sustainable source of funding through the years. And remember that it doesn't take much money to buy simple incentive items for students or to sponsor a safety fair. Brainstorm funding ideas with the committee and explore who has contacts at local businesses or other community funds. Be sure to let any potential business sponsors know that this is a great advertising opportunity for them. Consider including sponsor logos on your school flyers, newsletters, t-shirts, billboards, or any other items connected to your program efforts.

Plan for the year at the school

Decide as a group what you want to accomplish for the year. Remember the S.M.A.R.T. goals. Keep goals specific, measurable, attainable, realistic, and time-targeted. By setting goals, you'll help to keep enthusiasm going throughout the year, which can be a challenge once the weather gets bad.

Plan for the long term with your district

In order to create a more pedestrian and bicycle friendly environment, school districts need to adopt long term strategies. This would include such things as district and site-level wellness policies and safety policies. Safe Routes to School can be incorporated into both of these policies. The California School Board Association has a few model policies[76] available. The National Alliance for Nutrition and Activity encourages schools, school districts, and others to use, distribute, and adapt their Model School Wellness Policies.[77] The National Policy and Legal Analysis Network to Prevent Childhood Obesity[78] also has useful a resource that addresses how to enforce school wellness policies. There is also a factsheet that provides an overview of legal protections designed to shield school volunteers from liability.

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[76] Model policies: http://www.csba.org/pab.aspx under physical education/physical activity
[77] School wellness policies: http://www.schoolwellnesspolicies.org/
[78] National Policy and Legal Analysis Network to Prevent Childhood Obesity: http://www.nplanonline.org/

7. Resources

Sacramento County Department of Transportation

Design, Planning, Administration
906 G Street, Suite 510
Sacramento, CA 95814
(916) 874-6291 (unless otherwise noted)
http://www.sacdot.com

General Safe Routes to School information

National Center for Safe Routes to School's SRTS Guide	The most comprehensive and well-known Safe Routes to School guide. A great starting place for beginners. http://guide.saferoutesinfo.org/
Safe Routes to Schools Marin County	One of the first and most successful SRTS programs in the country. Great ideas including how to get teens excited about walking and biking. http://saferoutestoschools.org/
SRTS webinars	Free monthly webinars on a variety of SRTS topics hosted by America Walks and the National Center for Safe Routes to School. http://americawalks.org/programs/srts/
Safe Routes to School National Partnership	A partnership of people and organizations supporting SRTS. http://www.saferoutespartnership.org/ See also the California State SRTS Partnership: http://www.saferoutespartnership.org/state/network/california

Local SRTS advocates contact information

WALKSacramento	A 501(c)(3) non-profit community organization working to create safe, walkable communities throughout the Sacramento metropolitan region. http://www.walksacramento.org	
	Alexis Kelso Safe Routes to School Coordinator (916) 446-9255 akelso@walksacramento.org	Terry Preston Complete Streets Coordinator (916) 446-9255 tpreston@walksacramento.org
Sacramento Area Bicycle Advocates	Advocating for more and safer trips by bike throughout the Sacramento region. Contact SABA for more information on bicycle audits. http://sacbike.org/	
Safe Kids Greater Sacramento	Sonja Atkins Coordinator, Safe Kids Greater Sacramento Mercy San Juan Medical Center 6501 Coyle Ave Carmichael CA 95608	

	(916) 864-5684 Sonja.Atkins@chw.edu	
California SRTS Technical Assistance Resource Center	Victoria Custodio, MPH Regional Coordinator, Caltrans Districts 6,9,10, and 3 (916) 552-9833 victoria.custodio@cdph.ca.gov	
North Natomas Transportation Management Association	Mellissa Meng Schools Program Manager (916) 419-9955 mellissa@nntma.org	
San Juan Unified School District	Dan Allison Safe Routes to School Coordinator dan.allison@sanjuan.edu (available to students attending school or living in Citrus Heights)	Tony Oddo Safe Schools Manager toddo@sanjuan.edu
Elk Grove Unified School District	Debbie Layton dlayton@egusd.net	

Attendance boundaries and School Accountability Report Cards for school districts in Sacramento County

Arcohe Union School District	School Accountability Report Card http://www.arcohe.net/Accountability%20Reports.htm
Center Joint Unified School District	Attendance and walk zone boundaries http://www.centerusd.k12.ca.us/cusd/AboutUs/Boundary/tabid/124/Default.aspx School Accountability Report Cards http://www.centerusd.k12.ca.us/cusd/Families/SchoolAccountabilityReportCards/tabid/129/Default.aspx
Elk Grove Unified School District	Attendance boundaries http://www.egusd.net/new_to_egusd/boundaries.cfm School Accountability Report Cards http://www.egusd.net/schools/sarcs/index.cfm
Elverta Joint Elementary School District	School Accountability Report Cards http://www.elverta.k12.ca.us/Info/Forms/forms.html
Folsom Cordova Unified School District	Attendance boundaries http://www.fcusd.org/facweb/Boundary/ School Accountability Report Cards http://www.fcusd.org/sarcs/
Galt Joint Union Elementary School District	Attendance boundaries and walking paths to school – Links are in the left side bar School Accountability Report Cards

Galt Joint Union High School District	Attendance boundaries http://www.galt.k12.ca.us/StuParent/stuparent.html School Accountability Report Cards http://www.axiomadvisors.net/livesarc/presentation/sarcindex.aspx?DistrictID=3467355
Sacramento City Unified School District	Attendance boundaries http://www.scusd.edu/OurSchools/Pages/AttendanceAreas.aspx School Accountability Report Cards http://sacramentocity.schoolwisepress.com/home/
San Juan Unified School District	Attendance boundaries http://www.sanjuan.edu/schools.cfm?subpage=10271 School Accountability Report Cards http://www.sanjuan.edu/departments.cfm?subpage=544
Twin Rivers Unified School District	Attendance boundaries – Scroll to the bottom of the page and click on "SchoolFinder" http://www.twinriversusd.org/ School Accountability Report Cards http://www.twinriversusd.org/schools/

A selection of walkability checklists

America Walks Safe Routes to School Start-Up Checklist	This checklist has a good section on what to look for on your walk audit, and can also help you evaluate observed travel behaviors and support for SRTS programs at your school. http://www.saferoutesinfo.org/program-tools/america-walks-safe-routes-school-start-checklist
Bike and Walk Audit Checklist	Developed by the East Central Wisconsin SRTS. This checklist provides a list of common obstacles to walking and biking which is a helpful reminder of things to look out for and also helps aid in uniformity if many people are completing the checklist. http://eastcentralsrts.org/?page_id=219
General Pedestrian Audits	Walkinginfo.org, run by the Pedestrian and Bicycle Information Center, has a number of general walk audit checklists. http://www.walkinginfo.org/problems/audits-general.cfm
School Site Assessment for Traffic Safety	Developed by the Florida Traffic and Bicycle Safety Education Program. The advantage of this checklist is that it includes the assessment of bicycling conditions. It also provides includes information about education and enforcement programs. http://katana.hsrc.unc.edu/cms/downloads/Florida_School%20Site%20Assessment.pdf
Tools to Identify Bicycling Concerns	Bicyclinginfo.org, also run by the Pedestrian and Bicycle Information Center, has a number of tools to identify obstacles to biking, and potential solutions. http://www.bicyclinginfo.org/problems/concerns.cfm#audits
Walk to School Walkability Checklist	Developed by the California Walk to School Headquarters. The advantage of this checklist its simplicity which allows students and parents to do walk audits by themselves. It is also available in Spanish. The main disadvantage is the level of detail of this checklist which is very general and can miss important obstacles to walking on

your school route.
http://www.caactivecommunities.org/wp-content/uploads/2011/09/Walkability-Checklist-for-Students-and-Adults.pdfhttp://www.caactivecommunities.org/wp-content/uploads/2011/03/walkability_checklist.pdf

Sample Safe Routes to School
Walk Audit Checklist

School name _____

Date of walk audit _____   **Time of walk audit** _____

Completed by _____

Contact info _____

Directions: Use this checklist to document the obstacles to walking and bicycling to your school. Attach a map (such as from maps.google.com or openstreetmap.org) with your findings noted by numbers corresponding to the numbered items on this checklist. Optional: Take pictures and number them to correspond with the checklist and map.

Who participated in the walk audit?

□ Parents/guardians □ Students □ School administration □ Teachers
□ PTA/PTO member □ Other school staff □ After-school program leader □ Pre-K program leader
□ School board member □ School district facilities and planning staff □ School district transportation staff □ Neighborhood association member
□ Neighbors □ Pedestrian advocate □ Bicycle advocate □ Local transportation staff
□ Health professional □ Local service club member □ Local business owner □ Recreation and parks staff
□ Law enforcement officer □ Local planning staff □ Regional planning staff □ other (please list)

1. **What streets did you walk for this walk audit?**

   Street: _____   between _____   and _____   Posted speed limit:_____

   Street: _____   between _____   and _____   Posted speed limit:_____

   Street: _____   between _____   and _____   Posted speed limit:_____

   Street: _____   between _____   and _____   Posted speed limit:_____

2. **School zone speed limit signs may be posted in advance of school on streets contiguous to school grounds. Are school zone speed limit signs posted appropriately on the routes to school?**

   <u>Yes, a school zone sign is posted, but it needs improvement</u>   <u>No, a school zone sign is not posted</u>

2.A   Location: _____
   □ too close to school   □ too far from school
   □ sign is faded or broken   □ sign is obstructed by vegetation
   □ other (please explain)

2.B   Location: _____

2.C   Location: _____

2.D   Location: _____

3. Which crossings present challenges for students walking to school, and why?

3.A Intersection of _____ with _____

☐ width of road ☐ too many lanes ☐ large number of cars ☐ high posted speed limit

☐ no crosswalk markings ☐ faded crosswalk marking ☐ no curb ramp for wheel chair users ☐ no tactile strip for vision-impaired pedestrians

☐ drivers exceed the posted speed limit ☐ no stop sign ☐ no traffic light ☐ drivers do not yield to pedestrians

☐ drivers don't come to a complete stop ☐ no pedestrian signal on traffic light ☐ no pedestrian countdown on traffic light ☐ "walk phase" of traffic light not long enough

☐ drivers cannot see pedestrians at corners ☐ other (please describe)

3.B Intersection of _____ with _____

☐ width of road ☐ too many lanes ☐ large number of cars ☐ high posted speed limit

☐ no crosswalk markings ☐ faded crosswalk marking ☐ no curb ramp for wheel chair users ☐ no tactile strip for vision-impaired pedestrians

☐ drivers exceed the posted speed limit ☐ no stop sign ☐ no traffic light ☐ drivers do not yield to pedestrians

☐ drivers don't come to a complete stop ☐ no pedestrian signal on traffic light ☐ no pedestrian countdown on traffic light ☐ "walk phase" of traffic light not long enough

☐ drivers cannot see pedestrians at corners ☐ other (please describe)

3.C Intersection of _____ with _____

☐ width of road ☐ too many lanes ☐ large number of cars ☐ high posted speed limit

☐ no crosswalk markings ☐ faded crosswalk marking ☐ no curb ramp for wheel chair users ☐ no tactile strip for vision-impaired pedestrians

☐ drivers exceed the posted speed limit ☐ no stop sign ☐ no traffic light ☐ drivers do not yield to pedestrians

☐ drivers don't come to a complete stop ☐ no pedestrian signal on traffic light ☐ no pedestrian countdown on traffic light ☐ "walk phase" of traffic light not long enough

☐ drivers cannot see pedestrians at corners ☐ other (please describe)

3.D Intersection of _____ with _____

☐ width of road ☐ too many lanes ☐ large number of cars ☐ high posted speed limit

☐ no crosswalk markings ☐ faded crosswalk marking ☐ no curb ramp for wheel chair users ☐ no tactile strip for vision-impaired pedestrians

☐ drivers exceed the posted speed limit ☐ no stop sign ☐ no traffic light ☐ drivers do not yield to pedestrians

☐ drivers don't come to a complete stop ☐ no pedestrian signal on traffic light ☐ no pedestrian countdown on traffic light ☐ "walk phase" of traffic light not long enough

☐ drivers cannot see pedestrians at corners ☐ other (please describe)

3.E Intersection of _____ with _____

☐ width of road ☐ too many lanes ☐ large number of cars ☐ high posted speed limit

☐ no crosswalk markings ☐ faded crosswalk marking ☐ no curb ramp for wheel chair users ☐ no tactile strip for vision-impaired pedestrians

☐ drivers exceed the posted speed limit ☐ no stop sign ☐ no traffic light ☐ drivers do not yield to pedestrians

☐ drivers don't come to a complete stop ☐ no pedestrian signal on traffic light ☐ no pedestrian countdown on traffic light ☐ "walk phase" of traffic light not long enough

☐ drivers cannot see pedestrians at corners ☐ other (please describe)

4. Which routes are difficult to walk along, and why?

4.A   Street: _____ between _____ and _____
- □ no sidewalk
- □ no shoulder (where community does not prefer sidewalk)
- □ sidewalk is not wide enough
- □ shoulder is not wide enough
- □ high traffic speeds
- □ large number of cars
- □ driveway crossings are difficult
- □ cars parked on sidewalk
- □ sidewalk cracked or uplifted (difficult for wheelchair users)
- □ vegetation blocks sidewalk or shoulder
- □ sidewalk is too close to moving vehicles
- □ other (please describe)

4.B   Street: _____ between _____ and _____
- □ no sidewalk
- □ no shoulder (where community does not prefer sidewalk)
- □ sidewalk is not wide enough
- □ shoulder is not wide enough
- □ high traffic speeds
- □ large number of cars
- □ driveway crossings are difficult
- □ cars parked on sidewalk
- □ sidewalk cracked or uplifted (difficult for wheelchair users)
- □ vegetation blocks sidewalk or shoulder
- □ sidewalk is too close to moving vehicles
- □ other (please describe)

4.C   Street: _____ between _____ and _____
- □ no sidewalk
- □ no shoulder (where community does not prefer sidewalk)
- □ sidewalk is not wide enough
- □ shoulder is not wide enough
- □ high traffic speeds
- □ large number of cars
- □ driveway crossings are difficult
- □ cars parked on sidewalk
- □ sidewalk cracked or uplifted (difficult for wheelchair users)
- □ vegetation blocks sidewalk or shoulder
- □ sidewalk is too close to moving vehicles
- □ other (please describe)

4.D   Street: _____ between _____ and _____
- □ no sidewalk
- □ no shoulder (where community does not prefer sidewalk)
- □ sidewalk is not wide enough
- □ shoulder is not wide enough
- □ high traffic speeds
- □ large number of cars
- □ driveway crossings are difficult
- □ cars parked on sidewalk
- □ sidewalk cracked or uplifted (difficult for wheelchair users)
- □ vegetation blocks sidewalk or shoulder
- □ sidewalk is too close to moving vehicles
- □ other (please describe)

4.E   Street: _____ between _____ and _____
- □ no sidewalk
- □ no shoulder (where community does not prefer sidewalk)
- □ sidewalk is not wide enough
- □ shoulder is not wide enough
- □ high traffic speeds
- □ large number of cars
- □ driveway crossings are difficult
- □ cars parked on sidewalk
- □ sidewalk cracked or uplifted (difficult for wheelchair users)
- □ vegetation blocks sidewalk or shoulder
- □ sidewalk is too close to moving vehicles
- □ other (please describe)

5. School site checklist

5.A   Do walkers have direct access from the street to the school without having to cross driveways or parking lots?
□ yes   □ no (please describe)

5.B   Is there a curb in the parking lot separating vehicles from pedestrians?
□ yes   □ no (please describe)

5.C   Are drop-off/pick-up areas clearly marked?
□ yes   □ no (please describe)

5.D   Is the drop-off/pick-up area designed well for safety and efficiency?
□ yes   □ no (please describe)

5.E   Is there opportunity to create additional access points onto campus?
□ no   □ yes (please describe

6. **Please describe any dangerous parent behaviors that you see at the school. The bullets below are to give you an idea of what to look for.**

- Dropping students off on the non-school side of the street
- Suddenly pulling out or backing up
- Distracted driving (e.g. talking on the phone or texting)
- Not pulling all the way forward in the drop-off zone
- Parking at intersections or crosswalks
- Not yielding to pedestrians in crosswalk
- Speeding in the school zone
- Double parking
- Parking in the loading zone
- Rolling through stop signs
- Encouraging students to jay walk
- Idling the car

7. **Please describe any dangerous student behaviors you see at the school. The bullets below are to give you an idea of what to look for.**

- Running across streets
- Not using crosswalks
- Not paying attention to traffic
- Not bicycling on the correct side of the street
- Darting out suddenly into the street
- Walking in the street (when a sidewalk is present)
- Not wearing a helmet or wearing one improperly
- Not using hand signals when bicycling

Sample Safe Routes to School
Bike Audit Checklist

School name _____

Date of bike audit _____ **Time of bike audit** _____

Completed by _____

Contact info _____

Directions: Use this checklist to document the obstacles to bicycling to your school. Attach a map (such as from maps.google.com or openstreetmap.org) with your findings noted by numbers corresponding to the numbered items on this checklist. Optional: Take pictures and number them to correspond with the checklist and map.

Who participated in the bike audit?

□ Parents/guardians   □ Students   □ School administration   □ Teachers
□ PTA/PTO member   □ Other school staff   □ After-school program leader □ Pre-K program leader
□ School board member   □ School district facilities and □ School district   □ Neighborhood association
                              planning staff   transportation staff   member
□ Neighbors   □ Pedestrian advocate   □ Bicycle advocate   □ Local transportation staff
□ Health professional   □ Local service club member   □ Local business owner   □ Recreation and parks staff
□ Law enforcement officer   □ Local planning staff   □ Regional planning staff   □ other (please list)

1. **What streets did you bicycle for this bike audit?**

Street: _____ between _____ and _____ Posted speed limit:_____

Street: _____ between _____ and _____ Posted speed limit:_____

Street: _____ between _____ and _____ Posted speed limit:_____

Street: _____ between _____ and _____ Posted speed limit:_____

2. **School zone speed limit signs may be posted in advance of school on streets contiguous to school grounds. Are school zone speed limit signs posted appropriately on the routes to school?**

Yes, a school zone sign is posted, but it needs improvement   No, a school zone sign is not posted

2.A Location: _____   2.B   Location: _____
      □ too close to school   □ too far from school
      □ sign is faded or broken □ sign is obstructed by
                                   vegetation   2.C   Location: _____
      □ other (please explain)

                                                           2.D   Location: _____

3. Which routes are difficult to bike along, and why?

3.A   Street: _____ between _____ and _____

☐ large number of cars   ☐ no bike lane   ☐ terrain is too hilly   ☐ shoulder or bike lanes is not wide enough

☐ high traffic speeds   ☐ bike lane ends or is discontinuous   ☐ waste bins or waste piles block bike lane or shoulder   ☐ cars parked in bike lane or shoulder

☐ pavement in poor condition   ☐ vegetation blocks bike lane or shoulder   ☐ road debris in bike lane or shoulder   ☐ large intersection, rail road track, overpass, etc. acts as barrier

☐ other (please describe)

3.B   Street: _____ between _____ and _____

☐ large number of cars   ☐ no bike lane   ☐ terrain is too hilly   ☐ shoulder or bike lanes is not wide enough

☐ high traffic speeds   ☐ bike lane ends or is discontinuous   ☐ waste bins or waste piles block bike lane or shoulder   ☐ cars parked in bike lane or shoulder

☐ pavement in poor condition   ☐ vegetation blocks bike lane or shoulder   ☐ road debris in bike lane or shoulder   ☐ large intersection, rail road track, overpass, etc. acts as barrier

☐ other (please describe)

3.C   Street: _____ between _____ and _____

☐ large number of cars   ☐ no bike lane   ☐ terrain is too hilly   ☐ shoulder or bike lanes is not wide enough

☐ high traffic speeds   ☐ bike lane ends or is discontinuous   ☐ waste bins or waste piles block bike lane or shoulder   ☐ cars parked in bike lane or shoulder

☐ pavement in poor condition   ☐ vegetation blocks bike lane or shoulder   ☐ road debris in bike lane or shoulder   ☐ large intersection, rail road track, overpass, etc. acts as barrier

☐ other (please describe)

3.D   Street: _____ between _____ and _____

☐ large number of cars   ☐ no bike lane   ☐ terrain is too hilly   ☐ shoulder or bike lanes is not wide enough

☐ high traffic speeds   ☐ bike lane ends or is discontinuous   ☐ waste bins or waste piles block bike lane or shoulder   ☐ cars parked in bike lane or shoulder

☐ pavement in poor condition   ☐ vegetation blocks bike lane or shoulder   ☐ road debris in bike lane or shoulder   ☐ large intersection, rail road track, overpass, etc. acts as barrier

☐ other (please describe)

3.E   Street: _____ between _____ and _____

☐ large number of cars   ☐ no bike lane   ☐ terrain is too hilly   ☐ shoulder or bike lanes is not wide enough

☐ high traffic speeds   ☐ bike lane ends or is discontinuous   ☐ waste bins or waste piles block bike lane or shoulder   ☐ cars parked in bike lane or shoulder

☐ pavement in poor condition   ☐ vegetation blocks bike lane or shoulder   ☐ road debris in bike lane or shoulder   ☐ large intersection, rail road track, overpass, etc. acts as barrier

☐ other (please describe)

4. Which intersections are difficult to cross on a bicycle, and why?

4.A   Intersection of _____ with _____

For which direction of travel are these obstacles present (circle one or more)? **Northbound/ Southbound / Eastbound / Westbound**

□ no defined space for bikes at intersection	□ unclear how bikes should proceed through the intersection	□ traffic signal is not responsive to bikes	□ traffic signal is responsive to bikes, but no clear markings on the road
□ green light is not long enough	□ road is too wide	□ drivers exceed the posted speed limit	□ there are not sufficient gaps in traffic
□ large number of cars	□ high posted speed limit	□ too many lanes	□ other (please describe)

4.A   Intersection of _____ with _____

For which direction of travel are these obstacles present (circle one or more)? **Northbound/ Southbound / Eastbound / Westbound**

□ no defined space for bikes at intersection	□ unclear how bikes should proceed through the intersection	□ traffic signal is not responsive to bikes	□ traffic signal is responsive to bikes, but no clear markings on the road
□ green light is not long enough	□ road is too wide	□ drivers exceed the posted speed limit	□ there are not sufficient gaps in traffic
□ large number of cars	□ high posted speed limit	□ too many lanes	□ other (please describe)

4.C   Intersection of _____ with _____

For which direction of travel are these obstacles present (circle one or more)? **Northbound/ Southbound / Eastbound / Westbound**

□ no defined space for bikes at intersection	□ unclear how bikes should proceed through the intersection	□ traffic signal is not responsive to bikes	□ traffic signal is responsive to bikes, but no clear markings on the road
□ green light is not long enough	□ road is too wide	□ drivers exceed the posted speed limit	□ there are not sufficient gaps in traffic
□ large number of cars	□ high posted speed limit	□ too many lanes	□ other (please describe)

4.D   Intersection of _____ with _____

For which direction of travel are these obstacles present (circle one or more)? **Northbound/ Southbound / Eastbound / Westbound**

□ no defined space for bikes at intersection	□ unclear how bikes should proceed through the intersection	□ traffic signal is not responsive to bikes	□ traffic signal is responsive to bikes, but no clear markings on the road
□ green light is not long enough	□ road is too wide	□ drivers exceed the posted speed limit	□ there are not sufficient gaps in traffic
□ large number of cars	□ high posted speed limit	□ too many lanes	□ other (please describe)

4.E   Intersection of _____ with _____

For which direction of travel are these obstacles present (circle one or more)? **Northbound/ Southbound / Eastbound / Westbound**

□ no defined space for bikes at intersection	□ unclear how bikes should proceed through the intersection	□ traffic signal is not responsive to bikes	□ traffic signal is responsive to bikes, but no clear markings on the road
□ green light is not long enough	□ road is too wide	□ drivers exceed the posted speed limit	□ there are not sufficient gaps in traffic
□ large number of cars	□ high posted speed limit	□ too many lanes	□ other (please describe)

5. School site checklist

5.A   Do bicyclists have direct access from the street to the school without having to cross driveways or parking lots?
□ yes   □ no (please describe)

5.B   Is there a curb in the parking lot separating vehicles from bicyclists?
□ yes   □ no (please describe)

5.C   Are drop-off/pick-up areas clearly marked?
□ yes   □ no (please describe)

5.D   Is the drop-off/pick-up area designed well for safety and efficiency?
□ yes   □ no (please describe)

5.E   Is bicycle parking provided in a visible and secure location?
□ yes   □ no (please describe)

5.F   Is there opportunity to create additional access points onto campus?
□ no   □ yes (please describe)

Sample School Assessment Selection Criteria

**Sacramento County
Safe Routes 5 E's**

**School Assessment
Selection Criteria**

School: _____

Address: _____
　　　　　　Street　　　　　　　　　　　　　　**City**

School District: _____

Supervisor: _____

Initial Qualifications *(must score "Yes" in all categories)*

_____ YES - The school district leadership is committed to support the project

_____ YES - The school site leadership is committed to the project

_____ YES - The school site has strong parent and/or teacher support for the project

Ranking and Selection Criteria

Q1. Describe the school's community context (max. **25 pts**.)

　　　Q1a. Do a significant number of students live within walking and biking distance of the school? (**max 10 pts**.)

_____ If 50% or more within 1 mile (10 pts)
_____ If 20 % or more within 1 mile (4 pts.)

_____Q1b. Does the school site have strong organizational, programmatic or physical links with other community resources; e.g. public park, community center, Boy or Girl Scouts, neighborhood association? (Yes = **5 pts**)

_____ Q1c. Is school currently listed in the Capital Improvement Program project list?.(**10 pts**)

Q2. <u>School district priority</u> (**max. 10 pts**.)

_____ 1st priority (10 pts)
_____ 2nd priority (7 pts)
_____ 3rd priority (4 pts.)

Q3. <u>What are the Pedestrian and/or Bicyclist problems to be addressed?</u> (**max. 20 pts**.)

_____ High traffic arterial within school attendance zone (4 pts)
_____ Recent pedestrian/bicycle collisions near school (4 pts)
_____ Missing sidewalks near school (4 pts.)
_____ A problem intersection is nearby (4 pts)
_____ Pick up/drop off problems (4 pts)

Q4. <u>Are there current Safe Routes 5 E's activities under way</u>? (**max. 15 pts**.)

_____ Education - i.e. pedestrian/bicycle safety instruction. (5 pts)

_____ Encouragement - i.e. Walk to School programs (5 pts.)

_____ Enforcement - i.e. traffic guards, law enforcement (5 pts.)

_____ **TOTAL points**

Is this school a candidate for a Walk to School toolkit?

Yes _____

No _____

Reviewed and scored by:

_____
Name

_____
Date